

**Health And wellbeing curriculum**

**SUBSTANCE MISUSE**

**PSE PACK**

**SECONDARY EDUCATION PACK**



Pack developed by The Greater Glasgow & Clyde Substance Misuse Education Working Group 2018

Based on original pack by East Dunbartonshire Council

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| **S3 LESSONS** | **Learning Outcomes** |
| Learner Activity 1 –  **What is a drug?** | * Understand the pupil's knowledge and understanding of the word 'drug' * Agree on a class definition of the word 'drug' * Understand the differences between medicines and drugs * Explore the differences between legal and illegal drugs / substances |
| Learner Activity 2 –  **Sophie’s Story (alcohol and peer pressure)** | * Understand what peer pressure is * Learn how peer pressure affects people * Learn it is important to make their own decisions and not feel coerced into making a decision that they do not want |
| Learner Activity 3- **Peer Pressure** | * Understand the different forms of peer pressure and peer influence * Have considered how and why peer pressure works and how it makes everyone feel * Have thought about how they can make their own decisions and not be influenced too much by others |
| Learner Activity 4-Understanding the School’s Policy on Drugs | * Understand the school rules on drugs / substance misuse * Understand drugs situations and consequences in schools * Explore ways the school could help a young person in a substance misuse situation in school |



**SUBSTANCE MISUSE PSE PACK**



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| **LEARNER ACTIVITY 1** | **LEARNER ACTIVITY 3** |
| 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** | Through investigation, I can explain how images of substance use and misuse can influence people’s behaviour.  **HWB 4-39a**  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**  After assessing options and the consequences of my decisions, I can identify safe and unsafe behaviours and actions.  **HWB 3-41a / HWB 4-41a** |
| **LEARNER ACTIVITY 2** | **LEARNER ACTIVITY 4** |
| 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**  Through investigation, I can explain how images of substance use and misuse can influence people’s behaviour.  **HWB 4-39a**  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**  After assessing options and the consequences of my decisions, I can identify safe and unsafe behaviours and actions.  **HWB 3-41a / HWB 4-41a** | 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 how to access information and support for substance-related issues.  **HWB 3-40b / HWB 4-40b** |



**EXPERIENCES AND OUTCOMES THAT WILL BE EXPLORED**

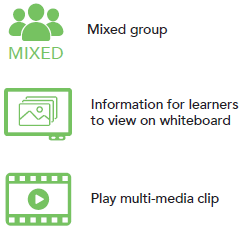
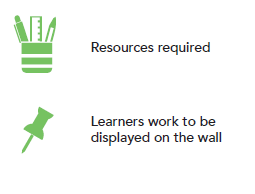
|  |  |
| --- | --- |
| * For more information on drugs discussed, effects, risks and legal status please refer to: | **Know the Score**  [**http://knowthescore.info/drugs-a-z/**](http://knowthescore.info/drugs-a-z/) |
| * Information about alcohol, its associated harm and how it affects different sections of society as well as briefings on key alcohol issues e.g. minimum pricing and licensing | [**Alcohol Focus Scotland**](file:///H:\Substance%20Misuse%20PSE%20Pack\S5\BLOCKEDalcohol-focus-scotland%5b.%5dorg%5b.%5duk\BLOCKED)  [**http://www.alcohol-focus-scotland.org.uk/**](http://www.alcohol-focus-scotland.org.uk/) |
| * A suite of positive digital resources designed to support young people to use the internet, social media and mobile technologies to improve their mental health and wellbeing | [**Aye Mind**](file:///H:\Substance%20Misuse%20PSE%20Pack\S5\BLOCKEDayemind%5b.%5dcom\BLOCKED)  [**http://ayemind.com/**](http://ayemind.com/) |
| * Contains information, advice and facts about drugs, alcohol, tobacco and online safety | [**Choices for life**](https://young.scot/choices-for-life/)  [**https://young.scot/choices-for-life/**](https://young.scot/choices-for-life/) |
| * NHS Greater Glasgow & Clyde service with specialist support for schools and youth organisations | **Quit Your Way**  [**http://www.nhsggc.org.uk/your-health/healthy-living/smokefree/quit-your-way/**](http://www.nhsggc.org.uk/your-health/healthy-living/smokefree/quit-your-way/) |
| * Factual information and up-to-date advice on drugs, and a range of issues relating to substance use and misuse | [**Talk to Frank**](http://www.talktofrank.com/)  [**http://www.talktofrank.com/**](http://www.talktofrank.com/) |
| * Youth work essentials addressing tobacco prevention issues developed by Ash Scotland and Youth Scotland | [**Tobacco Free Generation**](http://www.youthworkessentials.org/youth-tobacco.aspx)  [**http://www.youthworkessentials.org/tobacco-free-generation.aspx**](http://www.youthworkessentials.org/tobacco-free-generation.aspx) |



**WHERE TO GO FOR FURTHER SUPPORT**



**ICON GUIDE**



**WHAT IS A DRUG? – LEARNER ACTIVITY 1**

**Part 1**

In groups discuss different drugs and write the name of each drug on a piece of card then stick on them on the wall/whiteboard

In your group discuss what you know about the suggestions on the board/wall;

* Are they actually drugs?
* Are some of them the same drugs but with different names (street names)?
* What do you know about them?

# Part 2

Now imagine that a Martian has come to earth and has never heard of the word 'drug'.

How would you explain the definition of the word ‘drug’?

# Part 3

Now split the 'Drugs' into two smaller categories LEGAL and ILLEGAL





**Key Messages**

* The word 'drug' has many true or false definitions depending on the level of knowledge and understanding you have about drugs. It is important to understand the meaning of the word before substance misuse education can be effective.
* All medicines are drugs but not all drugs are medicines. Some drugs may be used to make you feel better but it is important to understand that they can sometimes interfere with your mind as well.
* Buying a drug illegally means you can never be sure what you are getting – some drugs are fake e.g. buying an ecstasy tablet and getting paracetamol or dog worming tablets instead.
* Some are mixed (cut) with other things (e.g. talcum powder and glucose in speed) and some are mixed with other drugs. This means you can never really be sure of the effects of the drug on you before you take it.

**Definition of ‘drug’**

* A medicine or other substance which has a physiological effect when ingested or otherwise introduced into the body
* A substance taken for its narcotic or stimulant effects, often illegally



**Teachers Notes**

**Part 1**

Look through the drug cards and see if any are missing - alcohol, caffeine, nicotine and medicines etc. Add that are missing to the wall.

Ask the learners to discuss what drugs; have in common, what differences they have, what makes them drugs.

Discuss whether food, chocolate and sugar are drugs? Whilst some people consume more of them there is no concrete evidence that that addictive but they do stimulate similar chemical reward system in the brain that releases dopamine, activating this system makes you want to carry out the behaviour again as it feels good.

# Part 2

Suggestions may include: 'Mood altering substance' or 'something other people do'

**Actual definition:**

A medicine or other substance which has a physiological effect when ingested or otherwise introduced into the body

A substance taken for its narcotic or stimulant effects, often illegally

# Part 3

|  |  |  |
| --- | --- | --- |
| **Legal** | **Illegal Substances** | **Illegal Substances** |
| * Alcohol (legal for over 18s) * Caffeine * Poppers * Solvents * Tobacco (legal for over 18s) | * Amphetamine * Cannabis * Cocaine * Ecstasy * Heroin * LSD * Magic Mushrooms | * Benzodiazepines   (not illegal if it’s prescribed to you)   * Ketamine * Methadone   (not illegal if it’s prescribed to you)   * New Psychoactive Substances   (NPS – the Psychoactive Substances Act 2016 now makes it illegal to purchase NPS in shops or on-line)   * Synthetic Cannabinoids |

Some questions to pose to learners for discussion;

* Why do you think some drugs are legal and some are not?
* Are there any problems that can arise if someone is using legal drugs?
* Are there any problems that arise if someone is using illegal drugs?
* Why might people choose to use illegal drugs?
* What are the main differences between illegal and legal drugs?
* Do you think there are differences between 'medicines' and 'drugs'? All medicines are drugs but not all drugs are medicines. Some drugs may be used to make you feel better but that they can sometimes interfere with your mind as well e.g. certain types of drugs make you behave differently.
* If I bought a bottle of wine from a shop and I opened it only to find Im-Bru, what could I do? In comparison to: if I bought ecstasy from someone at a club, how would I know what it is? - if it wasn't the right stuff, could I take it back?

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**sophie’s story – LEARNER ACTIVITY 2**

# Part 1

* Choices for Life Film “Sophie’s Story” (14 minutes) will be shown.

This can be found at the link below or by typing “Choices for Life” into YouTube.

<https://young.scot/get-informed/national/video-dramas-dealing-with-peer-pressure>

* Use the film observation sheet to record your responses while watching then discuss as a class

# Part 2

* Working in pairs write a list of things you could do to keep yourselves safe when going out to parties or other social events then discuss as a class
* Extra activity – learners could present these ideas creatively and to be displayed around the school to promote looking after your friends when out having fun



**Key Messages**

* When you go out it is vital you keep yourself safe
* You also have a responsibility towards your friends and should do what you can to keep them safe too

**sophie’s story – film observation sheet**

|  |
| --- |
| 1. Why is Sophie’s Dad worried about her progress at school? |
|  |
| 1. How does Natasha influence Sophie’s decision about going to the party? |
|  |
| 1. Why is Sophie concerned about having alcohol before or at the party? |
|  |
| 1. What impact could alcohol have on Sophie’s decision ability to make decisions? |
|  |
| 1. What were the physical signs that Sophie had been drinking? |
|  |
| 1. What could Natasha do to help Sophie when she becomes ill? |
|  |
| 1. Why does Ben decide that he does not want anything else to drink? |
|  |
| 1. What could happen to Sophie as a result of drinking at the party? |
|  |

******peer pressure – learner activity 3**

# Part 1

* Ask the class what they think peer pressure is. Write the answers on the whiteboard/flipchart.
* Next explain what assertive and non-assertive means.

**Assertive** - self-assured, positive, confident

**Non-assertive** - not aggressive or self-assured, though not necessarily lacking in confidence

* In mixed groups give each group a copy of one of the scenarios to complete
* Ask the pupils to feed back their thoughts about each question on their scenario

Points for discussion

* Does peer pressure come from other people or from ourselves? (Answer either or both!)
* What does it feel like when we are under pressure?
* Is it good to be different sometimes?
* Ask the class to go back into their groups. Each group should come up with one action that would make the person in their scenario feel under less pressure. It can be something that the person themselves or someone else does or says.

**scenario 1**

Paul is drinking cider with some friends in the park. They are getting really drunk. He knows he should be home soon but everyone else is staying out longer

1. **Suggest two possible outcomes to the scenario**

Assertive option 1

Non-assertive option 2

1. **Which is the smartest option?**
2. **Describe one action that would make your person in the scenario feel under less pressure. It can be something that the person themselves or someone else does or says.**

**scenario 2**

Kerry has no money to go out Friday night and all her friends are going to an under 18 club. Her mum has left her purse open and just got her wages. Her friends tell her that her mum won’t miss £10.00 but she doesn’t want to steal from her mum.

1. **Suggest two possible outcomes to the scenario**

Assertive option 1

Non-assertive option 2

1. **Which is the smartest option?**
2. **Describe one action that would make your person in the scenario feel under less pressure. It can be something that the person themselves or someone else does or says.**

**scenario 3**

It's the school disco - Imaan's friend suggests that they sneak some bottles of alcohol in, but Imaan doesn’t think this is a good idea.

1. **Suggest two possible outcomes to the scenario**

Assertive option 1

Non-assertive option 2

1. **Which is the smartest option?**
2. **Describe one action that would make your person in the scenario feel under less pressure. It can be something that the person themselves or someone else does or says.**

**scenario 4**

All Ali's friends smoke cigarettes. She does not. Her friends keep asking her to try it, but she doesn’t really want to.

1. **Suggest two possible outcomes to the scenario**

Assertive option 1

Non-assertive option 2

1. **Which is the smartest option?**
2. **Describe one action that would make your person in the scenario feel under less pressure. It can be something that the person themselves or someone else does or says.**

**scenario 5**

Madeeha is offered a tablet by a friend's older brother. She is not sure what it is and doesn’t want to take it.

1. **Suggest two possible outcomes to the scenario**

Assertive option 1

Non-assertive option 2

1. **Which is the smartest option?**
2. **Describe one action that would make your person in the scenario feel under less pressure. It can be something that the person themselves or someone else does or says.**

**scenario 6**

Hamza’s friends ask him to buy some ecstasy for them. He could get it from his neighbour but he doesn’t want to.

1. **Suggest two possible outcomes to the scenario**

Assertive option 1

Non-assertive option 2

1. **Which is the smartest option?**
2. **Describe one action that would make your person in the scenario feel under less pressure. It can be something that the person themselves or someone else does or says.**

**scenario 7**

Charlie’s friend asks her to keep some cannabis for them because their mum has searched their bedroom but she doesn’t want to.

1. **Suggest two possible outcomes to the scenario**

Assertive option 1

Non-assertive option 2

1. **Which is the smartest option?**
2. **Describe one action that would make your person in the scenario feel under less pressure. It can be something that the person themselves or someone else does or says.**

**scenario 8**

Richard's friends have bought a substance off the internet to get high with. They said it’s OK because it not really an illegal drug but Richard doesn’t think that’s right.

1. **Suggest two possible outcomes to the scenario**

Assertive option 1

Non-assertive option 2

1. **Which is the smartest option?**
2. **Describe one action that would make your person in the scenario feel under less pressure. It can be something that the person themselves or someone else does or says.**

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**Key Messages**

* We can feel under pressure to join in with friends even if no-one says anything to us. It can feel uncomfortable to do something different to a group of other people especially if we like them
* Everyone is unique and different, and it is important that we make decisions that we can look back on and feel good about
* Being a good friend means helping your friends to make their own decisions and supporting them if they don't want to do something, even if you do

**understanding your school’s policy on drugs – Activity 4**

**Part 1**

* Why does your school have rules?

In groups discuss and focus on particular rules your school has.

* When it comes to your school and drugs a range of situations could arise.

These include:

**Possession**

* A young person having a drug with them on the premises

**Use**

* A young person actually using a drug on the premises

**Supply**

* A young person supplying a drug to other young people on the premises

**Under the influence**

* A young person in the school under the influence of a drug

**Disclosure**

* A young person telling a member of staff that they use a drug outside the school

**Rumour**

* Staff being told by someone that a particular young person uses drugs

******understanding your school’s policy on drugs- scenarios**

**Part 2**

* In groups discuss a scenario then feedback to the class

Your teacher will hand out copies of your school’s rules. These are the rules that apply at school, there are different rules that apply to different places and this is specifically what would happen in school.

* What do you think about the rules? Should they be changed and if so, how?
* What might be the consequences for young people who break the rules? Are they good or bad outcomes?
* What else needs to be taken into account when deciding the outcomes of breaking the rules (i.e. physical and mental health of young people, personal or family problems, any evidence of bullying, previous disciplinary records)
* What about discos/residential trips?



**Key Messages**

* It's important to understand drug situations which may arise in school and the consequences
* It's important to understand that there are substance misuse rules that apply to different places and situations in life
* Support is available for young people if they experience a substance misuse in school.

1. Circle the word which best describes the action in the above scenario:

# Possession Use Supply

# Disclosure Rumour Under the influence

1. What would happen to the young person who has broken the rules?
2. What would the school do about the parents/carers of the young person?
3. What would senior management do?
4. What support and help would a young person get at school if they were in this situation?
5. What could the potential longer term risks and consequences be for the young person?

**Scenario 1**

**A young person has been caught with drugs on the premises**

**Scenario 2**

**A young person has been caught drunk in school.**

1. Circle the word which best describes the action in the above scenario.

# Possession Use Supply

# Disclosure Rumour Under the influence

1. What would happen to the young person who has broken the rules?
2. What would the school do about the parents/carers of the young person?
3. What would senior management do?
4. What support and help would a young person get at school if they were in this situation?
5. What could the potential longer term risks and consequences be for the young person?

**Scenario 3**

**A young person has been caught giving drugs to another young person in school.**

1. Circle the word which best describes the action in the above scenario:

# Possession Use Supply

# Disclosure Rumour Under the influence

1. What would happen to the young person who has broken the rules?
2. What would the school do about the parents/carers of the young person?
3. What would senior management do?
4. What support and help would a young person get at school if they were in this situation?
5. What could the potential longer term risks and consequences be for the young person?

**Scenario 4**

**A young person has told a member of staff they are using drugs outside the school**

1. Circle the word which best describes the action in the above scenario:

# Possession Use Supply

# Disclosure Rumour Under the influence

1. What would happen to the young person who has broken the rules?
2. What would the school do about the parents/carers of the young person?
3. What would senior management do?
4. What support and help would a young person get at school if they were in this situation?
5. What could the potential longer term risks and consequences be for the young person?

**Scenario 5**

**A young person has been caught smoking cannabis in school**

1. Circle the word which best describes the action in the above scenario:

# Possession Use Supply

# Disclosure Rumour Under the influence

1. What would happen to the young person who has broken the rules?
2. What would the school do about the parents/carers of the young person?
3. What would senior management do?
4. What support and help would a young person get at school if they were in this situation?
5. What could the potential longer term risks and consequences be for the young person?

**Scenario 6**

**A person has told a member of staff they know of a young person who uses drugs**

1. Circle the word which best describes the action in the above scenario:

# Possession Use Supply

# Disclosure Rumour Under the influence

1. What would happen to the young person who has broken the rules?
2. What would the school do about the parents/carers of the young person?
3. What would senior management do?
4. What support and help would a young person get at school if they were in this situation?
5. What could the potential longer term risks and consequences be for the young person?

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**Answer Sheet - What would happen?**

Scenario 1 – possession

Scenario 2 – under the influence

Scenario 3 – supply

Scenario 4 – disclosure

Scenario 5 – use

Scenario 6 – rumour