



## Highland Substance Awareness: Prevention and Education Framework

The framework has been developed to support substance use education in schools through Curriculum for Excellence. This covers safe use of medicines, prevention of tobacco, alcohol and drug use with appropriate learning to the age and stage of the child or young person.

The Highland Substance Awareness: Prevention and Education Framework is supported by the Highland Substance Awareness Toolkit, an online library providing information and a range of evidence-informed learning resources on tobacco, alcohol and drugs for children, young people, parents/carers and professionals. All professionals can access appropriate learning resources and lesson plans to achieve relevant Health and Wellbeing outcomes within the toolkit.

The toolkit can be accessed at [www.highlandsubstanceawareness.scot.nhs.uk](http://www.highlandsubstanceawareness.scot.nhs.uk) or [www.h-sat.co.uk](http://www.h-sat.co.uk).

In recognition of the importance of language, stigmatising words have been replaced with more appropriate language wherever possible.

## Substance Awareness – Early Level

**HWB 0-38a** - 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.

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

### Intended Learning

Learners should:

- know what things they should never eat / touch
- know that medicines are not sweets
- be aware of sources of support both at home and at school
- know how, why & when to dial 999 for emergency help
- be able to talk about safe and unsafe places to play

### Suggested Success Criteria

Learners can:

- demonstrate how they keep themselves safe by not touching or drinking unknown fluids even if they look familiar
- identify an adult, both at home and in school, who will help them if in an unsafe situation e.g. risky rubbish like broken glass etc.
- talk about situations when they would need to call 999
- describe the difference between a safe and unsafe place to play

### Suggested Learning Experiences

**Small Group Work** - Sort images of safe and unsafe rubbish

**Partner Links** – Visits to local play areas, possible links in/with the community

**Role Play** – Explore what to do if a puppy tried to eat some dishwasher tablets (very dangerous); act out an emergency 999 call; add medicine packets to role play corner (doctor, hospital, etc)

**Independent** – Which wipes are for cleaning floors and which are for cleaning your face

## Resources

Teachers should consider choosing images and examples which are supportive of diversity and conscious of stigma.

- Shopping bag of typical cleaning products with floor wipes & face wipes
- Salt and spices to show only tiny amounts needed
- Images of safe and unsafe places to play in the community.
- Images of safe and unsafe rubbish
- Medicine packs like Calpol®, other cleaning products, sprays

## Assessment Approaches / Evidence

**Say** - Give examples of safe and unsafe substances

**Make** - A collage of safe places to play in community and beyond

**Write** - Make a poster to share learning in one of the above themes

**Do** - Visit local areas to identify potential hazards and discuss actions

## Suggested Vocabulary

Washing powder

Dishwasher tablets

Cleaning wipes

Facial wipes

Salt and pepper

Spices

Illness

Calpol®

Dose

Measuring

Spoon

Safe place

Unsafe place

Emergency

Cleaning products

Washing capsules

## Substance Awareness—First—To End P4

**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.

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

### Intended Learning

Learners should:

- know what to do if they found someone else's medicine
- be able to describe why we need medicine
- be able to talk about safe behaviour when taking medicines
- name and recognise children's medicines like Calpol® and know they cannot have too much, too often.
- know how to get help in an emergency e.g. 999; fire, ambulance, police, coastguard and mountain rescue
- be aware of sources of support both at home and at school

### Suggested Success Criteria

Learners can:

- talk about the importance of not touching medicine that is not theirs
- give some examples of common medicines and demonstrate awareness of times when we take them
- describe how to take medicines safely e.g. different amounts for babies, toddlers, over sixes
- understand the need for adult supervision of medicines
- show how to get help if a medicine has been taken in an unsafe way

### Suggested Learning Experiences

**Small Group Work** - Explore medicine packaging and talk about warning labels and appropriate dosage

**Partner Links** – Visit local pharmacy

**Role Play** – Explore what to do if medicine is found that does not belong to you, act out going to doctor / hospital / pharmacy in role play corner

**Independent** – Find out who their own doctor is and talk with family about medicines in the house

## Resources

Teachers should consider choosing images and examples which are supportive of diversity and conscious of stigma.

- **Life. Live it.** First Aid Education for children by the Red Cross has education materials for children aged 5-11 - [www.redcross.org.uk/get-involved/teaching-resources/life-live-it](http://www.redcross.org.uk/get-involved/teaching-resources/life-live-it)

## Assessment Approaches / Evidence

**Say** - Tell someone what to do if you find medicine that does not belong to you

**Make** - Design own medicine packaging with safe labelling and dosage guidance

**Write** - List of rules for safe storage and dosage of medicines

**Do** - Identify doctors, hospitals, police stations, pharmacies etc. on a map of the local area

## Suggested Vocabulary

Illness	Teacher	Instructions
Police	Family	Harmful
Ambulance	Emergency	Medicine
Hospital	Safe dosage	Danger
Doctor	Unsafe dosage	Pharmacy
School nurse	Packaging	
Dentist	Labels	

## Substance Awareness – Second Level

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

**HWB—2-39a** - 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.

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

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

### Intended Learning

Learners should:

- understand the harmful effects of different substances on the physical and mental health of both young people and adults
- begin to understand how their decisions can be influenced by others
- investigate the social and financial impacts of smoking and/or alcohol
- understand how to help someone in an emergency

### Suggested Success Criteria

Learners can:

- give examples of what can happen if you smoke tobacco
- describe the effects on physical and mental health of drinking too much alcohol
- explain the benefits of no alcohol use during childhood for growth and development
- explain the particular risks to young people of substance use
- explain how to measure alcohol (units) and show the low risk guidance for adults
- list sources of help if you feel bullied or pressured to do something you don't want to do and know how to react in an emergency
- talk about who and what can influence their decision making
- describe the wider impact of substance use on families and friends

### Suggested Learning Experiences

- practice assertiveness in role play situations
- make postcards of all the activities they would like to do with the money that would be spent on a years worth of cigarettes
- mind map "what influences your decisions?"
- review the risks of alcohol or tobacco use through discussion tasks

## Resources

Teachers should consider choosing images and examples which are supportive of diversity

- Highland Substance Awareness Toolkit (includes lesson plans for alcohol & tobacco within the 'Professionals' category) [www.h-sat.co.uk](http://www.h-sat.co.uk)
- Register with the Health Information Resource Service (HIRS) at NHS Highland at [healthyhighlanders.co.uk](http://healthyhighlanders.co.uk) and view available resources and leaflets.

## Assessment Approaches / Evidence

**Say** - Demonstrate what good communication skills look like (posture confidence)

**Write** - Research local information e.g. Highland Alcohol and Drugs Partnership website - [www.highland-adp.org.uk](http://www.highland-adp.org.uk)

**Do** - Practice first aid

## Suggested Vocabulary

Aspiration	Consumerism	Alcohol
Assertive	Marketing	Drugs
Income	Nicotine/tar	New psychoactive substances (NPS)
Cancer	Chemicals	Cigarettes
Liver disease	Toxic	Electronic cigarette
Peer pressure	Choice	

## Substance Awareness – Third To Fourth

**HWB 3-38a/4-38a** - 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 3-39a/4-49a** - 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. I can explain how images of substance use and misuse can influence people's behaviour.

**HWB 3-40a/4-40a** - I am developing a range of skills which can support decision making about substance misuse. 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/4-40b** - I know how to access information and support for substance related issues.

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

**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/4-43a** - I understand the impact that ongoing misuse of substances can have on a person's health, future life choices and options.

**HWB 3-43b/4-43b** - Through investigating substance misuse in my local community I can reflect on specific issues, and discuss how they are being addressed. By researching the impact of substance misuse nationally and internationally I can explain similarities and differences among communities.

### Intended Learning

Learners should:

- understand the harm and risks associated with substance use
- be aware of the effects of substances on behaviour and decision-making
- know that some substances can have positive effects on the mind and body
- be developing resilience and strategies to make informed decisions regarding the use of substances
- know how to access up-to-date information and support to help them with these decisions (see resources)
- investigate the impact of substance use on families and communities and discuss local and topical issues
- know how to react in emergency situations

### Suggested Success Criteria

Learners can:

- list the physical, mental and behavioural effects of substances
- devise several different strategies to apply when making informed decisions about substance use
- begin to apply appropriate strategies in challenging or difficult situations
- access support and information to help them make informed decisions
- discuss the influence of industry, marketing and social media on tobacco and alcohol use
- discuss the personal, social and legal implications of substance use
- demonstrate how to react in an emergency situation



## Suggested Learning Experiences

- Demonstrating the alcohol content of drinks by looking at labelling on empty bottles and equate this to the low risk guidance for adults
- Quizzes
- Draw a body shape and identify the affect that substances can have on the body— both short and long term affects
- Find out the most commonly used substances and write a summary/create a PowerPoint
- Match up drug descriptions with the correct name
- Identify and write down the stages of production of a drug e.g. from farmer growing poppies (heroin) compared to the streets where you live
- Discuss why people may use new psychoactive substances instead of other illicit drugs
- Research a specific drug/substance using books/leaflets/internet and present findings
- Debate the social effects of alcohol—on the person/on the person's family, friends and other people; the impact of alcohol in the community
- Group work—reasons whether to drink or not at all. If drinking how much, where, when and with whom
- Summary of law on alcohol, drugs and tobacco

## Resources

Teachers should consider choosing images and examples which are supportive of diversity and conscious of stigma.

Highland Substance Awareness Toolkit (includes lesson plans for alcohol , drugs & tobacco):

[www.h-sat.co.uk](http://www.h-sat.co.uk)

Look within the 'Get Advice' section , and the A-Z for links to:

- Crew
- Choices for Life
- Know the Score
- Highland Alcohol and Drugs Partnership
- SALSUS
- Guidance on the consumption of alcohol by children and young people (Department of Health Report) - <https://bit.ly/2l9zHHZ>
- British Red Cross links, found within the H-SAT
- ChildLine 0800 1111 - [www.childline.org.uk](http://www.childline.org.uk)

Register with the Health Information Resource Service (HIRS) at NHS Highland at:

[healthyhighlanders.co.uk](http://healthyhighlanders.co.uk)

## Suggested Vocabulary

Alcopops	Crystal meth	Ingest
Beer	Diamorphine	Snort
Cider	Ecstasy	Inject
Lager	Energy drinks	Trip
Liquors	Glue	Stimulant
Spirits	Hash	Depressant
Wine	Heroin	Hallucinogenic
Units	Ketamine	Abstinence
///	Mephadrone	Dependence
Acid	Mushrooms	Disease
Amphetamine	M cat	Blood borne virus (BBV)
Aerosol	New Psychoactive Substances	Possession
Cannabis	Solvents	Production
Cocaine	Volatile substances	Dealing
Crack	Tranquillisers	Supply

# Substance Awareness – Senior Phase

## Intended Learning

Learners should:

- have a secure understanding and be able to explain the harm and risks associated with substance use
- explain the effects of substances on behaviour and decision-making
- be developing resilience and strategies to make informed decisions regarding their health and wellbeing
- be confident in accessing up-to-date information and support to help them with these decisions
- investigate the socio-economic impacts of substance use
- reflect on local and topical issues surrounding substance use and how they are being addressed
- understand how to react in an emergency situation

## Suggested Success Criteria

In the Senior Phase success criteria should be negotiated with learners to reflect individual, school and community circumstances or topical issues. The 'Diamond 9' lesson plan can help with this. Suggested success criteria could include:

- explain the physical, mental and behavioural effects of substances
- display increasing confidence to identify and apply appropriate strategies in challenging or difficult situations
- confidently access support and information to help them make informed decisions
- critically evaluate the influence of industry, marketing and social media on tobacco and alcohol use
- analyse the socio-economic impacts of substance use
- engage in debate regarding local and topical issues surrounding substance use
- demonstrate how to react in an emergency situation

## Suggested Learning Experiences

- examine the implications of substance use and driving
- devise "Tips for Staying Safe"
- debate the legalisation of drugs
- identify common myths surrounding substances and compare them with facts
- discuss the personal, social and legal implications of substance use
- write a critical essay on a topical issue in substance use

## Resources

Teachers should consider choosing images and examples which are supportive of diversity and conscious of stigma.

Highland Substance Awareness Toolkit (includes lesson plans for alcohol, drugs & tobacco):

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Look within the 'Get Advice' section, and the A-Z for links to:

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- Choices for Life
- Know the Score
- Highland Alcohol and Drugs Partnership
- SALSUS
- Guidance on the consumption of alcohol by children and young people (Department of Health Report) - <https://bit.ly/2l9zHHZ>
- British Red Cross links, found within the H-SAT
- ChildLine 0800 1111 - [www.childline.org.uk](http://www.childline.org.uk)

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## Suggested Vocabulary

**In addition to revision of earlier vocabulary:**

Depression

Affluence

Fetal alcohol syndrome

Mental health terminology

Drink/drug driving

Classification of drugs

Deprivation

Fetal alcohol spectrum disorder