

## Substance Use Education

<b>Stage: Third to Fourth</b>	<b>Lesson: What Do You Know About Drugs?</b>
<p><b>Expected national standards for each level:</b>  Explains the benefits of substances in supporting good health, for example, prescribed medication.  Justifies the risk benefits of substances in supporting health.  Gives examples of current laws and advice in relation to substance use, for example, units of alcohol, tobacco sales.  Knows how to access local / national support services.</p>	
<p><b>Substance Misuse Experiences and Outcomes:</b>  <b>HWB 3-38a / 4-38a</b> 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.  <b>HWB 3-40b / 4-40b</b> I know how to access information and support for substance-related issues.</p>	
<p><b>Resources Required for Lesson:</b>  Flip chart paper / paper, pens, access to the internet</p>	
<p><b>Main Activities:</b>  In groups, ask young people to list as many names of drugs, including street names / nicknames as possible in a 5 minute period.</p> <p>Remind pupils that 'Drugs' includes legal, illegal, over the counter and prescribed medicines and volatiles substances (solvents, gases, glue).</p> <p>In plenary, clarify with pupils that some substances will have many nicknames / street names which will vary widely. From the answers, create a list of drugs which are legal, illegal, medicines and age-restricted products, i.e. alcohol, cigarettes and solvents. Use sites like Know the Score / Talk to Frank to help inform the lists.</p> <p>Next, select 10 drugs (include tobacco, alcohol, and NPS, and one prescription / over the counter medication). Write the name of one drug on one of 10 sheets of paper / flipchart.</p> <p>Ask the young people to move around the sheets and write something on each, eg:</p> <ul style="list-style-type: none"> <li>• Something you know about the drug</li> <li>• Something you have heard (i.e. rumours or myths) about the drug</li> <li>• A question you have about the drug</li> </ul> <p>Divide the group and ask each group to complete one flip chart, using the resources such as Know the Score / Talk to Frank to check and correct the information written on their sheets and answer (where they can) any of the questions.</p> <p>They should then identify three key facts they think their peers need to know about drug, including the legal status / restrictions.</p> <p>Each group in turn to present their facts.</p>	