

## Substance Use Education

<b>Stage: Third to Fourth</b>	<b>Lesson: Why Might People Use Drugs?</b>
<p><b>Expected national standards for each level:</b>  Explains the benefits of substances in supporting good health, for example, prescribed medication.  Explains the potential impact of short and long term substance use on health and life, including legal implications.  Explains how media and peer pressure might affect own attitudes and behaviour.  Identifies potential impact of short and long term substance use.</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 3-39a</b> 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.  <b>HWB 3-43a</b> I understand the impact that on-going misuse of substances can have on a person's health, future life choices and options.</p>	
<p><b>Resources Required for Lesson:</b>  Flip chart paper / paper, pens, post-its. Language Guide.</p>	
<p><b>Main Activities:</b>  Individually, get young people to write their ideas on post-its, the reasons why:</p> <ul style="list-style-type: none"> <li>• People start to use drugs</li> <li>• People continue to use drugs</li> </ul> <p>Stick these up on a flip chart / board and talk through with whole group. Gather similar themes together, such as personal characteristics, environment, external influences – expand discussion around ‘peer pressure’ to include influences that friends, family members and peer group can have on people’s drug use, i.e. sometimes peer pressure <i>stops</i> people from using substances. Hold a plenary discussion about the issues raised.</p> <p><b>Identifying Drug Users:</b>  Divide the young people into groups, ask them to draw on flip chart paper someone who:</p> <ul style="list-style-type: none"> <li>• Smokes cannabis</li> <li>• Is a heavy smoker</li> <li>• Often gets drunk</li> <li>• Refuses to take drugs</li> <li>• Uses cocaine occasionally</li> <li>• Uses heroin daily</li> </ul> <p>In a whole group discussion, ask the young people to discuss the assumptions they have made about each person. Guide the discussion to avoid stereotypes and stigmatising language [The Language Guide may be helpful here to guide young people]. Ask them to focus on:</p> <ul style="list-style-type: none"> <li>• Why they might be using the drugs they are, in the way they do</li> <li>• What the short and long term effects might be on their health, appearance, work, friends and family, their neighbourhood and wider society</li> </ul> <p>Close with a round of: “One thing I have learnt from this session.....”</p>	