

Substance Use Education

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| Stage: Third to Fourth | Lesson: How to Make Your Own Decisions |
| <p>Expected national standards for each level: Explains how media and peer pressure might affect own attitudes and behaviour. Identifies and selects the skills / qualities required to make positive choices in challenging situations, for example, confidence, resilience, assertiveness. Gives examples of positive coping strategies when dealing with stressful and challenging situations, for example, walk away, talk to a friend / adult, physical activity. Weighs up risk and identifies potential safe and unsafe behaviours and actions, for example, the impact of gambling. Explains how substance misuse can affect judgement and impair ability to make responsible decisions, for example, unwanted sexual experiences. Know actions to be taken in an emergency relating to substance misuse. Justifies actions which might be taken in an emergency relating to substance misuse.</p> | |
| <p>Substance Misuse Experiences and Outcomes: HWB 3-39a 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 3-40a/ 4-40a 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 3-41a/4-41a After assessing options and the consequences of my decisions, I can identify safe and unsafe behaviours and actions. HWB 3-41b/ 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.</p> | |
| <p>Resources Required for Lesson: Flip chart / board. Paper and pens for groups.</p> | |
| <p>Main Activities: Begin by asking young people what effect alcohol or drug use could have on making choices. Highlight responses that appreciate people may make decisions they would not normally do so, under the influence of alcohol or drugs.</p> <ul style="list-style-type: none"> • We will be using the 'Four Cs' model throughout this lesson • The Four Cs can help you make your own decisions: <ul style="list-style-type: none"> • Be Clear about what the issue or problem is – think what the decision is about • Consider the options available – what are the possible decisions you might make? • Think about the Consequences of each option – what might happen in each case? • Choose the best option – make the decision most appropriate for you • Divide the young people into groups. Ask each group to apply the 'Four Cs' model to one of the following scenarios. • They should be Clear about what the issue or problem is. Consider three possible options, the possible Consequences of each, and Choose the best option for them. There might be disagreement about this within the group – a vote might help decide in this case. | |

- In a plenary session, ask each group to feedback their scenario and what their decision was. What was their process? How did they arrive at their decision? Highlight areas of peer pressure, conflicts between family values and those of friends, legal implications or school policy implications. What are the benefits of thinking through options in this way? [develops self-awareness, self-confidence, composure] Could this approach help in a stressful or challenging situation?

Scenario 1:

You're on the way home from school with your mates and everyone decides to take a short cut through the woods. Someone gets out a packet of cigarettes and offers them round. Everyone else seems to be expecting this and takes one. You have never smoked and your mum would be upset if you did. You hesitate. You want to say 'no'. A couple of others laugh.

Scenario 2:

Your friends have plans to meet tonight. They do this often, but you can't go because you have to help out at home. You think they have been experimenting with using solvents. At school, one of them asks you to go to the local shop and buy a couple of lighter refills – you are known at the shop and your friends know that your dad often sends you to the shop for refills.

Scenario 3:

You are at your friend's house one night. Their older brother has some friends around and they are drinking. You are all playing on the Xbox together. Your friend's brother suggests playing a drinking game where every time you lose a round on the game you have to take a gulp of vodka. You have drunk alcopops before at home but have never been drunk. You have to walk home by 9.00pm.

Scenario 4:

You're at a house party at a friend's. Their parents are away for the weekend. Some older pupils from the same school are there too. Later in the night, one of them offers you a tablet. You've never seen anything like this before, and aren't really sure what it is. They tell you everyone is doing it and it'll be fun.

Scenario 5:

You and your friends have been drinking cider in the park. One of them becomes really unwell. They were being sick and have now passed out. You know they need help, but you're worried about getting in trouble. Everyone else wants to leave. It's dark and getting cold.

Scenario 6:

You're at a party having a few drinks, and are feeling a bit dizzy and lightheaded. You've kissed one of the other people there before. They want to take things further and encourage you to go into one of the bedrooms with them. Before, you didn't want things to go further, but after having a few drinks you're unsure what you think you should do next.

[Re scenario 5 – ensure the young people know not to leave the friend in the park. They must call for help. Call an ambulance and wait with the friend at least until the paramedics arrive, so you can alter them to the location and provide information to assist treatment. Being in trouble is less of a negative consequence than what could happen to the friend **in** this situation – you could be saving their life.