

## Substance Use Education

<b>Stage: Third to Fourth</b>	<b>Lesson: Alcohol and Relationships</b>
<p><b>Expected national standards for each level:</b>  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.</p>	
<p><b>Substance Misuse Experiences and Outcomes:</b>  <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 3-40a/ 4-40a</b> 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.  <b>HWB 3-41a/ 4-41a</b> After assessing options and the consequences of my decisions, I can identify safe and unsafe behaviours and actions  <b>HWB 3-41b/4-41b</b> I know that the use of alcohol and drugs can affect behaviour and the decisions people make about relationships and sexual health.</p>	
<p><b>Resources Required for Lesson:</b>  Flip chart / board. Paper and pens for groups.</p>	
<p><b>Main Activities:</b>  Reminder that alcohol is a drug which affects the brain, and alters the way we feel, think and act. And therefore can affect decisions that people make about relationships and sexual health.</p> <ul style="list-style-type: none"> <li>• We will be using the 'Four Cs' model again in this session</li> <li>• The Four Cs can help you make your own decisions: <ol style="list-style-type: none"> <li>1. Be <b>C</b>lear about what the issue or problem is – think what the decision is about</li> <li>2. <b>C</b>onsider the options available – what are the possible decisions you might make?</li> <li>3. Think about the <b>C</b>onsequences of each option – what might happen in each case?</li> <li>4. <b>C</b>hoose the best option – make the decision most appropriate for you</li> </ol> </li> </ul>	
<ul style="list-style-type: none"> <li>• Divide the young people into groups. Ask each group to apply the 'Four Cs' model to one of the following scenarios.</li> <li>• They should be <b>C</b>lear about what the issue or problem is. <b>C</b>onsider three possible options, the possible <b>C</b>onsequences of each, and <b>C</b>hoose the best option for them. There might be disagreement about this within the group – a vote might help decide in this case.</li> </ul> <p>The scenarios are not gender specific so young people can talk about similarities / differences between perspectives, genders and sexual orientations.</p>	

- 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?
- Discuss any different, issues and solutions to peer pressure.
- What are the similarities between genders / sexual orientations?
- How might alcohol affect our ability to make choices?
- What might be regretted the next day or in the future?
- Do young people use alcohol to increase their confidence to talk to people they fancy?
- What risks do they take?
- What skills do the young people need to make positive choices in challenging situations? [e.g. self-reliance, self-efficacy, assertiveness, self-awareness, self-confidence, composure]
- What was the most useful part of this session?

**Scenario 1:**

Sam is 15 years old. Sam is at a party at a friend's house. Sam has drunk 4 bottles of alcopops between 8.30pm and 9.30pm. Chris from school is also there. Sam has fancied Chris for ages but is normally too shy to talk. Sam decides now is the chance to talk to Chris, and they get on really well. Chris suggests they leave the party and go back to Chris's house as Chris's parents are out for the evening.

**Scenario 2:**

Charlie has been seeing Jay for a month. Charlie is 2 years older than Jay and has had sex before, Jay is not sure that they are ready to start having sex yet. Jay's friends all say they have had sex. Jay and Charlie are at a barbeque together and have both been drinking alcohol, Charlie says they can get a condom from a friend if Jay wants to have sex tonight.

**Scenario 3:**

Sandy is at a party having a few drinks, and feels a bit dizzy and lightheaded. Sandy kissed Joe, who is also at the party, the week before. Joe wants to take things further and encourages Sandy to go into one of the bedrooms. Before this, Sandy didn't want things to go further at this stage, but after having a few drinks Sandy feels unsure about what to do next.

**Scenario 4:**

Alex and Lou are together, and have been drinking at the beach with friends. Alex's best friend offers Alex half an ecstasy pill. Alex is unsure about taking the pill as they have never taken it before, but Alex's best friend insists everything will be ok. Alex takes the pill and after a while feels warm and cuddly, and starts to kiss and cuddle Lou more. But, Lou begins to feel uncomfortable with Alex's different behaviour, as Alex is more affectionate than usual. Lou wants to have a good time with everyone but Alex keeps trying it on with Lou. Lou doesn't want to fall out with Alex in front of everyone as everyone else is having a good time. Alex keeps asking Lou to go further up the beach to a more private area. Lou isn't sure whether to stay with everyone or do want Alex keeps asking Lou to do.