

Substance Use Education

Stage: Third to Fourth	Lesson: Alcohol Harm Reduction
<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: Reminder that alcohol is a drug which affects the brain, and alters the way we feel, think and act. Therefore, people may make decisions they would not normally consider.</p> <ul style="list-style-type: none"> • We will be using the 'Four Cs' model again in this session • The Four Cs can help you make your own decisions: <ol style="list-style-type: none"> 1. Be Clear about what the issue or problem is – think what the decision is about. 2. Consider the options available – what are the possible decisions you might make? 3. Think about the Consequences of each option – what might happen in each case? 4. 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 **C**lear about what the issue or problem is, **C**onsider three possible options, the possible **C**onsequences of each, and **C**hoose the best option for them. There might be disagreement about this within the group – a vote might help decide in this case.

The scenarios are not gender specific so young people can talk about similarities / differences between perspectives, genders and sexual orientations.

- 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 differences or similarities, issues and solutions to peer pressure.
- How best can the young people stay safe?
- What could young people here do to reduce risks of harm on nights out?
- Could anyone else help in the scenarios?
- 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:

Ali has been out with friends at the local park. It is 11.00pm and Ali is late home. Ali was supposed to be walking home with a friend, but they had an argument and the friend had left earlier. Ali has been drinking alcohol all evening. Ali has a mobile phone, but the battery is low and the signal isn't great, and has £2 in their pocket.

Scenario 2:

Mel came to a friend's party on a moped. Mel has drunk 2 cans of lager between 7.30pm and 9.30pm. Mel has to get home, but isn't sure about local taxi numbers. Besides, Mel doesn't have any cash.

Scenario 3:

Ashley is 15 years old. Ashley has been with a friend Kelly for the evening. Kelly's parents are out for the night and Kelly has been drinking vodka cocktails all evening. Ashley needs to go home, and will be grounded again if late, but Kelly is very drunk and keeps falling asleep on the sofa.