

## Substance Use Education

<b>Stage: Third to Fourth</b>	<b>Lesson: Impact on Families and Community</b>
<p><b>Expected national standards for each level:</b>          Knows how to access local and national support services.          Identifies local substance misuse issues and how they are being addressed.</p>	
<p><b>Substance Misuse Experiences and Outcomes:</b>  <b>HWB 3-40b/4-40b</b> I know how to access information and support for substance related issues.  <b>HWB 3-43b / 4-43b</b> Through investigating substance misuse in my local community I can reflect on specific issues, and discuss how they are being addressed. By researching the impact of substance misuse nationally and internationally I can explain similarities and differences among communities.  <b>HWB 4-43c</b> I understand the local, national and international impact of substance misuse.</p>	
<p><b>Resources Required for Lesson:</b>          Newspaper clippings / web links, internet access, paper and pens</p>	
<p><b>Main Activities:</b>          What local headlines can you / the young people find in relation to alcohol or substance use in the Highlands? Search local newspaper sites for 'drug' or 'alcohol' stories. Once some articles have been identified, process these questions with the young people in plenary:          What impact does this story / issue have on the local community?          What about the neighbours and other local people that might be affected?          What about associated crime rates? Do people feel safe where they live? Is it a nice place to be? Do people ever see evidence of alcohol or drug use on the streets (eg vomit, broken glass, etc)? What is being done to help the community? What else could help?           Next, watch some of the videos from the ADAM site (available via the H-SAT or <a href="#">here</a> for direct link). Suggested videos:           Adam. Following the clip ask the young people what activities could Adam and Dan do together to help rebuild their relationship and support Dan in his recovery? Have a group discussion or create a mind map.           Jamie. What others services might have helped Jamie and his mum? Here's a link to <a href="#">Support Services for Women in Highland</a>, from the Violence Against Women partnership. Ask the young people their views on alcohol and violence. How are the two linked? [Please note, alcohol does not cause domestic abuse, but can be an aggravating factor].           Nicole. What differences are there between Nicole's experience and that of Adam and Jamie? What are the similarities?           Ask the young people to discuss how it might feel to be any of the young people affected by other people's drinking. What would help them? What helped in these situations? Think about who could help (professionals and friends / family), which local services, and how they would find out about them (look at H-SAT under Get Advice (includes link to HADP with further support links), and the <i>Prevention and Intervention Model</i>).</p>	

Next, get the young people to consider the social effects of alcohol. This could either be done as a debate with two opposing groups, or as a random round where everyone stands in a circle and a koosh ball is thrown from one person to another, making alternative statements for and against the social effects of alcohol. Points may include:

- Effects on the person who is drinking
- Effects on their family or friends
- Effects on other people
- Impact of alcohol in the community
- How many places are there near the school to buy alcohol – does this seem like a lot?
- In what ways does alcohol support the Scottish economy?
- Are there costs to Scotland?

Ask the young people to write/voice a summary of the discussion to end.