



Highland Substance Awareness: Prevention and Education Framework

The framework has been developed to support substance misuse education in schools through Curriculum for Excellence. This covers safe use of medicines, prevention of tobacco, alcohol and drugs, with appropriate learning to the age and stage of the child or young person.

The Highland Substance Awareness: Prevention and Education Framework is supported by the Highland Substance Awareness Toolkit, an online library providing information and a range of evidence-informed learning resources on tobacco, alcohol and drugs for children, young people, parents/carers and professionals. All professionals can access appropriate learning resources and lesson plans to achieve relevant Health and Wellbeing outcomes within the toolkit.

Updated - Autumn 2018

Review - Autumn 2020



SUBSTANCE AWARENESS — EARLY LEVEL

HWB 0-38a I understand there are things I should not touch or eat and how to keep myself safe, and I am learning what is meant by medicines and harmful substances.

HWB 0-42a I can show ways of getting help in unsafe situations and emergencies.

Intended Learning

Learners should:

- know what things they should never eat / touch
- know that medicines are not sweets
- be aware of sources of support both at home and at school
- know how, why & when to dial 999 for emergency help
- be able to talk about safe and unsafe places to play

Suggested Success Criteria

Learners can:

- demonstrate how they keep themselves safe by not touching or drinking unknown fluids even if they look familiar
- identify an adult, both at home and in school, who will help them if in an unsafe situation e.g. risky rubbish like broken glass etc.
- talk about situations when they would need to call 999
- describe the difference between a safe and unsafe place to play

Suggested Learning Experiences

Small Group Work - sort images of safe and unsafe rubbish

Partner Links – visits local play areas, possible links community

Role Play – explore what to do if a puppy tried to eat some dishwasher tablets (very dangerous) act out an emergency 999 / 101 call; add medicine packets to role play corner (doctor, hospital etc.)

Independent – which wipes are for cleaning floors & which for cleaning your face

Resources

Teachers should consider choosing images and examples which are supportive of diversity

- Shopping bag of typical cleaning products with floor wipes & face wipes
- Salt and spices to show only tiny amounts needed
- Images of safe and unsafe places to play in the community.
- Images of safe and unsafe rubbish from **Think Safe** in the Highland Substance Awareness Toolkit.
www.h-sat.co.uk
- Medicine packs like Calpol®, other cleaning products, sprays

Assessment Approaches / Evidence

Say Give examples of safe and unsafe substances

Make A collage of safe places to play in community and beyond

Write Make a poster to share learning in one of the above themes

Do Visit local areas to identify potential hazards and discuss actions

Suggested Vocabulary

Washing- powder	cleaning wipes	illness	spoon	cleaning
Dishwasher- tablets	facial wipes	Calpol®	safe place	products
	salt & pepper	dose	unsafe place	washing
	spices	measuring	emergency	capsules

SUBSTANCE MISUSE—FIRST—TO END P4

HWB 1-38a I know that there are medicines and some other substances that can be used in a safe way to improve health and I am becoming aware of how choices I make can affect my health and wellbeing.

HWB 1-42a I know how to react in unsafe situations and emergencies

Intended Learning

Learners should:

- know what to do if they found someone else's medicine
- be able to describe why we need medicine
- be able to talk about safe behaviour when taking medicines
- name and recognise children's medicines like Calpol® and know they cannot have too much too often.
- know how to get help in an emergency e.g. 999, 101, Fire, Ambulance, Police
- be aware of sources of support both at home and at school

Suggested Success Criteria

Learners can:

- talk about the importance of not touching medicine that is not theirs
- give some examples of common medicines and demonstrate awareness of times when we take them
- describe how to take medicines safely e.g. different amounts for babies , toddlers, over sixes
- understand the need for adult supervision of medicines
- show how to get help if a medicine has been taken in an unsafe way

Suggested Learning Experiences

Small Group Work - Explore medicine packaging and talk about warning labels and appropriate dosage

Partner Links – Visit local pharmacy

Role Play – explore what to do if medicine is found that does not belong to you, act out going to doctor / hospital / pharmacy in role play corner

Independent – Find out who their own doctor is and talk with family about medicines in the house

Resources

Teachers should consider choosing images and examples which are supportive of diversity

- Emergency first aid section in **Think Safe** from the substance awareness toolkit: www.h-sat.co.uk

Assessment Approaches / Evidence

Say Tell someone what to do if you find medicine that does not belong to you

Make Design own medicine packaging with safe labelling and dosage guidance

Write List of rules for safe storage and dosage of medicines

Do Identify doctors, hospitals, police stations, pharmacies etc. on a map of the local area

Suggested Vocabulary

illness	school nurse	safe dosage	harmful
police	dentist	unsafe dosage	medicine
ambulance	teacher	packaging	danger
hospital	family	labels	pharmacy
doctor	emergency	instructions	

SUBSTANCE MISUSE — SECOND LEVEL

HWB—2-38a I understand the effect that a range of substances including tobacco and alcohol can have on the body.

HWB—2-39a 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—2-40a I know that alcohol and drugs can affect people's ability to make decisions.

HWB—2-41a I can identify the different kinds of risks associated with the use and misuse of a range of substances.

HWB—2-42a I know of actions I can take to help someone in an emergency.

HWB—2-43a I understand the impact that misuse of substances can have on individuals, their families and friends

Intended Learning

Learners should:

- understand the harmful effects of different substances on the physical and mental health of both young people and adults
- begin to understand how their decisions can be influenced by others
- investigate the social and financial impacts of smoking and/or alcohol
- understand how to help someone in an emergency

Suggested Success Criteria

Learners can:

- give examples of what can happen if you smoke tobacco
- describe the effects on physical and mental health of drinking too much alcohol
- explain the benefits of no alcohol use during childhood for growth and development
- explain the particular risks to young people of substance use/misuse
- explain how to measure alcohol (units) and show the low risk guidance for adults
- list sources of help if you feel bullied or pressured to do something you don't want to do and know how to react in an emergency
- talk about who and what can influence their decision making
- describe the wider impact of substance use/misuse on families and friends

Suggested Learning Experiences

- practice assertiveness in role play situations
- make postcards of all the activities they would like to do with the money that would be spent on a years worth of cigarettes
- mind map “what influences your decisions?”
- review the risks of alcohol or tobacco use/misuse through discussion tasks

Resources

Teachers should consider choosing images and examples which are supportive of diversity

Highland Substance Awareness Toolkit
(includes lesson plans for alcohol &
tobacco within the ‘Professionals’
category) www.h-sat.co.uk

Register with the Health Information
Resource Service (HIRS) at NHS
Highland at healthyhighlanders.co.uk
And view available resources and
leaflets.

Assessment Approaches / Evidence

Say Demonstrate what good communication skills look like (posture confidence)

Write Research local information e.g. Highland Alcohol and Drug Partnership
website www.highland-adp.org.uk

Do Practice first aid

Suggested Vocabulary

aspiration

assertive

income

cancer

liver disease

peer pressure

consumerism

marketing

nicotine/tar

chemicals

toxic

choice

alcohol

drugs

new psychoactive
substances (NPS)

cigarettes

electronic cigarette

SUBSTANCE MISUSE —THIRD TO FOURTH

HWB 3-38a/4-38a I 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.

HWB 3-39a/4-49a 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. I can explain how images of substance use and misuse can influence people's behaviour.

HWB 3-40a/4-40a I am developing a range of skills which can support decision making about substance misuse. 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 3-40b/4-40b I know how to access information and support for substance related issues.

HWB 3-41a/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.

HWB 3-43a/4-43a I understand the impact that ongoing misuse of substances can have on a person's health, future life choices and options.

HWB 3-43b/4-43b 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.

Intended Learning

Learners should:

- understand the harm and risks associated with substance use/misuse
- be aware of the effects of substances on behaviour and decision-making
- know that some substances can have positive effects on the mind and body
- be developing resilience and strategies to make informed decisions regarding the use of substances
- know how to access up-to-date information and support to help them with these decisions (see resources)
- investigate the impact of substance use/misuse on families and communities and discuss local and topical issues
- know how to react in emergency situations

Suggested Success Criteria

Learners can:

- list the physical, mental and behavioural effects of substances
- devise several different strategies to apply when making informed decisions about substance use
- begin to apply appropriate strategies in challenging or difficult situations
- access support and information to help them make informed decisions
- discuss the influence of industry, marketing and social media on tobacco and alcohol use
- discuss the personal, social and legal implications of substance use/misuse
- demonstrate how to react in an emergency situation

Suggested Learning Experiences

- Demonstrating the alcohol content of drinks by looking at labelling on empty bottles and equate this to the low risk guidance for adults
- Quizzes
- Draw a body shape and identify the affect that substances can have on the body—both short and long term affects
- Watch Talk to Frank clips on most commonly used substances and ask pupils to write a summary/create a PowerPoint
- Match up drug descriptions with the correct name
- Identify and write down the stages of production of a drug e.g. from farmer growing poppies (heroin) compared to the streets where you live
- Discuss why people may use new psychoactive substances instead of other illicit drugs
- Research a specific drug/substance using books/leaflets/internet and present findings
- Debate the social effects of alcohol—on the drinker/on the drinkers family, friends and other people; the impact of alcohol in the community
- Group work—reasons whether to drink or not at all. If drinking how much, where, when and with whom
- Summary of law alcohol, drugs and tobacco

Resources

Teachers should consider choosing images and examples which are supportive of diversity

Highland Substance Awareness Toolkit
(includes lesson plans for alcohol , drugs
& tobacco)

www.h-sat.co.uk

Look within the A-Z for links to:

- My Crew
- Choices for Life
- Know the Score
- Highland Alcohol and Drugs Partnership
- SALSUS

Guidance of the consumption and alcohol by children and young people (Department of Health Report)

<https://goo.gl/HqiKZy>

- British Red Cross—everyday first aid
- ChildLine 0800 1111
www.childline.org.uk

Register with the Health Information Resource Service (HIRS) at NHS Highland at healthyhighlanders.co.uk

Suggested Vocabulary

Alcopops

Beer

Cider

Lager

Liquors

Spirits

Wine

Units

Acid

Amphetamine

Aerosol

Cannabis

Cocaine

Crack

Crystal meth

Diamorphine

Ecstasy

Energy drinks

Glue

Hash

Heroin

Ketamine

Mephadrone

Magic mushroom

Marijuana

M cat

New Psychoactive-
Substances

Solvents

Volatile substances

Tranquillisers

Ingest

Snort

Inject

Trip

Stimulant

Depressant

Hallucinogenic

Abstinence

Addiction

Dependence

Disease

Blood borne virus (BBV)

Possession

Production

Dealing

Supply

SUBSTANCE MISUSE — SENIOR PHASE

Intended Learning

Learners should:

- have a secure understanding and be able to explain the harm and risks associated with substance misuse
- explain the effects of substances on behaviour and decision-making
- be developing resilience and strategies to make informed decisions regarding their health and wellbeing
- be confident in accessing up-to-date information and support to help them with these decisions
- investigate the socio-economic impacts of substance use/misuse
- reflect on local and topical issues surrounding substance misuse and how they are being addressed
- understand how to react in an emergency situation

Suggested Success Criteria

In the Senior Phase success criteria should be negotiated with learners to reflect individual, school and community circumstances or topical issues. Suggested success criteria could include:

- explain the physical, mental and behavioural effects of substances
- display increasing confidence to identify and apply appropriate strategies in challenging or difficult situations
- confidently access support and information to help them make informed decisions
- critically evaluate the influence of industry, marketing and social media on tobacco and alcohol use
- analyse the socio-economic impacts of substance use/misuse
- engage in debate regarding local and topical issues surrounding substance misuse
- demonstrate how to react in an emergency situation

Suggested Learning Experiences

- examine the implications of substance use/misuse and driving
- devise “Tips for Staying Safe”
- debate the legalisation of drugs
- identify common myths surrounding substances and compare them with facts
- discuss the personal, social and legal implications of substance use/misuse
- write a critical essay on a topical issue in substance misuse

Resources

Teachers should consider choosing images and examples which are supportive of diversity

Highland Substance Awareness Toolkit
(includes lesson plans for alcohol , drugs
& tobacco)

www.h-sat.co.uk

Look within the A-Z for links to:

- My Crew
- Choices for Life
- Know the Score
- Highland Alcohol and Drugs Partnership

- SALSUS
- Addiction - short animated film
- British Red Cross—everyday first aid
- ChildLine 0800 1111
www.childline.org.uk

Register with the Health Information
Resource (HIRS) Service at NHS
Highland at
healthyhighlanders.co.uk

Suggested Vocabulary

*In addition to revision of earlier
vocabulary:*

depression
mental health terminology
deprivation

affluence'
drink/drug driving
fetal alcohol spectrum disorder
fetal alcohol syndrome
classification of drugs