



Outer Hebrides  
Alcohol & Drug  
Partnership

# Outer Hebrides Alcohol and Drug Partnership

## Substance Use Education

### **STAGE : EARLY**

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|----------|--|
| Lesson 1 | What do I do to keep myself healthy?   |
| Lesson 2 | What goes onto my body?                |
| Lesson 3 | Who can help me keep safe and healthy? |
| Lesson 4 | Emergency Services                     |





## Outer Hebrides Alcohol and Drug Partnership Substance Use Education

**Lesson:** WHAT DO I DO TO KEEP MYSELF HEALTHY?

**Stage:** EARLY L1

Expected national standards for each level:

Identifies which substances may be helpful and which may be harmful in given situations.

### **Substance Misuse Experiences and Outcomes:**

HWB0-38a 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.

### **Resources:**

Range of objects and empty containers (coloured hoops or boxes x 2) for example:

- |                              |                         |
|------------------------------|-------------------------|
| * Toothbrush                 | * Scissors              |
| * Plaster                    | * Liquid soap           |
| * Tablet packet              | * Suncream              |
| * Medicine bottle            | * Cleaning fluid bottle |
| * Ointment/cream (eg Savlon) |                         |

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### **Main Activities:**

#### **Discussion**

Explain to the children that by the end of the lesson, the children should be able to talk about what can keep us healthy.

#### **Group Activity:**

Ask the children to each take an item from the bag and ask them to place the item in the box/hoop they think it should go in - 'good - keep me healthy' box or the 'bad - stop me being healthy' box.

It would be useful to expand on each of the items to make the children consider different things –

- Is it safe to use this on your own?
- Who would be able to help you with this?
- What can we do to keep ourselves healthy?

#### **Individual Activity:**

Each child can draw 5 things related to staying healthy. For example, running, drinking milk, good foods to eat, washing hands etc.

## Outer Hebrides Alcohol and Drug Partnership Substance Use Education

**Lesson:** WHAT GOES ONTO MY BODY

**Stage:** EARLY L2

**Expected national standards for each level:**

Identify which substances may be good or which may be harmful

**Substance Misuse Experiences and Outcomes:**

HWB0-38a 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.

**Resources:**

Drawing materials

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**Main Activities:**

Discuss with the children the various things they put onto their bodies. The initial reaction will more than likely be clothing etc, so invite them to think of various situations throughout their day for example getting washed.

Encourage the children to think about other times of their day:

- Do they need to put anything onto their bodies when they go to the beach?
- What happens if they fall and get hurt?
- Do they put on anything else to go out and play?
- Do they have a shower or bath to wash their hair?

Draw the outline of a person. On the outside of the shape ask the children to draw pictures of things that go onto their bodies. Discuss this as you go along and encourage the children to help with the drawing.

Examples of what goes onto our bodies – soap, bubbles, mud, brush, dust, glasses, kisses, ointment, cream, shampoo, shower gel, plasters, bandages, clothes, dirt, talcum powder, midgie cream, dog's tongue, hairbrush etc

For further discussion, chat with the children about:

- How they feel when these things are put on their bodies?
- Who tells them to put these things on their bodies? e.g parents / medical professionals
- Who helps them put these things on their bodies?
- Which of these things feel good and which feel less good?
- Why do some of these things make adults annoyed when on your bodies?
- Do any of these things please adults when on your bodies?

A good opportunity to discuss allergies and differences in skin types would be to ask the children to suggest any dangers of having anything mentioned on their skin. This would be a good chance to discuss that what is safe for one child may not be as safe for another child. Links could be made to medicine safety.



## Outer Hebrides Alcohol and Drug Partnership Substance Use Education

**Lesson:** WHO CAN HELP ME TO KEEP SAFE AND HEALTHY?

**Stage:** EARLY L3

**Expected national standards for each level:**

Identifies which substances may be helpful and which may cause us harm in certain situations.

**Substance Misuse Experiences and Outcomes:**

HWB0-38a 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.

**Resources:**

Drawing materials.

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**Main Activities:**

Where are medicines kept?

**Class or Group activity**

Discussions. Collect pictures, drawings and writing.

Discuss with the children about places around their own home where people keep medicines and other more dangerous substances. Mentions different parts of the home, what things might they find:

- In handbags, jacket pockets, first aid boxes, cupboards, in the car
- On windowsills
- In cabinets in the bathroom/showerroom or at the side of the bath
- In bedside cabinets/drawers
- In garden sheds, garages and other storage places eg under the sink

Do any of these things contain chemicals?

Encourage the children to collect and draw their own pictures of the things they may have seen in the various places, labels may be helpful. It would be good to add everyday items like sweets, medicines, pills, cigarettes, matches, various drinks, various containers and garden/garage material such as glues, powders, animal food, weed killers etc.

- You could also bring in used/old materials to show the group

Ask the children to think about these places and and put them into categories by answering some questions:

- Who put it there?
- Why is it there?
- Is this place safe to look in on my own?

- Is this item safe to touch, pick up, smell or taste?
- What should I do if I see this?

Encourage the children to remember for the future some questions on each item/place:

- Is it safe?
- Should I be careful?
- Am I sure?
- Should I need touch it? Do I need to touch it?  
Who should help me with this?
- Who should I tell about this?

A simple colour coding could illustrate the different levels of danger.

### **Reflection and Action**

- Ask the children to look back on what has been discussed about medicines, drugs and other substances
- Remind them of the rules surrounding medicines which can make us better including how to use them safely.
- Reinforce that the rules are for home and in school



## Outer Hebrides Alcohol and Drug Partnership Substance Use Education

**Lesson:** EMERGENCY SERVICES

**Stage:** EARLY L4

**Expected national standards for each level:**

Suggests ways to get help in unsafe and emergency situations, for example, finding an adult.  
Familiarise with emergency services.

**Substance Misuse Experiences and Outcomes:**

HWB0-42a I can show ways of getting help in unsafe situations and emergencies.

**Resources:**

Drawing materials.

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**Main Activities:**

Discuss with the children which adults they know could help them in an emergency. They could draw pictures of the various emergency services that they can call to help – Scottish Fire and Rescue, Police Scotland, Coastguards, Mountain Rescue, Teacher, Parent/carer, Neighbour, Scottish Ambulance Service, Dr etc.

- Explore a little more into the types of situations that may arise at home or at school and who would be around to help. How to call for help eg 999.
- Role play might be useful to demonstrate how easy it is to call for help
- Remind the children of how important it is to only call 999 in an emergency and that hoax calls are not tolerated – a hoax call takes help from someone who genuinely needs it, costs involved in hoax calls etc.