

Outer Hebrides Alcohol and Drug Partnership

Substance Use Education

STAGE : SECOND

Lesson 1	How do people keep healthy
Lesson 2	How does smoking affect the body?
Lesson 3	How does alcohol affect the body?
Lesson 4	How do drugs affect the body?
Lesson 5	Peer pressure and substances
Lesson 6	Emergencies and basic first aid





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Lesson: HOW DO PEOPLE KEEP HEALTHY?
Stage: SECOND L1

Expected national standards for each level:

Gives examples of what can happen to the human body as a result of smoking or drinking alcohol.

Substance Misuse Experiences and Outcomes:

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

Resources:

Whiteboard, IT or posters for children

Main Activities:

- Discuss what a healthy lifestyle is and how factors including mental health and wellbeing are linked to our good health.
- Discuss choices we can all make that can affect our health and wellbeing.

Whole class activity

Draw an outline of a person on the whiteboard - connect the head and the body. Discuss the more obvious things that make a person healthy – good foods, exercise, sleep, personal hygiene as well as the less obvious – a safe home and the right attitude to make us happy.

Activity

Ask the children to discuss or write down healthy alternatives to the following scenarios

- Mairi's journey to and from school in the car
- Calum feels hungry and gets crisps for a snack
- Rachel is watching TV on a school night
- David's bedtime is 9pm on a school night
- Katie has a headache and has taken some Calpol
- Coinneach is worried about things that are happening at school

Ask the children if they can think of any times in the past they could have made a different choice to make things a bit healthier.

Activity

Share ideas and discuss what makes it a little bit harder sometimes to make healthy choices? What can we do to help us make healthier choices in the future ie asking our parents/carers to shop for our favourite fruit/veg, joining the running club or other outdoor activity.

The children could design a poster to promote healthier choices and how to "keep our bodies healthy".



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Lesson: HOW DOES SMOKING AFFECT THE BODY?

Stage: Second L2

Expected national standards for each level:

Deomonstrate examples of what can happen to our bodies as a result of smoking or drinking alcohol.

Substance Misuse Experiences and Outcomes:

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

Resources:

Drawing materials

Introduction Activities:

What does our body need to get in order for us to live?

- Oxygen
- Food
- Water

Main Activities:

Ask the children to get into groups to draw a body outline and explain how the three things above get into our body.

Discuss and explain the function of our:

- Windpipe
- Lungs
- Blood tubes – arteries, capillaries and veins
- Food tube
- Stomach
- Intestines

Discussion:

- What parts of the body are affected when someone smokes?
- What happens?
- Why would you smoke even if you know the dangers and risks?

Remember to include the following in your discussions:

- Addiction – nicotine in cigarettes is a drug which affects the brain
- Persuasion – sometimes people around us try and persuade us to start smoking. It can be hard to resist peer pressure.

In groups, they can discuss the following:

Short term effects of smoking

- Smelly clothes and hair
- Coughing
- Lack of breathe when exercising
- Risk of becoming addicted
- The costs involved – maybe give examples of what could be bought for the cost of a pack of cigarettes
- Constantly feeling sick or dizzy
- Watery eyes
- Bad breath

Long term effects of smoking

- Breathing problems – being unable to keep up with healthier friends
- Poor circulation
- Heart related problems
- Lung related problems
- Spending too much money – do the youngsters know how annual cost of cigarettes?
- Being addicted
- Risk of cancer

Related back to previous lesson where they learnt about healthier choices – is smoking a healthy choice?

Recap on risks of long term effects when smoking.



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Lesson: HOW DOES ALCOHOL AFFECT THE BODY?
Stage: SECOND L3

Expected national standards for each level:

Gives examples of what can happen to the body as result of smoking tobacco and/or drinking alcohol. Awareness of the recommended alcohol intake.

Substance Misuse Experiences and Outcomes:

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

Resources:

Water, containers, food colouring, glasses of various sizes. Unit calculators may be of use and are available from NHS Western Isles HIRS

Main Activities:

Activity 1

Draw an outline of a body and ask the youngsters to label how drinks get into the body: ie mouth>>Oesophagus(food pipe)>>stomach>>[bloodstream>>brain]>>liver>>kidneys

Explain that alcohol is a drug and like all drugs, it affects the brain.

Explain the different effects on physical and mental health of drinking excess alcohol as well as the benefits of not drinking alcohol at all during childhood to help with growth and development:

- Alcohol poisoning
- Accidents and injuries
- Appearance / presentation
- Affect on the brain development
- Affect on education
- Poor mental health
- Vulnerability
- Liver damage

Activity 2 – Limits and Moderation

Discuss different times of the day we eat and drink and the effect this has on us. Ask the youngsters to consider particular 'events' when we eat and drink and whether others are involved in the times we enjoy our food and drink. For example:

I ate and drank at my birthday to celebrate with my family, it was nice to spend time with family but I ate too much and it made me feel quite sick.

Summarise the two activities with a discussion on the 'social' and sometimes cultural aspects of eating and drinking is also important and so are the emotions (the mental health aspects) these occasions give us. Ask the youngsters to share and discuss times they may have eaten or drunk too much and expand on the body being 'overloaded' and how that made them feel – did it change their behaviour? Also discuss moderation – adults can drink alcohol responsibly in the same way they can use medicine safely: that alcohol bottles have a label to tell adults how strong the alcohol is.

Activity 3 – Units of Alcohol

- Group discussion – discuss different opinions on the effects of alcohol and why alcohol may effect us all in different ways
- Practical activity - Show the youngsters two different sized containers of clear water. Add the same amount of food colouring to each container, ask them to describe what has happened to each container.
- Explain that the smaller container, which will be darker in colour, represents the way that smaller people are more affected after drinking the same amount of alcohol.

Explain that alcohol can be measured in units and that different drinks contain different amounts of alcohol. In groups, they can pour water into different glasses eg pint, half pint, wine glass etc. and add an equal amount of food colouring to each to show a unit of alcohol.

Ask the group to discuss what they see and explain this shows that different drinks are stronger than others.

Show the low risk guidance for adults. Units are a way to measure alcohol, despite the strength or volume

"Low risk" Alcohol Consumption

Weekly regular drinking

Men and Women are advised it is safest not to regularly drink more than 14 units of alcohol per week.



Single occasion drinking

If consuming 14 units per week, spread this evenly over 3 or more days. Have several alcohol free days per week

Avoid alcohol if you are pregnant or trying for a baby

Full guidance in [UK Chief Medical Officers' Low Risk Drinking Guidelines \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/670237/UK_Chief_Medical_Officers'_Low_Risk_Drinking_Guidelines.pdf)

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Lesson: HOW DO DRUGS AFFECT YOUR BODY?

Stage: SECOND L4

Expected national standards for each level:

Gives examples of what can happen to the body as a result of smoking tobacco or drinking alcohol. Know the recommended alcohol unit intake advice. Identify the impact of risk taking behaviours on life choices and relationships, for example, job prospects, limited foreign travel, loss of driving licence, family.

Substance Misuse Experiences and Outcomes:

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

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

Resources:

Drawing materials

Main Activities:

What are drugs? Discuss the following with the class –

- A drug is a chemical that is not food and that affects your body
- Some drugs are given to people by Doctors to make them healthier – medicines or prescription drugs called antibiotics
- Other drugs are not given by a Doctor or other medical professional. Some are legal, but have restrictions as they can be dangerous to our health – alcohol and tobacco can only be purchased by adults.
- Other drugs are illegal, meaning it is against the law to buy, sell or use them.
- Drugs can be addictive, meaning it could be very hard to stop using them, even when you know they are harming your body.

Different types of drugs – do they know what they are?

Stimulants temporarily increase alertness and energy. For example, could be caffeine or nicotine. Short term effects can include –

- Loss of appetite
- Increased heart rate, blood pressure, body temperature
- Dilation of pupils
- Disturbed sleep patterns
- Nausea
- Bizarre, erratic, sometimes violent behaviour
- Irritability
- Panic and psychosis

Immediately feeling tired after using stimulants may lead the user to want or feel they need to have the drug again to regain energy.

Long term effects can include –

- Permanent damage to blood vessels or heart and brain resulting in high blood pressure which could lead to heart attacks, strokes and ultimately death.
- Liver, kidney and lung damage
- Destruction of tissues in nose if substance is sniffed
- Respiratory (breathing) problems if substance is smoked
- Infectious diseases and abscesses if substance is injected
- Malnutrition and/or weight loss
- Strong psychological dependence
- Psychosis
- Depression
- Damage to the brain including strokes and possibly epilepsy

Depressants can calm nerves and relax muscles. Depressants do exactly what the name suggests – they depress a person's nervous system which could be very dangerous. For example this could be alcohol.

Short term effects can include -

- Headache
- Drowsiness
- Confusion
- Lack of self control
- Dizziness
- Slurred speech and blurred vision
- Impaired judgement and mental functioning
- Nausea and vomiting
- Memory loss – depressants may cause the user to have no memory of events that happened while they were under their influence.

Higher doses can cause impairment of memory, judgement and coordination, irritability, paranoia and suicidal thoughts.

When someone uses depressants over an extended period of time, the long term effects can include –

- Insomnia and other sleep issues
- Breathing problems
- Convulsions (similar to seizures)
- Depressions and other mental health issues

Ask the youngsters to create a poster or poem to show the effects of taking drugs eg

Some drugs are helpful
Some drugs are bad
Some make you better
While others send you mad
One thing is certain
Make sure you're no fool
Only what the dr orders
Should be your rule!



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Lesson: PEER PRESSURE AND SUBSTANCES
Stage: SECOND L5

Expected national standards for each level:

Gives examples how peer, media and other pressures can influence decision making. Identifies risks associated with the use of substances, for example – overdose, impaired judgement/vision. Identifies the impact of risk taking behaviours on life choices and relationships, for example – job prospects, limited foreign travel, loss of driving licence, family

Substance Misuse Experiences and Outcomes:

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 rugs 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 2-43a I understand the impact substance misuse can have on individuals, their families and friends.

Resources:

Drawing materials

Activity 1 – Discussion and mind mapping

Discuss with the group who and what can influence their decisions, how do they influence? Eg friends, siblings, family, social media, older people

Mind map or make a list as individuals and then discuss as a group – ‘What influences our decisions?’

Describe and discuss the wider impact of substance use on families and friends. Why would someone start to use substances? How might it affect their families and friends? It may help with discussions to explain that substances change the way people feel, think and/or behave, and can include medicine and prescription medication, tobacco, alcohol as well as illegal drugs.

Activity 2 – Role play

- List sources of help if any of the group feel bullied or pressured to do something they do not want to do.
- Practice assertiveness in role play situations. Ask the youngsters to produce a scenario where they might feel pressurised into doing something they are not comfortable with or something they know is wrong to do e.g smoking or drinking alcohol.
- Practice the actions they may take in these situations



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Lesson: EMERGENCIES AND BASIC FIRST AID
Stage: SECOND L6

Expected national standards for each level:

Performs basic first aid procedures, for example minor bleeding and burns, recovery position.
Explains how to contact the appropriate emergency services giving full details of the incident and location.

Substance Misuse Experiences and Outcomes:

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

Resources:

Paper and pen, Access to computer/screen for British Red Cross 'how to' videos

Main Activities:

In smaller groups ask the youngsters to think of scenario which would require first aid – this could be something they have seen on TV or something they have experienced first hand.

Ask them to draw a table with two columns – dangers and hazards in one and how each would be dealt with in the other.

Ask them to roleplay a 999 call for the first aid scenario from earlier. Encourage them to highlight the appropriate emergency services, give full details of the incident including location.

Life. Live it. First Aid Education for children by the Red Cross has education materials for children aged 5-11. They provide 'how to' videos and quizzes along with easy to follow steps for different emergency situation.

<http://www.redcross.org.uk/get-involved/teaching-resources/life-live-it>