

Outer Hebrides Alcohol and Drug Partnership

Substance Use Education

STAGE : SENIOR

Lesson 1	Diamond 9	Lesson 9	Fetal Alcohol Spectrum Disorder
Lesson 2	Alcohol and marketing	Lesson 10	Hot topics
Lesson 3	Cannabis, what is the harm?	Lesson 11	Socio-economic impact of substances
Lesson 4	Choices for life	Lesson 12	Substances use continuum
Lesson 5	Driving under the influence	Lesson 13	Substances and the media
Lesson 6	Drug laws	Lesson 14	The drugs wheel
Lesson 7	Drug use, what is the harm?	Lesson 15	What to do in an emergency
Lesson 8	Drug, set and setting		





Outer Hebrides Alcohol and Drug Partnership Substance Use Education

Lesson: DIAMOND 9

Stage: SENIOR L1

Resources:

Options printed onto cards

Main Activities:

Use the Diamond 9 activity to plan further substance education and prevention input with the senior young people.

There are 12 example statements provided. Ask the young people to choose the most important 9 statements and place them in order of what they want to get from substance education

MOST IMPORTANT		
LEAST IMPORTANT		

You could provide some blank slips for any different issues the youngsters may want to look at. There are lessons aligned with different example statements. Any others could be researched by the youngsters themselves and fed back to the group.

Example Statements

1. To improve our skills in making choices
2. To further understand the effects drugs can have
3. To find out about harm reduction of substances
4. To think about driving after taking substances
5. To learn about the socio economic impact of substances
6. To consider the laws around drugs
7. To explore when we are being influenced by external factors
8. To discuss attitudes towards drugs, people who use drugs and drug use
9. To know what to do in an emergency
10. To learn about FASD (Fetal Alcohol Spectrum Disorder)
11. To learn about topical issues about substance use
12. To learn more about drugs and drug types

Depending on the feedback at this lesson, you may wish to have additional lessons on the following-

1. To improve our skills in making choices
 - Choices for life
 - Cannabis, What's the Harm
 - Drug use, what's the harm
2. To further understand the effects drugs can have
 - Drug Set, Setting
 - Drug use, What's the harm
3. To find out about harm reduction of substances
 - Substance Use Continuum
 - What to do in an emergency
4. To think about driving after taking substances
 - Driving Under the Influence
5. To learn about the socio economic impact of substances
 - Socioeconomic Impact of Substances
6. To consider the laws around drugs
 - Drug Laws
7. To explore when we are being influenced by external factors
 - Alcohol & Marketing
8. To discuss attitudes towards drugs, people who use drugs and drug use
 - Substances and the media
9. To know what to do in an emergency
 - What to do in an Emergency
10. To learn about FASD (Fetal Alcohol Spectrum Disorder)
 - Fetal Alcohol Spectrum Disorder
11. To learn about topical issues about substance use
 - Hot Topics
12. To learn more about drugs and drug types
 - The Drugs Wheel

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Lesson: ALCOHOL AND MARKETING

Stage: SENIOR L2

Resources:

Newspaper / magazine adverts, social media adverts, ball, scraps of paper for voting

Main Activities:

Divide the group into smaller groups asking each group to think of as many adverts for alcohol that they have seen or remember

Use a range of examples to discuss how the alcohol is represented –

- Consider the images used and who they are aimed to appeal to
- Why are these adverts shown?
- Where is alcohol advertised?
- What are the implications of these adverts?
- Is this appropriate?
- Is there a difference in the adverts for different drinks? Time of year? Bright colours?

Ask the group to discuss how our attitudes to drinking alcohol can be affected by advertising and marketing materials. What attracted you to the last product you bought?

Next, ask the group to think about tobacco packaging. As a group write down a list of reasons for packaging to be plain. Is this something the tobacco companies would have been happy about? If not, why not? – income, last place to advertise product, restrictions here can lead to restrictions elsewhere.

What are the views of the group on whether or not alcohol should have plain packaging –

- Ask them all to stand in a circle
- Have ball and randomly throw between members of the group
- The first person to start says one comment in favour of plain packaging for alcohol
- They throw the ball to someone else in the circle
- The next person then says one comment against plain packaging for alcohol
- They then throw to someone else. Continue this till everyone who has something to add has had the chance. If they are struggling, you could start the same exercise regarding tobacco products

Ask the group if they have heard enough information to make an informed decision on this matter. Is there anything else they would like to know?

If there is time, ask the youngsters to vote 'for' or 'against' plain packaging. They may feel more comfortable doing this on pieces of paper rather than as a public vote.

If time permits, you could ask the group what is the most useful thing they learnt today.

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Lesson: CANNABIS, WHAT'S THE HARM?
Stage: SENIOR L3

Resources:
A4 card, pens and flip chart paper

Main Activities:

Ask the group if they understand what some of the risks are of taking cannabis. In smaller groups, they could mind map their discussions. They can include any benefits of cannabis use.

Ask the group to categorise the following scenarios according to the risk (high risk to low risk). This can be noted on the flip chart for the whole group to discuss or in smaller groups.

1. Lewis has been very low for months and has started to smoke cannabis daily
2. Rebecca has never smoked cannabis before but is passed a joint at a party
3. Over the last few weeks Angus has been feeling more and more anxious and has decided to start smoking skunk (a very strong form of cannabis)
4. John has been smoking cannabis for years and hasn't worked since leaving school. To start making some money John has decided to start selling cannabis
5. Peter is feeling stoned after smoking cannabis all evening. Peter is keen to get home so has picked up the car keys to drive home
6. Chloe eats three hash brownies
7. Jane is on a night out and decides to smoke cannabis after drinking 6 vodka and cokes
8. Amy has been dancing all night at a rave after having some ecstasy. On the way home, Amy decides to smoke some cannabis
9. Sarah smokes cannabis daily and has had a chest infection recently
10. Calum and Eilidh have been a couple for a while and are now home alone getting stoned. They don't have any condoms

You could encourage discussion by mentioning the following –

- What helped to make your decision?
- What harm could come out of this situation?
- How likely is it that someone will come to harm in this situation?
- What skills would help you make better decisions?
- Have any of the group been in a similar situation?

Discuss what makes cannabis related situations more risky than others –

- Potency/strength/components of the cannabis – how do you know what you actually have?
- Using cannabis with other substances including alcohol and prescription medication
- The amount taken, in what way and how often
- Age, gender, physical and mental health status and other variables
- Previous experience
- Where people are and what they are doing at that time



Outer Hebrides Alcohol and Drug Partnership Substance Use Education

Lesson: CHOICES FOR LIFE

Stage: SENIOR L4

Resources:

Internet access to the choice for life, video Dramas: Dealing with Peer Pressure

Main Activities:

The series of short films on the Choice for Life site will help the group discuss choices that they have in relation to substance misuse. They also include some consequences.

Show the group the videos and have a discussion about choice, and being assertive and confident in our decision making. What helps us to make choices? What helps counteract peer pressure in substance misuse situations? Who can we turn to to help us with these situations?



Outer Hebrides Alcohol and Drug Partnership Substance Use Education

Lesson: DRIVING UNDER THE INFLUENCE

Stage: SENIOR L5

Resources:

Internet access, flip chart paper, pens

Main Activities:

In this session, the youngsters will be looking at drink/drug driving. First of all, ask the group to look at the following links –

[Drink driving - Road Safety Scotland](#)

[Illegal drugs and driving in Scotland - mygov.scot](#)

Divide the youngsters into smaller groups. Each group should note as many reasons as possible as to why someone would choose to drink/take drugs and drive. They should then swap with another group and note a 'solutions' to each reason.

Once this has been done, all reasons and solutions can be discussed as a whole group.



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Lesson: DRUG LAWS
Stage: SENIOR L6

Resources:
Printed off scenarios

Main Activities:

Start this session by reminding the group that drugs are classified via the Misuse of Drugs Act 1971 ([Misuse of Drugs Act 1971 \(legislation.gov.uk\)](https://www.legislation.gov.uk/ukpga/1971/38)) into three categories – Class A, B and C.

The Psychoactive Substances Act 2016 ([Psychoactive Substances Act 2016 \(legislation.gov.uk\)](https://www.legislation.gov.uk/ukpga/2016/35)) covers any substance that is intended for human consumption with a capability of producing psychoactive effect (excluding alcohol, tobacco and nicotine, caffeine and some foods). A psychoactive effect affects the central nervous system and alters mood properties. The legislation was brought in as a response to 'legal highs' (which are now illegal and referred to as Psychoactive Substances (NPS)).

Divide the group into smaller groups and ask them to place the scenarios in order of importance (most serious to least serious). Ask each group to determine the punishment given out for the two most serious and two least serious scenarios.

Possible punishment/consequences

- No legal consequence as this is no longer an offence
- Police Caution / warning if under 18. Offender admits guilt and offence is recorded by the police but does not go to court.
- Fine – how much would be appropriate?
- Community payback order – how long a time would be appropriate?
- Attendance at an education session
- Attendance at drug/alcohol treatment service – are they aware of anything local?
- Prison – how long would be appropriate?
- Should Police be more lenient for a first offence?
- Seizure of possessions – money made by selling drugs,
- Restricted access to children

As one bigger group, now discuss what influenced the choices they made. Is there anything they would do to change current legislation?

SCENARIOS

Barry is 19 and smokes cannabis at home
Laura is 30 with two small children. Laura sells small amounts of heroin to fund personal drug use
Four friends are caught trying to smuggle a large quantity of cannabis into the country to sell it
Peter gives a 5 year old half a cup of alcopop to drink at a family house party
Gemma is 21 and has a 15 year old sibling called Joanne. Gemma gives Joanne some speed to snort at a party
An off licene sells alcohol, cigarettes or vapes to Sam and Rose who are both 13 years old
Aaron is 52 and was stopped by the Police and breathalysed. Alan is three times over the legal alcohol limit for drinking and driving (which is 22mcg of alcohol in 100ml of breath/50mg alcohol in 100ml of blood)
Mairi is 27 and uses cocaine daily, funded by an involvement in prostitution. Mairi has been caught in possession of cocaine
A shop sells butane gas to David who is 14
Robbie is 17 and gives ecstasy to some friends, Robbie does not make a profit

SCENARIOS WITH CONSEQUENCES

<p>Barry is 19 and smokes cannabis at home</p> <p>Possession of cannabis can get you up to 5 years in prison and/or an unlimited fine</p>
<p>Laura is 30 with two small children. Laura sells small amounts of heroin to fund personal drug use</p> <p>Supplying heroin could lead to a life sentence and/or an unlimited fine</p>
<p>Four friends are caught trying to smuggle a large quantity of cannabis into the country to sell it</p> <p>Supplying cannabis could lead to up to 14 years in prison and/or an unlimited fine</p>
<p>Peter gives a 5 year old half a cup of alcopop to drink at a family house party</p> <p>It is not illegal for someone aged 5-17 to drink alcohol at home</p>
<p>Gemma is 21 and has a 15 year old sibling called Joanne. Gemma gives Joanne some speed to snort at a party</p> <p>Supplying amphetamines to someone else, can lead to up to 14 years in prison and/or an unlimited fine</p>
<p>An off licene sells alcohol, cigarettes or vapes to Sam and Rose who are both 13 years old</p> <p>The shop assistant could be fined up £5,000 and/or up to 3 months in prison for selling alcohol to a child. The fine for selling tobacco to a child could be up to £2,500.</p> <p>Sam and Rose could both be fined up to £50 for buying alcohol, if not paid, this could go to court and result in a criminal record</p>
<p>Aaron is 52 and was stopped by the Police and breathalysed. Alan is three times over the legal alcohol limit for drinking and driving (which is 22mcg of alcohol in 100ml of breath/50mg alcohol in 100ml of blood)</p> <p>Driving over the legal alcohol limit will lead to an automatic 12 month driving ban, a criminal record, an unlimited fine and/or a 6 month prison sentence</p>
<p>Mairi is 27 and uses cocaine daily, funded by an involvement in prostitution. Mairi has been caught in possession of cocaine</p> <p>Possessing cocaine can lead to a prison sentence of up to 7 years and/or an unlimited fine</p>
<p>A shop sells butane gas to David who is 14</p> <p>Supplying a cigarette lighter refill canister containing butane or a substance with butane as a constituent party to any person under the age of 18 can result in up to 6 months in prison and/or a fine up to £5,000</p>
<p>Robbie is 17 and gives ecstasy to some friends, Robbie does not make a profit</p> <p>Supplying ecstasy (which includes giving it to a friend) could lead to a life sentence and/or an unlimited fine</p>

Outer Hebrides Alcohol and Drug Partnership Substance Use Education

Lesson: DRUG USE, WHAT IS THE HARM?
Stage: SENIOR L7

Resources:

Flip chart paper, pens, A4 card, access to the internet for group research, 'Most Harmful' and 'Least Harmful' cards

Main Activities:

Remind the group of what they have learnt in the past – 'Drugs are substances which change the way people feel, think and/or behave'

Divide the group and ask each small group to mind map potential harms associated with drug use [physical, mental, social, personal, family, community, society and environmental harms – all in the short, medium and long term]

Ask the smaller groups to feedback their discussions and mind map the whole group. Was there any unique answers?

Are there any potential harms that were not raised by any of the smaller groups?

Now to consider drugs on a continuum of potential harms

- Divide into 2 or 3 groups and] give each group a drug to research for a few minutes – this can be done online on Know the Score, CREW, Talk to Frank.
- Drugs should include illicit drugs (cannabis, ecstasy, LSD, amphetamine, cocaine, heroin) as well as legal substances (alcohol, solvents, tobacco, caffeine, paracetamol)
- The youngsters should mind map their findings about the drug they were given to look into
- Write down the name of each substance and two key facts that will help determine where on the continuum it goes
- Display the different substances from 'Most Harmful' to 'Least Harmful'

It is important to highlight there are no right or wrong answers but it is important they work together and decide on the order.

The following could be used to prompt the discussion –

- How many people are killed by the substance each year?
- Could one use of this substance result in death?
- Does the group feel the substance is classified correctly (legal, illegal, Class A, B, C or Psychoactive Substance ?
- Would changing the classification change the potential for harm?

How do we know what is actually in illicit drugs? – we do not know the content, how can we make an informed decision?

Once complete, ask the group if they have learnt anything new during the discussion. End the session with a recap and if time permits, ask what the main thing they learnt was.

OHADP Substance Use Education – Senior Stage L7



Outer Hebrides Alcohol and Drug Partnership Substance Use Education

Lesson: DRUG, SET AND SETTING

Stage: SENIOR L8

Resources:

Flip chart paper, post-it notes and projector to show supporting slide

Main Activities:

Start your group discussion by asking what they think might effect their experiences of substance use. Note their responses.

Discuss the following:

There are several factors that could influence the way in which substances are used and the experience you have. People often ask about the effect taking a particular drug will have on someone's behaviour. Whilst many of the basic physiological effects of drug use can be predicted, there are plenty possible variables which can affect the experience. Refer to the 'Drug Wheel' and RADAR Drug A-Z ([radar-a-to-z-a-guide-to-common-drug-names-in-scotland.pdf \(drugsandalcohol.ie\)](https://www.drugsandalcohol.ie/12451/1/radar-a-to-z-a-guide-to-common-drug-names-in-scotland.pdf)) to discuss this with the group.

Drug

The effect of the drug itself and different categories. It's type: stimulant, a depressant or a hallucinogen. The dose used, for example, people may use a depressant drug such as alcohol in quantities that overcome shyness or inhibition- allowing them to become more sociable and outgoing. In other situations the depressant effects of alcohol can be used for the short term lessening of pain.

As well as the type of drug and the dose, another significant factor is the route of administration, whether it has been swallowed, snorted, smoked or injected.

Set

This refers to how a person thinks and feels:

- Happy or sad
- Relaxed or anxious
- Expecting a particular effect from the drug
- Counteracting the experience of withdrawal

All these factors are very likely to influence the subjective experience of drug use. For some drugs, particularly hallucinogenic, a person's emotional state prior to taking it can be critical to the nature of their subsequent experience. For example, a person who is tired, sad and anxious is extremely unlikely to enjoy their experience of LSD.

Setting

There are several factors involved in the setting in which a drug is taken which can influence how it's effects are perceived, including:

- Where is the drug taken? Eg alcohol at a party v alcohol use alone
- Who is the drug taken with? Eg smoking cannabis with friends v smoking cannabis with strangers. Drinking with friends or family.
- What is the prevailing atmosphere? Eg friendly and welcoming v 'edgy' and hostile

Do the youngsters have any experiences of their own of this concept? Have they ever seen someone be happy after they have taken alcohol but sad another time they have had alcohol? Have a group discussion on this.

End by asking random people what they learnt today.



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Lesson: Fetal Alcohol Spectrum Disorder
Stage: Senior L9

Resources:
Internet access, poster making materials

Main Activities:

Use the Adoption website (www.adoptionuk.org/fasd-hub) to guide the group to websites about FASD.

Using the information they have found online, ask the group to create posters to increase awareness of FASD for the following groups –

- Women of child bearing age
- Pregnant women
- Expecting parents that are not pregnant
- Family planning services
- Midwives
- the general population

Ask the group to share their work with the whole group.

Recap what has been learnt during the session, they could maybe take turns in sharing what they have learnt

Useful link - [NHS Ayrshire & Arran - Fetal Alcohol Spectrum Disorder \(FASD\) \(nhsaaa.net\)](http://nhsaaa.net)



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Lesson: HOT TOPICS
Stage: SENIOR L10

Resources:
Internet access

Main Activities:

Ask the group to discuss one of these topical issues which should then be debated. Alternatively, they could write a critical essay on the topic to consider both sides of the argument or any other format.

- Smoke Free Scottish Prisons
- Minimum Unit Pricing for alcohol in Scotland
- Safe consumption facility in Glasgow
- Take Home Naloxone Programs
- Multi Agency Safety Testing at festivals

The following links might be useful for additional information –

Ohadp site - [Alcohol Drug Partnership \(outerhebadp.com\)](http://outerhebadp.com)

Alcohol Focus Scotland - [Working To Reduce Alcohol Harm | Alcohol Focus Scotland \(alcohol-focus-scotland.org.uk\)](http://alcohol-focus-scotland.org.uk)

Scottish Drug Forum – [SDF – Scottish Drugs Forum – A national resource of expertise on drug issues](http://sdf.scot.nhs.uk)

Public Health Scotland - [Public Health Scotland](http://publichealth.scot.nhs.uk)



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Lesson: SOCIO-ECONOMIC IMPACT OF SUBSTANCES

Stage: SENIOR L11

Resources:

Internet access, paper and pens

Main Activities:

To discuss the socio-economic impacts of substance use in Scotland, divide the group into three smaller groups. Ask one group to concentrate on tobacco, one on alcohol and the third on drugs. To help with their discussions, they can access the following sites –

Tobacco

<https://www.ashscotland.org.uk>

<https://www.healthscotland.scot/health-topics/smoking-prevention>

Alcohol

<https://www.ias.org.uk/alcohol-knowlegde-centre/economic-impacts.aspx>

<https://www.healthscotland.scot/health-topics/alcohol>

Drugs

<https://www.healthscotland.scot/health-topics/drugs>

Time permitting, the youngsters could create a poster or similar resource that highlights the key costs associated with the various substances. Do any of the group have any ideas on how to reduce the costs?

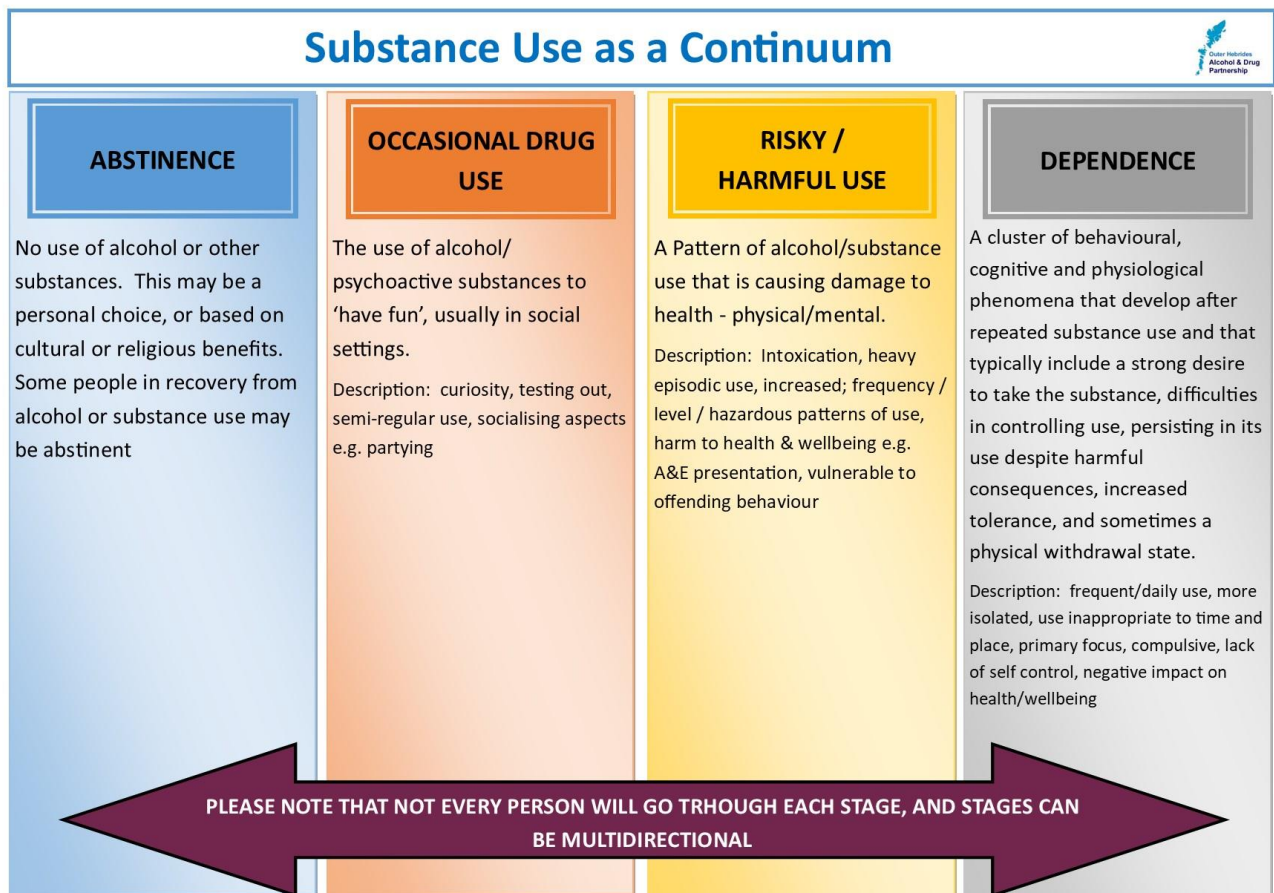
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Lesson: SUBSTANCE USE CONTINUUM
Stage: SENIOR L12

Resources:
Projector to show supporting slide. Powerpoint of graphic.

Main Activities:

Display the Substance Use as a Continuum slide and discuss the different levels highlighting the information within the arrow.



Ask the group to discuss the following:

- What types of drugs do you think a person at each stage might use?
- At each stage, how might the person behave; what might their life be like?
- How would they feel? What about their self esteem?
 - Could their mental health be affected ie depression, paranoia
 - Could their relationships be affected?
- What skills would they need to reduce any potential harm?

- Assertiveness, ability to make choices and decisions for themselves
- Ability to confidently ask for appropriate support or advice
- Know how to ask for help and where to go
- What would they need to know?
 - Information on harm reduction and substance use – where to go for help
- What support would they need?
- Could family and friends offer support?
- Check the OHADP service directory for local service and various national services – Know the Score, Talk to Frank, CREW, SFAD

Read out the following case studies and ask the group to discuss where in the continuum each person would be

1. Josh has been feeling quite anxious so before leaving home has two cannabis joints to feel calmer to start the day [Risky / harmful – impact on mental health]
2. Sarah and a group of friends have fallen out so Sarah has started drinking to feel better, this has led to heavier drinking to avoid the shakes and nauseous feeling. [Dependence]
3. Andy lives out of town and has been drinking a few nights during the week. Andy has slept in a few mornings and missed the school bus. [Risky / Harmful – impacts school]
4. Jane is in the early stages of pregnancy so has stopped smoking. When out with friends, they have a few glasses of wine. [Risky / harmful – could result in Fetal Alcohol Spectrum Disorder (FASD) in baby]
5. Lisa loves going out with friends but has never like the taste of alcohol so does not drink at all. [Abstinence]
6. Peter is at a party and has been drinking alcohol as well as some cocaine [Occasional]
7. Karen is part of a small group of friends, they are out now and again drinking alcohol and have recently started experimenting with NPS
8. Tom has been using heroin a few times a week and has recently started using it every day. Tom often feels shaky and flu-like after a period of time of not taking any [Dependence]
9. Joanne used to be dependent on alcohol and prescription pain medication but has cut down with support and is no longer drinking or using pain medication [Abstinence]

In small groups ask the youngsters to create posters or leaflets showing how to stay safe when drinking alcohol or using substances. What could reduce the risk of harms? Who could help? What practical tips and advice could help in various situations?

They could have access to Know the Score, Talk to Frank and Crew2000 as well as the OHADP website.

They can then present their resource to the wider group.

Outer Hebrides Alcohol and Drug Partnership Substance Use Education

Lesson: SUBSTANCES AND THE MEDIA
Stage: SENIOR L13

Resources:

Flipchart paper and pens, newspaper/magazine articles or headlines, social media posts of articles and news reports etc. Language Guide.

Main Activities:

In smaller groups, ask them to draw or describe of the following –

- Someone who smokes tobacco
- Someone who drinks alcohol
- Someone who smokes cannabis
- Someone who uses cocaine
- Someone who uses heroin

If there are more than 5 groups, it is ok, each group will come back with different ideas.

Ask each group to present back to wider group basing the feedback on the following –

- What influenced their picture / description?
- Do all people that use the substance look the same?
- Have they stereotyped these people?
- What effect would that have?

Using a range of media sources, discuss how tobacco, alcohol and drug use is portrayed. The following points could encourage the discussion –

- Language that is used in reference to people using substances and the implications of such language.
- Is there a difference in reporting depending on gender?
- Are there differences in the way in which different substances are reported?
- Do the examples give a true reflection of the truth?
- Is there a 'hidden agenda'?
- How do stereotypes can affect our attitudes to substance use and the people involved?
- How does the media use stereotypes?

Using the Language Guide, encourage the youngsters to suggest alternative words and phrases to avoid stigmatisation of people who use substances and who require support. Ask if this could be a barrier to someone seeking help.

Close the session with a round up of what has been learnt and if anything has been something they may not have considered before.

Link to Language Matters - [Language-Matters.pdf \(scot.nhs.uk\)](https://www.scot.nhs.uk/language-matters/)



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Lesson: THE DRUGS WHEEL

Stage: SENIOR L14

Resources:

Internet access, printed copies of the following –

The Drugs Wheel

http://www.thedrugswheel.com/downloads/TheDrugsWheelCategories_2_0.pdf This is updated regularly so worth checking you have the most up to date version.

The Effects Wheel

http://www.thedrugswheel.com/downloads/TheDrugsWheelEffects_1_9.pdf

Blank Wheels

http://www.thedrugswheel.com/downloads/TheDrugsWheelGame_blank_1_2.pdf

There are also training videos on the this site that you may find useful during the lesson. An interactive wheel is also available on this site.

Main Activities:

Remind the group what they have learnt so far about drugs being categorised into three groups

- Stimulants
- Depressants
- Hallucinogenics

These simple groups are useful when first learning about substances; however the Drug Wheel was developed to better categorise different drug types and their effects as well as harm reduction advice for drug users. Within this model, there are 7 categories –

- Stimulants
- Empathogens
- Psychedelics
- Dissociatives
- Cannabinoids
- Depressants
- Opioids

Cut up the segments of the wheel and ask the group to place the segments in the wheel in the correct section of the wheel. Repeat the process with the effects wheel.

Finish the session with a recap of what they have learnt and what they will take with them for the future.

Outer Hebrides Alcohol and Drug Partnership Substance Use Education

Lesson: WHAT TO DO IN AN EMERGENCY
Stage: SENIOR L15

Resources:

Quiz sheets, paper, pens, access to internet.

Main Activities:

Start off by splitting the group into two smaller groups to complete the quiz. Once completed, discuss the answers.

Watch the video from the British Red Cross on first aid for someone who is unresponsive and breathing – www.youtube.com/watch?v=oF6NS7iJyAA&feature=youtu.be

Now, divide the group into 5 smaller groups. Assign each group with one scenario. They should note down 'dos and don'ts' – this could be as a poster, a presentation or simply as notes.

Scenario A: A friend is being sick after drinking alcohol

Scenario B: A friend has passed out after drinking alcohol

Scenario C: A friend has become paranoid after using cannabis

Scenario D: A friend is overheating after taking ecstasy

Scenario E: A friend is really drowsy after taking alcohol and Valium together

Each group should be encouraged to look at various websites to make informed decisions – Know the Score, Crew, Talk to Frank

Once completed, each group could feedback to the larger group. Depending on time, each scenario could be discussed as large group.

Alternatively, on watching the video – <https://redcross.org.uk/get-involved/teaching-resources/alcohol-and-first-aid> you can discuss as a group what we should all be doing if someone needs help following alcohol intake.

Finish the session with a recap of what they have learnt and what they will take with them for the future.

Quiz

1. If someone has lost consciousness it is always best to lay them flat on their back
True ☐ False ☐
2. What is the term for the way you should position someone if they are unconscious?

3. You are at a party and your friend gets very drunk, slurring their words and can hardly stand up. What should you do? (tick correct answers)
 - a) Put them in bed to sleep ☐
 - b) Leave them to it, someone else will help them ☐
 - c) Give them black coffee ☐
 - d) Get them to drink ☐
 - e) Stay with them and try to keep them awake till they sober up ☐
 - f) Tell a trusted adult ☐
4. One of your friends get quite anxious after smoking cannabis. What could you do to calm them down? (tick correct answers)
 - a) Go to a quitter area ☐
 - b) Reassure them in a calm, quiet voice ☐
 - c) Leave them alone ☐
 - d) Breath slowly together ☐
 - e) Explain they will start to feel better once it wears off ☐
 - f) Tell a trusted adult ☐
5. Your friend is about to be sick, what could you do to help? (tick correct answers)
 - a) Reassure them ☐
 - b) Get them to bend so their head is lower than their lungs ☐
 - c) Leave them to go to sleep afterwards ☐
 - d) Give them sips of water if they need it ☐
 - e) Tell a trusted adult ☐
6. Your friend has taken ecstasy and has started to feel very hot, how can you help? (tick correct answers)
 - a) Take your friend to a cooler, calmer place ☐
 - b) Encourage them to drink more water ☐
 - c) Place a damp cloth on their skin ☐
 - d) Try to restrain them ☐
 - e) Leave them alone ☐
 - f) Tell a Trusted adult ☐
7. Polydrug use is the term used when someone uses different substances (including alcohol) together?
True ☐ False ☐
8. If someone who has taken drugs or alcohol become a concern, who could you contact?

9. Once you have phoned for an ambulance, you should stay with the person until the Paramedics arrive
True ☐ False ☐

Quiz – ANSWERS

1. If someone has lost consciousness it is always best to lay them flat on their back
True ☐ False ☒ If someone is sick in this position, they could choke on their own vomit, this could be fatal
2. What is the term for the way you should position someone if they are unconscious?
Recovery Position
3. You are at a party and your friend gets very drunk, slurring their words and can hardly stand up. What should you do? (tick correct answers)
 - a) Put them in bed to sleep this could present a choking hazard ☒
 - b) Leave them to it, someone else will help them never leave someone to someone else to help ☒
 - c) Give them black coffee Black coffee does not help sober people up ☒
 - d) Get them to drink good to avoid dehydration ☒
 - e) Stay with them and try to keep them awake till they sober up ☒
 - f) Tell a trusted adult ☒
4. One of your friends get quite anxious after smoking cannabis. What could you do to calm them down? (tick correct answers)
 - a) Go to a quitter area Crowds can be intimidating ☒
 - b) Reassure them in a calm, quiet voice ☒
 - c) Leave them alone do not leave someone like this alone ☐
 - d) Breath slowly together good way of controlling their breathes ☒
 - e) Explain they will start to feel better once it wears off ☒
 - f) Tell a trusted adult ☒
5. Your friend is about to be sick, what could you do to help? (tick correct answers)
 - a) Reassure them this will keep them calm ☒
 - b) Get them to bend so their head is lower than their lungs avoids choking ☒
 - c) Leave them to go to sleep afterwards choking hazard ☐
 - d) Give them sips of water if they need it good to stay hydrated ☒
 - e) Tell a trusted adult ☒
6. Your friend has taken ecstasy and has started to feel very hot, how can you help? (tick correct answers)
 - g) Take your friend to a cooler, calmer place this could help calm them ☒
 - h) Encourage them to drink more water too much could be dangerous ☐
 - i) Place a damp cloth on their skin helps cool them down ☒
 - j) Try to restrain them this could be an added danger ☐
 - k) Leave them alone vulnerable people should not be alone ☐
 - l) Tell a Trusted adult ☒
7. Polydrug use is the term used when someone uses different substances (including alcohol) together?
True ☐ False ☐
8. If someone who has taken drugs or alcohol become a concern, who could you contact?
Call 999 and ask for an ambulance, tell a trusted adult if possible
9. Once you have phoned for an ambulance, you should stay with the person until the Paramedics arrive
True ☒ False ☐
You can help by flagging the ambulance down and giving their information to the Paramedics. It is more important your friend is safe than whether or not you will get into trouble.