

# Outer Hebrides Alcohol and Drug Partnership

## Substance Use Education

### STAGE : THIRD TO FOURTH

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| Lesson 1 | Where do we learn about drugs?            | Lesson 9  | Alcohol and units (continued) alcohol effects |
| Lesson 2 | What do we know about drugs?              | Lesson 10 | Alcohol and relationships                     |
| Lesson 3 | Why might some people use drugs?          | Lesson 11 | Alcohol harm reduction                        |
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## Outer Hebrides Alcohol and Drug Partnership Substance Use Education

**Lesson:** WHERE DO WE LEARN ABOUT DRUGS?  
**Stage:** THIRD TO FOURTH L1

### **Expected national standards for each level:**

Explain how peer pressure and social media can influence our behaviour and attitudes. Aware of local support as well as national support and how to access these services.

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

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

HWB 3-40b/4-40b I know how to access information and support for substance-related issues.

### **Resources:**

Whiteboard/flip chart, paper and pens.

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### **Main Activities:**

Ask the group where they get your information about drugs?

The response to this will give the teacher/youth worker an indication of the experiences and knowledge of the youngsters within the group.

Start with a description of what drugs are – a substance which alters the actions, emotions and/or behaviour of a person. Note this on the board.

Split the group into smaller groups and give each group a list of questions (below) for group discussion to be shared with the wider group. Remind the group that 'drugs' includes prescription medication, tobacco, alcohol and illicit drugs.

Ask the groups to discuss:

- Have you discussed substance use with a parent/carer or other adult? If yes, what did you discuss?
- Have you ever discussed substance misuse with your friends or siblings? If yes, what did you discuss?
- Were you comfortable in these discussions?
- What information on substances have you taken from social media, the news, magazines?
- Are you able to give examples of adverts for drugs?
- Where else can you look for information about drugs?
- What services are available locally to help with people who need support with substance use?

Bring the smaller groups back together and discuss a variety of points:

- Different things they have learnt
- The different people they have discussed drugs with and what they discussed
- The different messages on the news and other forms of media and associated images
- The variety of adverts and marketing materials used to influence our behaviour
- Discuss the various sources of information we can all access (both nationally and local) – Know the Score, Talk to Frank, Crew and the Outer Hebrides ADP website Recovery Support Directory which includes all the local services.

Close the session with a recap of what the youngsters have learnt.



## Outer Hebrides Alcohol and Drug Partnership Substance Use Education

**Lesson:** WHAT DO WE KNOW ABOUT DRUGS?

**Stage:** THIRD TO FOURTH L2

### **Expected national standards for each level:**

Explores the benefits of prescribed medication to support our good health as well as justifying the risks involved in taking such medication.

Gives examples of current laws and advice in relation to substance use eg alcohol units and tobacco sales.

Know how to access local and national support.

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

HWB 3-38a / 3-38a Understand the positive effects of 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 3-40b/4-40b I know how to access information and support for substance-related issues.

### **Resources:**

Flip chart paper, pens and internet access

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### **Main Activities:**

In smaller groups, ask the youngsters to list as many names of drugs (including street names and nicknames) within a 5 minute period. These lists should include legal, illegal, over the counter and prescribed medication as well as volatile substances – glue, gas and solvents.

In the larger group, discuss that some drugs may be known as different things (street names). These can vary between regions and can change.

Compile a list of drug names, split them into different columns – legal, illegal, medicines and age restricted products eg solvents, alcohol and cigarettes. Access sites such as Know the Score, Talk to Frank and CREW to give a fuller list.

Select 10 drugs (include tobacco, alcohol, NPS and one prescription/over the counter medication). Write the names of one drug on each of the 10 sheets of paper.

Ask the youngsters to move around the sheets of paper and each write something on each page, this could be:

- Something they know about that drug
- Something they have heard about the drug, this could be a myth or rumour
- A question they have about that drug

Divide the group again and ask each of the smaller groups to use the resources and confirm the factual information on each drug and if possible answer any questions their peers may have noted.

They should then identify key facts they think the wider group should be aware of, this could include legal status or restrictions. Once complete, each group can present their findings.



## Outer Hebrides Alcohol and Drug Partnership Substance Use Education

**Lesson:** WHY MIGHT SOME PEOPLE USE DRUGS?  
**Stage:** THIRD TO FOURTH L3

### **Expected national standards for each level:**

Explains the benefits to our good health some substances can have – prescribed medication.  
Explains the possible implications the long term substance use can have on our bodies and quality of life including possible legal implications.  
Explain how our attitudes and behaviour may be affected by social media and peer pressure.  
Identify the potential impact of short term and long term substance use.

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

HWB 3-38a / 4-38a Understand the positive effects of 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 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 3-43a I understand the impact that on-going misuse of substances can have on a person's health, future life choices and options.

### **Resources:**

Flip chart paper, pens, post it notes and language guide.

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### **Main Activities:**

Ask the group to individually write their ideas on post it notes on why:

- Why people start to use substances
- Why people continue to use substances

Stick these on the flip chart paper and discuss as a group. Collate similar themes (personal characteristics, environment, external influences) together. Expand discussion about peer pressure to include influences that friends, family members and peer groups can have on someone's drug use. Discuss the issues raised as a group.

Identify drug users

Divide the group into smaller groups and ask them to draw someone who:

- Smokes cannabis
- Is a heavy smoker
- Gets drunk often
- Refuses to take drugs
- Occasionally uses cocaine

- Daily uses heroin

Back in the larger group, ask the youngsters to discuss any assumptions they may have made about each person. During the discussion avoid stereotypes and stigmatising language – the language guide may be helpful to guide the youngsters. Ask them to focus on:

What circumstance made them use the substance initially and why they continue to use them

The short and long term effects this substance misuse may have on health, appearance, work, social groups and wider community.

Finish of the session with a recap of what they have learnt.



## Outer Hebrides Alcohol and Drug Partnership Substance Use Education

**Lesson:** WHAT ARE THE LEGAL CONSEQUENCES OF DRUGS?  
**Stage:** THIRD TO FOURTH L4

### **Expected national standards for each level:**

Gives examples of current laws and advice in relation to substance use – units of alcohol, tobacco sales and legal implications.

Identifies potential impact of short and long term substance use.

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

HWB 3-38a / 4-38a Understand the positive effects some substances can have on our bodies and minds while also being aware of the serious physical, mental, emotional, social and legal consequences of the misuse of substances.

HWB 3-43a Understanding the impact of ongoing misuse of substances on health, future life choices and options.

### **Resources:**

Flip chart paper, pens and access to Know the Score website for most up to date legal information.  
Current news story highlighting drugs and legal implications.

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### **Main Activities:**

Note on the paper the groups response to the following:

- Are there general rules within your family unit? Why are these rules in place?
- Are there unsaid rules between your friends? Why are these rules in place?
- Why do we have laws in general?
- What is the school policy on drugs (including tobacco and alcohol)?

### **What do we know about laws relating to drugs?**

Start by highlighting a recent news story about drugs. Discuss what the youngsters know about the laws relating to drugs. Relate these ideas to the news story.

Discuss the views and attitudes of the group on the laws relating to drugs - including tobacco and alcohol. This discussion should include –

- Why they are in place at all
- Who do the laws protect?
- What other reasons are there to have the laws?
- What are the good and bad points of having such laws in place?

A good discussion point is that parents can legally give their children alcohol from the age of 5 – do pupils feel this law should be reviewed, and if so, what would the law be following any review?

In smaller groups, ask the youngsters to discuss rules, policies and the law:

What are the two main acts in drug legislation in the UK? - Misuse of Drugs Act 1971 and Psychoactive Substances Act 2016

- The drug classification system included in the Misuse of Drugs Act – why does this exist? What does this reflect? Are the group aware of any changes to drug classification recently? - Cannabis was reclassified from Class C to Class B due to concerns of effects on mental health.
- What penalties exist for possession, supply or production? - Know the Score or [www.gov.uk/penalties](http://www.gov.uk/penalties) has all this information. Should these be reviewed? What if a young person was exploited to sell drugs?
- If you have a drug conviction, how could this impact your life, both immediately and in the longer term.

Quiz attached as a fun end to the session. Time dependant this can form part of further discussion.



## QUIZ – DRUGS AND THE LAW

1. Angus and Mairi are aged 13 and drinking Cider in the park. Are they breaking the law?
2. Aaron is aged 16 and goes into the shop and buys 20 cigarettes. Is Aaron breaking the law?
3. Lucy is aged 15 and buys some lighter fluid (butane gas) from a shop to sniff with friends. Are they breaking the law?
4. Robert grows cannabis plants in the loft at home. Is Robert breaking the law?
5. Johnny, Lewis, Amy and Mya put money together to buy ecstasy tablets. Johnny buys them and gives them to the others. Is Johnny breaking the law?
6. Rachel's mum has Multiple Sclerosis. Using cannabis eases the pain, it is Rachel that buys the cannabis. Are either of them breaking the law?
7. Abdul drives home after drinking two bottles of beer. Is Abdul breaking the law?
8. Sadie's dad has a bad back and has been prescribed codeine to deal with the pain. Sadie shares some of the codeine with friends at school. Has Sadie broken the law?
9. Donald and some friends wait outside the local shop and approach adults to buy some alcohol for them. A friend's older brother agrees to buy alcohol for the group. Is Donald breaking the law?
10. Sarah's mum allows Sarah, aged 10, to have some wine during a family meal at home. Is Sarah breaking the law?

QUIZ – DRUGS AND THE LAW

1. Angus and Mairi are aged 13 and drinking Cider in the park. Are they breaking the law?

Yes, a person aged under 18 should not drink alcohol in a public place, they can be stopped, fined and/or arrested by Police.

If you are under the age of 18, it is illegal for someone to sell you alcohol, to buy or try to buy alcohol, for an adult to buy or try to buy alcohol for you and to drink alcohol in licensed premises

2. Aaron is aged 16 and goes into the shop and buys 20 cigarettes. Is Aaron breaking the law?

Yes, it is illegal to sell or give tobacco products or smoking equipment to anyone under the age of 18. You are also committing an offence if you ask someone to sell you cigarettes or ask someone to buy them for you if you are under 18.

3. Lucy is aged 15 and buys some lighter fluid (butane gas) from a shop to sniff with friends. Are they breaking the law?

Solvent misuse is not illegal. However, under Scottish Law you can be prosecuted for 'recklessly' selling any substance to any age group if you suspect or know the substances going to be inhaled. Also, it is an offence to supply a cigarette lighter refill canister containing butane or a substance with butane as a constituent part to any person under the age of 18.

4. Robert grows cannabis plants in the loft at home. Is Robert breaking the law?

Yes. It is against the law for a person to cultivate any plant of the genus Cannabis.

5. Johnny, Lewis, Amy and Mya put money together to buy ecstasy tablets. Johnny buys them and gives them to the others. Is Johnny breaking the law?

Yes. It is an offence for a person to supply or offer to supply a controlled drug to another even if no money has been exchanged.

6. Rachel's mum has Multiple Sclerosis. Using cannabis eases the pain, it is Rachel that buys the cannabis. Are either of them breaking the law?

Yes. It is an offence for a person to have a controlled drug in their possession and an offence to supply a controlled drug.

7. Abdul drives home after drinking two bottles of beer. Is Abdul breaking the law?

There is a drink drive limit – Breath – 22 microgrammes of alcohol in 100 millilitres or breath. The amount of alcohol you drink to be considered over the driving limit varies, from person to person – it depends on age, sex, weight, type of alcohol, what you have eaten and stress levels.

8. Sadie's dad has a bad back and has been prescribed codeine to deal with the pain. Sadie shares some of the codeine with friends at school. Has Sadie broken the law?

Yes. Codeine is a Class B drug. You may be charged with possessing an illegal substance if you are caught with drugs, whether they are yours or not. Sharing drugs is considered supplying. Prescription drugs must be taken in accordance with instructions, detailed by an official healthcare professional.

9. Donald and some friends wait outside the local shop and approach adults to buy some alcohol for them. A friend's older brother agrees to buy alcohol for the group. Is Donald breaking the law?

No. Donald is not breaking the law. However, it is an offence for an adult to buy or attempt to buy alcohol on behalf of someone under 18. Retailers can reserve the right to refuse the sale of alcohol to an adult if they are accompanied by a child and think the alcohol is being bought for the child.

10. Sarah's mum allows Sarah, aged 10, to have some wine during a family meal at home. Is Sarah breaking the law?

No. It is not illegal for a child aged 5-17 to drink alcohol at home or other private premises.



## Outer Hebrides Alcohol and Drug Partnership Substance Use Education

**Lesson:** ATTITUDES TO DRUG USE  
**Stage:** THIRD TO FOURTH L5

### Expected national standards for each level:

Explains how our own behaviour and attitudes may be affected by media and our peers.  
Identifies and selects the skills/qualities we possess to make positive choices in challenging situations – resilience, confidence, assertiveness

### Substance Misuse Experiences and Outcomes:

HWB 3-39a 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 3-40a / 4-40a I am developing a range of skills which can support decision making about substance use. I can demonstrate strategies for making informed choices to maintain and improve my health and wellbeing. I can apply these in situations that may be stressful or challenging, or involve peer pressure.

### Resources:

Paper/card with 'strongly agree' and 'strongly disagree' at the top of each page.

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### Main Activities:

- The group are to move from one side of the room to other depending on their opinions to various statements. One side of the room represents 'strongly agree', the other represents 'strongly disagree'.
- Read out the statements and ask the youngsters to move between the different sides, they can stand wherever their opinion indicates, does not have to be the extreme points of the room.
- After each statement, choose some young people that feel more strongly and ask them if they are able to explain their choice. It would be good to ask the less extremely opinionated people why they have stood where they are. Has anyone been influenced by each of the explanations? Would they change their own stance?

Statements suggestions:

- **It is easy to stop smoking**  
In Scotland there were 31,359 quit attempts. Of those: 44.6% were successful at 4 weeks and 28.7% were successful at 12 weeks. [Source: Public Health Scotland 21.02.23]
- **It is ok to allow alcohol advertising**  
Tobacco advertising is now banned in Scotland, even the packets are regulated. Alcohol advertising targets specific groups, including young women.

- **People aged 16 should be allowed to buy alcohol**  
Is this law acting as a deterrent or not? What would happen if there was no legal age? Why is the legal age 18? 96% of 15 year olds in the Western Isles have never tried to buy alcohol from a shop, supermarket or off licence.
- **It is not right that alcohol and tobacco are legal while cannabis is illegal**  
Tobacco kills 10,000 per year in Scotland. Alcohol kills approximately 3,700. There was a total of 1,330 drug related deaths in 2021 in Scotland. Consider other impacts of the substances (crime, effect on community, on NHS, on children and families)
- **If drug education was better, fewer young people would use drugs**  
What age do you think drug education should start? Do you think shock tactics work? (evidence tells us they don't). Is there enough drug education? Do young people feel they know enough and feel confident they can make informed choices?
- **People who have health problems through smoking should have to wait longer for hospital treatment**  
What about our human rights and equality? If we start denying people health care for people who smoke, who else should be denied treatment?
- **People who use drugs are stupid**  
Does education level relate to drug use? What else might influence someone to use drugs? How might stigmatising language affect drug users? See Language Matters guide.
- **Safe injection facilities should be allowed in Scotland?**  
These are places where problematic injecting drug users can take their drugs in a safe, sterile environment. Does this condone drug taking? Does this prevent deaths? (Yes, no deaths have occurred in such facilities). Could this prevent harms to others? - paraphernalia left in alleyways etc
- **Smoking should be banned in films unless they have an 18 certificate**  
Is this the last form of tobacco advertising? Is smoking essential to the story? What about kids films with smoking? - 101 Dalmations or other examples

End by asking the group which statement they considered the most thought provoking. You could discuss if any of the discussion has changed anyone's opinion on any of the statement. Discuss what skills were used today that could be used elsewhere.

If it has not already come up during the session, highlight that such activities are worthwhile and improve our choice making skills and can help to us develop skills to cope with peer pressure – assertiveness.



## Outer Hebrides Alcohol and Drug Partnership Substance Use Education

**Lesson:** HOW MANY YOUNG PEOPLE USE DRUGS?  
**Stage:** THIRD TO FOURTH L6

### **Expected national standards for each level:**

Explains how our attitudes and behaviour may be affected by media and peer pressure. Identifies and selects the skills/qualities required to make positive choices in challenging situations – confidence, resilience and assertiveness.

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

HWB 3-39a 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 3-40a / 4-40a I am developing a range of skills which can support decision making about substance use. I can demonstrate strategies for making informed choices to maintain and improve my health and wellbeing. I can apply these in situations that may be stressful or challenging, or involve peer pressure.

### **Resources:**

Paper and pens if making posters.

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### **Main Activities:**

This will raise awareness among the youngsters of drug related certain statistics. Statements are based on Scottish/Western Isles prevalence figures among young people.

Read each of the statements and ask the group to say whether or not the real figure is higher, lower or the same. You could ask the pupils to stand up/sit down, hold up/lower hands etc. This could be done in teams depending on numbers. An alternative way of doing this activity would be to ask the group to estimate the percentage relating to each statement. It works well if the estimation is written down prior to revealing the actual figure.

Figures are based on the most up to date figures available: SALSUS 2018 Western Isles.

- In 2018, 73% of 15 year olds had never tried smoking. This is down from 76% in 2013
- What percentage of 15 year olds have ever been drunk? 60%
- What percentage of 15 year olds have never tried to buy alcohol? 96%
- What percentage of 15 year olds have never tried drugs? 88%
- What percentage of 13 year olds have been offered drugs? 15%
- What percentage of 15 year olds have been offered drugs? 39%
- What percentage of 15 year olds obtained drugs from friend of the same age on the last occasion they took them? 35%

It would be good to refer to a previous lesson – Drugs and the Law

- What percentage of 15 year olds have ever used cannabis? 8%
- What percentage of 15 year olds would like to stop taking drugs? 8%
- What percentage of 13 year olds reported trying or using e-cigarettes? 32%
- What percentage of 15 year olds reported trying or using e-cigarettes? 28%
- What percentage of 13 year olds thought it was ok for someone their age to 'try drinking alcohol to see what it was like'? 55%
- What percentage of 15 year olds thought it was ok for someone their age to 'try drinking alcohol to see what it was like'? 76%
- What percentage of 13 year olds had never smoked? 77%

You could finish by asking if any of the discussed figures came as a surprise. Also, has anything changed their opinion about drug use among the age groups.

Time allowing, the youngsters could make posters using some of stats that will also influence the opinions of their peers.



## Outer Hebrides Alcohol and Drug Partnership

### Substance Use Education

**Lesson:** HOW TO MAKE YOUR OWN DECISIONS

**Stage:** THIRD TO FOURTH L7

#### **Expected national standards for each level:**

Explains how our attitudes and behaviour may be affected by media and peer pressure. Identifies and selects the skills/qualities required to make positive choices in challenging situations – confidence, resilience and assertiveness.

Gives examples of positive coping strategies when dealing with stressful and challenging situations, for example, walk away, talk to a friend, physical activity.

Weights up risks and identifies potential safe and unsafe behaviours and actions, for example the impact of gambling.

Explains how substance misuse can affect judgement and impair ability to make responsible decisions – unwanted sexual experiences.

Know actions to be taken in an emergency relating to substance misuse.

Justifies the actions which might be taken in an emergency relating to substance misuse.

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

HWB 3-39a 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 3-40a / 4-40a I am developing a range of skills which can support decision making about substance use. I can demonstrate strategies for making informed choices to maintain and improve my health and wellbeing. I can apply these in situations that may be stressful or challenging, or involve peer pressure.

HWB 3-41a / 4-41a After assessing options and the consequences of my decisions, I can identify safe and unsafe behaviours and actions.

HWB 3-41b / 4-41Bb 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 actions I should take in the management of incidents and emergencies related to substance misuse.

#### **Resources:**

Flip chart/paper, pens.

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#### **Main Activities:**

To start the discussion, ask the group what effect alcohol or drug use could have on making decisions. Highlight responses that appreciate people may make decisions they would not normally do so, under the influence of alcohol or drugs.

We will be using the 'Four Cs' model throughout this lesson. The 'Four Cs' can help you make your own decisions –

- Be **CLEAR** about what the issue is and be **CLEAR** what the decision is about
- **CONSIDER** your available options – what are the possible decisions you could make?



- Think about the **CONSEQUENCES** of each option – what might happen in each case?
- **CHOOSE** the best option – make the decision most appropriate for you

Divide the youngsters into smaller groups and ask each group to apply the 'Four Cs' model to one of the suggested scenarios.

They should be **CLEAR** about what the issue is, **CONSIDER** three possible options, the possible **CONSEQUENCE** of each and **CHOOSE** the best option for them. There might be disagreement about this within each group – a vote might help the group come to a decision.

Ask each group to feedback on their scenario and their decision process. Highlight any peer pressure, conflicts between family values and those of friends, legal or school policy implications. Discuss the benefits of thinking things through and how we can use this process in the future.

### **Scenario One**

You are on the way from school with a few of your friends, they decide to take a short cut through the grounds of one of the estates. One of the group has a packet of cigarettes and offers them round. You have never smoked before and know your parent/carer would be disappointed, as you try to say no, two of the group start to laugh.

### **Scenario Two**

Your friends are arranging to meet up this evening, you have been before but tonight, you have to help out at home. You suspect from earlier conversations they are experimenting with solvents. During break, one of the group ask you to buy some lighter refills at the shop. Your 'friend' knows that you have bought refills in this shop before as your parent/carer is friends with the owner.

### **Scenario Three**

You are round at your friends house one night, their brother has friends round. You are all playing Xbox games together. One of the older group suggest playing a drinking game – every time you miss a shot, you have to take a gulp of Vodka. You have had alcopops before but never tasted Vodka. Your parent/carer is expecting you to walk home by 9pm.

### **Scenario Four**

You are at a house party at your friend's house while their parents are away. Some older kids from school are there. Later on in the evening one of them offers you a tablet. You have never taken anything like that before and you are unsure what it is. They tell you everyone else is taking one and it will be fun.

### **Scenario Five**

You and your friends have been drinking Cider in the park. One of the group starts to get really unwell. They have started vomiting and have passed out. You know you shouldn't be drinking cider but you know your friend needs you to get help. Everyone else leaves and it is getting dark and cold.

### **Scenario Six**

You are having a few drinks at a party but start to feel dizzy. At a previous party you kissed someone who is at this party. They are keen to take things further this time and encourage you to go to the bedroom. Now that you have had a few drinks, you are unsure what to do.

When discussing scenario 5, highlight that you should never leave someone in danger regardless of how your parent/carer will react to you being in the wrong place. Always get help as soon as you can call an ambulance. It is always better to risk getting into trouble than risk your friend coming to serious harm.



## Outer Hebrides Alcohol and Drug Partnership Substance Use Education

**Lesson:** ALCOHOL AND UNITS

**Stage:** THIRD TO FOURTH L8

**Expected national standards for each level:**

Gives examples of current laws and advice in relation to substance use – alcohol units, tobacco sales

**Substance Misuse Experiences and Outcomes:**

HWB 3-38a Understand the positive effects that some substances can have on the mind and body but I am also aware of the engative and serious physical, mental, emotional, social and legal consequences of the misuse of substances.

**Resources:**

10 x empty alcohol bottles/cans, post it notes, calculators

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**Main Activities:**

Set out a variety of 10 empty alcohol bottles/cans with the unit information and %abv hidden. Invite someone to put them in order of lowest to highest alcohol content. Ask the other youngsters to help with the order. There could be a vote to see how many agree with the order.

Discuss how they came to deciding on the alcohol content of each bottle.

Put the bottles/cans in the correct order with the %abv on show and introduce the concept of %ABV.

Definition of % ABV – the percentage of the contents of any size bottle that is the chemical ethanol or ethyl alcohol (pure alcohol – poison)

By law, packaging of all alcoholic drinks must display the alcohol content. This is known as %ABV or %vol. The higher the percentage, the stronger the drink.

Units are a simple way of measuring how much alcohol a person drinks. A unit of alcohol = 10ml of pure alcohol

This formula is used to work out how many units there are in a drink.

$$\text{UNITS} = \frac{\text{Volume (ml)} \times \text{abv (\%)}}{1000}$$

Ask the group to work out the units in each of the drinks. Some examples are provided below – they might have others they would like to work out.

Drink	%ABV	Volume	Units
Vodka	40%	25ml (standard pub measure)	1
Cider	5%	586ml (1 pint)	2.9
Wine	12.5%	175ml (medium glass)	2.2
Beer	4.5%	330ml (bottle)	1.5

Ask the group if they know what the current guidance on units per week.

## "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**

Ask the group what they think this amount of units looks like – use the empty bottles as examples

As the group what they think the guidelines are for children and young people.

'An alcohol free childhood is the healthiest and best option. However, if children drink alcohol, it should be not until they are at least 15 years of age. Then it should always be with the guidance of a parent or carer or in a "supervised environment". If 15 to 17 years old do consume alcohol, they should do so infrequently and certainly on no more than one day a week. Young people aged 15 to 17 years should never exceed recommended adult limits when they drink and consumption should usually be below such levels.' (Department of Health (2009). *Guidance on the Consumption of Alcohol by Children and Young People*)

What do the group think of this?

In smaller groups, they can discuss reasons why people might not want to drink alcohol as well as reasons they might want to drink alcohol.

Bring the session to a close by asking what has been the most interesting part of the discussions.



## Outer Hebrides Alcohol and Drug Partnership Substance Use Education

**Lesson:** ALCOHOL AND UNITS (CONTINUED) ALCOHOL EFFECTS

**Stage:** THIRD TO FOURTH L9

**Expected national standards for each level:**

Gives examples of current laws and advice in relation to substance use, for example, units of alcohol, tobacco sales.

**Substance Misuse Experiences and Outcomes:**

HWB 3-38a / 4-38a 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.

**Resources:**

Handout sheet, calculators, flip chart paper and pens.

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**Main Activities:**

**Alcohol and calculation units continued:**

Ask the group to split into pairs and give each pair a handout. As they progress onto the second section, inform the group that 'it takes a healthy adult liver 1 hour to process 1 unit of alcohol'.

Ask each pair for their feedback and make sure they all got the correct answer. As a group discuss the 'one hour one unit' rule. What could maybe affect this? Would this be enough information to determine when you would drive the following day?

**How alcohol effects the body:**

Split into smaller groups.

Ask each group to draw the outline of a body, writing the effects alcohol has on different parts of the body. Remind them to think about internal and external effects as well as long and short term effects. There are additional effects – financial, social etc. Reminding the youngsters that alcohol is a depressant may remind them of other additional effects.

Ask for feedback and possibly compile all effects onto the one drawn outline. Is there any unique responses? Anything missed? Is there anything that surprised any of the group? Was there anything new learnt in this exercise? If someone was to become ill due to alcohol consumption, what could they do to get help?

**Short Term Effects of Alcohol Use**

- Intoxication can lead to aggressive/irrational behaviour which could lead to falls or other accidents
- Reduced feelings of anxiety and inhibitions which can help people become more sociable
- An exaggeration of whatever mood a person is in when they start drinking

- Slows brain activity
- Lowers breath and heart rate
- Drowsiness, confusion, nausea/vomiting, reduced inhibitions and affects judgements
- Reduced coordination and control of movement
- Slurred speech
- Visual distortion
- Hangover including dehydration, nausea, sensitivity to bright lights and noise
- Memory loss
- Quality of sleep
- Indigestion

#### Long Term Effects of Alcohol Use

- Stomach disorders
- Cancer of the mouth and throat
- Increased risk of having a stroke
- Cirrhosis of the liver
- Brain damage including issues with memory
- High blood pressure
- Changes in physical appearance – weight gain, purple bulbous (drinkers nose)
- Issues with nervous system
- Sexual health and fertility – FAS/FASD can occur if the expectant mother drinks during pregnancy
- Mental health issues
- Family
- Financial and work implications

Lesson: ALCOHOL AND UNITS (CONTINUED) ALCOHOL EFFECTS  
Stage: THIRD TO FOURTH L9

#### HANDOUT

$$\text{UNITS} = \frac{\text{Volume (ml)} \times \text{abv (\%)}}{1000}$$

Figure out how many units Alex has had to drink.

Alex starts drinking at 7pm on Friday with friends. Alex has two pints of fruity cider (568ml)(5%) and shares a bottle (750ml) of wine (12.5%) with one friend.

Over the course of the evening Alex drinks 2 alcopops (275ml)(5%) and three vodka and cokes (25ml)(40%).

At what time will Alex be alcohol free?

HANDOUT – ANSWERS

$$\text{UNITS} = \frac{\text{Volume (ml)} \times \text{abv (\%)}}{1000}$$

Figure out how many units Alex has had to drink.

Alex starts drinking at 7pm on Friday with friends. Alex has two pints of fruity cider (568ml)(5%) and shares a bottle (750ml) of wine (12.5%) with one friend.

Over the course of the evening Alex drinks 2 alcopops (275ml)(5%) and three vodka and cokes (25ml)(40%).

At what time will Alex be alcohol free?

2 pints of fruity cider = 5.6 units

½ bottle of wine – ½ of 9.4 = 4.7 units

2 alcopops - 2 x 1.4 = 2.8 units

3 vodkas = 3 units

Total = 16.1 units

Alex will be alcohol free at approximately 11am



## Outer Hebrides Alcohol and Drug Partnership Substance Use Education

**Lesson:** ALCOHOL AND RELATIONSHIPS  
**Stage:** THIRD TO FOURTH L10

### Expected national standards for each level:

Explains how our attitudes and behaviour may be effected by media and peer pressure. Identifies the qualities/skills that will help us make positive choices in challenging situations - confidence resilience, assertiveness and confidence.

Gives examples of positive coping strategies when dealing with stressful and challenging situations - talk to a friend, walk away, take up a physical activity.

Weighs up risk and identifies potential unsafe and safe behaviours and actions – the impact of gambling.

Explains how substance misuse can affect judgement and the ability to make responsible decisions – unwanted sexual experiences.

### Substance Misuse Experiences and Outcomes:

HWB 3-39a I know that the 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 3-40a/ 4-40a I am developing a range of skills which can support decision making about substance use. 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 3-41a / 4-41a After assessing options and consequences of my decisions, I can identify safe and unsafe behaviours and actions.

HWB 3-41b / 4-41b I know that the use of alcohol and drugs can affect behaviour and the decisions people make about relationships and sexual health.

### Resources:

Flip chart, paper and pens

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### Main Activities:

Start by reminding the group that alcohol is a drug that affects the brain, changes how we think, feel and behave. Decisions we make about sexual health and relationships can be affected by alcohol use.

We will be using the 'Four Cs' model again throughout this lesson. The 'Four Cs' can help you make your own decisions –

- Be **CLEAR** about what the issue is and be **CLEAR** what the decision is about
- **CONSIDER** your available options – what are the possible decisions you could make?
- Think about the **CONSEQUENCES** of each option – what might happen in each case?
- **CHOOSE** the best option – make the decision most appropriate for you



Split the group into smaller groups and ask each group to apply the 'Four Cs' model to one of the following scenarios.

They should be CLEAR about what the issue is. CONSIDER three possible options along with the possible CONSEQUENCES of each and then CHOOSE the best option for them. There may be a slight disagreement amongst each group.

The scenarios are not gender specific to make it easier to discuss similarities/differences between perspectives, genders and sexual orientations.

#### SCENARIO ONE

Sam is 15 years old and at a party at a friend's house. Sam has had 4 bottles of alcopops within the last hour before noticing that Chris from school is also there. Sam has fancied Chris for a while but is usually too shy to do anything about it. Sam decides tonight is the perfect chance to do something and they get on really well. Chris asks Sam to leave the party and go to their house, their house is empty as parents are away.

#### SCENARIO TWO

Charlie has been seeing Jay for a few weeks now. Charlie is two years older than Jay and has had sex before but Jay is not as sure they are ready to have sex. Jay's friends all say they have had sex. Jay and Charlie are at a BBQ together and have both been drinking. Charlie suggests they could have sex tonight.

#### SCENARIO THREE

Sandy is having a few drinks at a party and starts to feel a bit dizzy. Joe comes along, Sandy and Joe have kissed before at a previous party. Joe is keen to take things further. Sandy hasn't been so keen but after having a few drinks seems to be more keen.

#### SCENARIO FOUR

Alex and Lou are together and are enjoying some drinks with their friends at the beach. One of Alex's friends offers them an ecstasy tablet. Alex is unsure as this is something new but the friend insists it will be fun and nothing bad will happen. Alex takes the pill and after a while gets quite cuddly and starts to hug and kiss Lou more than normal which makes Lou quite uncomfortable. Alex keeps trying to stop Lou enjoying the night with everyone else and insists they go to a more private section of the beach. Lou really doesn't want to fall out with Alex so is unsure whether to go with Alex or stay and have fun with everyone else.

Ask each group to feedback to the bigger group

- What was their process to reach their decision?
- Discuss any different issues and solutions to peer pressure
- What are the similarities between genders/sexual orientations?
- How might alcohol affect our ability to make choices?
- Do young people use alcohol to increase their confidence, maybe to give them a boost to speak to someone they find attractive?
- How might the use of alcohol affect your ability to make choices?
- Might you regret those decisions the next day or in the future?
- What risks might you take while unable to make the correct decision?
- What skills would help us make the best decisions for us? - self reliance, self efficacy, assertiveness, self awareness, self esteem and composure
- What was the most useful part of this session?

## Outer Hebrides Alcohol and Drug Partnership Substance Use Education

**Lesson:** ALCOHOL HARM REDUCTION

**Stage:** THIRD TO FOURTH L11

### Expected national standards for each level:

Explains how our attitudes and behaviour may be effected by media and peer pressure. Identifies the qualities/skills that will help us make positive choices in challenging situations - confidence resilience, assertiveness and confidence.

Gives examples of positive coping strategies when dealing with stressful and challenging situations - talk to a friend, walk away, take up a physical activity.

Weights up risk and identifies potential unsafe and safe behaviours and actions – the impact of gambling.

Explains how substance misuse can affect judgement and the ability to make responsible decisions – unwanted sexual experiences.

Know actions that should be taken in an emergency situation relating to substance misuse.

Justifies actions which may be taken in an emergency relating to substance misuse.

### Substance Misuse Experiences and Outcomes:

HWB 3-39a I know that the 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 3-40a/ 4-40a I am developing a range of skills which can support decision making about substance use. 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 3-41a / 4-41a After assessing options and consequences of my decisions, I can identify safe and unsafe behaviours and actions.

HWB 3-42a / 4-42a I know what action I should take in the management of incidents and emergencies related to substance misuse.

### Resources:

Flip chart, paper and pens

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### Main Activities:

Start by reminding the group that alcohol is a drug that affects the brain, changes how we think, feel and behave. Decisions we make about sexual health and relationships can be affected by alcohol use.

We will be using the 'Four Cs' model again throughout this lesson. The 'Four Cs' can help you make your own decisions –

- Be **CLEAR** about what the issue is and be **CLEAR** what the decision is about
- **CONSIDER** your available options – what are the possible decisions you could make?
- Think about the **CONSEQUENCES** of each option – what might happen in each case?

- **CHOOSE** the best option – make the decision most appropriate for you

Split the group into smaller groups and ask each group to apply the 'Four Cs' model to one of the following scenarios.

They should be **CLEAR** about what the issue is. **CONSIDER** three possible options along with the possible **CONSEQUENCES** of each and then **CHOOSE** the best option for them. There may be a slight disagreement amongst each group.

The scenarios are not gender specific to make it easier to discuss similarities/differences between perspectives, genders and sexual orientations.

#### SCENARIO ONE

Ali has been out with friends at the local park. It is 11pm and Ali is late home and was supposed to have walked home with a friend, but following an argument the friend left early. Ali has been drinking all evening, has £2 cash and a mobile phone with a battery at 5%.

#### SCENARIO TWO

Mel came to the party on a moped but in two hours has drunk 2 cans of lager. Mel is wanting to go home but has no cash and does not know the number of any taxi companies.

#### SCENARIO THREE

Ashley is 15 years old. Ashley and Kelly are at Kelly's house drinking vodka cocktails while Kelly's parents are away on holiday. Ashley needs to get home and is very close to being late again. Kelly is very drunk and is falling asleep on the sofa.

Ask each group to feedback to the bigger group

- What was their process to reach their decision?
- Discuss any different issues and solutions to peer pressure
- What are the similarities between genders/sexual orientations?
- How might alcohol affect our ability to make choices?
- Do young people use alcohol to increase their confidence, maybe to give them a boost to speak to someone they find attractive?
- How might the use of alcohol affect your ability to make choices?
- Might you regret those decisions the next day or in the future?
- What risks might you take while unable to make the correct decision?
- What skills would help us make the best decisions for us? - self reliance, self efficacy, assertiveness, self awareness, self esteem and composure
- What was the most useful part of this session?



## Outer Hebrides Alcohol and Drug Partnership Substance Use Education

**Lesson:** IMPACT ON FAMILIES AND COMMUNITIES

**Stage:** THIRD TO FOURTH L12

### **Expected national standards for each level:**

Knows how to access local and national support services.

Can identify local substance misuse issues and how they can be addressed.

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

HWB 3-40b / 4-40b I know how to access information and support for substance related issues.

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 internally I can explain similarities and differences among communities.

HWB 4-43c I understand the local, national and international impact of substance misuse.

### **Resources:**

Newspaper clippings or web links with access to internet, paper and pens

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### **Main Activities:**

Ask the group if there are any headlines relevant to the Western Isles regarding alcohol or substance misuse. Search local newspaper sites for 'drug' and 'alcohol' stories. Once you have a few stories, discuss the following questions with groups –

- How does this story impact the wider community?
- What about closer to the incident – neighbours local people?
- What about associated crime figures?
- Do you feel safe where you live?
- Do you notice evidence of substance/alcohol use on the streets – needles, broken bottles, vomit etc

Following this discussion, look at the videos available online at ADAM site – [Our Stories | CHAT - Children Harmed By Alcohol Toolkit \(chatresource.org.uk\)](#)

Video 1 (1:26 mins) – Adam: After watching the clip, discuss what Adam and Dan could do to improve their relationship and support Dan in recovery. You could create a mind map to illustrate your discussion.

Video 2 (1:22mins) – Jamie: Are there any other services (locally and nationally) that could have helped Jamie and his mum? Discuss whether or not the group thinks there is a link between alcohol and violence. Emphasise that although alcohol may aggravate domestic abuse, it is not a sole cause.

Useful links – support services for women - [Home \(saferouterhebrides.com\)](#) [Rape Crisis Scotland |](#)

[Working to end sexual violence Western Isles Women's Aid – Working together until women and children are safe \(westernisleswomensaid.co.uk\)](http://westernisleswomensaid.co.uk)

Video 3 (1:23mins) – Nicole: Ask the group if they can see any differences in Nicole's experience to that of Adam and Jamie. Are there any similarities?

Discuss with the group how it would feel to be in the position of any of the youngsters featured in the clips being affected by the drinking of others.

- What would help them?
- What helped in these situations?
- Who could help in these situations – professionals, adults, fiends/family
- Which local services could help?
- Do you know how to access these services?

Useful link – [Alcohol Drug Partnership \(outerhebadp.com\)](http://outerhebadp.com)

Ask the group to think about the social effects of alcohol. This could be done as a debate with two opposing sides. Alternatively, the youngsters could stand in a circle and a soft ball could be thrown between each person, the person catching the ball can make a statement 'for' or 'against' the social effects of alcohol, these could include –

- Effects on the person that is consuming the alcohol
- Effects on their family and friends
- Effects on other people
- Impact of alcohol on the wider community
- How many places are there close by that someone is able to purchase alcohol
- How does the drinks industry support the Scottish Government?
- Are there costs to Scotland?

Ask the group to individually write/tell a summary of the discussions.



## Outer Hebrides Alcohol and Drug Partnership Substance Use Education

**Lesson:** DRUGS ON THE BRAIN  
**Stage:** THIRD TO FOURTH L13

### **Expected national standards for each level:**

Explains the potential impact of short and long term substance use on our health and life, including legal implications.

Knows how to access local and national support services.

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

HWB 3-38a / 4-38a Understand the positive effects some substances can have on our bodies and minds while also being aware of the serious physical, mental, emotional, social and legal consequences of the misuse of substances.

HWB 4-40b I know how to access information and support for substance related issues

### **Resources:**

Internet access, paper and pens

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### **Main Activities:**

First of all, ask that the group identify the name of different drugs from their description. This could be as a larger group verbally or in smaller groups with the names and descriptions cut out.

Access the following link – Know the Score – Drugs A-Z - [Drugs A-Z - Know the Score](#)

Divide the group into smaller groups, 6 groups if possible. Ask each group to prepare a presentation, PowerPoint, or story board for a film or a poster about the effects of each of the drugs used in the matching exercise (cannabis, heroin, LSD, ecstasy, cocaine and NPS). It could be useful to divide NPS into three sections – stimulant, depressant and hallucinogenic.

The youngsters can access information to complete this online – Talk to Frank, Know the Score, CREW as well the OHADP website.

Once complete, ask each group to present their findings to the whole group.

A discussion around this could include –

Are there similarities in the drugs? - they all affect the brain, they all have unpredictable effects etc

Where could they get support in dealing with drug misuse issue? - local support services are listed on the OHADP website - [Alcohol Drug Partnership \(outerhebadp.com\)](http://AlcoholDrugPartnership(outerhebadp.com))

To finish the session, ask each person to say one thing they have learnt today.

Cannabis	<p>Most widely used illegal drug</p> <p>Class B</p> <p>Can make people feel chilled out and relaxed/happy, may get the giggles and/or feelings of anxiety, suspicion, panic and paranoia</p> <p>Depressant / Hallucinogenic</p>
Heroin	<p>Often a brown / brownish white powder</p> <p>Class A</p> <p>People can feel warm, sleepy and very relaxed. It also slows down breathing and heart rate, and is very strong pain killer.</p> <p>Depressant</p>
LSD	<p>Class A</p> <p>Can make people feel relaxed and happy, with pleasant hallucinations. Or can make people feel agitated and confused, with unpleasant and scary hallucinations</p> <p>Hallucinogenic</p>
Ecstasy	<p>Class A</p> <p>Usually in pill form with logo imprint. Makes people feel 'in tune' with their surroundings, and can make music and colours more intense. Can make people feel anxious, panicky, confused and paranoid.</p> <p>Stimulant</p>
Cocaine	<p>Usually a white powder</p> <p>Class A</p> <p>Makes people feel wide awake and confident, raises body temperature, makes the heart beat faster.</p> <p>Can cause anxiety and paranoia</p> <p>Stimulant</p>
New Psychoactive Substances	<p>Most are controlled under the Psychoactive Substances Act and therefore do not have a 'Class' status (as drugs controlled under the Misuse of Drugs Act (1971) have.)</p> <p>Mimic the effects of 'traditional' drugs but are often more potent.</p> <p>Usually come in colourful packaging</p>



## Outer Hebrides Alcohol and Drug Partnership Substance Use Education

**Lesson:** LOCAL AND INTERNATIONAL DRUG USE  
**Stage:** THIRD TO FOURTH L14

### **Expected national standards for each level:**

Identifies local substance misuse issues and how they are being addressed.

Compares current national and international statistics related to the impact of substance misuse.

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

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.

HWB 4-43c I understand the local, national and international impact of substance misuse.

### **Resources:**

Internet access, paper and pens.

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### **Main Activities:**

Start the session by discussing how the Western Isles is affected by alcohol and drug use. Have a look at your own area local profile and discuss how it compares to other areas as well as Scotland in general.

Some points of discussion could be -

- What affects people in our area
- Why might this be different to the mainland?
- What protects people in our area?
- What happens in the local communities to address these issues?

Consider the production of illegal drugs. You could show the group this short film on cocaine production in the Amazon – [https://www.youtube.com/watch?v=p\)bYoBB-loA](https://www.youtube.com/watch?v=p)bYoBB-loA)

Discussion on this could include –

- Why do the workers produce cocaine?
- How might this product change on its way to the Western Isles?
- How does the production of cocaine effect the environment?
- Are all the stages of the production carried out in a sterile environment?

To finish, we will look at the international picture. Look at the EU Drug Report 2022 ([European Drug Report 2022: Trends and developments - International Drug Policy Consortium \(IDPC\)](#)) and the UN World Drug Report ([World Drug Report 2022 \(unodc.org\)](#)) with the young people about drug related statistics across Europe, in comparison to the UK.





## Outer Hebrides Alcohol and Drug Partnership Substance Use Education

**Lesson:** TOBACCO AND THE ENVIRONMENT  
**Stage:** THIRD TO FOURTH L15

### **Expected national standards for each level:**

Explain the potential impact of short and long term substance use on health and life, including legal implications.

Compare current national and international statistics related to the impact of substance misuse.

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

HWB 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 4-43c I understand the local, national and international impact of substance misuse.

### **Resources:**

Tobacco and Environmental display available from HIRS

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### **Main Activities:**

Start the session by looking at the display going through each section. The additional information on the resource sheet will help.

Encourage discussion amongst the youngsters –

- What was the most interesting point for them?
- Was any of the information new to them?
- In what ways did the resources compliment each other?
- If there was one bit of information they have learnt today they feel would be useful to someone else what would it be?
- Would they feel confident sharing this information with peers, friends, and family members?

Is there anything the youngsters feel could happen next?

- Clean up round the school or a specific beauty spot on the island
- Encourage parents/carers not to smoke at the school gates

To close the session, the youngsters could consider if there have been any wildfires locally that have been caused by a discarded cigarette and how this affected us all. It would be good to hear their views on how we avoid this happening in the future.