

## Primary Substance Misuse Resources – Quality Assurance Tool – The Resource in a School Context and/or Community Setting

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|---------------------------------|--|---------------------------------|---|
| <b>Name of resource</b>         | TOBACCO-FREE SCHOOLS RESOURCE PACK   | <b>Contact</b>                  | ASH SCOTLAND, <a href="mailto:eLearning@ashscotland.org.uk">eLearning@ashscotland.org.uk</a><br>0131 225 4725     |
| <b>Date published</b>           | 2019   | <b>Publisher</b>                | Ash Scotland  |
| <b>Target group / CfE Level</b> | Early <input type="checkbox"/> First <input type="checkbox"/> Second <input type="checkbox"/> Third <input checked="" type="checkbox"/> Fourth <input checked="" type="checkbox"/> Senior Phase <input type="checkbox"/>   |                                 |   |
| <b>Resource type:</b>           | Pack <input checked="" type="checkbox"/> DVD <input type="checkbox"/> Drama <input type="checkbox"/> Online Resource <input checked="" type="checkbox"/><br>Interactive Website <input type="checkbox"/> Information Website <input type="checkbox"/> Lesson Plan <input checked="" type="checkbox"/> App <input type="checkbox"/><br>Reference <input type="checkbox"/> Leaflet <input type="checkbox"/> Other <input type="checkbox"/> |                                 |   |
| <b>Terms &amp; Conditions</b>   | The packs have been funded by the Scottish Government and as such ASH Scotland will be following up with schools who have used the pack for tracking, monitoring and evaluation purposes.  | <b>Copyright Holder</b>         | Ash Scotland<br>Please do not amend or reproduce this resource without prior written permission from ASH Scotland |
| <b>Main focus</b>               | Tobacco  | <b>No. of sessions required</b> | Flexible – 23 activities over 10-topic areas  |

## Brief description of resource

By aspiring to be a smoke-free school, schools can support young people to make confident, responsible, effective decisions about their health and wellbeing. There are many different factors that lead young people to smoke and the extent to which smoking is prominent and accepted in the environment around them plays a crucial part. Consistency between what is experienced in the school environment and reinforcing smoke-free messages in the classroom is key.

The pack includes a range of practical tools and resources and is arranged into 2 parts that can be used independently or together:

### **Part 1 - Guide to becoming a Tobacco-free School**

This guide document is intended to support a school through the steps required in order to become a tobacco free school. It explains the background, why it is important and key issues. This guide replaces the previous “Tobacco-free Schools – Helping You Achieve It” guide by Smokefree Services and Ash Scotland.

The guide breaks down the process into 10 steps – and these are laid out in a very practical way that is easy to follow. There is a suite of templates available to guide the schools through the process – these can be found in Appendix 1 and are fully editable Microsoft Word documents.

### **Part 2 - Tobacco-free Schools Teaching Pack**

This is a Secondary pack aligned to Curriculum for Excellence 3rd and 4th level (S1-S3) although reference is also made in the pack to the importance of continuing activity through Senior Phase, for which this material would be suitable.

There are 23 different activities over 10 topic areas. It is not necessary for all activities or topics to be used – teachers are free to “pick and mix”.

Topics covered include:

- introducing tobacco
- benefits of being smokefree
- smoking and health
- dealing with peer pressure and building confidence
- e-cigarettes and vaping
- smoking and mental health
- smoking and physical activity
- money money money
- towards a Smokefree Scotland
- cigarettes, plastic and the environment

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| <b>I.T. / Practical requirements</b>   | <p>Every secondary school in Scotland is eligible for one FREE hard copy of the resource pack. Email <a href="mailto:admin@ashscotland.org.uk">admin@ashscotland.org.uk</a> with the following details to request a copy:</p> <ul style="list-style-type: none"> <li>• Local authority</li> <li>• School name</li> <li>• Contact name</li> <li>• Job title</li> <li>• Email address</li> </ul> <p><b>Access the pack online</b></p> <p>The tobacco-free schools pack, additional resources, tools and templates are all available online. To access the pack:</p> <ol style="list-style-type: none"> <li>1. Visit <a href="https://www.ashscotlandmoodle.org.uk/">https://www.ashscotlandmoodle.org.uk/</a></li> <li>2. Select the 'tobacco-free secondary schools' course</li> <li>3. Create a new account to get started.</li> </ol> <p>Please download the user guide for further details on accessing the Ash Scotland eLearning site.</p> <p>If there are any issues accessing the electronic version please contact <a href="mailto:eLearning@ashscotland.org.uk">eLearning@ashscotland.org.uk</a></p> |                               |                  |
| <b>Implications for Staff (for example is further training required prior to delivery)</b> | <p>No training required but CPD sessions may be available in each Local Authority area via your local CPD calendar.</p>  |                               |                  |
| <b>Cost attached to accessing resource</b>   | <p>None</p>  | <b>Resource last reviewed</b> | <p>June 2019</p> |
| <b>Online link</b>   | <p>Resource Link<br/> <a href="https://www.ashscotlandmoodle.org.uk/login/index.php">https://www.ashscotlandmoodle.org.uk/login/index.php</a></p>  |                               |                  |

| Indicators   | Tick indicators met by resource | Evaluative Comments / Any other info  |
|--|---------------------------------|---|
| The resource is consistent with principles set out by the GG&C Prevention and Education Model.                                     | ✓                               |   |
| The resource reflects Experiences and Outcomes for Substance Misuse education and the national standards.                          | ✓                               |   |
| The health related information contained in the resource is up-to-date at time of review.  | ✓                               |   |
| The resource has clear learning intentions and outcomes aligned to Curriculum for Excellence.                                      | ✓                               |   |
| The resource can be delivered flexibly and differentiated as appropriate.  | ✓                               |   |
| The resource takes account of relevant protected characteristics and meets the requirements of relevant Equalities legislation.    | ✓                               |   |
| The resource supports the young person to resist pressures by supporting the development of self-confidence and resilience.        | ✓                               |   |
| The resource suggests or employs different delivery methods, for example group work, role play, discussion, specialist inputs etc. | ✓                               |   |
| There is existing evidence that demonstrates the resource's effectiveness. (e.g. research evidence, evaluation)                    | ✓                               | <p>The policy development and support materials within this pack were piloted with 23 schools across NHS Lothian. Formal evaluation available from <a href="http://www.ashscotland.org.uk/lothianschools">www.ashscotland.org.uk/lothianschools</a>. A consultation exercise also took place with secondary school teachers from across Scotland and the findings informed the development of the format, content and teaching resources element of the pack. ASH Scotland are conducting ongoing monitoring and evaluation with contact teachers, currently at a 6-month follow up stage and these findings will be shared with local NHS health contacts.</p> |

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| Resource supports the option for partnership working in its delivery.   | ✓ |  |
| The resource contains information and sign posting to appropriate services and other resources for young people                         | ✓ |  |
| Senior phase: The resource extends and deepens learning in substance misuse and continues to develop skills for learning, life and work | ✓ |  |
| Senior phase: The resource will help to develop the necessary skills young people need to make positive choices about their future      | ✓ |  |

| Level  |                             | Expected national standards for each level  | Substance Misuse Experiences and Outcomes  | Tick if met by resource | Comments / Any other info |
|--------|-----------------------------|---|--|-------------------------|---------------------------|
| Early  | Use of substances           | Identifies which substances may be helpful and which may be harmful in given situations.          | I understand there are things I should not touch or eat and how to keep myself safe, and I am learning what is meant by medicines and harmful substances.<br>HWB 0-38a                                   |                         |                           |
|        | Action in unsafe situations | Suggests way to get help in unsafe and emergency situations, for example, seeking out an adult.   | I can show ways of getting help in unsafe situations and emergencies.<br>HWB 0-42a   |                         |                           |
|        |                             | Names the emergency services.   | I can show ways of getting help in unsafe situations and emergencies.<br>HWB 0-42a   |                         |                           |
| First  | Use of substances           | Identifies conditions which require medication and how it benefits health.                        | I know that there are medicines and some other substances that can be used in a safe way to improve health and I am becoming aware of how choices I make can affect my health and wellbeing.<br>HWB1-38a |                         |                           |
|        | Action in unsafe situations | Identifies why misusing medication can be harmful.  | I know how to react in unsafe situations and emergencies.<br>HWB1-42a  |                         |                           |
|        |                             | Links personal actions to health and wellbeing, using role play for example.                      | I know how to react in unsafe situations and emergencies.<br>HWB1-42a  |                         |                           |
|        |                             | Describes when and how to contact emergency services.   | I know how to react in unsafe situations and emergencies.<br>HWB1-42a  |                         |                           |
|        |                             | Shares key information about an emergency situation.  | I know how to react in unsafe situations and emergencies.<br>HWB1-42a  |                         |                           |
| Second | Use of substances           | Gives examples of what can happen to the body as a result of smoking tobacco or drinking alcohol. | I understand the effect that a range of substances including tobacco and alcohol can have on the body.<br>HWB 2-38a  |                         |                           |
|        |                             | Knows the recommended alcohol intake advice.  | I understand the effect that a range of substances including tobacco and alcohol can have on the body.<br>HWB 2-38a  |                         |                           |

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|       | Informed choices            | Gives examples of how peer, media and other pressures can influence decision making.  | 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.<br><b>HWB 2-39a</b>   |   |  |
|       | Risk taking behaviour       | Identifies risks associated with the use of substances, for example, overdose, impaired judgement / vision.   | I know that alcohol and drugs can affect people's ability to make decisions.<br><b>HWB 2-40a</b>   |   |  |
|       |                             | Identifies the impact of risk taking behaviours on life choices and relationships, for example, job prospects, limited foreign travel, loss of driving licence, family. | I can identify the different kinds of risks associated with the use and misuse of a range of substances.<br><b>HWB 2-41a</b><br><br>I understand the impact that misuse of substances can have on individuals, their families and friends.<br><b>HWB 2-43a</b> |   |  |
|       | Action in unsafe situations | Performs basic first aid procedures, for example, minor bleeding and burns, recovery position.  | I know of actions I can take to help someone in an emergency.<br><b>HWB 2-42a</b>  |   |  |
|       |                             | Explains how to contact the appropriate emergency services giving full details of the incident and location.  | I know of actions I can take to help someone in an emergency.<br><b>HWB 2-42a</b>  |   |  |
| Third | Use of substances           | Explains the benefits of substances in supporting good health, for example, prescribed medication.  | 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.<br><b>HWB 3-38a</b>                 | ✓ |  |
|       |                             | Gives examples of current laws and advice in relation to substance use, for example, units of alcohol, tobacco sales.   | 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.<br><b>HWB 3-38a</b>                 | ✓ |  |

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| Informed choices            | Explains how media and peer pressure might affect own attitudes and behaviour.   | 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.<br><b>HWB 3-39a</b>  | ✓ |  |
|                             | Identifies and selects the skills / qualities required to make positive choices in challenging situations, for example, confidence, resilience, assertiveness.           | 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.<br><b>HWB 3-40a</b> | ✓ |  |
|                             | Gives examples of positive coping strategies when dealing with stressful and challenging situations, for examples, walk away, talk to friend / adult, physical activity. | 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.<br><b>HWB 3-40a</b> | ✓ |  |
|                             | Knows how to access local support services.  | I know how to access information and support for substance-related issues.<br><b>HWB 3-40b</b>  | ✓ |  |
| Risk taking behaviour       | Weighs up risk and identifies potential safe and unsafe behaviours and actions, for example, the impact of gambling.   | After assessing options and the consequences of my decisions, I can identify safe and unsafe behaviours and actions.<br><b>HWB 3-41a</b>  | ✓ |  |
|                             | Explains how substance misuse can affect judgement and impair ability to make responsible decisions, for example, unwanted sexual experience.                            | I know that the use of alcohol and drugs can affect behaviour and the decisions that people make about relationships and sexual health.<br><b>HWB 3-41b</b>   |   |  |
| Action in unsafe situations | Know actions to be taken in an emergency relating to substance misuse.   | I know the action I should take in the management of incidents and emergencies related to substance misuse.<br><b>HWB 3-42a</b>   |   |  |



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|                  |                   | Identifies potential impact of short and long term substance use.  | I understand the impact that on-going misuse of substances can have on a person's health, future life choices and options.<br><b>HWB 3-43a</b>  | ✓ |  |
|                  |                   | Identifies local substance misuse issues and how they are being addressed.   | Through investigating substance misuse in my local community, I can reflect on specific issues and discuss how they are being addressed.<br><b>HWB 3-43b</b>  | ✓ |  |
| Fourth           | Use of substances | Justifies the risk benefits of substances in supporting health, for example, homeopathic remedies.                                       | 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.<br><b>HWB 4-38a</b>  | ✓ |  |
|                  |                   | Explains the potential impact of short and long term substance use on health and life, including legal implications.                     | 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.<br><b>HWB 4-38a</b>  | ✓ |  |
|                  |                   | Evaluates the impact of media and peer pressure on own attitudes and behaviour.  | Through investigation, I can explain how images of substance use and misuse can influence people's behaviour.<br><b>HWB 4-39a</b>   | ✓ |  |
| Informed choices |                   | Demonstrates the skills / qualities required to manage challenging situations, for example, self-reliance, self-efficacy, assertiveness. | 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.<br><b>HWB 4-40a</b> | ✓ |  |
|                  |                   | Explains the benefits of positive coping strategies / techniques when dealing with stressful and challenging situations.                 | I am developing a range of skills which can support decision making about substance use. I can demonstrate strategies for making informed choices to  | ✓ |  |

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|  |                             |   | maintain and improve my health and wellbeing and can apply these in situations that may be stressful or challenging, or involve peer pressure.<br><b>HWB 4-40a</b> |   |  |
|  |                             | Knows how to access local and national support services.  | I know how to access information and support for substance-related issues.<br><b>HWB 4-40b</b>   | ✓ |  |
|  |                             | Demonstrates the skills / qualities required to assess and manage risk, for example, self-awareness, self-confidence, composure.                    | After assessing options and the consequences of my decisions, I can identify safe and unsafe behaviours and actions.<br><b>HWB 4-41a</b>                           | ✓ |  |
|  | Risk taking behaviour       | Explains the impact and potential consequences substance misuse can have on decision making, for example, drinking and driving, non-consensual sex. | I know that the use of alcohol and drugs can affect behaviour and the decisions that people make about relationships and sexual health.<br><b>HWB 4-41b</b>        |   |  |
|  | Action in unsafe situations | Justifies actions which might be taken in an emergency relating to substance misuse.  | I know the action I should take in the management of incidents and emergencies related to substance misuse.<br><b>HWB 4-42a</b>                                    |   |  |
|  |                             | Compares current national and international statistics related to the impact of substance misuse.   | By researching the impact of substance misuse nationally and internationally I can explain similarities and differences among communities.<br><b>HWB 4-43b</b>     |   |  |
|  |                             |   | I understand the local, national and international impact of substance misuse.<br><b>HWB 4-43c</b>   |   |  |