

# EA Drug & Alcohol Curriculum

The Northern Ireland Curriculum aims to empower young people to achieve their potential and to make informed and responsible decisions throughout their lives. The learning opportunities provided should help young people to develop as individuals, contributors to society and contributors to the economy and environment.

Schools in Northern Ireland have a responsibility to deliver drug education to include legal and illegal substances (The Education (Curriculum Minimum Content) Order (Northern Ireland) 2007).

This is covered in the curriculum for Personal Development and Mutual Understanding, within Key Stages 1 and 2, and in the Personal Development strand of Learning for Life and Work in Keys Stages 3 and 4.

The outcomes relevant to alcohol and drug education at each key stage are as follows:

**Key Stage 1:** Understand that medicines are given to make you feel better, but that some drugs are dangerous.

**Key Stage 2:** Know about the harmful effects tobacco, alcohol, solvents and other illicit and illegal substances can have on themselves and others.

**Key Stage 3:** Investigate the effects on the body of legal and illegal substances and the risks and consequences of their misuse.

**Key Stage 4:** Develop an understanding of how to maximise and sustain their own health and well-being.

This pilot will be covering **Key Stages 2-4**.

## Topics Covered by the Pilot:

- **Decision Making/ Risk- Taking**
- **Health and Wellbeing**
- **Media**
- **Communication**
- **Dealing with Difficult Emotions**
- **Feedback Templates and Links**

## The Key Stages:

### Curriculum at Key Stages 2: Age 9-11

Key Stage 2 (primary school Years 5, 6 and 7) builds on Key Stage 1 experiences. As children progress through these stages, they move from informal to more formal learning.

This pilot would be primarily focusing on Thinking, Problem-Solving and Decision-Making. Within the whole curriculum schools are asked to empower young people to develop their potential and to make informed and responsible choices and decisions throughout their lives. The pilot will focus on individuals learning under Personal & Mutual understanding, where they learn how to become

aware of key issues which affect their physical, social and mental well-being and that of others and develop an awareness of their own personal safety, and equally develop an awareness of right and wrong.

### **Curriculum at Key Stage 3: AGE 11-14**

At Key Stage 3 (post-primary Years 8, 9 and 10), the curriculum builds on the learning experiences that pupils bring from primary school. Pupils now attend classes in different subjects, and teachers typically teach specific subjects to pupils across the different Years.

A compulsory element of this Key Stage is Learning for Life and Work. It has four subject strands: Employability, Local and Global Citizenship, Personal Development, and Home Economics.

Learning for Life and Work builds on Personal Development and Mutual Understanding. It aims to bring closer links between the curriculum and the knowledge, skills and capabilities that are necessary for life and work. It explicitly addresses the three main objectives of the curriculum: to develop young people as individuals, as contributors to society, and as contributors to the economy and the environment.

This pilot will be focusing on Personal Development. This core element of Learning for Life and Work encourages pupils to become personally, emotionally, socially and physically effective, and to lead healthy, safe and fulfilled lives. It also encourages them to become confident, independent and responsible citizens, making informed and responsible choices and decisions throughout their lives.

### **Curriculum at Key Stage 4: AGE 14-16**

At Key Stage 4 (post-primary Years 11 and 12), pupils build on their learning from Key Stage 3. Pupils meet the statutory curriculum requirements through compulsory Areas of Learning and optional courses that lead to general and/or applied qualifications.

In this Key Stage Personal Development builds upon all learning in Key stage 3 and has three subject strands: Employability, Local and Global Citizenship, and Personal Development which encourages pupils to become personally, emotionally, socially and physically effective, and to lead healthy, safe and fulfilled lives. It also encourages them to become confident, independent and responsible citizens, making informed and responsible choices and decisions throughout their lives.

Within Personal development in this stage there is Drug education in which we will be focusing on developing further the skills they learn in school.

### **Curriculum at Post 16: AGE16-18**

At post-16, young people can choose from a number of qualifications that are offered at Level 3 on the Regulated Qualifications Framework, including GCE A levels. We will be focusing on continuing with developing existing life skills, risk taking behaviours and basic harm reduction on substance misuse issues.

# Topics

## Decision Making/Risk Taking

### Aims:

- To explore decision-making processes with young people in order to reduce harm and engagement in risk taking scenarios.

### Themes:

- What is a Risk? - Group Discussion: Ask to define
- What are your Dreams? (Exploring ideas that we need to take risks to achieve our dreams)
- ROCK (Analogy to get young people to think about risk, R= Risk O=Option C=Consequences K= Know your best option, scenarios attached in resources pack)

**Note: Age appropriate language for each key stage area, can be simplified to communicate with younger groups.**

### Expected Outcomes:

- To understand different types of risk and how this can be perceived differently
- Increase awareness of why teens take risks
- Understand how to make decisions around risk

**This topic meets the EA Outputs 1, 2, 3, 5 and 7.**

### Resources;

<b>Icebreaker: Super Soaker</b> A game to energise the group.	List of chosen area Water Pistol Practitioner's Guide Decision Making/ Risk-Taking 1
<b>What is Risk?</b> Define risk and highlight any positive or negative perception around it.	Flipchart and markers Practitioner's Guide Decision Making/ Risk-Taking 2
<b>What are your dreams?</b>	Flipchart and markers Practitioner's Guide Decision Making/ Risk-Taking 3
<b>ROCK</b>	Flipchart and Markers Practitioner's Guide Decision Making/ Risk-Taking 4

# Health & Wellbeing

## Aims:

- To increase understanding of health and wellbeing

## Themes:

- Monster/Creature relay race (Game to explore different aspects of being well and some effects of drugs & alcohol)
- Gingerbread Man (Highlight body parts individuals use for their favourite activities, then highlight the body parts drugs & alcohol can affect)
- Health & Wellbeing Wheel (An opportunity for individuals to explore their own health and wellbeing)

**Note: Age appropriate language for each key stage area, can be simplified to communicate with younger groups.**

## Expected Outcomes:

- Explain at least two consequences of not looking after yourself.
- Identify three things that contribute to good health
- Identify three things that contribute to good wellbeing

**This topic meets the EA Outputs 1, 2, 5, 6 & 7.**

## Resources;

Activity	Resources Required
<b>Monster/Creature Relay Race</b> Game to explore different aspects of being well and some effects of drugs & alcohol.	Buckets, balls, blindfolds Practitioner's Guide Health & Wellbeing 1
<b>Gingerbread Man (Alternative Activity)</b> If there is no space for relay race.	Flip chart sheet Practitioner's Guide Health & Wellbeing 2
<b>Health and Wellbeing Wheel</b> An opportunity for individuals to explore their Health & Wellbeing.	Health & Wellbeing Wheel Chart Practitioner's Guide Health & Wellbeing 3

# Media

## Aims:

- To explore the use of social media, its appropriateness and impact on young people.

## Themes:

- What is Media? What do you use? (Define what is meant by media and what do young people use)
- Flipping the Story (Explore headlines and how media can be flipped to portray positive trends with young people and substances)
- Mock Profile (Explore positive aspects of individuals and how we portray this on media compared to how we behave in real life)
- Acts of Kindness (Explore different acts of kindness in the real world and how we can also conduct this behaviour online)

**Note: Age appropriate language for each key stage area, can be simplified to communicate with younger groups.**

## Expected Outcomes:

- To explore how young people use social media
- To identify and understand appropriate and inappropriate use
- To understand the impact of social media on young people

**This topic meets the EA Outputs 1, 2, 4, 6, 7 & 8.**

## Resources;

<b>What is Media? What do you use?</b> Define what is meant by media and what young people use	Flipchart and Markers Practitioner's Guide Media 1
<b>Flipping the Story</b> Explore headlines and how media can be flipped to portray positive trends with young people and substances	Headlines Practitioner's Guide Media 2 Appendix 1
<b>Mock Profile</b> Explore positive aspects of individuals and how we portray this on media compared to how we behave in real life	Profile Template Practitioner's Guide Media 3 Appendix 2
<b>Act of Kindness Card</b> Explore different acts of kindness in the real world and how we can also conduct this behaviour online	Acts of Kindness Cards Practitioner's Guide Media 4 Appendix 3

# Communication

## Aims:

- To understand how to communicate effectively and common barriers to effective communication.

## Themes:

- Guess the Communication Method (Introduction activity into types of communication)
- Taboo (Communicating with barriers)
- Whispers (Demonstrates how communication can become unclear and distorted)
- Non Verbal Activities
- Assertiveness (Discussion & activity on how to communicate assertively through role play)

**Note: Age appropriate language for each key stage area, can be simplified to communicate with younger groups.**

## Expected Outcomes:

- To explore types of communication
- To understand barriers in communication
- Identify how communication can be impacted by drugs and alcohol

**This topic meets the EA Outputs 1, 2, 3, 4, 5, 6 & 7.**

**Note: In this section youth workers could introduce harm reduction education on drugs and alcohol.**

## Resources;

<b>Guess the Communication Method</b> An introduction activity into types of communication.	Use Powerpoint Pictures of Communication methods Practitioners Guide Communication 1
<b>Taboo</b> An activity in communicating with barriers.	Use Powerpoint Chair Whiteboard or Pre-prepared Flipchart with images and words Practitioners Guide Communication 2
<b>Whispers</b> Demonstrates how communication can become unclear and distorted.	Use Powerpoint Prepared Sentence/ Whisper Practitioners Guide Communication 3
<b>Non-Verbal Activities</b>	Use Powerpoint Practitioners Guide Communication 5
<b>Discussion: Assertiveness</b>	Use Powerpoint
<b>Assertive Communication Role Play</b>	Practitioners Guide Communication 6 Pen & Paper

# Dealing with Difficult Emotions

## Aims:

- Increase the understanding of emotions and their role in people's lives.

## Themes:

- Naming Emotions (Using scenarios to identify and name different emotions)
- Escalating and Managing Emotions (Demonstrating different ways of managing situations and emotions)

**Note: Age appropriate language for each key stage area, can be simplified to communicate with younger groups.**

## Expected Outcomes:

- To be able to name different emotions
- To know the difference between responding and reacting
- To use problem solving to manage difficult emotions

**This topic meets the EA Outputs 1, 2, 5, 6, 7 & 8.**

## Resources;

<b>Naming Emotions</b> Use scenarios to identify and name different emotions	Flipchart and Markers/ Appendix 1 P/N Signs Practitioner's Guide Dealing with Difficult Emotions 1
<b>Escalating and Managing Emotions</b> Use video to demonstrate different ways of managing situations and emotions	Buddy the Elf Clip Practitioner's Guide Dealing with Difficult Emotions 2