



**CHOICES
FOR LIFE**

SCOTT'S STORY

KEY THEMES : SUBSTANCE MISUSE

LEARNERS DEVELOP THEIR UNDERSTANDING OF THE USE AND MISUSE OF A VARIETY OF SUBSTANCES INCLUDING OVER THE COUNTER AND PRESCRIBED MEDICINES, ALCOHOL, DRUGS, TOBACCO AND SOLVENTS. THEY EXPLORE AND DEVELOP THEIR UNDERSTANDING OF THE IMPACT OF RISK-TAKING BEHAVIOUR ON THEIR LIFE CHOICES. THE EXPERIENCES AND OUTCOMES WILL ENABLE LEARNERS TO MAKE INFORMED PERSONAL CHOICES WITH THE AIM OF PROMOTING HEALTHY LIFESTYLES.

HWB THIRD AND FOURTH LEVEL

LEARNING INTENTIONS

- RECOGNISING IF SOMEONE HAS A SUBSTANCE USE PROBLEM.
- WHAT THE TERMS SUBSTANCE USE AND MISUSE MEAN.
- WHAT TO DO IF SOMEONE YOU KNOW HAS A SUBSTANCE USE PROBLEM.
- WHERE HELP CAN BE ACCESSED.
- AN UNDERSTANDING OF THE IMPACT OF SUBSTANCE USE AND THE LAW NATIONALLY AND INTERNATIONALLY.

DISCUSS THE FOLLOWING:

3-38A/4-38A WHAT EFFECTS COULD CANNABIS HAVE ON SCOTT'S BODY?

3-38A/4-38A WHAT EFFECTS COULD COCAINE HAVE ON SCOTT'S BODY?

3-39A/4-39A HOW DOES GORDON INFLUENCE SCOTT'S ATTITUDES AND VALUES REGARDING SUBSTANCE MISUSE?

3-39A/4-39A WHAT IMPACT DOES GORDON HAVE ON SCOTT'S ACTIONS?

3-40A/4-40A WHAT DECISIONS DOES SCOTT MAKE REGARDING SUBSTANCE MISUSE? ARE THESE INFORMED DECISIONS?

3-40B/4-40B WHERE COULD SCOTT ACCESS SUPPORT IF HE HAS A PROBLEM WITH SUBSTANCE MISUSE?

3-41A/4-41A WHAT ASPECTS OF SCOTT'S BEHAVIOUR WERE SAFE?

3-41A/4-41A WHAT ASPECTS OF SCOTT'S BEHAVIOUR WERE UNSAFE?

3-42A/4-42A WHAT COULD CHLOE HAVE DONE TO TRY AND AVOID THE ACCIDENT?

3-43A/4-43A WHAT COULD HAPPEN TO SCOTT AS A RESULT OF THE ACCIDENT?

4.43C WHAT ARE THE INTERNATIONAL CONSEQUENCES FOR SCOTT IF HE IS CONVICTED OF A CRIME INVOLVING SUBSTANCE MISUSE?



FOLLOW UP ACTIVITIES

YOUR DREAMS AND AMBITIONS

- **IN GROUPS DISCUSS WHAT YOU WOULD DO IF SOMEONE HAD A PROBLEM WITH SUBSTANCES – WHO WOULD YOU CONTACT?**

NOW DISCUSS THESE QUESTIONS:

- **WHY MIGHT A YOUNG PERSON FIND IT DIFFICULT TO SEEK HELP FOR THEIR SUBSTANCE USE/MISUSE?**
- **HOW WOULD YOU APPROACH THE ISSUE OF SUBSTANCE USE/MISUSE WITH A PARENT/CARER, TEACHER OR FRIEND?**
- **HOW WOULD YOU DEAL WITH A FRIEND'S PROBLEMATIC SUBSTANCE MISUSE?**

INTERDISCIPLINARY LEARNING IDEAS

INTERDISCIPLINARY LEARNING OPPORTUNITIES SHOULD ALWAYS BE PLANNED AROUND CLEAR PURPOSES, BE BASED ON THE EXPERIENCES AND OUTCOMES FROM THE DIFFERENT CURRICULUM AREAS AND ALLOW FOR PROGRESSION. SUCH PROJECTS MAY ALSO BE ENHANCED BY WORKING WITH PARTNERS WHO ARE ABLE TO OFFER SPECIALIST SUPPORT.





CURRICULUM AREA	LEARNING IDEA	EXPERIENCE/OUTCOME
SOCIAL STUDIES	LINK TO ENVIRONMENTAL IMPACT OF COCAINE TRADE WITH REFERENCE TO THE SHARED RESPONSIBILITY PROJECT ON CFL WEBSITE HTTP:// CHOICESFORLIFEONLINE.ORG/ CARDS/SHARED-RESPONSIBILITY. ASPX	SOC 4-08A
	GLOBALISATION OF TRADE AND INTERDEPENDENCE OF DIFFERENT PARTS OF THE WORLD.	SOC 4-11A
MATHS/NUMERACY	LEARNERS COULD COLLECT THEIR OWN DATA OR USE GOVERNMENT SITES (E.G. HTTP://WWW. DRUGMISUSE.ISDSCOTLAND.ORG/ PUBLICATIONS/LOCAL/SALSUS_2010. PDF) TO INTERPRET AND DRAW CONCLUSIONS FROM DATA OR CREATE THEIR OWN DISPLAYS.	MNU 4 -208/4-21A
ENGLISH/LITERACY	WRITE A REFLECTIVE PIECE ON HOW SCOTT MIGHT FEEL THE DAY AFTER THE CRASH.	LIT 4 -21A ->27A
	INVESTIGATE THE USE OF DRUGS IN SPORT E.G. CYCLING, AND THE IMPLICATIONS FOR ATHLETES.	LIT 4 - 13A -> 16A/LIT 4-18A
	INVESTIGATE THE LAW IN RELATION TO DRUG USE AND OR DRUGS AND DRIVING AND WRITE A REPORT DETAILING YOUR FINDINGS HTTP:// CHOICESFORLIFEONLINE.ORG/ CARDS/DRUGS-AND-THE-LAW.ASPX HTTP://DRUGORIVE.DIRECT.GOV.UK/ USE GILLIAN'S VIDEO DIARY ABOUT DRUG DRIVING AS STIMULUS FOR FURTHER DISCUSSION HTTP:// YOUTU.BE/8YZUPJF8-6U	LIT 4 - 21A ->23A/LIT 4-26A/4-28A

