



Drug and Alcohol Prevention Curriculum

For Professionals Working With Young People Aged 9 - 18





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The Northern Ireland 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 Key Stages 3 and 4.

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

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

Key Stage 2: Know about the harmful effects of 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 drug and alcohol curriculum will be covering Key Stages 2-4.



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 formal learning.

This curriculum will 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. This drug and alcohol curriculum will focus on individuals learning under Personal and 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 Stages 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 skills they learn in school.



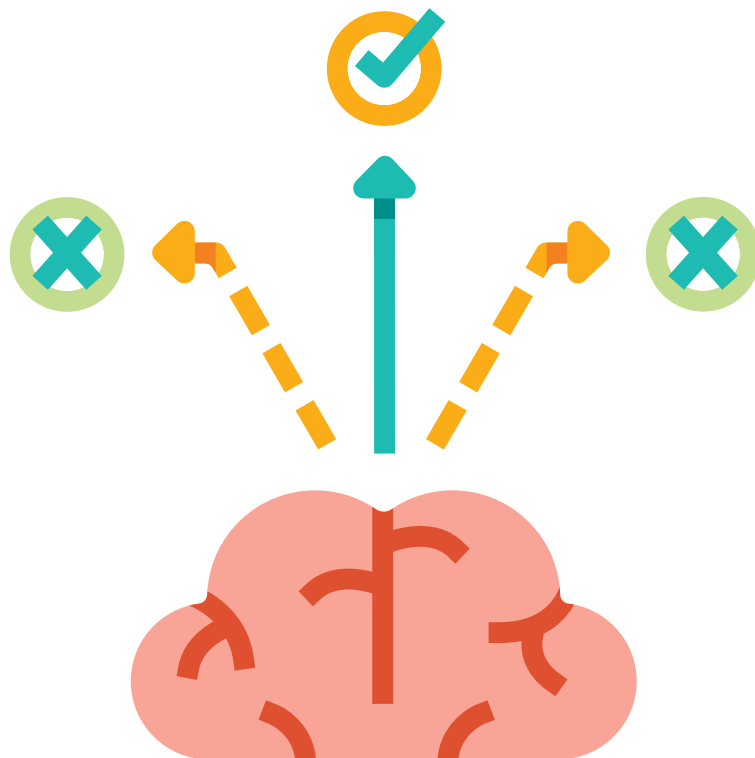
The Key Stages

Curriculum at Post 16: Age 16-18

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 behaviour and basic harm reduction on substance misuse issues.



Decision Making and Risk Taking





Topic: Decision Making/Risk Taking

Aim

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

Themes

- What is Risk?
- What are your Dreams?
- ROCK.

Note: Age-appropriate language for each Key Stage area can be adapted 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.



Health and Wellbeing





Topic: Health and Wellbeing

Aim

To increase understanding of health and wellbeing.

Themes

- Monster/Creature relay race.
- Gingerbread Person (Highlight body parts individuals use for their favourite activities, then highlight the body parts drugs and alcohol can affect).
- Health and Wellbeing Wheel .

Note: Age appropriate language for each Key Stage area can be amended 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.



Media





Topic: Media

Aim

To explore the use of social media, it's appropriateness and impact on young people.

Themes

- What is Media?
- Media portrayal of Young People and Substances'.
- 'Media Versus Reality'.
- Acts of Kindness.

Note: Age appropriate language for each Key Stage area can be amended with younger groups.

Expected Outcomes

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



Communication





Topic: Communication

Aim

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

Themes

- Methods of Communication.
- Barriers to Communication.
- Alternative Ways of Communicating.
- Assertiveness.

Note: Age appropriate language for each Key Stage area can be amended with younger groups.

Expected Outcomes

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

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



Dealing With Difficult Emotions





Topic: Dealing with Difficult Emotions

Aim

To increase the understanding of emotions and their role in people's lives.

Themes

- Naming Emotions.
- Escalating and Managing Emotions .

Note: Age appropriate language for each Key Stage area can be simplified with younger groups.

Expected Outcomes

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