



BUZZIN'

Volatile Substance Abuse

Teacher's Guide and DVD





BUZZIN'

Volatile Substance Abuse
Teacher's Guide

Introduction

Teacher's Guide - Introduction

Foreword

While most schools have well-established programmes for drugs education, there is a growing concern about the need to highlight volatile substance abuse (VSA) amongst young people.

VSA is the deliberate inhalation of volatile substances such as lighter fuel, glue or aerosols, and is responsible for more deaths in young people aged 10-16 than illegal drugs. The range of products containing solvents and volatile chemicals is extensive and widely available in household such as deodorant and hairspray.

VSA is often overshadowed by the abuse of illegal drugs, as well as other issues such as underage drinking and smoking. However, the wide availability of solvent based products and the reported numbers of deaths from their misuse, mean that VSA is an issue schools cannot afford to ignore.

About this resource

Buzzin' explores the impact of solvent abuse on the lives of young people living in the fictional town of Duncastle. This resource is intended to provide high quality learning material that will allow students to explore sensitive and relevant issues around VSA.

A short film drama explores some of the factors leading to substance abuse amongst teenagers and the associated dangers to personal safety. The film promotes discussion between teacher and students about VSA and personal safety. Students reflect on key personal safety messages in this film and strategies for keeping themselves safe.

This Teacher's guide provides learning and teaching materials to accompany the Buzzin' film, as well as information about volatile substance abuse. The film has been produced in 2 parts, to engage learners in discussion and reflection at a midway point, and also to provide greater flexibility in timetabling. Some schools, however, may wish to show the film in its entirety.

Teacher's should be aware that while the main focus of the film is volatile substance abuse, Buzzin' also covers other areas within personal, social and health education programmes.

This Teacher's Guide contains questions about the film that promote discussion amongst learners. There is also a range of other suggested classroom activities to further develop knowledge and understanding of VSA and related issues.

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Aims

This resource aims to help young people to:

- Understand the nature of volatile substance abuse
- Recognise the risks associated with VSA
- Understand the effects of VSA on health and wellbeing (short and longer term)
- Recognise factors that can influence a young person's decision to engage in VSA
- Investigate, reflect and discuss issues relating to personal safety
- Develop personal safety skills to apply in a variety of situations
- Know how to share and talk about a problem
- Resist pressure from friends or peers to take risks
- Know where to get to get help and advice

Age and stage

VSA should be addressed at an early point in the Substance Education curriculum because of the potential for early onset of experimentation, the availability of products open to abuse within the home and school, and the particular dangers posed by VSA. These include the high risk of sudden death, even for first-time and occasional users.

This resource is designed for use at the following broad stages.

Scotland: S1-S3 (or Curriculum for Excellence Stage 3)

England: Years 7 to 9 (or Key Stage 3 of the National Curriculum)

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Approaches to teaching and learning

Teachers should use the same approach for teaching about VSA as for other drugs. It is important to find a balance between giving pupils an accurate picture of the potential harmful physical effects of VSA, including the risk of sudden death, and teaching them about its impact on emotional and social health and wellbeing.

Volatile substance abuse can be sensitively handled by placing it within an overall context of respect for one's own body and personal rights. An understanding of the effects sniffing may have on the body mind and physical appearance, can often be persuasive for young people already experiencing a confusing and difficult period of emotional and physical change.

Young people need to know that they have the right to a safe and healthy lifestyle, and that their rights include the right to refuse to do something, which they believe is not safe. The difficulty is in asserting those rights, since peer pressure can be one of the biggest influences during adolescence and, by nature, those who become most influenced by it are those who do not have the confidence to resist it. Education about VSA therefore needs to address issues associated with self-esteem and dealing with peer pressure.

This resource uses the Buzzin' film to promote discussion and reflection amongst learners. The film conveys a lot of information about VSA and it also explores associated issues around physical and mental health and wellbeing.

The Lesson Plan contains questions for discussion arising from the film, as well as extended learning activities including further research.

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Interdisciplinary learning

Although education about VSA lies most naturally in personal, social and health curricular programmes, Buzzin' offers meaningful opportunities for interdisciplinary learning. Contributions can be made through timetabled Health & Wellbeing or PSHE classes, or through other curriculum areas, for example:

Science – investigating the chemistry of volatile substances, researching the effects on the human body

English and Literacy – group discussion and interaction about VSA, information texts, literature and media

Mathematics and numeracy – handling data about VSA, including interpreting and discussing statistics

Technology – finding things out, exchanging and sharing information

Drama – exploring and developing skills through role-play and drama

Music and art – exploring popular culture relating to drugs and substance misuse

Physical education – fitness and health

Religious and moral education – exploring morals, values and cultural diversity.

VSA education should be explicitly planned as part of a cohesive and progressive drugs education programme. Teachers and students should understand the connections between the different aspects of the programme.

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Curriculum coverage

Scotland – Curriculum for Excellence

In Scotland, drugs education is covered by the experiences and outcomes within the Health and Wellbeing area of Curriculum for Excellence. Buzzin' is designed for use at Stage 3 (S1-3) and addresses the following curricular requirement:

'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.' Curriculum for Excellence Health and Wellbeing

Experiences and outcomes

The relevant experiences and outcomes at Stage 3 in Scotland are as follows:

- 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 3-38a**
- 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 3-39a**
- 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 3-40a**
- I know how to access information and support for substance-related issues. **HWB 3-40b**
- After assessing options and the consequences of my decisions, I can identify safe and unsafe behaviours and actions. **HWB 3-41a**
- I know that the use of alcohol and drugs can affect behaviour and the decisions that people make about relationships and sexual health. **HWB 3-41b**
- I know the action I should take in the management of incidents and emergencies related to substance misuse. **HWB 3-42a**
- I understand the impact that ongoing misuse of substances can have on a person's health, future life choices and options. **HWB 3-43a**

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England - The National Curriculum

In England and Wales, certain aspects of Substance Education are a statutory requirement as part of the National Curriculum Science Order. This resource is designed for use at Key Stage 3 (Years 7-9) and addresses the following requirement.

Young people (11-14 year-olds) should be taught that the abuse of alcohol, solvents, tobacco and other drugs effects health and that the body's natural defence may be enhanced by immunisation and medicines and how smoking effects lung structure and gas exchange.

Substance Education should enable pupils to develop their knowledge, skills, attitudes and understanding about drugs and appreciate the benefits of a healthy lifestyle, relating this to their own and others' actions.

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Buzzin' – a summary of the film



The film *Buzzin'* portrays the experiences of a 13-year old boy called Jason who has recently moved to the town of Duncastle to live with new foster parents. The story is narrated by Emily - a girl living in the house next door to Jason. She is a keen amateur filmmaker and is currently filming a promotional video for a local dance club.

Emily befriends Jason and soon recognises that he is a boy with low confidence and poor self-esteem. Jason confides in Emily that he is getting a hard time from bullies at Duncastle Academy, the school that they both attend. Emily tries to persuade Jason to speak to a teacher at the school, but Jason doesn't want to cause trouble and prefers to deal with the bullying in his own way.

One day at school, Shev – the most popular girl in his year - approaches Jason. Shev had the lead role in the school musical and she is trying to recruit boys for the show. Jason is flattered by Shev's attention and is persuaded to audition for the show. It transpires that Jason is a very talented actor and dancer and the school's drama teacher decides to cast Jason in the leading male role.



While Jason shines in rehearsals, it also makes him an easy target for the bullies at school. He experiences increasing physical and emotional abuse, until he eventually pulls out of the show, to the disappointment of Emily and the annoyance of Shev.



Meanwhile, Emily producing a promotional film for a local dance club called KIC who have just reached the finals of a national competition. The club perform 'street' dance styles such as jumpstyle, break dance and freestyle. Emily believes that Jason might benefit from doing something in his spare time and she persuades him to join the dance club. Jason is pleased to learn that Shev attends the club, along with her boyfriend Luke, who is the most popular boy in his year at Duncastle Academy.

Jason quickly establishes himself as the most talented dancer at the club and his presence in the team improves KIC's chances of winning the national finals. Jason's confidence and self-esteem rise as Shev, Luke and others at the club befriend him and invite him to hang out with them at the park after school.

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Jason's status in the eyes of his peers rises dramatically when Emily makes a film of Jason dancing freestyle and posts it on YouTube. This Internet film proves to be hugely popular and Jason becomes an overnight celebrity at school. He starts to receive the attention of girls in his year and invitations to parties. For the first time in his life, Jason feels good about himself.

It emerges, however, that Luke and others in the group that Jason meets in the park are involved in solvent abuse. They try to get Jason to join in, but he withstands considerable peer pressure and refuses to 'buzz' (ie, inhale volatile substances such as lighter refills and deodorants).

Emily carries out some research into volatile substance abuse (VSA) on the Internet and learns about the risks and the potential damage to health. She tells Jason that he made the right choice in saying 'No' to Luke and the others.

Saying 'No' however, results in Jason receiving the cold shoulder from Luke and the others. They ignore him at school and at dance classes with the result that Jason begins to stop going to KIC. Jason realises that being strong and resisting peer pressure has alienated him from his newly found friends.



Realising that KIC's chances of winning the national finals are greatly reduced without Jason's presence in the team, Shev approaches Jason in an attempt to resolve the feud between him and the other boys. She tells him that Luke and the others respect him for saying 'no' to buzzing, but they need to know that they can trust him with their secret.



In order to gain reacceptance, Jason agrees to supply Luke and the others with a range of products to buzz. Getting the products is easy for Jason since many are household products and legal to purchase in corner shops and supermarkets. There are also plenty to choose from in his foster parents house and garage.

As the weekend of the competition draws near, it emerges that buzzing is having a damaging effect on Luke's health. His physical appearance has changed and he suffers frequent bouts of breathlessness and sickness. This puts Luke's place in the dance team in question, as well as damaging his relationship with Shev, who is starting to feel guilty about her role in persuading Jason to supply Luke and the others.

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INFORMATION ABOUT VSA

Teachers should be aware of the following information about VSA

Note - Aerosol abuse: it is the propellant, typically butane or propane, which is the product of abuse. 600 million aerosols are sold in the UK annually.

- 1) VSA is the deliberate inhalation of volatile substances such as butane gas lighter fuel, glues, aerosols, solvent based products, petrol and nitrates and is responsible for more deaths in young people aged 10-16 than illegal drugs.
- 2) Over 2000 legitimate products containing gases, solvents and volatile chemicals are widely - often freely - available. Ordinary products such as deodorants, cleaners, paints, correction fluid thinners and nail polish remover.
- 3) VSA is a central nervous system depressant. The effects of inhaling substances are similar to alcohol but with a much more rapid onset of effect. Users achieve an almost instant high and may experience happiness, excitement, nausea, headaches or dizziness and loss of inhibition. Hallucinations, both visual and aural, are often experienced.
- 4) VSA is not considered to be physiologically addictive but tolerance can develop with repeated use. VSA can be as psychologically habit forming as any other substance or, indeed, habit.
- 5) A common perception amongst adults is that solvent abuse is a problem of the past or only means people sniffing glue from plastic bags. In fact there are a range of different ways in which users abuse volatile substances, including the spraying of products directly at the back of the throat, inhaling a solvent through a rag or cloth filter, decanting into a container or bag or even by painting fingernails.
- 6) Experimentation with solvents commonly occurs at an earlier age than with illegal drugs. Most experimentation takes place between the ages of 12 and 16, though children under 10 years of age have died from the effects of VSA. The youngest death in Scotland was a 7 year old child.
- 7) Research shows that the first drug activity tried by young people is likely to be sniffing volatile substances.
- 8) VSA is not illegal. Neither possession or abuse of a volatile substance is an offence, although supply, under some circumstances is.
- 9) VSA is cause for referral to the Children's Panel due to the extreme danger of inhalation of volatile agents.
- 10) There is no gender divide in solvent abuse, with both sexes abusing more or less equally. Deaths rates are significantly higher for males however.
- 11) There have been over 2,300 recorded deaths in the UK caused by abusing solvents and gases, although the actual number of deaths is likely to be much higher. VSA kills about 60 people in the UK every year.

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- 12) The greatest risk of VSA is heart failure. Solvents, gases and glues can make the heart oversensitive to the effect of adrenaline, even normal circulating levels of adrenaline. Bursts of activity, some medications (such as Ritalin), excitement, fighting or even some foods and drinks increase the level of adrenaline in the body thus increasing the risk.
- 13) This risk can persist for up to 24 hours following inhalation. Recovery from the 'buzz' is very rapid – within 30 minutes of inhalation cessation. It is imperative to be very clear on the difference between recovery from the 'buzz' and recovery from the risk of heart failure.
- 14) There is no medical protocol other than observation following a VSA incident.
- 15) Suffocation is also a key risk. This happens when the mouth and nose are blocked or when fumes or chemicals replace the oxygen in the blood. As with alcohol abuse, users can become violently sick and choke on their vomit.
- 16) There is no safe way to inhale chemicals and the risks are as high for those sniffing for the first time, as they are for someone who has been sniffing for many years.
- 17) Apart from risk of death, VSA can cause serious health issues, including brain damage, sight problems, hearing difficulty, slurred speech, memory loss, leukaemia, infertility, kidney and liver damage. As with the prolonged misuse of any drug, VSA can also lead to mental health issues.
- 18) The dizziness and loss of inhibition typically caused by VSA can make young people vulnerable to accidents, for example, falling from a high building, being knocked down by a car, or drowning. Aggression and violence are often frequently associated with VSA.
- 19) There is no safe way to inhale volatile chemicals and the risks are as great for those sniffing for the first time, as they are for someone who has been sniffing for many years.

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Recognising VSA

The immediate effects of solvent abuse happen very rapidly and it is therefore unlikely that parents, carers or teaching staff will see the young person whilst they are under the effects. However, there are signs that may be indicative of solvent abuse.

- 1) Aerosols, glues and other abusable products may have disappeared. At the same time, empty aerosol, butane or adhesive containers may be found in concealed places where the young person has been, for example in the home or around the school. The young person may make increased demands for money or begin stealing money or shoplifting to support the habit.
- 2) A chemical smell on the young person's breath or clothes may be an indication of recent abuse. Rashes and spots around the nose and mouth are symptoms, but only occur with specific products and are easily confused with normal teenage spots and acne.
- 3) Apathy, moodiness - particularly violent mood swings and unusual secretiveness regarding the young person's social activities may be indicative of VSA. A general decline in attitude and behaviour, poor attendance or performance at school, may point towards a VSA problem.
- 4) Situational signs can be very important. Signs of tampering with products, aerosols seem full but do not spray, attempted piercing, valve broken, teeth marks around nozzle. Rags or clothes with white rings or strong smells, empty plastic bags with chemical odour, strains and marks on clothing. Unusually high number of products in a bag or locker.

Why do young people engage in VSA?

Often, for much the same reasons as engaging in any other type of substance. 'Getting high' and alcohol consumption is generally culturally acceptable in the UK. The possibility to experience a changed mental state through substances is usually learned at a very young age. Whether via the home, television, music, print media or the cyber environment, the primary desire is to achieve that changed state. Which substance to use is a secondary consideration. The nature and specific effect of VSA renders such abuse an easy and desirable 'high'

There is a common misconception that those who become involved in volatile substance abuse are deviant young people from deprived backgrounds. This generalisation makes no allowance for the complex reasons behind the actions of many young people.

When approaching VSA, therefore, teachers must be aware of the very individual reasons for which young people become involved. These include for example:

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Experimentation: VSA can satisfy a youthful need to experiment.

Peer pressure: The power of peer pressure can often be underestimated. The pressure to be popular can make it difficult to resist persuasion; taking risks may seem an easy way to impress friends.

Medical/psychological factors: VSA may occur as a symptom of another problem, rather than the actual cause. It can be a means of avoidance and protection. The effects of bereavement and divorce on young people, any mental or physical stresses associated with school or adolescence may lead to VSA.

Accessibility: Volatile substances can appear as an attractive alternative to illegal drugs as they are cheap and easy to buy or steal and many are freely available in the home.

Boredom: 'Buzzing' can satisfy a need for new, exciting and cheap social alternatives.

To shock: The power to shock can be a means of asserting one's individuality during a typical period of conflict between parent and child.

Social activity: Young people may see 'sniffing' or 'buzzing' as comparable to (and no more significant than) parents having a social drink at the pub.

Self Harm: VSA is a method of deliberate self harm.

The Risk: The extreme danger of VSA may in itself be a causal factor, especially where the child has a chaotic, abusive or fractured life history or current environment.



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Pupil FAQs

Teacher's Guide - Pupil FAQs

How did Jason die?

Jason's died of heart failure, which is the most common cause of VSA related deaths. About 70% of deaths are caused in this way. During solvent abuse, the heart becomes oversensitive to adrenaline, which can cause it to stop beating suddenly. This can be at the time of abusing solvents or even hours later, after the 'buzz' has long worn off. Think about just how dangerous that is. Someone can 'buzz' for a few minutes in the morning, then hours later run for a bus and their heart stops beating.

What is adrenaline?

This is a hormone that occurs and exists naturally in the body. Sometimes called the 'fight or flight' hormone. You will feel adrenaline in your body if you get a fright, or are excited or even if you drink too much coffee. A lot of different food and drink can cause an increase in adrenaline. Some medications cause adrenaline increases (Ritalin for example). It's very important to be aware that the more adrenaline surging round the body, the more risk of heart failure from solvent abuse. BUT heart failure can occur from even normal, existing levels of adrenaline – there does not have to be an increase or a surge.

What else causes death? Can the lungs or throat freeze?

This is a common belief, but is not true. Death from suffocation can happen, but this is when a plastic bag is used over the head or choking on vomit.

What makes solvents so dangerous?

There are so many different products, about 2000 – all chemicals, and none of which are meant to be taken into the human body. Butane and propane gas are used to propel the contents of aerosols outwards. It is this propellant that is so dangerous in aerosols. But it is not just gases or aerosols that are deadly. Glues, cleaners, petrol, varnishes, and paints are just a few products that need to be used with extreme care.

Research exercise - Read the safety labels on everyday household products

How do people get the stuff out of the container?

It's a knack – they tamper with the vault, some even try to pierce the can, which can and does cause explosions and massive body burns.

What are the effects of the buzz? I've heard about hallucinations?

Hallucinations can happen, and these can be very, very frightening. The effect is like getting very drunk very quickly – this effect wears off very quickly too.

Teacher's Guide - Pupil FAQs

Why do people do this?

They think it will be a good effect, or someone dares them to try it. But the effect can be very frightening and never forget it can kill on the very first try, or the hundredth try. You never know which one may kill you.

How long does the 'buzz' last?

Only a few minutes, but the danger to the heart can last for up to 24 hours.

How do you say no without losing face?

Discuss - what would you say? If you think about how you would respond, you can be prepared if this ever happens.

Group exercise - come up with a few one liners to say or what to do if you are under pressure to buzz.

How can you help someone who has buzzed?

Get help straight away. Don't argue or excite them, don't chase them or make them run.

What treatment will they get?

Hospital treatment is observation only.

What if they are unconscious?

Place them in the recovery position, get help, stay with them but only if it is safe for you to do so.

Can the fumes escape into the room?

Yes – this might put you in danger too.

How do people behave when they are buzzing?

Can be aggressive, act crazy, think they see or hear things. A lot of crimes are committed when someone has been abusing solvents, including murders, fires and rapes.

Teacher's Guide - Pupil FAQs

What are the street names for abusing solvents?

Lots of these – buzzing, huffing and sniffing are the most common terms in the UK currently. Some others are tooting, glading, dusting, poor man's pot, angel dusting, bad breath, glueing, chroming, netting and cheming.

What about warning signs on products?

It's really important to be aware that not all products carry all warning signs. In the UK, the SACKI logo (stands for Solvent Abuse Can Kill Instantly) appears on many products. However, manufacturers do not have to use this logo. So never think that a product without this logo means that the product is safe. Read the label fully.

What other bad health effects are there?

No part of the body is immune from potential harm. Brain damage, breathing problems, hearing and sight loss, limb coordination, reproductive damage, kidney failure, liver damage, bone marrow damage (leukaemia – petrol particularly).



BUZZIN'

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Lesson Plan
Part 1

Teacher's Guide - Lesson Plan (Part 1)

Lesson Plan (Part 1)

Introduction

Buzzin' is designed for delivery a minimum of two 45-60 minute sessions, although it could be planned over more sessions to incorporate extension work and further investigation. The film has been produced in **2 parts**, to engage learners in discussion and reflection at a midway point, and also to provide greater flexibility in timetabling.

This Lesson Plan deals with **Part 1** of the film Buzzin'. A full synopsis of the film and the main characters is provided in the Teacher's Guide.

Part 1

Buzzin' portrays the experience of a 13 year-old boy who is pressured into experimenting with volatile substances – a form of drug misuse often called 'Buzzing' or 'Sniffing'.

Part 1 of the film (approximately 20 minutes) establishes the main characters and develops 4 main aspects of the story:

- 1) The vulnerability of the central character Jason, his alienation from peers, and his low level of confidence and self-esteem;
- 2) The bullying experienced by Jason – both in terms of its nature and its impact;
- 3) The nature of peer group pressure and its influence on the actions and behaviour of individuals;
- 4) The nature of volatile substances and their potential misuse.

Age and stage

Buzzin' is particularly appropriate for students in the early stages of secondary school.

- Scotland: S1-S3 (or Curriculum for Excellence Stage 3)
- England: Years 7 to 9 (or Key Stage 3 of the National Curriculum)

Resources

- Film – Buzzin' (Part 1 - approximately 20 minutes)
- Discussion questions and answer sheet
- DVD player and TV (alternatively computer with data projector and screen)
- Flipchart or whiteboard

Teacher's Guide - Lesson Plan (Part 1)

Learning objectives

Students will be able to:

- Understand the nature of volatile substances
- Understand the nature of volatile substance abuse
- Recognise the risks associated with VSA
- Understand the effects of VSA on health and wellbeing (short and longer term)
- Consider the nature of bullying behaviour, the different forms bullying can take and the emotional impact on victims
- Consider action that can be taken to prevent bullying
- Consider the impact of low self-esteem and poor self-confidence on individuals
- Know how to share and talk about a problem
- Know where to get to get help and advice

Differentiated materials

This Guide contains a differentiated version of the learning and teaching activities which might be more appropriate for young people who experience, for example:

- General learning difficulties
- Difficulties with reading
- Difficulties with comprehension
- Dyslexic-style learning difficulties

Teachers might find these differentiated materials more suitable for students who require support for learning.

Teacher's Guide - Lesson Plan (Part 1)

BUZZIN' - (Part one)

Lesson 1 Outline

- 1) Teachers should share the main learning outcomes with students.
- 2) Teachers should explain briefly that although the story is fictional, the events portrayed are based on a real life event, which deals with the effects of solvent abuse.
- 3) Show part one of the story from start to finish (approximately 20 minutes).
- 4) Allow students a short period for quiet reflection after viewing the first part of the story.
- 5) The discussion questions should then be used to explore the issues raised in the story. This can be done in smaller groups or as a whole class activity.
- 6) There are no correct answers to these questions. Teachers should encourage a range of responses from students and allow them to explore and challenge different viewpoints. Students should be encouraged to make connections between the story and their own experiences. Teachers may wish to summarise or record key points on a whiteboard or a flipchart.
- 7) The Information section in the Teacher's Guide provides teachers with up-to-date information and advice about VSA to facilitate preparation and delivery of this lesson.
- 8) At the end of the session, teachers should summarise the main learning outcomes and highlight key points to emerge from discussion. The teacher should indicate that Part 2 of Buzzin' will be shown during the next lesson.

Teacher's Guide - Lesson Plan (Part 1)

Buzzin' – Questions on Part 1

The following questions should be used to promote discussion about Part 1 of the Buzzin' film.

- 1) How would you describe Jason as a person when Emily first knew him?
- 2) How would you describe Emily as a person?
- 3) Why do you think Emily decided to make friends with Jason?
- 4) Jason admits to Emily that he is being bullied at school.
 - a) Who is doing the bullying?
 - b) In what way is Jason being bullied?
 - c) Why do you think Jason is a target for bullying?
 - d) How does Jason deal with the bullying?
- 5) Emily offers to help get the bullying stopped, but Jason says no. Why do you think Jason doesn't seem to want anything done about it?
- 6) Emily says Jason has poor self-esteem.
 - a) What do you think she means?
 - b) Do you agree with Emily? Say why.
 - c) Why do you think Jason feels this way about himself?
 - d) How does Jason's low self-esteem affect his life?
- 7) Shev persuades Jason to audition for the school show.
 - a) How would you describe Shev as a person?
 - b) Why do you think Shev became interested in Jason?
 - c) How do you think Jason felt when Shev started to show interest in him?

Teacher's Guide - Lesson Plan (Part 2)

- 8) Although Jason shone in rehearsals, he decided to pull out of the school show.
 - a) What made Jason pull out of the school show?
 - b) Why do you think the bullying got worse?
 - c) How do you imagine Jason felt about pulling out of the show?

- 9) After Jason joined KIC, the bullying stopped. Why do you think this happened?

- 10) Luke Cunningham was also a member of the KIC dance club?
 - a) How would you describe Luke as a person?
 - b) Do you think Luke suffers from poor self-esteem? Say why.
 - c) What is Luke's relationship with Shev?

- 11) Why do you think Luke invited Jason to hang out in the park with his crowd?

- 12) Emily's video of Jason on YouTube made Jason into a celebrity at school?
 - a) Why do you think the film had such a big effect on Jason's reputation at school?
 - b) In what ways did the film change Jason's social life?
 - c) How do you imagine these changes made Jason feel about himself?

- 13) Luke and the others dare Jason to steal a lighter refill from Mr Evan shop?
 - a) Why do you think the group gives Jason this challenge?
 - b) Why do you think Jason agrees to steal the lighter refill?

Teacher's Guide - Lesson Plan (Part 2)

- 14) Jason learns that Luke and the others 'buzz'.
- What is buzzing?
 - What is the official term used to describe sniffing solvents and gases?
 - Why do you think Luke and the others buzz?
 - In what ways do they try to persuade Jason to buzz?
 - Why do you think Jason said no to buzzing with his mates?
 - How do you think Jason feels about saying 'No' to his mates?
 - Was Luke doing anything illegal by buzzing?
- 15) What are some of the dangers of buzzing?



BUZZIN'

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Lesson Plan
Part 2

Teacher's Guide - Lesson Plan (Part 2)

Lesson Plan (Part 2)

Introduction

Buzzin' is designed for delivery a minimum of two 45-60 minute sessions, although it could be planned over more sessions to incorporate extension work and further investigation. The film has been produced in 2 parts, to engage learners in discussion and reflection at a midway point, and also to provide greater flexibility in timetabling.

This Lesson Plan deals with Part 2 of the film Buzzin'. A full synopsis of the film and the main characters is provided in the Teacher's Guide.

Part 2

Part 2 of the film (approximately 20 minutes) continues the story of Jason Walker and further develops 4 key aspects of learning:

- 1) The nature of peer group pressure and its influence on the actions and behaviour of individuals;
- 2) The renewed bullying experienced by Jason and its changing nature;
- 3) The impact of volatile substance abuse on physical and mental health.
- 4) The potentially fatal consequences of VSA.

Resources

- Film – Buzzin' (Part 2 - approximately 20 minutes)
- Discussion questions and answer sheet
- DVD player and TV (alternatively computer with data projector and screen)
- Flipchart or whiteboard

Learning objectives

Students will be able to:

- Recognise a range of products that contain volatile substances
- Understand the effects of VSA on health and wellbeing (short and longer term)
- Understand the potentially fatal consequences of VSA
- Consider the effects of peer pressure on the behaviour of individuals
- Know how to share and talk about a problem
- Know where to get to get help and advice

Teacher's Guide - Lesson Plan (Part 2)

BUZZIN' - (Part two)

Lesson 2 Outline

- 1) Teachers should share the main learning outcomes with students.
- 2) Teachers should briefly recap on Part 1 of the story. This might be best achieved by asking students to provide a quick summary of the plot, the main characters and key events.
- 3) Show part two of the story from start to finish (approximately 20 minutes).
- 4) Allow students a short period for quiet reflection after viewing the second part of the story.
- 5) The **discussion questions** should then be used to explore the issues raised in second part. This can be done in smaller groups or as a whole class activity.

There are no correct answers to these questions. Teachers should encourage a range of responses from students and allow them to explore and challenge different viewpoints. Students should be encouraged to make connections between the story and their own experiences. Teachers may wish to summarise or record key points on a whiteboard or a flipchart.

- 6) The **Information** section in the Teacher's Guide provides teachers with up-to-date information and advice about VSA to facilitate preparation and delivery of this lesson.
- 7) At the end of the session, teachers should summarise the main learning outcomes and highlight key points to emerge from discussion.

Differentiated materials

This Guide contains a differentiated version of the learning and teaching activities which might be more appropriate for young people who experience, for example:

- General learning difficulties
- Difficulties with reading
- Difficulties with comprehension
- Dyslexic-style learning difficulties

Teachers might find these differentiated materials more suitable for students who require support for learning.

Teacher's Guide - Lesson Plan (Part 2)

Buzzin' – Questions on Part 2

The following questions should be used to promote discussion about Part 2 of the Buzzin' film.

- 16) When Jason says no to buzzing, Luke and the others change towards him.
 - a) How are Luke and the others different?
 - b) Why do you think they treat Jason this way?
 - c) How does the nature of the bullying change?
 - d) How does Jason react to the way his friends are treating him?

- 17) Shev tries to make things up between Jason and Luke.
 - a) How does Shev try to persuade Jason to overcome his objection to buzzing?
 - b) Why do you think Shev tries to get Jason back into the group?
 - c) What is it that Jason must do in order to get back in with Luke and the others?

- 18) Jason agrees to get things for Luke and the others to buzz.
 - a) Why do you think Jason agrees to get things for the others to buzz?
 - b) What kinds of things does Jason get for the others to buzz?
 - c) Where is Jason getting these things?

- 19) The effects of substance abuse are starting to show on Luke?
 - a) What are the physical changes in Luke as a result of buzzing?
 - b) What are the changes to his behaviour and mental state?
 - c) Why do you think Luke continues to buzz when it is affecting him in these ways?

- 20) Luke learns that he is no longer lead dancer for the competition.
 - a) How does Luke react to this news?
 - b) How do you imagine Luke feels about this situation?
 - c) How do you think Jason might feel about being promoted to lead dancer?
 - d) How do you think that Shev might feel about this change?

Teacher's Guide - Lesson Plan (Part 2)

- 21) Emily has become worried about Jason.
- Why is Emily worried about Jason?
 - What advice does she give him?
 - Following his web cam session with Emily, what does Jason decide to do?
 - What do you imagine might be Jason's thoughts and feelings at this point of the story?
- 22) Jason arrives at the park to find Luke and Shev having a big argument.
- Why is Shev angry with Luke?
 - How does Luke react to Shev's concerns?
 - How do you imagine Shev feels about the way things are turning out?
- 23) Luke accuses Jason and Shev of cheating behind his back.
- Why do you think Luke has these feelings about Jason?
 - How would you describe the relationship between Jason and Shev?
 - Why do you think Shev decides to have nothing more to do with either of the boys?
- 24) Luke and the others say Jason is a coward because he won't buzz.
- Why do you think they are giving Jason such a hard time?
 - What do you think made Jason decide to buzz on that last night, when he had always said 'no' before?
- 25) Immediately after buzzing, Jason became seriously unwell.
- What were the signs that something serious had happened to Jason?
 - What did the boys do when they realised what was happening?
 - is there anything else they could have done that might have made a difference to saving Jason?
 - Explain how abusing an aerosol cause Jason's death?

Teacher's Guide - Lesson Plan (Part 2)

- 26) At the end of the fatal accident enquiry, Emily admits that she feels guilty about what happened to Jason.
- a) Why do you think Emily feels so guilty?
 - b) Is there anything Emily might have done that could have prevented this tragedy from happening?
- 27) Emily has heard that Luke has been badly affected by Jason's death.
- a) In what ways has Luke been affected?
 - b) How do you imagine that Luke feels now about the way things turned out?
- 28) Who do you think is to blame for Jason's death? Explain your answer.
- 29) What do you think the Fatal Accident Enquiry might have learned from all the evidence given by Emily?



BUZZIN'

Volatile Substance Abuse
Teacher's Guide

Extended Activities

Teacher's Guide - Extended Activities

Extended Activities

TASK A

Group Discussion: A friend of yours is involved in buzzing solvents.

- How would you feel about it?
- Would you try to do anything about it?
- What might you say?

TASK B

Group Discussion: Discuss a time when your friends pressurised you into doing something that you were not sure about.

- What was it that they did to make you feel under pressure?
- What was it that you did in the end?
- How did you feel at the time?
- How do you feel now looking back on the situation?
- Why is peer pressure so difficult to resist?
- What advice would you give to someone who finds themselves in this situation?

TASK C

Group Discussion: Discuss a situation where someone you know was being bullied.

- In what way was the person being bullied?
- How do you think it affected that person?
- Apart from physical abuse, are there any other forms of bullying?
- What advice would you give to someone who was being bullied?

Teacher's Guide - Extended Activities

TASK D

Technology Task

Use the Internet to find out about and make a list of the types of products that are used for buzzing. Show in a mind map or diagram:

- Where you can get these each of these products.
- Where these products might be found in the home.

Use the internet to find real cases of solvent abuse deaths.

- Find 1 press clipping or story involving a young person.
- Try to find the age of the youngest death in the UK.

Use the Internet to find out where someone can get help if they are involved in:

- Solvent abuse.
- Other forms of drugs.
- Bullying.

TASK E

Drama Task

In groups of 4, create a short role play where 3 people in the group are trying to persuade a fourth person to join them in doing something which that person is not happy about.

- 1) Decide on who is going to play the role of the person who does not want to join in.
- 2) Decide what the situation is – what is it that the group want the other person to do?
- 3) Act out the situation. The 3 others in the group should put as much pressure as possible on the fourth person to agree to join in.
- 4) The 4th person should try to resist the pressure.
- 5) Afterwards, discuss what happened in the role play situation.
 - How did the person feel when the rest of the group tried to put pressure on them?
 - What did the person do or say to try and resist the pressure?
 - How did the rest of the group feel when putting pressure on the fourth member?
 - In what ways did the group try to get the person to agree?
 - What was the outcome? Did the person give in to the pressure?

Teacher's Guide - Extended Activities

- 6) The group should suggest different ways that someone can avoid giving in to peer pressure.

TASK F

Health Education Task:

Use the Internet to find out about the risks to health that can occur through buzzing. Draw a diagram to show both the short and longer-term risks to health.

TASK G

Numeracy Task:

Use the Internet to find out information about the number of young people who have died from solvent abuse in the last 10 years.

Now find out the estimated number of young people who have died from using the following drugs in the last 10 years:

- Ecstasy
- Heroin
- Cocaine
- Alcohol

TASK H

English and Literacy task

Write a newspaper article reporting the death of Jason Walker as a result of substance misuse. In writing the story, you should report some of the important facts about VSA as well as some statistics.

TASK I

Art and Design activity

Jason Walker's foster parents are coming to your school to talk about the dangers of the volatile substance abuse, which claimed Jason's life. Design a poster to publicise this event, or a notice for the school website.



BUZZIN'

Volatile Substance Abuse
Teacher's Guide

Differentiated Materials

Teacher's Guide - Differentiated Materials

Introduction

This section of the Teacher's guide contains a differentiated version of the learning and teaching activities.

This version of the student questions and activities might be more appropriate for young people who experience, for example:

- General learning difficulties
- Difficulties with reading
- Difficulties with comprehension
- Dyslexic-style learning difficulties
- Support for learning

Additionally, while Buzzin' is aimed at students at the early stages of secondary school, it is recognised that a significant number of young people will not yet have achieved the level of literacy or cognition associated with that age group. Teachers might find these differentiated materials more suitable for such students.

The approach taken with these differentiated materials is to:

- Reduce the number of questions about the film
- Reduce the number of sections within each question
- Shorten and simplify the language used in the question, where possible.

Questions **1-12** relate to **Part 1** of Buzzin'

Questions **13-22** relate to **Part 2** of Buzzin'

The extended activities (**Tasks A to I**) follow the questions.

For more information about the learning and teaching activities, please refer to the main Teacher's Guide.

Teacher's Guide - Differentiated Materials

Buzzin' - (Part One)

- 1) How would you describe Jason as a person?
- 2) Why do you think Emily decided to make friends with Jason?
- 3) Jason tells Emily that he is being bullied at school.
 - Who is doing the bullying?
 - In what way is Jason being bullied?
- 4) Emily thinks that Jason has poor self esteem.
 - What do you think this means?
 - Do you agree with Emily? Say why.
 - Why do you think Jason feels this way about himself?
- 5) Shev encourages Jason to take part in the school show.
 - Why do you think Shev became interested in Jason?
 - How do you think Jason felt when Shev's started to show interest in him?
- 6) Jason decided to pull out of the school show.
 - Why do you think Jason did this?
 - Why do you think the bullying got worse after this?
- 7) After Jason joined KIC, the bullying stopped. Why do you think this was?

Teacher's Guide - Differentiated Materials

- 8)
- What happened that suddenly made Jason famous?
 - How did the Internet film change Jason?
 - How do you think being famous made Jason feel?
- 9) Why do you think Jason agreed to steal a lighter refill from Mr Evan's shop?
- 10) Jason learns that Luke and the others 'buzz'.
- What is buzzing?
 - Why do you think Luke and the others buzz?
 - How do they try to make Jason to buzz?
 - Why do you think Jason said 'No'?
 - How do you think Jason felt about saying 'No' to his mates?
 - Was Luke doing anything against the law by buzzing?
- 11) What are some of the dangers of buzzing?
- 12) Do you think Jason did the right thing by saying 'No' to buzzing?

Teacher's Guide - Differentiated Materials

Buzzin' - (Part Two)

- 13) When Jason says No to buzzing, Luke and the others change towards him.
- How are Luke and the others different?
 - Why do you think they are treating Jason this way?
- 14) Shev tries to make things up between Jason and Luke.
- Why do you think Shev wants to get Jason back into the group?
 - What is it that Jason must do to get back with the group?
- 15) Jason agrees to get things for Luke and the others to buzz.
- Why do you think Jason agrees to get things for the others to buzz?
 - What kinds of things does Jason get for the group to buzz?
 - Where does he get these things?
- 16) Luke starts to feel unwell.
- Describe the changes in Luke.
 - Why do you think Luke keeps on buzzing if it affects him so badly?
 - How does Luke take the news that he is no longer lead dancer at KIC?
- 17) Emily becomes worried about Jason.
- Why is Emily worried about Jason?
 - What advice does she give him?
 - What does Jason decide to do?

Teacher's Guide - Differentiated Materials

- 18) Jason arrives at the park to find Luke and Shev having a big argument.
- Why is Shev angry with Luke?
 - What is Luke's reaction to this?
- 19) Luke says that Jason and Shev are cheating on him behind his back.
- Why do you think Luke has these feelings about Jason?
 - Why do you think Shev decides to turn her back on both boys?
- 20) Luke and the others say Jason's a coward because he won't buzz.
- Why do you think they give Jason such a hard time?
 - Why do you think Jason buzzed, when he had always said 'No' before?
 - Do you agree that Jason is a coward?
- 21) Just after buzzing, Jason became ill.
- What were the signs that something serious had happened to Jason?
 - What did the boys do when they saw what was happening?
 - Is there anything else they might have done that could have saved Jason?
 - Explain how buzzing could lead to someone dying?
- 22) • What has happened to Luke since Jason's death?
- How do you think that Luke feels about the way things turned out?
- 23) Do you think anyone is to blame for Jason's death?

Teacher's Guide - Differentiated Materials

Buzzin' – (Extended Activities)

TASK A

Group Discussion: A friend of yours is involved in buzzing solvents.

- How would you feel about it?
- Would you try to do anything about it? If so, what might you do?
- What might you say to that person?

TASK B

Group Discussion: Talk about a time when your friends tried to make you do something that you didn't feel happy about.

- What was the thing that they wanted you to do?
- What did they say or do to try to make you to join in?
- Say how you felt at that time?
- How do you feel now, looking back on the situation?
- Why is it hard to say No to your friends sometimes?
- What advice would you give to someone in the same situation?

TASK C

Group Discussion: Talk about a time when someone you know was being bullied.

- In what way was the person being bullied?
- How do you think it affected that person?
- Apart from physical abuse, are there any other forms of bullying?
- What advice would you give to someone who was being bullied?

Teacher's Guide - Differentiated Materials

TASK D

Technology task:

- 1) Use the Internet to find out about the types of products that are used for buzzing.
 - Make a list of these products
 - Say where you can get each of these products.
 - Say where these products might be found in your home.

- 2) Use the internet to find a real case of a solvent abuse death. Make a short report of what happened. If possible try to include:
 - The age of the person who died.
 - The solvent used by that person.
 - What happened that made that person die.

- 3) Use the Internet to find out where someone can get help if they are involved in:
 - Solvent abuse
 - Bullying

Teacher's Guide - Differentiated Materials

TASK E

Drama task:

Get into a group of 4 people. Make up a short play where 3 people in the group are trying to make the fourth person join in doing something which that person is not happy about.

- 1) Decide who is going to play the role of the person who does not want to join in.
- 2) Decide what the situation is – what is it that the group want the other person to do?
- 3) Act out the situation. The 3 others in the group should try hard to get the fourth person to agree to join in.
- 4) The 4th person should try to say 'No' to joining in.
- 5) Afterwards, talk about what happened.
 - In what ways did the group try to get the person to agree?
 - How did the fourth person feel when the rest of the group tried to make them join in?
 - Do you think the fourth person did well at saying No?
 - What happened in the end? Did the person agree to join in?
- 6) The group should think up different ways of saying 'No' to friends.

TASK F

Health Education task:

From what you learned in the film, or using the Internet, find out about the risks to health from buzzing. Make a list of the different ways that your health could be damaged.

Teacher's Guide - Differentiated Materials

TASK G

Numeracy task

- 1) Here are the numbers of people in Duncastle who have died from drug abuse in the last 10 years.

Ecstasy	4
Heroin	50
Cocaine	15
Amphetamine	8
Solvents and gases	5

- Show this information on a chart.
- Say which drug has caused the most deaths in Duncastle.

- 2) Here are the numbers of people in Duncastle aged between 12 and 18 who have died from drug abuse in the last 10 years.

Ecstasy	2
Heroin	1
Cocaine	3
Amphetamine	4
Solvents and gases	5

- Show this information on a chart.
- Say which drug has caused the most deaths of young people aged between 12 and 18.

Teacher's Guide - Differentiated Materials

TASK H

English and Literacy task:

Make up a short newspaper story which reports the death of Jason Walker. You should try to include some important facts about solvent abuse.

Think up a headline for the report.

TASK I

Art and Design activity:

Jason's foster parents are coming to your school to talk about the dangers of solvents. Either:

- Design a poster to let people know about this event, or ...
- Design a notice for your school website



BUZZIN'

Volatile Substance Abuse
Teacher's Guide

Extended Activities

Curriculum for Excellence
(Experiences and Outcomes)

Teacher's Guide - Extended Activities

Curriculum for Excellence - (Experiences and Outcomes)

TASK A

Group Discussion: A friend of yours is involved in buzzing solvents.

- How would you feel about it?
- Would you try to do anything about it? If so, what might you do?
- What might you say to that person?

Experiences and Outcomes

When I engage with others, I can make a relevant contribution, encourage others to contribute and acknowledge that they have the right to hold a different opinion. I can respond in ways appropriate to my role and use contributions to reflect on, clarify or adapt thinking. **LIT 3-02a**

When listening and talking with others for different purposes, I can:

- Communicate information, ideas or opinions.
- Explain processes, concepts or ideas.
- Identify issues raised, summarise findings or draw conclusions. **LIT 3-09a.**

TASK B

Group Discussion: Discuss a time when you felt under pressure from your friends to do something that you didn't feel happy about.

- What was the thing that they wanted you to do?
- What did they do to make you feel under pressure to join in?
- Describe how you felt at that time and why you felt under pressure?
- How do you feel now, looking back on the situation?
- Why is peer pressure so difficult to resist?
- What advice would you give to someone in a similar situation?

Teacher's Guide - Extended Activities

Curriculum for Excellence - (Experiences and Outcomes)

Experiences and Outcomes

When I engage with others, I can make a relevant contribution, encourage others to contribute and acknowledge that they have the right to hold a different opinion. I can respond in ways appropriate to my role and use contributions to reflect on, clarify or adapt thinking. **LIT 3-02a.**

When listening and talking with others for different purposes, I can:

- Communicate information, ideas or opinions.
- Explain processes, concepts or ideas.
- Identify issues raised, summarise findings or draw conclusions. LIT 3-09a.

TASK C

Group Discussion: Discuss a situation where someone you know was being bullied.

- In what way was the person being bullied and for how long?
- How do you think it affected that person?
- Apart from physical abuse, are there any other forms of bullying?
- What advice would you give to someone who was being bullied?
- What advice would you give to someone who finds themselves in this situation?

Experiences and Outcomes

When I engage with others, I can make a relevant contribution, encourage others to contribute and acknowledge that they have the right to hold a different opinion. I can respond in ways appropriate to my role and use contributions to reflect on, clarify or adapt thinking. **LIT 3-02a**

When listening and talking with others for different purposes, I can:

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- Explain processes, concepts or ideas.
- Identify issues raised, summarise findings or draw conclusions. LIT 3-09a.

Teacher's Guide - Extended Activities

Curriculum for Excellence - (Experiences and Outcomes)

TASK D

Technology Task

Use the Internet to find out about and make a list of the types of products that are used for buzzing. Show in a mind map or diagram:

- Where you can get these each of these products.
- Where these products might be found in the home.

Use the internet to find real cases of solvent abuse deaths.

- Find 1 press clipping or story involving a young person.
- Try to find the age of the youngest death in the UK.

Use the Internet to find out where someone can get help if they are involved in:

- Solvent abuse.
- Other forms of drugs.
- Bullying.

Experiences and Outcomes

Using what I know about the features of different types of texts, I can find, select, sort, summarise, link and use information from different sources. **LIT 3-14a / LIT 4-14a.**

- I can make notes and organise them to develop my thinking, help retain and recall information, explore issues and create new texts, using my own words as appropriate. **LIT 3-15a / LIT 4-15a.**
- I enhance my learning by applying my ICT skills in different learning contexts across the curriculum **TCH 3-04a.**

Teacher's Guide - Extended Activities

Curriculum for Excellence - (Experiences and Outcomes)

TASK E

Drama Task

In groups of 4, create a short role play where 3 people in the group are trying to persuade a fourth person to join them in doing something which that person is not happy about.

- 1) Decide on who is going to play the role of the person who does not want to join in.
- 2) Decide what the situation is – what is it that the group want the other person to do?
- 3) Act out the situation. The 3 others in the group should put as much pressure as possible on the fourth person to agree to join in.
- 4) The 4th person should try to resist the pressure.
- 5) Afterwards, discuss what happened in the role play situation.
 - How did the person feel when the rest of the group tried to put pressure on them?
 - What did the person do or say to try and resist the pressure?
 - How did the rest of the group feel when putting pressure on the fourth member?
 - In what ways did the group try to get the person to agree?
 - What was the outcome? Did the person give in to the pressure?
- 6) The group should suggest different ways that someone can avoid giving in to peer pressure.

Experiences and Outcomes

Having developed ideas from a range of stimuli, I can contribute to devising, rehearsing and presenting drama or scripts **EXA 3-14a**.

Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through drama. **EXA 0-13a / EXA 1-13a / EXA 2-13a**.

Teacher's Guide - Extended Activities

Curriculum for Excellence - (Experiences and Outcomes)

TASK F

Health Education Task:

Use the Internet to find out about the risks to health that can occur through buzzing. Draw a diagram to show both the short and longer-term risks to health.

Experiences and Outcomes

I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible. **HWB 0-16a / HWB 1-16a / HWB 2-16a / HWB 3-16a / HWB 4-16a.**

I enjoy creating texts of my choice and I am developing my own style. I can regularly select subject, purpose, format and resources to suit the needs of my audience. **LIT 3-20a / LIT 4-20a.**

I can use notes and other types of writing to generate and develop ideas, retain and recall information, explore problems, make decisions, generate and develop ideas or create original text.

I recognise when it is appropriate to quote from sources and when I should put points into my own words. I can acknowledge my sources appropriately. **LIT 3-25a.**

I enhance my learning by applying my ICT skills in different learning contexts across the curriculum **TCH 3-04a.**

Teacher's Guide - Extended Activities

Curriculum for Excellence - (Experiences and Outcomes)

TASK G

Numeracy Task:

Use the Internet to find out information about the number of young people who have died from solvent abuse in the last 10 years.

Now find out the estimated number of young people who have died from using the following drugs in the last 10 years:

- Ecstasy
- Heroin
- Cocaine
- Alcohol

Experiences and Outcomes

I enhance my learning by applying my ICT skills in different learning contexts across the curriculum **TCH 3-04a.**

I can work collaboratively, making appropriate use of technology, to source information presented in a range of ways, interpret what it conveys and discuss whether I believe the information to be robust, vague or misleading. **MNU 3-20a.**

I can display data in a clear way using a suitable scale, by choosing appropriately from an extended range of tables, charts, diagrams and graphs, making effective use of technology. **MTH 2-21a / MTH 3-21a.**

Teacher's Guide - Extended Activities

Curriculum for Excellence - (Experiences and Outcomes)

TASK H

English and Literacy task

Write a newspaper article reporting the death of Jason Walker as a result of substance misuse. In writing the story, you should report some of the important facts about VSA as well as some statistics.

Use your imagination to include some quotes from key people in the story – about what happened and how they feel about Jason's death. Think up a suitable headline for the report.

Experiences and Outcomes

I can use notes and other types of writing to generate and develop ideas, retain and recall information, explore problems, make decisions, generate and develop ideas or create original text.

I recognise when it is appropriate to quote from sources and when I should put points into my own words. I can acknowledge my sources appropriately. **LIT 3-25a.**

I can persuade, argue, evaluate, explore issues or express an opinion using a clear line of thought, relevant supporting detail and/or evidence. **LIT 3-29a.**

By considering the type of text I am creating, I can independently select ideas and relevant information for different purposes, and organise essential information or ideas and any supporting detail in a logical order. I can use suitable vocabulary to communicate effectively with my audience. **LIT 3-26a / LIT 4-26a.**

Teacher's Guide - Extended Activities

Curriculum for Excellence - (Experiences and Outcomes)

TASK 1

Art and Design activity

Jason Walker's foster parents are coming to your school to talk about the dangers of the volatile substance abuse, which claimed Jason's life. Design a poster to publicise this event, or a notice for the school website.

Experiences and Outcomes

By considering the type of text I am creating, I can independently select ideas and relevant information for different purposes, and organise essential information or ideas and any supporting detail in a logical order. I can use suitable vocabulary to communicate effectively with my audience. **LIT 3-26a / LIT 4-26a.**

I can use and combine the visual elements and concepts to convey ideas, thoughts and feelings in expressive and design work. **EXA 3-03a.**

While working through a design process in response to a design brief, I can develop and communicate imaginative design solutions. **EXA 3-06a.**