First and foremost, we would like to thank all the schools and pupils who participated in the 2013 Scottish Schools Adolescent Lifestyle and Substance Use Survey (SALSUS).

We would also like to thank individuals from Alcohol & Drug Partnerships and the Education Departments within local authorities who helped to encourage schools to take part in the survey.

In addition, we would like to thank colleagues at Ipsos MORI who undertook the sample design and carried out the fieldwork for the 2013 survey.

We are grateful to the SALSUS steering group for their help and advice throughout the survey. In particular we would like to thank colleagues within the relevant Scottish Government departments and policy areas (drugs, tobacco, alcohol and education) for their contributions during the production of the 2013 SALSUS reports.

Finally, we would like to thank colleagues at Education Scotland and ISD Scotland (particularly the ISD Publications Team) for their input and contributions to the development of this Education Pack.

Cheryl Denny (ISD Scotland)
John Higgins (Education Scotland)
What is SALSUS

The Scottish Schools Adolescent Lifestyle and Substance Use Survey (SALSUS) runs every 2 years. It targets secondary school pupils in local authorities and independent schools and is part of an important and long established series of national surveys on smoking, drinking and drug use. This survey seeks to provide a national picture of young peoples’ smoking, drinking, and drug use behaviours within the context of other lifestyle, health and social factors.

SALSUS data are used to measure progress nationally towards Scottish Government targets for smoking and drug use, and to inform the Scottish Government priorities for addressing harmful drinking among young people. The survey series is also used to provide local prevalence rates for smoking, drinking and drug use across Alcohol and Drug Partnerships (ADPs), local authorities and NHS Boards. ADPs and their community planning partners make extensive use of SALSUS data in local needs assessments and in developing their strategic priorities.

In autumn 2013, 33,685 S2 and S4 pupils from randomly selected classes across Scotland (corresponding to 30% of all eligible pupils) completed the survey and this education resource is being published alongside the 2013 national and local level results (http://www.isdscotland.org/Health-Topics/Public-Health/SALSUS/).

If you have any queries relating to SALSUS, please contact the Scottish Government at: salsus@scotland.gsi.gov.uk.
Education Pack

This teaching aid has been developed by analysts from Information Services Division, National Services Scotland (www.isdscotland.org) in conjunction with colleagues from Education Scotland. ISD was commissioned to run the 2013 survey on behalf of the Scottish Government. For many years teachers in Scottish Schools have been supporting the Scottish Schools Adolescent Lifestyle and Substance Use Survey (SALSUS). We would like to thank you all for your important contribution. The survey results have been widely used by Scottish Government policy makers and the reports are eagerly anticipated and discussed in the Scottish Parliament. However, to date, the reports have not been written specifically for schools nor for the many young people who voluntarily fill in questionnaires every 2 years. This teaching aid aims to allow young people and their teachers to easily connect with the important results of the survey and to explore related issues.

It should be seen as a fluid resource which can be adapted to fit in with lesson planning. The Scottish Government team who commissioned the resource would be delighted to receive comments on this resource. There are plans to develop another teaching pack to accompany SALSUS 2015. Any ideas are welcomed.

The materials are intended for use by school teachers and are available free of charge.

What is included & how it can be used

This pack contains a series of four learning journeys:

- **Learning Journey 1** – What are surveys and why is SALSUS an important one?
- **Learning Journey 2** – Working with data - what does SALSUS tell us?
- **Learning Journey 3** – Why is SALSUS important to young people and how can we respond positively to the survey?
- **Learning Journey 4** – What are the potential costs of drinking, smoking or drug use and how can we use data to influence others?

These activities are examples of possible learning opportunities to support teaching for each journey, a short description of intended learning is provided along with suggested learning activities and links to useful resources. This pack is targeted towards the same young people who are targeted by the survey itself, corresponding to Curriculum for Excellence third/fourth level. Please note that these learning journeys do not need to be completed in one period and not all suggested learning activities need to be tackled.

*Please be aware while addressing this topic that there may be young people in the class who live in homes where a family member has an alcohol, drug or tobacco related problem.*
About this Education Pack

Relevant Experiences and Outcomes

Social Studies:
SOC 3-15a, SOC 3-17b, SOC 3-18a, SOC 3-16a, SOC 3-17a

Health and Wellbeing:
HWB 3-04a, HWB 3-09a, HWB 3-13a, HWB 3-15a, HWB 3-16a, HWB 3-38a, HWB 3-39a, HWB 3-40a, HWB 3-40b, HWB 3-43b

Literacy and English:
LIT 3-02a, LIT 3-13a, LIT 3-14a, LIT 3-15a, LIT 3-18a, LIT 3-09a, LIT 3-14a, LIT 3-18a, LIT 3-29a, LIT 3-02a, LIT 3-07a

Numeracy:
MNU 3-20a, MTH 3-20b, MNU 3-11a, MNU 3-03b, MNU 3-22a

Expressive Arts:
EXA 3-02a, EXA 3-03a, EXA 3-15a
Learning Journey 1
What are surveys and why is SALSUS an important one?

This learning journey looks at what a survey is and how SALSUS is used by the Scottish Government and others to find out more about young people and their smoking, drinking and drug use. It explores how pupils feel about the subject matter alongside the questions asked as part of SALSUS.

Key Learning
- What SALSUS is, why it is important and how it is used.
- An understanding of the general reported levels of drinking, smoking and drug use across Scotland and how these differ across groups.
- The importance of young people’s views in decision making, and how taking part in surveys is one way pupils can participate actively in decision-making in order to influence public life.
- An exploration of reasons why young people might choose to engage in risk taking behaviours.

Suggested Learning Activities
- Reflect on what a survey is and why they are used. The pupils could think about surveys they have seen or been involved in in the past alongside SALSUS and explore the reasons for undertaking such surveys (for example: taking part makes our voices heard, helps government allocate resources, helps local NHS boards planning services, and so on)
- Looking at the questions asked as part of SALSUS, which ones do the pupils think are the most useful and how would they change them (and why)? What other questions would the pupils ask that they think are most relevant to young people?
- What other school-based surveys are out there? What is the difference between them and SALSUS and do the results show the same thing/differ? Why might this be?
- Other than young people who else do the pupils think uses the SALSUS data and what do the pupils think they want to know/how do they use it (for example Scottish Government/NHS)?
- Conduct a short survey within the class – potentially using online survey tools.

Taking it Further
- How would the pupils advise young people who are or are thinking of engaging in risk taking behaviours?
- Explore the risks and consequences that may arise from misuse of tobacco, alcohol and drugs.
- Why do the pupils think that young people smoke/drink/take drugs?
Useful Resources

http://www.isdscotland.org/Health-Topics/Public-Health/SALSUS/
http://www.scotland.gov.uk/topics/research/School-Surveys
http://www.scotland.gov.uk/Topics/Research/by-topic/health-community-care/social-research/SALSUS
http://www.cahru.org/research/hbsc-scotland
http://www.youngscot.org/info/health-relationships/
www.surveymonkey.com
https://yougov.co.uk/opi/
http://www.ipsos-mori.com/
www.panelbaseteens.com/
Learning Journey 2
Working with data - what does SALSUS tell us?

Key Learning

- How to investigate, interpret and analyse survey data, obtaining accurate information about these risk-taking behaviours.
- An understanding of how to apply data and present information in different creative ways.
- To reflect on present data and current strategies that will have a positive impact on health related behaviour.
- The ability to question and investigate the accuracy of how things are reported, and what can influence this.

Suggested Learning Activities

- Investigate and discuss what the SALSUS data tells us. What do we know about different age groups? Are there differences between boys and girls? What other differences are there?
- What surprised the pupils about the findings? How did they form their views before seeing the survey results? (for example media? friends?)
- How do the results make the pupils feel: what concerns them the most and what results are they proud of?
- Using a TV chat show setting, the pupils could discuss and debate the results.
- Using a specific aspect of SALSUS, the pupils could present the information in ways that are easy for their peers to understand, getting the message across in a creative manner:
  - What are infographics? Conduct an online investigation into methods of data visualisation.
  - How do different data presentation methods influence views on what the data is showing? Find examples of different methods – what is good/bad about them?
  - Based on the above and the way SALSUS chose to present information (see http://www.isdscotland.org/Health-Topics/Public-Health/Publications/2014-11-25/SALSUS_2013_National_Overview.pdf) how would the pupils alter the original data presentation.
- Using information related to their local area, what do the pupils feel is a positive result from SALSUS? How does their area compare to other areas and to Scotland generally? Why do they think that would be the case and what factors might influence this? What could they recommend for other areas that their school/community/area does well?

Taking it further

Investigate the impact of smoking, drinking or drug use on the body and a person's long-term health and wellbeing. Using information from SALSUS the pupils could determine what groups this information is best targeted at (for example girls/boys, age groups, which areas) and, as a result, produce information (poster, leaflet, website, and so on) which they think would best communicate the impact on the body to these groups in particular.
Learning Journey 2

Working with data - what does SALSUS tell us?

continued

Useful Resources

http://www.isdscotland.org/Health-Topics/Public-Health/SALSUS/

http://www.scotland.gov.uk/Topics/Research/by-topic/health-community-care/social-research/SALSUS/

http://www.talktofrank.com/

http://infogr.am

www.wordle.net/

www.bighugelabs.com/

http://www.informationisbeautiful.net/

http://www.bloomberg.com/visual-data/

www.excelcharts.com

www.thenounproject.com
This learning journey supports young people to understand how they can have an influence as an individual, or as part of a school or community. It considers how accurate the media portrayal of young people and smoking, drinking and drug use is. It also explores what problem tobacco, alcohol and drug use looks like and how this could be addressed.

Key Learning

- The ability to question and investigate the accuracy of how things are reported, and what can influence public opinion.
- To be able to identify issues raised and concerns for young people, their school and community. To understand what problem behaviour might look like, what treatment services are available and how they can be accessed.
- To reflect on current data and identify ideas that will have a positive impact on health related behaviour.
- Develop knowledge of how, as an individual or part of a group, they can effect change and challenge perceptions.
- Can explain using data how choices about smoking, drinking and drug use affect them and others and identify ways of using peer influence positively.

Suggested Learning Activities

- Conduct an online investigation to determine what the media’s view of young people in Scotland/UK is in relation to drinking, drug use and smoking*; How are young people portrayed on television? What do the pupils think about this and does it fit with their experiences and views (and those of their peers)? Does SALSUS support these views?
- Debate different attitudes to drinking, drug taking and smoking. Consider what level of smoking/drinking/drug use the pupils would consider to be a problem for themselves or their peers.
- Investigate services for drugs, alcohol and smoking – what services are out there, what do they offer, what’s available for young people and how can young people access them? Could the pupils, their school or community be doing more? Pupils could role play how they would tell a friend about services.
- Pupils could consider how they might feel contacting these services. Who would they tell? Is there anything that might put them off accessing the services? What might help them to feel better about this?
- Pupils could design materials that explain how to access services specifically aimed at young people.
- Based on the results of the survey:
  - What could the pupils do as an individual/school or community to change future results? – As a group create an action plan and timeline for how they would effect change.
  - How can the pupils be a positive influence on friends, younger children, parents, and so on. – What does a good role model look like. Reflecting on people they know, pupils could consider what makes them good role models? What suggestions do the pupils have for how to build mentoring skills, develop support groups in and out of school, and ultimately making sure young people of all ages can make the right choices?
  - Pupils could devise memorable mnemonics or poems to help others make positive choices.
  - Working in small groups, pupils prepare a presentation using the data to provide information for and to challenge the different audiences perceptions of risk taking behaviours (social norms).
  - Consider a (or a series of) drinks advertisements – what message are they giving? Do they encourage young people towards risky behaviour? What is the lifestyle the adverts are trying to sell? Using similar methods, develop a social norms ‘That’s not us!’ advertising campaign. Plan a media campaign to promote positive images of young people and accurate information about the prevalence of risk taking behaviours.

* There may be some challenges in identifying appropriate media stories with a negative view of young people. It may be more appropriate to focus on positive views of young people, for example Young Scot’s ‘Truth about Youth’ project.
Taking it further

- Investigate the role of peer pressure and how it can be a positive or negative factor (for example through discussion or role play).
- Sliding Doors: Write stories, create historical timelines, and act out dramas for two or more scenarios exploring the choices we make and how they can affect our lives.
- Changing the sentences to fit with the SALSUS theme, play the ‘consequences’ storytelling game.
- Make origami fortune tellers with a substance abuse/risky behaviour theme.

Useful Resources

- http://thepatter.org/
- www.taypledge.org/
- www.choicesforlifeonline.org/
- http://www.bbc.co.uk/news/
- http://www.scotsman.com/
- http://www.express.co.uk/
- http://www.youngscot.org/info/health-relationships/
- http://www.talktofrank.com/
- http://knowthescore.info/
- https://secure.glowscotland.org.uk/login/login.htm
This learning journey looks at the social contexts of risk taking behaviour especially what the costs to the individual and the community are, as well as the consequences for public services. It also encourages consideration of what young people can do to promote change.

Key Learning

- Discuss and reflect on the economic and social impact of engaging in smoking, drinking or drug-use.
- Understand and evaluate the wider health and wellbeing impacts of some lifestyle choices both to the individual and their community.
- Develop reasoned and justified points of view on the role of young people’s voice and behaviours in policy/decision making and health promotion.

Suggested Learning Activities

- Picking either smoking, drinking or drug-use, in groups pupils could investigate and discuss the wider impacts that a particular behaviour may have on an individual (for example: the impact on their wallet (of smoking/drinking x per week), health and body, friendships, family life, academic achievement, safety and social life).
- Picking either smoking, drinking or drug-use, in groups pupils could investigate and discuss the wider impacts that a particular behaviour of individuals may have on a community (for example: to the NHS, police, the environment, safety).
- Working in groups, pupils could produce a mind map of the cost issues and consequences of smoking, drinking or drug use.
- Pupils could prepare arguments for and against restrictions on the sale of tobacco and alcohol and whether or not some drugs for example, cannabis, should be legalised or NPS (New Psychoactive Substances/’legal highs’) should be made illegal. These can then be debated in the class as a whole.
- Using information from SALSUS and further investigation, who could the pupils target and what could they tell the target audience to make a difference to future SALSUS results? Examples might include shopkeepers, manufacturers, peers, community centres and clubs, local and national government. This could include canvassing and political campaigns at a local/national level, the use of viral campaigns, social media, direct action, protests, contacting MPs/MSPs/Councillors and so on.
- Selecting a particular issue from SALSUS, pupils could design a campaign for their school or local community to raise awareness. This may include:
  - making badges/t-shirts/campaign merchandise
  - inviting an MP/MSP/Councillor to class to discuss the issues
  - writing a persuasive letter voicing their concerns to someone who they think has the influence to make a difference (for example Police Chief/MP/MSP/Councillor/community leader and so on).

Taking it further

- Pupils could consider if the smoking ban had a positive effect on young people’s health. What policies would have a positive effect on underage and binge drinking?
- Identify a country considered to be involved in the illegal drug trade – what are the social and economic impacts of the drug trade in this area?
Learning Journey 4

What are the potential costs of drinking, smoking or drug use & how can we use data to influence others?

Useful Resources

http://www.youngscot.org/info/health-relationships/

http://knowthescore.info/

http://www.talktofrank.com/