
University of Strathclyde
School of Education
Tobacco Education Research Project
by
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Terminology

To protect anonymity of those involved in the research, the names of schools have been removed and replaced with xxx.

Throughout the thesis, the term ‘parents’ is used; this refers to parents and carers.
Introduction

This thesis describes a research project which was undertaken for the Professional Enquiry and Development Module with the MSc Advanced Professional Studies programme. The research project aimed to enable the practitioner to identify the most effective approaches to educating young people about substance misuse in the school setting. The project involved a literature review of substance misuse education and classroom based research of a Tobacco Education Project. Developed as part of the Scottish Government’s Equally Well Programme (Equally Well, 2008), the Tobacco Education Project aimed to extend children’s learning about tobacco from health issues to social, economic and global issues.
Chapter Two: Literature Review

2.1 Purpose of the Literature Review

This literature review aims to examine substance misuse education in the school setting. It considers national policy and research evidence to identify findings on the most effective approaches to substance misuse education. The background to national policy and the context for the government’s current curriculum reform programme is described in Section 2.2. This section also looks at recommendations in current policy on the delivery of substance misuse education and the implications for practice. Section 2.3 gives an overview of how the literature review was developed. This includes the literature selection process, types of literature reviewed, impact of an author’s value stance, and the limitations of the review. The findings from the literature review are discussed in Section 2.4. The findings focus on:

- the purpose of substance misuse education
- learning methods in substance misuse education
- the use of interdisciplinary learning in substance misuse education.

Interdisciplinary learning involves children learning about a topic through different curriculum areas. Government guidance on substance misuse education advocates the use of interdisciplinary learning as a way to increase young people’s knowledge and understanding of substance misuse (Curriculum for Excellence: Building the Curriculum 3, 2008; The Road to Recovery, 2008). An evaluation of the claims made in the literature is considered in Section 2.5.
The methodology adopted in the literature review was based on guidance on critical reading and analysis. The layout of this chapter is adapted from a critical literature review template (Wallace and Wray, 2008).

2.2 Context and Current National Policy

In 2002, the then Scottish Executive facilitated a national debate on the future of school education in Scotland with a range of stakeholders (National Debate on Education, 2003). Pupil responses to the debate highlighted the need for education to be more relevant and to include learning about sexual health and drugs (Munn et al, 2004). The Scottish Executive’s response to the debate was outlined in new priorities for education, including action to enable schools to more effectively meet individual needs and for radical new thinking on curriculum delivery (Educating for Excellence Choices and Opportunity, 2003). The curriculum reform programme was titled ‘Curriculum for Excellence’, with the initial policy document stating that the curriculum should: “…be inclusive, be a stimulus for personal achievement and, through the broadening of pupils’ experience of the world, be an encouragement towards informed and responsible citizenship” (A Curriculum for Excellence: The Curriculum Review Group, 2004, p.11).

Following the initial policy in 2004, further guidance was issued in 2008. This had implications for the delivery of substance misuse education programmes in schools. This guidance stated that new approaches to learning and teaching should be used in the delivery of substance misuse education (Curriculum for Excellence: Health and Wellbeing, Principles and Practice, 2009; The Road to Recovery, 2008). The curriculum should enable young people to have ‘experiences and outcomes’ which meet their needs.
and are relevant to their local community: “The experiences and outcomes thus offer flexibility to allow school staff and partner agencies to plan health and wellbeing programmes which take account of local needs and are innovative, use relevant learning contexts…” (Curriculum for Excellence: Health and Wellbeing, Principles and Practice, p.4). The new guidance advised that all staff working with young people in schools and youth settings have responsibility for the development of young people’s health and wellbeing (Curriculum for Excellence: Health and Wellbeing Across Learning, 2009). Substance misuse education should use interdisciplinary learning approaches and be delivered across different curriculum areas including biology, expressive arts and social studies: “Curriculum for Excellence will provide new opportunities for schools to plan challenging interdisciplinary learning studies…This will ensure that they have a sustained impact” (The Road to Recovery, p.18).

The guidance marks a significant shift in the delivery of health education programmes in schools. Prior to the change in policy, national guidance focused on the delivery of health education as a distinct subject area with health programmes predominately delivered as part of Personal, Social and Health Education (Stead et al, 2009; 5-14 National Guidelines Health Education, 2000). The implications for practice are that teaching staff from different curriculum areas now have responsibility to deliver substance misuse education. In history, for example, children should learn about the origins of drug use and in geography examine the global and ecological impact of drug production. The style of delivery of substance misuse education should also be changed with learning approaches to meet the needs of all children and young people. This literature review aims to
consider whether the approaches advocated in the national guidance are supported by research evidence and practice.

2.3 Overview of the Literature Review

2.3.1 Literature Selection Process

A significant amount of literature exists on substance misuse programmes for young people. To establish a relevant evidence base for this review, a selection process was therefore used. Literature with a focus on school based programmes for children and young people, from an age group of 10-18 years was selected. Comparative studies which analyse findings from school settings and other youth settings (for example, youth clubs) have been included where their findings are of relevance to the review purpose. The literature was sourced primarily from research undertaken in the United Kingdom (including a small number of texts describing practice in Scotland). Research relevant to the review, was utilised from America, Australia and Germany. The literature search identified studies which explored programmes across the spectrum of different substances. This comprised studies which explored programmes addressing illegal and legal drugs, solvents, alcohol and tobacco (normally utilising terms such as drugs education and substance misuse education). Also considered were programmes targeted at a single substance, for example, tobacco education. Searches for research on tobacco education were prioritised as this is the focus of the practitioner’s research. A range of texts were selected, including literature reviews, policy documents, research papers and journal articles. Some of the research papers were not published by journals, but have been included as they were commissioned by government departments, health
boards and independent bodies to contribute to policy development. Media articles from newspapers have also been accessed as relevant.

2.3.2 Types of Literature Reviewed

A range of different types of research studies have been reviewed, from examination of practice at a national level (Scotland) to studies of smaller scale projects. The research by Stead et al, 2009 examined teaching staff’s views of substance misuse education across Scotland; they sampled 771 primary schools, from a total of 2296 primary schools in Scotland. Other research projects analysed the impact of specific programmes with cohorts of young people. Starkey and Orme, 2001, for example, examined the impact of a drama based drugs project in six schools, from a possible cohort of 41 schools, in a health promotion service in England. Some research studies were comparative, with substance misuse interventions monitored for effect across target and control groups (Geier and Bogner, 2010; Johnson et al 2009; Brown, Birch, Thyagaraj and Teufel, 2007; Biglan et al, 1996). Other research projects considered the influence of parents and the wider community on addressing substance misuse issues (Flay 2000; Biglan et al). Many of the texts were critical of government policy and highlighted the need for a change in government policy on substance misuse education.

2.3.3 Limitations of the Literature Review

The literature search found a limited amount of evidence on the use of interdisciplinary learning in substance misuse education. Some of the evidence on this topic is unpublished (Drugs – Facing Facts, 2007; The Drugs Supply Chain, 2003; Spratt and Shucksmith, 2003). Other studies considered
the place of substance misuse education in single subject areas such as science (Holtz and Twombly, 2007) and health education (Stead et al, 2009). These limitations may reflect that guidance on this area is new (The Road to Recovery, 2008) and is not yet supported by evidence based research. The review focuses on learning approaches relevant to the practitioner’s research project. While evidence exists around the use of “social norms” approach in substance misuse education (Stead et al; Midford 2010), as this was not an approach used in the research project, it is not considered here.

2.3.4 Value Stances in the Literature

In reviewing the texts, the impact of an author’s value stance on the research findings and recommendations has been considered. This issue is dealt with by Wallace and Wray, 2008, who provide strategies for interpreting an author’s value stance. From the texts reviewed it could be suggested that how an author views drug use may impact on their research purpose and findings. Some authors focused on the need for abstinence from drug use while other authors recognised that drug use cannot be eradicated and focused on programmes which minimise the harm caused by using drugs (Midford, 2010; Midford 2007a; White and Pitts, 1998).

2.4 Findings from the Literature Review

This section focuses on the findings from the literature review. It considers:

- the purpose of substance misuse education
- learning methods
- the use of interdisciplinary learning.

Each aspect will be considered in turn.
2.4.1 Purpose of Substance Misuse Education

The literature review found that a variety of perspectives exist on the purpose of substance misuse education. Some authors stated that substance misuse education should reduce or encourage abstinence from drug use. Other authors acknowledged that young people may use drugs so substance misuse education should provide information on how the harm caused from drug use can be minimised. These viewpoints are discussed in turn.

Studies have been designed which focus on providing young people with information about the negative health impact of using substances. The rationale being that by providing young people with information on the risks from substance use, they will reduce their drug use or abstain from drugs (Twombly and Holtz, 2008; Holtz and Twombly, 2007; Sussman, Miyano, Rohrbach, Dent, and Sun, 2007; Stead and Angus, 2004). In an analysis of a drug prevention programme, the authors believed that the provision of information about the risks of prescription drug misuse may reduce young people’s drug use: “Increasing accurate knowledge about the risks of prescription drug misuse is likely to decrease misuse” (Twombly and Holtz, p.506).

However, some authors argue that programmes which provide young people with information about the negative health effects of using substances to enable a reduction in drug use are untenable (Stead et al, 2009; Midford, 2010; Drugs – Facing Facts, 2007). Substance misuse education should meet the different needs of young people and acknowledge that some young people will use drugs (Midford; Drugs – Facing Facts; White and Pitts, 1998). Rather than aiming at abstinence from drug use, substance
misuse education should reduce the harm caused from using drugs. Researchers and practitioners in the substance misuse field have termed this approach ‘harm reduction’ (Drug Scope, 2010). In an extensive review of drugs policy and practice in the United Kingdom, the Royal Society for the encouragement of Arts (RSA) Commission on Illegal Drugs, Communities and Public Policy, were unequivocal about their views on drug use and the appropriate response by schools. The Commission advocated that in primary schools, drug education programmes should deter children from drug use, and in secondary schools programmes should use a harm reduction approach. They state that drug education should:

…discourage as many people as possible from using drugs in a way that results in harm either to themselves or to others. It is unrealistic to expect that no one will choose to use drugs…the aims should be to postpone first use for as long as possible, so that choices, when they are made, are made in full knowledge and understanding rather than in ignorance. (Drugs – Facing Facts, p.151)

Despite support in the texts for a harm reduction approach, the literature identified the need for further research into the outcomes of using harm reduction as an approach in substance misuse education (Midford; Midford, 2007a; Stead and Angus, 2004).

2.4.2 Learning Methods

Along with exploring the purpose of substance misuse education, many of the texts considered the learning methods used in substance misuse education. Learning methods considered in this review include:

- interactive learning and the use of drama
- multi-component approaches
• programmes which use the wider school environment to engage young people in learning.

A large number of texts viewed interactive learning as an effective approach in substance misuse education (Geir and Bogner, 2010; Stead et al, 2009; Brown et al, 2007; Stead and Angus 2004; Midford, Munro, McBride, Snow and Ladzinski, 2002). One study described the benefits of using a range of activities in a tobacco awareness programme; these included academic inputs, arts based activities, creation of an anti-smoking policy, trade-ins with tobacco products, and learning games. Young people elected activities to participate in, and this enhanced young people’s participation in the programme: “Having a variety of activities available made it possible to involve young people in anti-tobacco activities who might not have been interested if only one or two activities were available” (Biglan et al, 1996, p.334).

The use of drama and role play is viewed as a way to involve young people in learning about substance misuse. In a review of tobacco education in primary schools, role play is noted as an effective way to enable children to explore peer pressure and smoking (Spratt and Shucksmith, 2003). The impact of drama was investigated in an analysis of a drug drama project led by a Health Promotion Service in England. Targeting 10-11 year olds in six primary schools, the project demonstrated the benefits of using drama and role play to engage young people in learning about drugs. “The impact evaluation carried out showed some encouraging trends in terms of developing children’s knowledge of and attitudes towards drugs and drug users, and their decision-making skills” (Starkey and Orme, 2001, p. 618). In a school survey of drug education in Scotland, responses to a teacher
questionnaire noted that 27% of primary schools and 39% of secondary schools used drama groups in drugs education (Stead et al, 2009). This was explored in more detail in a piece of qualitative research using focus groups with young people aged from eight to 20 years from ten schools in Scotland. The research described the different ways that drama is used, from young people creating a performance to the content of the performance being determined by drama companies: “The content and format of these productions varied but they appeared to be intended to portray the pressures to get involved with drugs and the negative consequences of doing so” (Stead et al, 2005, p.172). The focus groups found that young people preferred to be actively involved in drama (Stead et al, 2005). In this review a small number of texts dealt with the use of drama in substance misuse education (Stead et al, 2009; Stead et al, 2005; Spratt and Shucksmith; Starkey and Orme). Only Starkey and Orme described the positive outcomes from using drama during substance misuse education. It is evident that there is a need for further research to explore the outcomes from using drama in substance misuse education.

The benefit of using multi-component approaches in substance misuse was highlighted as an effective approach in the literature review (Stead et al, 2009; Stead and Angus 2004; Midford et al 2002, Flay, 2000; Biglan et al, 1996). A multi-component approach involves extending substance misuse education from the school setting to the community setting and encompasses a range of interventions. Access to substances in the community can be targeted; an example of this is tobacco control programmes which address the selling of cigarettes to young people who are underage. Education programmes for parents in school and community settings can be facilitated with an aim of ensuring that messages young people receive at school are
similar to messages from parents. Media campaigns by health services can help to promote messages about substance misuse. Agencies in the local community can provide support to people misusing substances. Parents and young people can receive information about these agencies at school and community facilities. Positive outcomes are noted from engaging parents in school tobacco awareness programmes: “…the apparent success of the parent quiz and our failure to reach parents through pamphlets distributed in the community suggest that the schools are the most effective channel for reaching parents and influencing them to oppose their children’s tobacco use” (Biglan et al, p.333). By involving the parents’ committee in tobacco education the school was able to involve parents in a more meaningful way.

Two literature reviews described an American study which noted positive outcomes from extending learning on substance misuse to a community setting (Flay 2000; White and Pitts, 1998). The study examined a multi-component programme for young people in an upper school in America. The programme comprised a classroom curriculum (Here’s Looking at You, 2000), a parents’ education programme, and the provision of information and support to the community as part of community capacity building to address drug use. Positive results from the programme were recorded: “Students exposed to the curriculum plus parent and community components experienced 50% lower marijuana use…” (Flay, p.872). Problems with the study were described, including difficulties measuring the impact of the classroom curriculum in relation to the impact of other programme activities. This correlates with other studies where there is an inability to demonstrate the outcomes of the individual elements of programmes which are community and school based (Flay). However from the texts reviewed it is evident that programmes which involve parents and
the community in learning about substance misuse can result in positive outcomes.

Some texts considered how the school environment can provide different opportunities for young people to learn about substance misuse. A school-based programme in Louisiana, aimed to educate young people about smoking through an environmental programme which comprised: “a media campaign…lunch time activities conducted at major student access points, and student activism in support of state legislation for tobacco control” (Johnson et al, 2009, p. 1311). The environmental programme was targeted at all students. In addition to the environmental programme, a cohort group of students participated in classroom workshops on tobacco education. A reduction in smoking prevalence monitored through saliva sampling was evidenced in the cohort group of students. The study only recorded the impact on the cohort group and did not evidence any findings from the students who were exposed to the environmental programme. Despite this the authors recommended that future tobacco education programmes should focus on environmental programmes because of a lack of dedicated class curriculum time in the state curriculum (Johnson et al). The issue of dedicated curriculum time for substance misuse education is addressed in other texts (Holtz and Twombly, 2007; White and Pitts, 1998). While this is noted as an issue for schools in Scotland (Stead et al, 2009), national policy is for curriculum time on substance misuse education to be extended through interdisciplinary learning (Curriculum for Excellence: Health and Wellbeing, Principles and Practice, 2009; The Road to Recovery, 2008).
2.4.3 Interdisciplinary Learning

Interdisciplinary learning involves learning about a topic through different curriculum areas. Recent government policy states that substance misuse education should be delivered in this way to ensure a greater impact on young people (The Road to Recovery, 2008). Nevertheless within the texts reviewed there is limited evidence of the benefits of young people learning about substance misuse in different curriculum areas. Research in schools in Scotland found that substance misuse education was delivered predominantly in the subject Personal, Social and Health Education (Stead et al, 2009). The topics covered comprised: information on drug effects, refusal skills, decision making, social influences, and opinions on drugs. In primary schools 93% of programmes covered the effects of drugs, with 91% covering decision making skills about drugs (Stead et al). In this research, no information was gathered on the delivery of substance misuse education in other curriculum areas.

A needs assessment on tobacco education in Scotland found that there were challenges with implementing interdisciplinary learning policies. The research identified that interdisciplinary learning worked best if this was the type of approach used by the school in other topic areas: “If [the school] favoured a cross-curricular approach to everything it would do so for smoking education, but if this was not the case, teachers had more difficulty in seeing how they could use tobacco education in other areas” (Spratt and Shucksmith, 2003, Section 2.2.2.) This research focused on teacher’s views of delivering tobacco education in the curriculum. No analysis was given on the potential outcomes for young people who participated in interdisciplinary learning on tobacco.
In a review of drugs policy and practice in the United Kingdom, the benefit of delivering drugs education in different curriculum areas was dealt with: “Young people often take a greater interest in drugs issues when they are not simply presented as health warnings but are set in their economic, social and political context” (Drugs – Facing Facts, 2007, p.158). The review described a survey which highlighted the benefit of educating young people about global drug production: “One survey established that young people who were relatively indifferent to the illegality of drugs like cocaine were thoroughly deterred by the thought that either the ‘mule’ who brought a consignment into the country…” (The Drugs Supply Chain, 2003, cited in Drugs – Facing Facts, p.158)

This survey was conducted by a private consultancy on behalf of the Home Office, and involved 96 young people aged from 16-30 years participating in peer discussion groups (Drugs Supply Chain, 2003). The young people who participated in the survey identified themselves as drug users and non-drug users. As part of the peer discussion groups, young people were given information about global drug production issues such as drug trafficking. The results of the survey showed that after receiving information on global drug production, young people who used drugs were not deterred from drug use. For young people who refrained from drug use the information on global drug production helped to consolidate their views against drug use (The Drugs Supply Chain).

The survey in The Drugs Supply Chain, 2003, did not provide enough robust evidence to demonstrate any impact of providing young people with information about global drug production. Problems therefore exist with the recommendation in Drugs – Facing Facts, 2007, that young people may
become more interested in drugs education if global and economic issues are presented. Further research based evidence appears to be required to support this recommendation.

Some evidence exists on incorporating learning about global drug production issues into the school curriculum in Scotland. This approach was used in a school programme in a local authority area, which used interdisciplinary learning to explore the social, economic and environmental impact of cocaine production in Colombia. Termed “Shared Responsibility” young people examined the ecological impact of coca production and the social impact of drug trafficking (Scottish Crime and Drug Enforcement Agency, 2008). The programme received media attention, was viewed as an innovative approach (Adams, L, April 28 2009) and has recently been promoted as an approach to substance misuse education in Scotland (Seith, E, March 4 2011).

Despite support for interdisciplinary learning in substance misuse education by the Scottish Government and other national bodies, the literature review did not identify any research findings which show the outcomes from using this approach in schools in Scotland.

Other studies in America considered the delivery of substance misuse education in specific subjects. One study based in Washington DC analysed the impact of integrating a drug prevention programme into science education. The curriculum content focused on the effects and risks of drug use. The study found that the treatment group recorded an increased knowledge of drugs and alcohol compared to the control group. Worthy of note is that participants who responded well to this drug prevention
curriculum already responded well to science education (Holtz and Twombly, 2007). An analysis of a smoking education programme in a school in Louisiana, which included learning about the tobacco industry, described positive outcomes (Johnson et al, 2009). Media literacy skills as part of a substance use curriculum were viewed in a literature review as causing a positive impact on enabling young people to understand the links between the media and drug use (Austin and Johnson, 1997 and Huston et al., 1992 cited in Flay, 2000).

From the texts reviewed, some studies suggest positive outcomes from using interdisciplinary learning in substance misuse education. The review identified some practice which illustrates the use of interdisciplinary learning in substance misuse education in Scotland. No findings were found which showed the impact of this approach on young people’s learning and understanding about substance misuse. There would therefore appear to be potential for research to evaluate any benefits of using interdisciplinary learning in substance misuse education.

2.5 Conclusion

The review has identified current policy and research evidence on effective approaches in substance misuse education. There is no coherence in the texts on the purpose of substance misuse education. Some authors point to the need to reduce drug use or have abstinence from drug use, while others accept that young people may use drugs and highlight the need for young people to receive relevant information on the impact of substance use. It appears there would be benefit in further research and dialogue on defining the purpose and intended outcomes of substance misuse education. This
should help to gain clarity in policy and practice. Policy and research evidence is clear that interactive learning methods which engage young people in activity and discussion are the most effective. Drama and role play are referred to as an effective learning approach, however the review did not identify a significant body of research which detailed the outcomes from participating in drama. The review considered the benefits of engaging parents and the wider community in supporting young people’s learning about substance misuse, termed multi-component programmes. Generally the research identified these programmes as effective, however problems were identified in analysing the singular impact of a community based element along with a school based programme. While government guidance recommends interdisciplinary learning, from the texts reviewed, some evidence exists on the outcomes from learning about different substance misuse topics; however no robust research in the United Kingdom was identified. It is likely this is because government guidance on this approach is very recent and does not appear to be supported by research. This shows the need for more evidence based policy in this area. A focus of the practitioner’s research project will be to identify children’s views on introducing new topics into tobacco education such as the history of tobacco use and global tobacco production.

Perhaps most significant in the texts reviewed is the absence of the views of young people. Research involving young people was limited and in some cases unpublished. Generally the views of the purpose and content of substance misuse education appear to be based on the views of the authors, policy makers, teaching staff and other practitioners. By conducting a research project which gathers children’s views of tobacco education it is intended that the research project will begin to address a gap in this area.
Chapter Three: The Tobacco Education Project

3.1 Context

In 2008 the Ministerial Task Force on Health Inequalities at the Scottish Government released the Equally Well Report. This outlined the Government’s priorities and recommendations to address health inequalities in Scotland. Central to the report was a need to tackle the causes of health inequalities by addressing poverty, lack of employment and providing support to children and families. Other recommendations in the report included the continuation of the government’s curriculum reform programme, Curriculum for Excellence and action to reduce smoking among young people (Equally Well, 2008). The report recommended that test site areas be established across geographical areas of Scotland. The purpose of these being to facilitate change and enhance public service delivery:

> It wants to see a small number of local test sites ...where changes to public services are planned with a particular focus on health outcomes and reducing health inequalities. Test sites might focus on some specific client groups or communities who are most at risk. They will address complex issues such as preventing violence or substance misuse, or meeting the health and other needs of young people. (Equally Well, p. 44)

Within the practitioner’s local authority, an Equally Well Test Site Area of Tobacco Control was established: “Smoking prevalence in [the area] is 40.2% compared to a national average of 27.2%. The area suffers considerable multiple socio-economic deprivation, and has high rates of coronary heart disease, cancer and cardiovascular disease” (Equally Well Test Sites, 2008, p. 10). A range of actions were proposed for the test site area including an
increase in smoking cessation services, tobacco control measures (illegal and underage tobacco sales) and the development of tobacco education in schools. The practitioner was given the remit to develop tobacco education in the three primary schools in the test site area. The test site gave the practitioner the opportunity to pilot a new approach to tobacco education, in line with national guidance on substance misuse education (The Road to Recovery, 2008; Curriculum for Excellence: Building the Curriculum 3, 2008).

3.2 Developing the Tobacco Education Project

In January 2009, the practitioner began working with management staff from the three primary schools in the test site area. Initial discussions showed that there was capacity to incorporate interdisciplinary learning into tobacco education. It was believed that there would be benefit in children learning about the historical impact of tobacco on the development of the nearby city of Glasgow. This would help the children to increase their understanding of the origins of drug use and its impact on society. Learning about the production of tobacco in developing countries was also viewed as important. This would help children to develop a global awareness of tobacco production and increase their knowledge of life in developing countries. It was agreed that curriculum time for tobacco education would increase. By using interdisciplinary learning national requirements on learning across curriculum areas could be met (Curriculum for Excellence: Building the Curriculum 3, 2008). This approach represented a shift in practice. Previously tobacco education was part of a health education curriculum and focused on the health impact of smoking and strategies to handle peer pressure to smoke. The project intended to broaden children’s knowledge and understanding of tobacco issues through interdisciplinary learning.
To initiate the project, the practitioner coordinated a short-term working group. The work of the group comprised: creation of the curriculum programme (lesson plans), development of new learning approaches including drama, and engagement of parents in learning about tobacco with their children. The membership of the working group comprised teaching staff and senior management staff from the three primary schools in the test site area. The inclusion of teacher from a school for children with additional support needs ensured that the project met children’s different learning needs. Also involved in the working group were members of staff from the Community Health Partnership. This is a local health service which is geographically aligned with the local authority. Staff from the Community Health Partnership provided guidance on access to smoking cessation services and strategies to address smoking in the home. An Arts Education Officer from the education department of the local authority was also a member of the group. They led on the integration of drama into the project.

The schools’ senior management agreed that the Tobacco Education Project would be delivered with children in Primary Six (aged 9-10 years). This group was chosen as curriculum time for Primary Six was more accessible. Children in Primary Seven were viewed as another potential target group; however as this the final year of a child’s primary school education the curriculum time is more limited.

3.3 Curriculum Programme

The curriculum programme was developed in line with the curriculum areas in Curriculum for Excellence which requires that children’s learning is
organised through ‘experiences and outcomes’ across curriculum areas (Curriculum for Excellence: Building the Curriculum 3, 2008). The working group agreed that the ‘experiences and outcomes’ for children participating in the programme would extend across a range of curriculum areas including Health and Wellbeing, Literacy, Numeracy, Social Studies, Expressive Arts and Technologies. A curriculum planner was developed which outlined the lesson plans. Created by the working group the lesson plans covered:

- the history of tobacco in Glasgow
- the cost of smoking
- media literacy and tobacco
- tobacco production in developing countries
- pressure by peers to smoke
- smoking prevalence in their homes and communities
- addiction and the health impact of smoking.

3.4 Learning Approaches and Experiential Drama

The working group were keen to ensure that the Tobacco Education Project actively engaged children in learning. Cooperative learning approaches were built into the curriculum programme. Cooperative learning uses interactive learning techniques to maximise student involvement in the learning process (Kagan, 1994). The teachers had been trained in cooperative learning and were experienced with using this approach in the classroom. The approaches used in the curriculum programme aimed to maximise children’s participation in learning and included:

- group discussion using cooperative learning
- internet research
• writing tasks (for example, create a newspaper article)
• mathematical exercises (for example, calculate the cost of smoking)
• analysing and creating adverts (for and against smoking)
• watching short films (sourced from the internet)
• experiential drama.

A core part of the project was the use of drama to help children express their views on smoking. In consultation with the working group, the Arts Education Officer and the practitioner designed the drama element of the project. Both practitioners had previously collaborated together on projects which used experiential drama to enable children to understand and express their views about health issues. Experiential drama has been recognised as a medium which enables participants to explore and express their views of issues which affect them, while increasing their understanding of the subject matter (Boggs, Mickel, and Holtom, 2007; Krajewski, 1999). Participants are placed in a scenario and engage in role play with actors from the scenario.

The experiential drama element of the project comprised an experiential drama day, a series of workshops, and a performance for parents. During the experiential drama day children from all three schools worked together at one school. They met with characters from different scenarios related to tobacco. The characters included a Glasgow Tobacco Lord, a Slave Trader, a European Tobacco Trader; a Tobacco Advertising Executive and a member of the World Health Organisation. The children engaged with the characters and participated in role play across the range of scenarios. Following the experiential drama day, a series of drama workshops were held in individual schools with a team of actors. The workshops gave children the opportunity to share their views of smoking (positive and negative) and to create short
sketches and improvisations. The sketches were then performed at a parents’ event for all three schools.

3.5 Engaging Parents

The working group was keen to ensure that parents were involved in their child’s learning about tobacco. A community based survey was included in the curriculum programme and involved children interviewing a smoker and non-smoker in their home or neighbourhood. It was believed that the survey would help to introduce the parents to their child’s learning about tobacco. An event to showcase the Tobacco Education Project was held to engage parents. Involving all three schools, the event included a performance by the children on smoking, a presentation on the results of the community survey, and a stop smoking information stall by the Community Health Partnership. The parents’ event was well attended with around 90 parents and family members present. The Community Health Partnership noted a positive uptake of parents at the information stall during the event.

3.6 Establishment of the Research Project

Teaching staff and the practitioner gathered children’s views on the Tobacco Education Project through a range of methods including verbal feedback, focus groups and questionnaires. Parental views were also gathered through the community survey and a questionnaire at the parents’ event. However, the practitioner was keen to more rigorously evaluate the outcomes of the Tobacco Education Project. Participation in the Professional Enquiry and Development Module provided an opportunity to do this through classroom based research.
Conclusion

This research project aimed to identify the most effective approaches to substance misuse education through a literature review and a piece of classroom based research. Both aspects of the research project have demonstrated evidence on the delivery of substance misuse education. Areas where further research is required have also been identified during the research project. The key findings from the research project are:

- A significant body of research evidence exists on substance misuse education. This highlights the benefits of using interactive learning approaches in substance misuse education and engaging parents and the wider community in learning about substance misuse issues.

- The literature review found limited evidence on the use of drama in substance misuse education. The research which exists highlights the positive outcomes for young people such as greater engagement in the subject. The classroom based research found that respondents valued the use of experiential drama and this was rated as a favourite activity by the majority of respondents. The research project however failed to identify the added value of experiential drama on respondents’ views of the Tobacco Education Project and their understanding of issues related to tobacco.

- While government guidance recommends that substance misuse education should be delivered through different school curriculum areas, the literature review found limited evidence on the impact of
substance misuse education being delivered in this way. Only a small number of studies considered the delivery of substance misuse education in curriculum areas other than personal, social and health education. The classroom based research failed to identify any impact of extending learning about tobacco to historical, social, global and economic considerations.

- Respondents participating in the classroom based research predominantly recalled learning about the health effects of smoking. There was minimal recall of wider aspects of tobacco use which were studied during the Tobacco Education Project. This includes a low recall of information on the global aspects of tobacco production and the social impact of smoking. The predominance of health messages may also be attributed to wider factors such as any impact of anti-smoking media campaigns and prior learning about tobacco.

- The classroom based research failed to identify any impact on tobacco use among respondents. All of the respondents stated they were non-smokers and the majority recorded strong anti-smoking views when asked for their views on tobacco use. The research project did not use a pre-test evaluation before the Tobacco Education Project and so is unable to measure any attitudinal change on tobacco use by the respondents.

- The research evidence sourced in the literature review primarily focused on the views of practitioners to substance misuse education. There was minimal published evidence which considered the views of children and young people on substance misuse education. The
The research project was able to identify the views of a group of children on tobacco education and highlighted topics and learning methods which they found valuable.

The research project has identified areas which may benefit from further research to progress the delivery of substance misuse education:

- There is a need to further examine the impact of delivering substance misuse education in different school curriculum areas. A research project could be established which aims to examine whether the extension of substance misuse education to social, economic, global or historical considerations has any impact on young people’s views and attitudes to substance use. This would support the delivery of national policy recommendations on substance misuse education.

- There would be value in identifying the add-on value of using experiential drama in substance misuse education. There is potential to consider the impact of experiential drama on young people’s views, attitudes and knowledge of substance misuse issues.

- As the research project failed to identify any long-term impact of the Tobacco Education Project on children’s views of smoking and tobacco use, a research project could be developed to identify the long term impact of tobacco education across primary and secondary school settings.
Bibliography


