



# Theme 7: Prevention and Management of Substance Abuse

# Introduction

## **The objectives of the module:**

- Develops understanding and prevention of habit for addiction;
- Creating awareness on adverse consequences of commonly misused substances;
- Developing skills to negotiate pressure from peers, family and popular culture to resist substance misuse and give up on harmful practices;
- Distinguish personal beneficial habits from harmful ones and take informed decisions;
- Identify and access support systems for self and others for prevention and management of substance misuse;
- Identify one's agency in substance misuse; counter common myths and misconceptions related to substance misuse; and
- Advocacy for Tobacco-free schools.

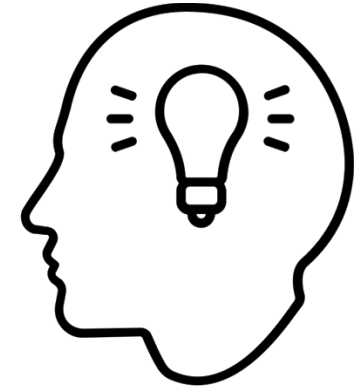
# Activities

S. No.	Activities	Methods
1	Types of Substances and signs and symptoms of substance misuse	Brainstorming, discussion on situations
2	Why are children vulnerable to substance misuse?	Case study
3	Dealing with Negative Peer Pressure	Role Play
4	Clarifying Myths and Misconceptions about Substance Misuse	Discussion
5	Accessing Support for Prevention and Treatment	Case studies
6	Promoting tobacco-free schools	Designing a campaign

# Activity I: Types of Substances and Signs and Symptoms of Substance Misuse

## Learning Outcomes

- Describe few commonly abused substances
- List signs and symptoms of substance misuse



## Complete the story

Abdul and Sohan are classmates. Abdul observes that Sohan has not been coming to school for some days. One day, Abdul finds Sohan lying under the tree at an odd hour.....

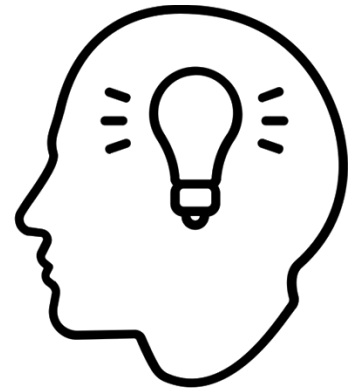
# Discussion Points

- Commonly abused substances are tobacco, alcohol, marijuana (ganja), opiates, cannabis, solvents (petrol, glue, correction ink) and aerosol inhalants, cough syrup, caffeine, cocaine and ecstasy.
- The experimenters are those who start using the substance as an experiment or because of peer pressure and curiosity.
- The next stage is called occasional users. This includes those who have already crossed the stage of experimenting and use the substance occasionally – either for social reasons or during certain phases.
- A user becomes a compulsive user where they are dependent on a substance and increase the amount of the substance consumed to experience the same effect. This is the stage when the user has a continuous and uncontrollable craving for the substance.
- The signs and symptoms of substance misuse vary depending upon the type, dose and method of substance misuse (for example, inhaling, oral intake or through needles/injections).
- The signs and symptoms also vary according to the age of the person. Furthermore, the same substance can affect different individuals in different ways and it is difficult to predict this in advance. Hence, the signs and symptoms of substance misuse may show up in several different ways
- An individual who is addicted to a substance displays certain behaviour patterns, which are different from their normal behaviour. This includes being overly submissive or aggressive, stealing and being furtive, unable to maintain a regular schedule or routine, unable to complete

# Activity-2: Why are Children Vulnerable to Substance Misuse?

## Learning Outcomes

Understand the reasons for increased vulnerability of children during adolescence.



# Case Studies

## Video

### Case Study 1

Sohan has performed well in the Class IX annual exams. Now, he is worried whether he will be able to keep up his performance and score good grades in Class X. His parents always tell him how they expect to see him as topper of his class. Afraid of disappointing them, Sohan does not share his concerns with his parents. He feels that some of his friends may be going through the same phase and discusses his problem with them. His friends suggest that smoking might reduce his stress and help him to relax. Sohan wants to feel better and decides to follow his friends' advice. He starts smoking a cigarette or two every day. Without realising, over a period of six months, he was smoking 6-10 cigarettes a day. Smoking has become a habit with him.

### Points for discussion

1. Who do you think is responsible for Sohan's habit of smoking and why?
2. Do you think smoking helped reduce Sohan's stress? Why?
3. What else could Sohan have done to reduce his stress effectively?
4. What role could Sohan's parents have played to prevent him from smoking?

### Points for discussion

1. What are the choices that Adil has?
2. What would you have done if you were in Adil's place?
3. How else could Adil's friends have celebrated?

### Case Study 2

Three friends Mani, Adil and Ronny met at a marriage party. Mani and Ronny wanted to drink in celebration and compelled Adil, who has never had a drink before, to join them. They tell him that he should join them for the sake of friendship. Adil is in a dilemma. On the one hand he doesn't want to lose his friendship but on the other he is conscious that nobody in his family drinks. He has also learnt from his parents that alcohol is harmful for health.



## Video

# Case Studies

### Case Study 3

Gudiya was used to seeing both her mother and grandmother enjoy chewing tobacco regularly. When she turned 12 she felt that she was old enough to begin chewing *gutka*/tobacco and *paan* (betel) along with them. Gudiya knows that the corner shop keeper stocks *gutka* and she buys it from him.

### Points for discussion

1. Using the above case study, describe how the three children started misusing a substance.
2. Like Amrit, Manu and Rishi, do you also think that they will not get addicted to smoking and escape its negative effects? Please explain your reasons.
3. Could they have been 'cool' and got noticed in other ways? Please explain with examples.

## Video

### Case Study 5

Mukesh's father was an alcoholic. He did not interact with anyone in the family and there were constant fights between his parents. Mukesh was fed up and started drinking because he thought that this would help him ease off the tensions at home. Though he could forget his problems and tensions for some time, the problems persisted and in fact grew worse over time.

### Points for discussion

1. Using the above case study establish the role of the family in initiating children substance misuse.
2. Why do you think Gudiya should listen to her mother and resist the temptation of *paan* (betel) and *gutka*/tobacco chewing?

## Video

### Case Study 4

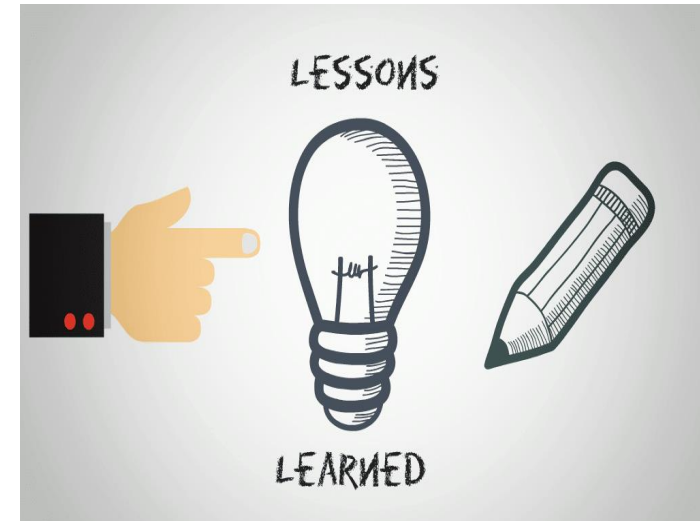
Amrit, Manu, and Rishi have started smoking because they wanted to be noticed by others in their school and wanted to be 'cool'. They were quite sure that they will be able to keep their habit in check and escape any long-term negative consequences of smoking.

### Points for discussion

1. Who are responsible for Mukesh's drinking habit?
2. What choices did Mukesh have?
3. What would you have done if you were in Mukesh's place?

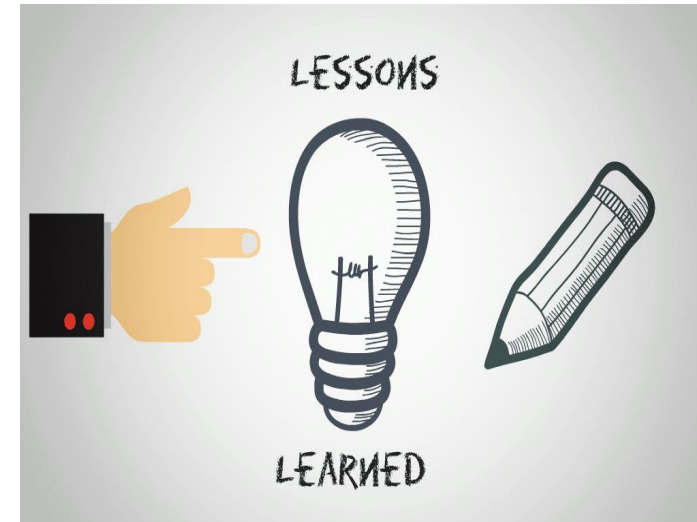
# Summary of discussions

- Peer pressure, poor self-esteem, low achievement at school, performance pressure, previous experience of taking substance, family history of substance misuse, family instability.
- Lack of easily available support from the family, friends and school, seeing substance use as a means of 'growing up' or fun also makes adolescent children more vulnerable to substance misuse.
- Pressure from friends to try an addictive substance, the urge to gain popularity among friends, and the desire to experiment and the curiosity to try out new things also makes young people particularly vulnerable to substance abuse.
- Lack of basic knowledge about the effects and dangers of consuming addictive substances.
- Media images that glamourise substance misuse may also mislead young people.
- If an elder (parent, grandparent) in the family engages in substance misuse, young people in that family are more likely to start using the same or different substance/s.
- Factors like relatively easy availability of substance/drugs, community norms, and adverse family situations may push young people into substance misuse.
- Children need to be engaged in socially productive activities.
- Substance misuse leads to physical and psychological dependence. Some substances produce only physical dependence while others produce both physical and psychological dependence.



# Summary of discussions

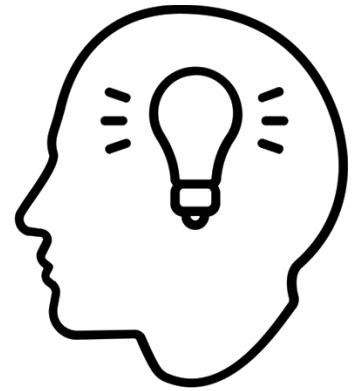
- Long-term use results in losing control of one's emotions, that is the user may become angry or violent, depressed or anxious,
- Substance misuse creates problems within the family. It results, not only in, loss of trust but also breakdown in the relationships. It may result in losing friends and family thereby, making the user isolated and lonely.
- One of the major impacts is economic. The substance user may lose a job, will not be able to support the family, may start stealing money from home and so on.
- The substance user also suffers from major health consequences. This makes them predisposed to disease and infections.
- There are drugs that are prescribed by qualified medical practitioners that are available off the counter or on
- prescription.
- Substances like alcohol, solvents, and some others like glue, correction ink, may be legal in specific contexts, but when these are misused, it can lead to addiction.
- Excessive use of socially accepted substances like tea, coffee, nicotine, gutka are also addictive and harmful.
- The commonly misused substances among children are tobacco and alcohol. Other misused drugs are marijuana (ganja), cough syrup such as Corex and Phensydyl, solvents (petrol, glue, correction ink).



# Activity-3: Dealing with Negative Peer Pressure

## Learning Outcomes

- Recognizes negative peer pressure
- Identifies ways of dealing with negative peer pressure



# Role Plays

Vijay is a smoker. He acquired this habit under the influence of his friends, who suggested smoking as a way to relieve his stress. He is keen that his friends should also smoke. He tells Mujib and Manju “Hello, I have got cigarettes, come and have a smoke.”

Mujib has no reservations about smoking. Rather he is curious and wants to experiment. He says, “Sure! Thanks, that’s great. I also want to try but did not get an opportunity though I was always fascinated whenever I saw adults smoking.” He is also thinking that if he does not smoke, others would mock him. He starts smoking and offers the cigarette pack to others.

Manju knows that smoking may harm her, but she does not want others to think that she is not a part of the group, and hence she gives in. She says, “Yes, I would like to smoke. Otherwise you may think that I am not brave enough to be a part of the group.” She takes one cigarette and starts smoking.

Raju is convincingly against smoking. He says, “No chance! I do not need to smoke to prove that I am an adult and a bold person. I know that smoking is bad for my health as well as for others. I would not like to prove my adulthood at the cost of my health.”

Ashok thinks that smoking one cigarette may not harm a person, at the same time he does not want to smoke. He is afraid that his action may make him a habitual smoker. He, therefore, refuses outright the cigarette offered by Vijay.

- What are the different situations you have observed from the role play?*
- 2. Why is it that some of the characters give in to smoking while others do not?*
  - 3. Can you suggest some other ways of dealing with negative peer pressure?*
  - 4. Is peer pressure always negative? If not, can you share an example of positive peer pressure?*

# Summary of discussions

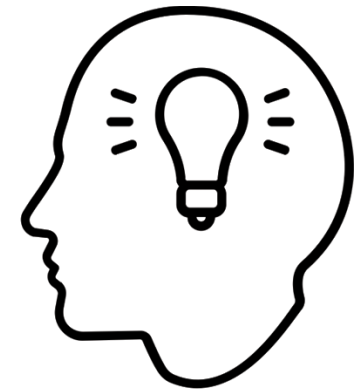
- Young people are highly influenced by their peers and mimic their behaviour. Hence, parents/guardians should always be aware of their children/wards' friends.
- In many instances, young people are influenced by their peers to experiment with cigarettes, alcohol and other harmful substances.
- Peer pressure can be managed by being aware of the implications of drug abuse and developing skills to manage peer pressure.
- Young people should also be educated to recognise that a friend is someone who cares, protects and looks after the welfare of their friends rather than coerce them/initiate them into unhealthy habits.
- We must learn to analyse social norms, customs, and practices, assess false notions shown in the media and pressure from peers to decide what is good for us rather than giving in to influences.
- It is important to assertively say 'No' to protect oneself from the temptation to experiment with drugs.
- It is also important to seek help and support from trusted adults.



# Activity-4: Clarifying Myths and Misconceptions about Substance Misuse

## Learning Outcomes

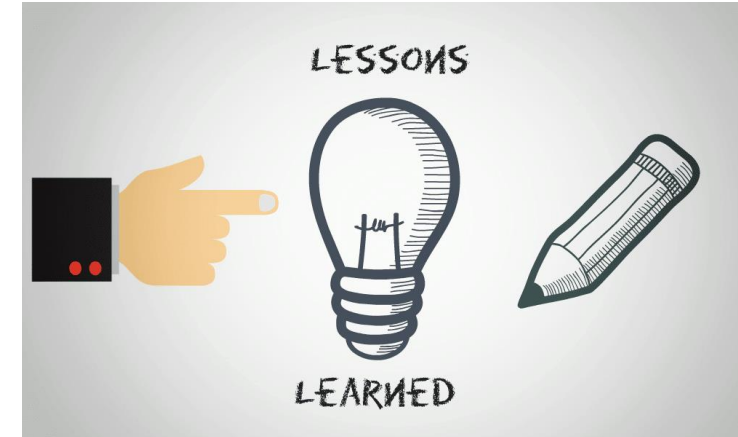
- Counters common myths and misconceptions related to substance misuse.





# Summary of discussions

- There are many misconceptions about drug use amongst children, many of which are perpetuated by the media or peers who are themselves ill-informed.
- It is important that children have the information and skills to manage peer pressure by say 'no' to risky behaviour in a constructive way without harming self.
- Adequate, correct and timely information and skills go a long way in enabling the children to resist the temptation of misusing substances and drugs.

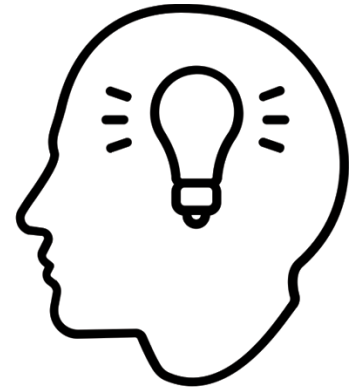




# Activity-5: Accessing Support for Prevention and Treatment: Safety Net

## Learning Outcomes

- Is able to identify a support system for self and others in case of substance misuse.





# Summary of discussions

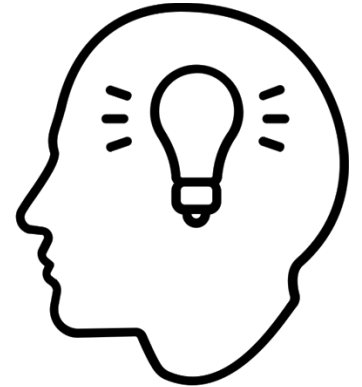
- A safety net is both for prevention and management.
- This safety net could include parents, teachers, elders, relatives, friends, counsellors and guides, health professionals or even government services including police, dealing with narcotics or non-government organisations based on the individual's understanding and experiences of support networks.
- Each person should be aware about who all constitute her/ his safety net.



# Activity-6: Promoting Tobacco-free Schools

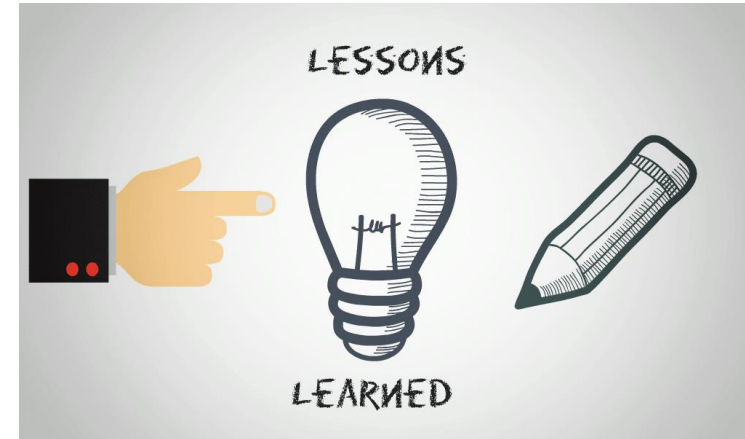
## Learning Outcomes

Advocates for tobacco-free schools



# Summary of discussions

- Co-create an environment that does not support tobacco use.
- Awareness about the consequences of tobacco use and relevant laws helps in overcoming temptation.



**Thank You**