

Unit PAHEA: Basic personal health concepts

The focus for Health Studies Course Unit PAHEA is **basic personal health concepts**.

This unit explores ways of being healthy including simple actions that support and improve personal health. Opportunities for identifying support networks are provided. Differences in personal attitudes and values and how these influence health behaviour are explored.

This alcohol and other drug support material must be read in conjunction with the Health Studies Course documentation (www.curriculumcouncil.wa.gov.au)

The information and activities have been designed to be used within the Health Studies Unit PAHEA. They are intended to be used in conjunction with other learning activities and contexts and as such, do not cover all content areas outlined for Unit PAHEA.

HEALTH STUDIES COURSE

Stage P		Stage 1				Stage 2		Stage 3	
Unit PAHEA	Unit PBHEA	Unit 1AHEA	Unit 1BHEA	Unit 1CHEA	Unit 1DHEA	Unit 2AHEA	Unit 2BHEA	Unit 3AHEA	Unit 3BHEA

CURRICULUM FRAMEWORK - OVERARCHING LEARNING OUTCOMES

COURSE OUTCOMES

Outcome 1:	Outcome 2:	Outcome 3:	Outcome 4:
Knowledge and understandings	Beliefs, attitudes and values	Self-management and interpersonal skills	Health inquiry

CONTENT AREAS

Health concepts	Attitudinal and environmental influences over health	Health skills and processes
<ul style="list-style-type: none"> An holistic/social view of health Health principles, frameworks, models and theories Actions and strategies for health Healthcare systems 	<ul style="list-style-type: none"> Personal beliefs, attitudes and values influence health behaviour Social and cultural norms and expectations influence health behaviour 	<ul style="list-style-type: none"> Self-management skills Interpersonal skills Health inquiry skills and processes

Health Studies Course: Scope and sequence

Context: Drug education

Content organiser	Stage P Units	
	PAHEA Basic personal health concepts	PBHEA Healthy lifestyles
Health concepts	An holistic/ social view of health	<ul style="list-style-type: none"> aspects of a healthy lifestyle e.g. healthy behaviours impact on personal health from interactions with healthy and unhealthy places.
	Health principles, frameworks, models and theories	<ul style="list-style-type: none"> awareness of safety for self and others safety awareness in the community.
	Actions and strategies for health	<ul style="list-style-type: none"> actions (short and longer term) that support and improve own and others' health.
	Healthcare systems	<ul style="list-style-type: none"> information, people, products and services that meet health needs appropriate procedures to meet personal health needs.
Attitudinal and environmental influences over health	Personal beliefs, attitudes and values influence health behaviour	<ul style="list-style-type: none"> impact of personal beliefs, attitudes and values on health behaviour simple factors that influence personal differences in beliefs, attitudes and values.
	Social and cultural norms and expectations influence on health behaviours	<ul style="list-style-type: none"> values in the school environment and how they are communicated e.g. honesty, respect, fairness, responsibility importance of common social and cultural norms.

Content areas covered in the *Choices* support materials are in **bold and pink**.

Health Studies Course: Scope and sequence

Context: Drug education

Content organiser	Stage P Units	
	PAHEA Basic personal health concepts	PBHEA Healthy lifestyles
Attitudinal and environmental influences over health	Self-management skills	<ul style="list-style-type: none"> • differences between positive and negative feelings • decisions based on positive and negative consequences • short and longer term consequences of health decisions.
	Interpersonal skills	<ul style="list-style-type: none"> • verbal and non-verbal skills to communicate feelings, needs and opinions • communication skills in specific situations e.g. passive, assertive and aggressive • verbal and non-verbal skills to share feelings and strategies to fairly involve other in activities e.g. give and take, seeking help when necessary.
	Health inquiry skills and processes	<ul style="list-style-type: none"> • how to ask questions about health from different sources e.g. teachers, school counsellor, healthcare professionals • simple data gathering techniques to collect and record information • use of multiple sources of health information • development and communication of an informed opinion.

Content areas covered in the *Choices* support materials are in **bold and pink**.

Unit overview

The following table shows the links of the specific content areas to the content organisers, the suggested activities and strategies, and the assessment tasks covered in this unit.

	Content area	Suggested activities	Resources	Page
Health concepts	An holistic / social view of health <ul style="list-style-type: none"> aspects of health e.g. physical, social and emotional. 	Activity: Cannabis – what's the go? Focuses on identifying physical, social and emotional effects of cannabis.	<ul style="list-style-type: none"> Activity sheet: <i>Cannabis – what's the go?</i> Resource sheet: <i>Body map</i> Resource sheet: <i>Body map cards</i> Glue Scissors 	36 37 38-39
	Health principles, frameworks, model and theories <ul style="list-style-type: none"> awareness of safety for health safety awareness in different environments e.g. home, school. 	Activity: Considering consequences Identifies the implications of drug use on all aspects of life using Roizen's model.	<ul style="list-style-type: none"> Activity sheet: <i>Considering consequences</i> Resource sheet: <i>Considering consequences signs</i> Resource sheet: <i>Considering consequences scenarios</i> Resource sheet: <i>Considering consequences</i> 	28 30-33 35 34
	Actions and strategies for health <ul style="list-style-type: none"> healthy actions in different places e.g. home, school, local park, shopping centres. 	Activity: Considering consequences (see above)	(see above)	
	Healthcare systems <ul style="list-style-type: none"> people who can meet health needs situations when it is necessary to seek help from others support networks e.g. family and friends. 	Activity: Where's the emergency? Focuses on identifying emergency situations and explores strategies for coping in an emergency.	<ul style="list-style-type: none"> Activity sheet: <i>Where's the emergency?</i> Resources sheet: <i>Emergency cards</i> Resource sheet: <i>Emergency scenarios</i> Resource sheet: <i>Emergency!</i> 	41 43 44 45
		Activity: Knowledge is power Focuses on identifying sources of reliable information.	<ul style="list-style-type: none"> Activity sheet: <i>Knowledge is power</i> Resource sheet: <i>Knowledge is power</i> 	51 52
Attitudinal and environmental influences over health	Personal beliefs, attitudes and values influence health behaviour <ul style="list-style-type: none"> examples of beliefs, attitudes and values differences in beliefs, attitudes and values of self and others importance of personal values where attitudes come from e.g. (home, school, media, friends etc). 	Activity: Four corners Identifies and clarifies students' attitudes, values, thoughts and feelings about alcohol and other drug issues using the four corners strategy.	<ul style="list-style-type: none"> Teacher notes: <i>Beliefs, attitudes and values</i> Activity sheet: <i>Four corners</i> Resource sheet: <i>Four corner signs</i> 	22 23 25
		Activity: What do I think? Identifies and clarifies students' attitudes, values, thoughts and feelings about alcohol and other drugs using an opinion meter strategy.	<ul style="list-style-type: none"> Activity sheet: <i>What do I think?</i> Resource sheet: <i>Opinion meter</i> Paper clips 	26 27
	Social and cultural norms and expectations influence on health behaviours <ul style="list-style-type: none"> examples of social and cultural norms differences in social and cultural norms. 	Activity: What do I think? (see above)	(see above)	

Health skills and processes	Content area	Suggested activities	Resources	Page
	Self-management skills	Activity: Where's the emergency? Focuses on identifying emergency situations and explores strategies for help seeking in an emergency.	<ul style="list-style-type: none"> Teacher notes: <i>Decision-making</i> Activity sheet: <i>Where's the emergency?</i> Resource sheet: <i>Emergency cards</i> Resource sheet: <i>Emergency scenarios</i> Resource sheet: <i>Emergency!</i> 	40 41 43 44 45
	Interpersonal skills	Activity: Sounds like... Focuses on verbal and non verbal behaviours that are barriers to effective communication.	<ul style="list-style-type: none"> Teacher notes: <i>Effective communication</i> Activity sheet: <i>Sounds like...</i> Resource sheet: <i>Communication styles</i> Resource sheet: <i>Y chart</i> Media example/s of communication styles 	46 47 48 49
		Activity: Being 100% Focuses on assertive communication in different contexts.	<ul style="list-style-type: none"> Activity sheet: <i>Being 100%</i> Resource sheet: <i>Communication styles</i> 	50 48
	Health inquiry, skills and processes	Activity: Knowledge is power Focuses on identifying sources of reliable information on drugs.	<ul style="list-style-type: none"> Activity sheet: <i>Knowledge is power</i> Resource sheet: <i>Knowledge is power</i> 	51 52
		Activity: Design it Revises reliable sources of information and identifies aspects of poster design to effectively communicate information about alcohol and other drugs.	<ul style="list-style-type: none"> Activity sheet: <i>Design it</i> Resource sheet: <i>Poster layout</i> Assessment task: <i>Production</i> Poster samples * Large sheets of paper 	53 54 55
	Assessment: Production Task: Design a poster that shows a variety of sources for reliable information about drugs. Part A: Poster Part B: Self-assessment		<ul style="list-style-type: none"> Assessment task: <i>Production</i> Resource sheet: <i>Poster layout</i> Resource sheet: <i>Self-assessment</i> Resource sheet: <i>Knowledge is power</i> 	55 54 56 52

Teacher notes: Beliefs, attitudes and values

The information and activities are designed to cover the following content from Unit PAHEA:

Personal beliefs, attitudes and values influence health behaviour

- examples of belief, attitudes and values
- differences in beliefs, attitudes and values of self and others
- importance of personal values
- where values come from e.g. home, school.

Social and cultural norms and expectations influence on health behaviours

- examples of social and cultural norms
- differences in social and cultural norms.

What is values education?

Values education provides a process whereby students can begin to understand what they value and why. Exploring attitudes and values enables student to gain insight into those beliefs that influence their own and other's decisions and behaviour.

Developing positive attitudes and behaviours

The following activities are designed to develop attitudes and values consistent with a safe and healthy lifestyle within an alcohol and other drug context. Students are provided with opportunities to develop an understanding of the benefits of taking a harm reduction approach to the use of alcohol and other drugs, and having a positive attitude towards responsible decisions and behaviours.

Alcohol and other drug issues require students to consider beliefs, values, attitudes and behaviours. The relationship between these is described below.

Beliefs...	determine values...	which underlie attitudes...	and are reflected in behaviours.
Beliefs are an underlying conviction about an issue or concept.	Values are something believed to be worthwhile.	Attitudes are feelings and inclinations towards actions, situations, people or things.	Behaviours are actions that reflect beliefs, values and attitudes.

Processing

Sessions must conclude with some processing (debriefing) or summary. Debriefing allows students to share feelings, summarise the important points learnt and personalise the issues/dilemmas to real-life situations.

Processing is essential and it is better to stop an activity in order to have a debriefing than to have students leave the session without discussing issues that arose during the activity.

Further information on values education including tips for facilitating these activities are described on page 273 of the Appendix.

Activity: Four corners

This activity will help students to:

- identify and clarify attitudes
- consider information, ideas and views of others
- share reasons for making a decision.

Resources

- Resource sheet: *Four corner signs* – one set only

How is it implemented?

1. Place a numbered sign in each corner of the room.
2. Explain to the students that there are no right or wrong answers. Everyone is entitled to their own opinions and thoughts.
3. Select a sentence stem from the examples provided.
4. Read the sentence stem and four choices to the group.
5. Students are to move to the number that best represents their opinion. In this strategy there is no 'unsure' or standing in the middle if unable to make a decision. Students must make a choice.
6. Students need to share the reason behind their choice with others in the same corner.
7. Ask for volunteers from each corner to share their thoughts with the class.
8. As a class, discuss why there are variations in students' opinions.
9. Repeat the activity using the other sentence stems.
10. It is not necessary to ask for whole class discussion on every example. Give a variety of opportunities for students to talk to one other person, a small group and the whole group.
11. Conclude with a range of the suggested processing questions or others that may have arisen in the discussion.

Variation

Teachers may choose to write topics that are specifically relevant to their students. Once students are familiar with the process of this activity they can write their own sentence stems and choices either individually or in small groups.

Activity: Four corners

On the weekend, the thing I like to do most is...

1. watch tv
2. hang out with friends
3. take my dog for a walk
4. read a book

When I feel stressed out I...

1. go for a walk or run
2. watch tv
3. talk to someone I trust
4. go to sleep

When I have a headache I...

1. lay down
2. take a tablet
3. drink some water
4. go for a walk

My idea of a good time is ...

1. going to a party
2. going to a movie with friends
3. listening to music in my room
4. reading a good book

Some people smoke cigarettes because...

1. they think it makes them look cool
2. they see people doing it in movies
3. they want to look grown up
4. their friends are smoking

Processing questions

- *Was it easy to make a choice? Why or why not?*
- *How does it feel to share your ideas with others?*
- *Why do people have different thoughts and attitudes?*
- *What influences your opinion, decision and actions?*
- *Has listening to others' opinions and thoughts influenced how you think about some of these issues? How? Why?*
- *Has this activity given you more ideas about possible choices in different situations? How? Why?*
- *Who do you think is responsible for 'your' health and safety in situations like these? Tell me why.*

Take home message

People have different attitudes, values and beliefs about many things.



Four corner signs

1

2

3

4

Activity: What do I think?

This activity will help students to:

- identify and clarify attitudes about smoking and alcohol
- consider the opinions of others
- share reasons for making decisions.

Resources

- Resource sheet: *Opinion meter* – one per student
- Paper clips – one per student

How is it implemented?

1. Give each student an opinion meter made from the Resource sheet: *Opinion meter* and a paper clip.
2. Select statements from the suggested list and read to the group. Students use the paper clip to slide along their meter to indicate opinions about each statement.
3. Give students the opportunity to share their opinion with a least one other class member. Ask for volunteers to share their opinions and reason for making that choice with the whole class.
4. Discuss each statement as a class. Provide students with the option to pass or reconsider their opinion after the discussion.

Suggested statements for smoking

Smoking is hard to quit.

Most smokers wish they had never started.

Smoking is bad for you.

Most people my age don't smoke.

I don't like being around cigarette smoke.

If you smoke when you are pregnant, you can harm the unborn baby.

Suggested statements for alcohol

Drinking alcohol is OK in small amounts.

I can have a good time without drinking alcohol.

It can be dangerous to drink alcohol if you take medication.

People who drink too much alcohol may embarrass their friends.

Most people my age don't drink alcohol.

You should never drink and drive.

5. Conclude with a range of the suggested processing questions or others that may have arisen in the discussion.

Processing questions

- *Was it easy to form an opinion? Why or why not?*
- *Did everyone have the same opinion? Why or why not?*
- *What information did you base your opinion on?*
- *How did hearing other people's opinions affect your own opinion?*

Take home message

Today we shared some of our opinions about smoking and alcohol. We listened to other people's opinions and ideas.



Opinion meter



AGREE



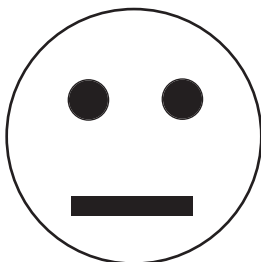
UNSURE



DISAGREE



AGREE



UNSURE



DISAGREE



AGREE



UNSURE



DISAGREE



AGREE



UNSURE



DISAGREE



AGREE



UNSURE



DISAGREE



Activity: Considering consequences

This activity will help students to:

- recognise the implications of drug use on all aspects of life not just physical health.

Resources

- Resource sheet: *Considering consequences signs* – photocopy one set
- Resource sheet: *Considering consequences* – photocopy one per student
- Resource sheet: *Considering consequences scenarios* – photocopy and cut into individual cards

How is it implemented?

1. Divide the whiteboard into four sections.
2. Place one picture from Resource sheet: *Considering consequences signs* in each section of the board.
3. Explain that the picture represents the areas of a person's life that may be affected by drug use. Explain each of the quadrants.
 - **Money and work** (livelihood) – drug use can cause problems with concentration at work or studying at school. Drug use affects the decisions people make, their attitude to work and study and their behaviour. In more extreme cases, drug use can cause people to lose their job or leave school early.
 - **Family and friends** – drug use can affect our relationships with others, causing social and emotional problems. In more extreme cases, drug use can cause the break-up of families and relationships.
 - **My health** – drug use can affect the user's health. For example, breathing difficulties and reduced sporting performance from smoking, drink driving crashes and alcohol related injuries such as falls and fights. In extreme cases, drug use can lead to overdose and death.
 - **Police and the law** – drug use can lead to arrest for underage drinking, drink driving or possession of illegal drugs and/or sell and supply of illegal drugs.
4. Read aloud each of the scenarios on Resource sheet: *Considering consequences scenarios*. Alternatively, students can be given a card each to read with a partner.
5. Ask students to determine which aspect of life would be most affected for the scenario described. Students then place the scenario card in the appropriate section of the board.
6. Ensure that the following information is covered in the activity and discussion.
 - Cannabis/marijuana use can lead to loss of motivation to do activities that are usually enjoyed. It can also lead to be left out as the person is not motivated to keep friendships.
 - Unplanned, unwanted and unsafe sex is more likely if the person is intoxicated.
 - Mixing medication and alcohol can increase negative effects.
 - Some possible side effects from large doses of caffeine include racing heart, shaky hands, dehydration and sleeplessness.
 - Getting a tattoo increases the risk of contracting a BBV (blood borne virus) or hepatitis.

Activity: Considering consequences

7. Give each student a copy of Resource sheet: *Considering consequences* to discuss with their family.
8. Conclude with a range of the suggested processing questions or others that may have arisen in the discussion.

Processing questions

- *What parts of a person's life can be affected by drug use?*
- *How does drug use affect other people i.e. the friends and family of the person using drugs?*
- *What are some of the things you need to think about before deciding to use any drug?*
- *What could someone do to make these choices less risky?*
- *Where could you go to get reliable information about alcohol and other drugs?*

Take home message

Drug use affects all areas of a person's life. Drug use affects other people as well as the person using the drug. It is very important to think about all the things that could happen before making any decision about drug use.



*Considering
consequences signs*



Money and work



Considering consequences signs



Family and friends



Considering consequences signs



My health



Considering consequences signs



Police and the law



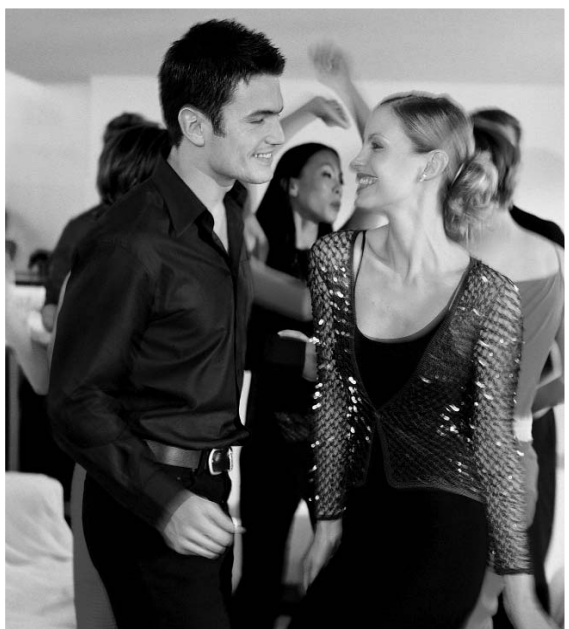
Considering consequences



Money and work



Family and friends



My health



Police and the law

Take home message

Drug use affects all areas of a person's life. Drug use affects other people as well as the person using the drug. It is very important to think about all the things that could happen before making any decision about drug use.



Considering consequences scenarios

Erin drank a lot of alcohol and had unsafe sex at a party on Saturday night.

Joel smokes cannabis and finds it hard to concentrate at school. His teacher has noticed that he is often late and he is not doing his homework.

Mai has been using cannabis for a few months. Her parents are worried about her because she has lost interest in all the activities she used to enjoy. She hardly ever goes out anymore.

Tilly is always borrowing money from friends. She spends all her money on alcohol. She doesn't have enough money to go out on the weekends and none of her friends want to lend her anymore money.

Jeremy has been smoking dope every day. He forgets to meet his girlfriend at the movies.

Amy's mother has found some pills in her bedroom.

Cameron has been sick for a few days. On Friday night he takes some cold and flu tablets and then he drinks alcohol while out with friends.

Police have caught Jake selling marijuana. He has to go to court next week.

Georgia has been smoking cigarettes every day for about a year. She has had a cold for a few weeks and just can't get rid of her cough.

After drinking alcohol at a party, Daniel crashes his car on the way home. He's okay, but his mate is still in hospital.

Rachel has taken some pills given to her by the cousin of her best friend. She has collapsed on the dance floor and is now unconscious.

The morning after a huge party Jacob wakes up to find a tattoo on his body. He regrets getting the tattoo.

Kristie is studying for exams. To keep awake she has been drinking a lot of coffee and energy drinks. She has noticed that her hands feel shaky and her heart is racing.

Nick is often late for work. He spends most of his weekend partying.

Activity: Cannabis – what’s the go?

This activity will help students to:

- identify short term and long term effects of cannabis.

Resources

- Resource sheet: *Body map* – A3 size, enough for number of groups
- Resource sheet: *Body map cards* – one set per group
- Glue
- Scissors

How is it implemented?

1. Introduce the Resource sheet: *Body map* and monitor student understanding based on their responses to each of the headings on the map (other effects, effects on the body, reasons for use, other names, effects on family and friends). Provide examples of each by choosing an appropriate card for each heading from the Resource sheet: *Body map cards*.
2. Place students in groups of three or four. Give each group an A3 copy of the Resource sheet: *Body map* and a set of Resource sheet: *Body map cards*.
3. Students discuss and decide under which heading (on Resource sheet: *Body map*) each of the cards should be glued.
4. Students may add their own information to the body map.
5. Each group summarises information and reports to the whole group. If students have added their own information to the body map, ensure that the information is accurate and discuss any myths about cannabis.
6. Conclude with a range of the suggested processing questions or others that may have arisen in the discussion.

Variation

The body map can be drawn onto butcher’s paper and the activity done as a whole class.

Processing questions

- *What was one new thing you learnt during this activity?*
- *Were you surprised at anything you learnt? Why?*
- *How might this information help you to make a decision about cannabis?*

Take home message

Cannabis has many short and long term effects on the body. It’s helpful to know all the things that cannabis could do to the body before making any decisions about cannabis use.



Body map

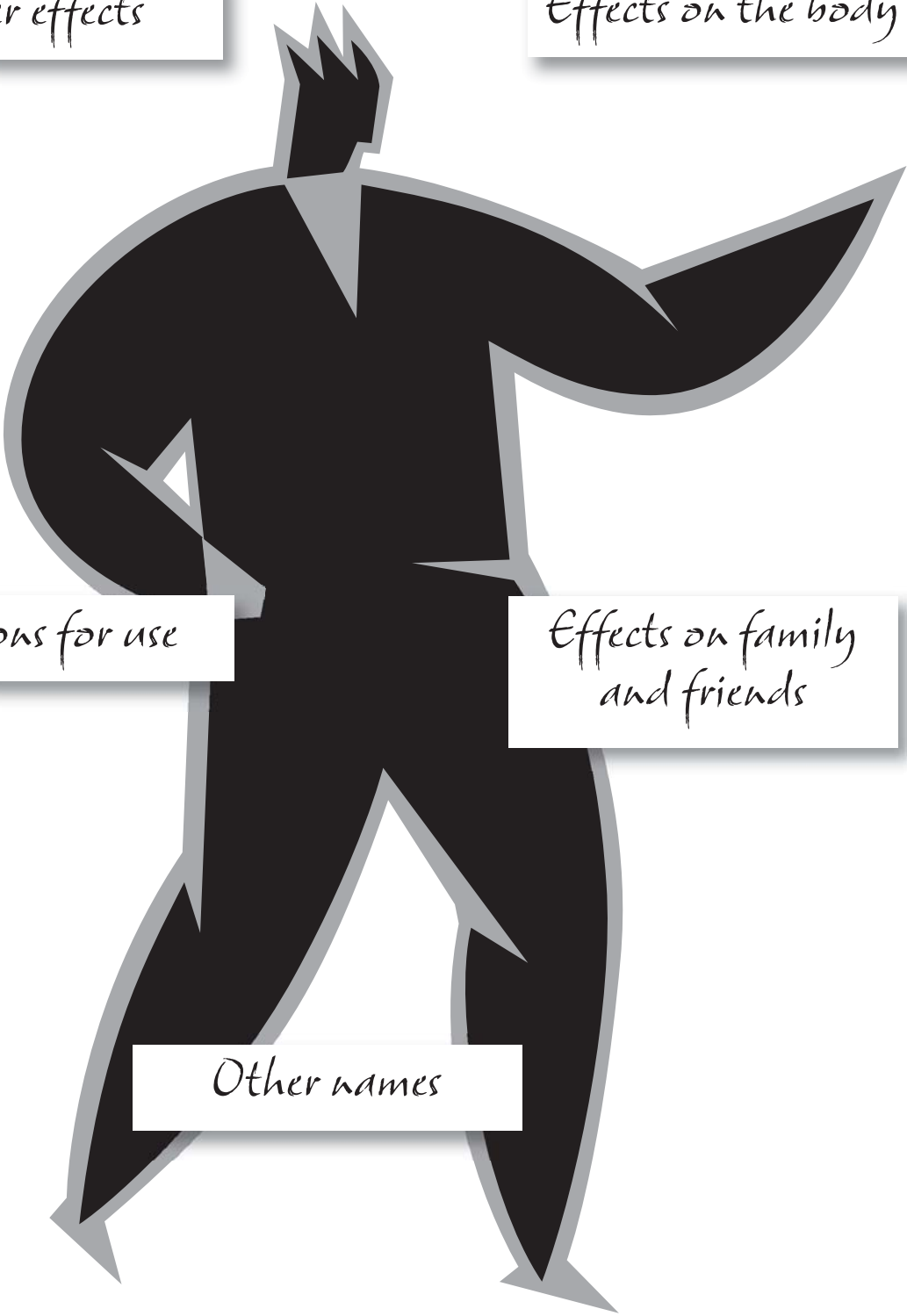
Other effects

Effects on the body

Reasons for use

*Effects on family
and friends*

Other names





Body map cards

to feel good

to have fun

having the
giggles

to relax

to feel confident

headaches

to rebel

to say you
have tried it

breathing problems

peer pressure

red eyes

dizziness

to experiment

dependency

feeling hungry

to escape
everyday life

getting high

imagining things

boredom

being stoned

seeing things that
aren't there

parents use

memory loss

losing balance

friend's use

smelly hair
and breath

unmotivated



Body map cards

pregnancy problems	fights with family	grass
health problems	fights with friends	marijuana
unwanted sex	money problems	Mary Jane
unprotected sex	green	stash
accidents	pot	dope
cancer of the mouth	ganja	weed
cancer of the tongue	smoke	gunga
cancer of the lungs	joint	yarnie
problems with the law	mull	bud

Teacher notes: Decision-making

The information and activities are designed to cover the following content from Unit PAHEA:

Self-management skills

- decision-making based on positive and negative examples
- simple decision-making processes.

What is decision-making?

Being able to make informed decisions by considering the positive and negative consequences of actions and selecting the most appropriate option is an important skill for maintaining personal health and safety. Decision-making learning experiences provide the opportunity for students to examine alternatives, record and analyse information, use different decision-making models, select a course of action and reflect on the consequences of their actions.

Young people will need to make many decisions about their own and others' safety. In social situations, these decisions will often be made more complex because of the impact of influences such as peers and the use of alcohol and other drugs. Equipped with relevant facts and positive attitudes, young people are more likely to make informed and safer decisions about their behaviour.

In order to make informed decisions, young people need to know how a decision is made and be provided with opportunities to practise the decision-making process. The process involves stating the problem or issue, gathering the necessary information, examining the options, considering the consequences of each option and finally deciding and evaluating the decision.

Self-efficacy will impact the decisions young people make, their ability to communicate assertively and their beliefs and attitudes. A young person with a strong sense of self-worth and self-efficacy is more likely to value safety and make decisions that will promote safety for themselves and others. They are also more likely to be able to communicate their decision or opinion assertively when negotiating with family and peers.

The decision-making process

- **Define the problem** – identify the decision to be made in the particular situation.
- **Gather the necessary information** – identify who and what are contributing to potential risk and the effects of risk taking on individuals.
- **Examine all possible options** – identify a range of alternative actions in a situation.
- **Consider the consequences/risks and benefits of each option** – evaluate options according to the outcome sought. This involves predicting and reflecting on the impact of decisions on oneself, others and wider community, and identifying 'safety nets' and harm reduction strategies.
- **Decide and communicate the decision** – identify strategies for communicating the decision and dealing with negative peer (or other) influence (e.g. humour, assertiveness or redirection).
- **Evaluate the outcome of the decision upon self and others** – evaluate the decision.

Facilitating decision-making

As a facilitator in decision-making explain to students that:

- they need to collect accurate information from many sources to inform their decision
- they need to identify their feelings and values as these can influence options and choices
- there is the potential for a decision to have positive and negative outcomes and that predicting outcomes is not always easy
- they are responsible for their actions.

Activity: Where's the emergency?

This activity will help students to:

- predict problems and identify an emergency situation
- explore strategies for coping in an emergency.

Resources

- Resource sheet: *Emergency cards* – one set
- Resource sheet: *Emergency scenarios* – one set for the class (or one set per pair)
- Resource sheet: *Emergency!* – one per student

How is it implemented?

1. Pin up the two cards marked 'emergency' and 'problem'. Discuss these terms.
2. Students can either work as a whole group with the teacher reading out aloud each of the scenarios or students could work with a partner and a scenario card.
3. Students discuss each scenario and decide if it's an emergency or a problem. Reasons for making this decision should be shared.
4. Place the card under the sign that reflects students' decisions.
5. For each scenario, discuss with the students what they could do to problem solve or seek help.
6. Students brainstorm 'what to do in an emergency'. The Resource sheet: *Emergency!* may assist this discussion and can be sent home for students to discuss with their family.

Ensure that the following information is covered in the activity and discussion.

- Emphasise the difference between a problem and an emergency.
- The two main reasons why young people don't call an ambulance are because they:
 - believe the police will be called, particularly if drugs or alcohol are involved
 - think they will have to pay for the ambulance.
- It is vital that students understand that police are not called to drug-related emergencies unless someone dies or there is violence that is preventing the ambulance officers from assisting their patient.
- The cost of the ambulance is covered by the patient not the caller.
- A person is unconscious if they can't be woken up. They require immediate medical assistance.
- Stress the importance of telling ambulance officers if a person has taken a drug and that the police won't be called. The ambulance officers need accurate information to assist the person in danger.
- The phone number for emergencies is 000.
- Make sure students know that they need to tell the operator the exact location (address) of the emergency when they contact 000.
- Identify people that can help students in situations similar to those described on the scenario cards.

Activity: Where's the emergency?

7. Students role-play each scenario and show what they could do in each situation.
8. Conclude with a range of the suggested processing questions or others that may have arisen in the discussion.

Processing questions

- *Who can help you in an emergency situation?*
- *Who could help you to work out a problem?*
- *Why is it important to get help from a trusted adult?*
- *What are some of the reasons why a person may not call an ambulance in an emergency?*
- *If you call an ambulance, what information would you need to know?*

Take home message

Call 000 in case of an emergency. The police won't be called even if alcohol or drugs are involved. You won't have to pay for the ambulance. If someone is unconscious (can't be woken) you need to call an ambulance immediately.



Emergency cards

Emergency

Problem



Emergency scenarios

Your friend has been drinking alcohol at a party. They fall asleep on the floor and you can't wake them up.

It's getting dark and it's time to feed your dog. You've been calling and calling but your dog has not come home.

You are at the shopping centre with your friends and you see someone who seems to be breathing in a funny way. They are sitting on the ground, their face is blue and their head is slumped forward.

You arrive home and see your Mum sitting in the corner with an empty bottle of alcohol. She seems to be asleep but you are not sure.

You are at the beach with some friends. One of them has been drinking alcohol and is lying face down in the sand. She is breathing, but you can't make her answer you.

You are at a party with some friends. Your friend is acting strangely, like he is in a dream. He tells you that another friend gave him some tablets that they said would 'make him feel happy.'

Your friend comes up to you at school and tells you her boyfriend dumped her last night. She can't stop crying.

You see two boys at the park. They have beers in their hands and are shouting at one another and throwing punches.

Your older brother is picking you up from school. When he arrives he looks sleepy and is talking very slowly. You notice some empty bottles of alcohol on the floor of the car.

You have just got a job after school. On your third day you are running very late and you get to the bus stop just in time to see the bus leaving.

You're at a concert. Someone from school offers you two tablets.

Your friend has been behaving differently all night, she has been flirting with lots of people at the party. You notice her going into a bedroom with a person she has just met.



Emergency!

In an emergency, I must get help from a trusted adult.



I know how to call for an ambulance.

St John Ambulance, Western Australia says: *'Stay focused. Stay relevant. Stay on the line.'*



Call 000

Tell the operator:

- I need an ambulance
- my name
- address of the emergency
- what has happened
- who is injured or unconscious.

Take home message

If someone is unconscious (can't be woken up) or seriously injured it is very important to call an ambulance.

Dial 000 in case of an emergency. The police won't be called even if alcohol or drugs are involved. You won't have to pay for the ambulance.

Teacher notes: Effective communication

The information and activities are designed to cover the following content from Unit PAHEA:

Interpersonal skills

- examples of beliefs, attitudes and values
- differences in beliefs, attitudes and values of self and others
- importance of personal values
- where values come from e.g. home, school, media, friends.

Communication

Communication is the process of sending and receiving messages, either verbally or non verbally, between people. As this is a dynamic process, it will affect the relationships that exist between people communicating with each other. Developing effective communication skills cannot be left to chance. It requires structured learning experiences that provide opportunities to observe and practise these skills, as well as provide and receive constructive feedback from others.

Effective communication:

- enhances personal relationships and self esteem
- is necessary to discuss in an open, honest and non-threatening way
- enhances a supportive and accepting learning environment
- enables students to become aware of a wider range of ideas and values relating to issues and assists them to make informed decisions.
- is two way and involves both speaking and listening skills
- recognises the importance of body language in conveying a message
- 7% of our message is communicated through words
- 38% of our message comes from vocal intonation
- 55% of our message comes from our body language
- is being 100% when communicating i.e. saying, sounding and looking the message
- utilises a variety of styles including assertive, passive and aggressive
- is a skill that can be taught and learnt.

The role of the facilitator is to:

- model effective communication
- provide activities that allow practice in active and reflective listening
- highlight the importance and use of non verbal communication
- identify possible barriers to communication.

Active listening

People spend at least 50% of their communication time as a listener. However most only remember 50% of what they hear and only 50% of this (25% of the whole communication) eight hours later.

Active listening involves the listener providing the speaker with feedback to check on the accuracy of what has been heard i.e. attending, following, reflecting.

Activity: Sounds like....

This activity will help students to:

- identify the characteristics of different communication styles.

Resources

- Resource sheet: *Communication styles* – one per student
- Resource sheet: *Y chart* – one per student
- Media examples of communication styles

How is it implemented?

1. Use a media stimulus (e.g. newspaper, magazine, or TV show) to demonstrate examples of assertive, passive and aggressive communication. Discuss the characteristics of each style of communication.
2. In groups of three or four, students choose one communication style (i.e. assertive, aggressive, passive) and complete the Y chart resource sheet to identify what the style 'looks like', 'sounds like' and 'feels like'. Students write, draw pictures or use magazine pictures to record their ideas. Share responses with the whole class.
3. Identify the benefits of assertive communication. Discuss in what circumstances it is best to use assertive communication.
4. Conclude with a range of the suggested processing questions or others that may have arisen in the discussion.

Processing questions

- *Do people always use the same communication style in every situation?*
- *What may influence someone's choice of communication style?*
- *What are some of the benefits of being assertive?*
- *Can you think of a situation when it may be appropriate to use an aggressive style of communication? Why?*
- *Are there any situations where it may be appropriate to use a passive style of communication?*

Take home message

People use different ways to communicate. It's important to think about the way we speak and act in different situations.



Communication styles

Communication is the process of sending and receiving messages either verbally or non-verbally. Verbal communication can be categorised into three types - aggressive, passive and assertive.

Remember communication is made up of:

**7% words 38% tone
55% body language.**

It matters not so much what you say as it does how you say it.

So make sure you are always 100% there.

AGGRESSIVE

PASSIVE

ASSERTIVE

What you might hear

'I don't know why you can't see that this is the right way to do it.'

'It's going to be my way or not at all.'

'You're just stupid if you think that will work.'

'That kind of logic will sink the company.'

'Who cares what you feel. We're talking about making things work here.'

'I just don't know.'

'Alright, whatever you think.'

'You have more experience than I do. You decide.'

'I'll go along with whatever the group decides.'

'I don't care. It doesn't matter to me.'

'My opinion won't make a difference.'

'So what you're saying is...'

'I can see that this is important to you and it is also important to me. Perhaps we can talk more respectfully and try to solve the problem.'

'I think... I feel... I believe that...'

'I would appreciate it if you...'

'We would both feel better about this if ...'

People may use this style of communication to:

- dominate or humiliate
- avoid being dominated or humiliated by others
- express feelings of anger or superiority
- achieve what they want although it may be followed by feelings of guilt and embarrassment.

- avoid upsetting or hurting others
- avoid expressing their opinion
- please others and keep them on side
- avoid an unpleasant situation or decision.

- express their view in a considerate, thoughtful, direct and appropriate way
- reflect the rights, feelings and needs of others
- be confident and feel good about themselves
- lead to getting what they want while others get what they want
- be respected and appreciated by others
- develop strong and respectful relationships

Win-lose situation

Lose-win situation

Win-win situation

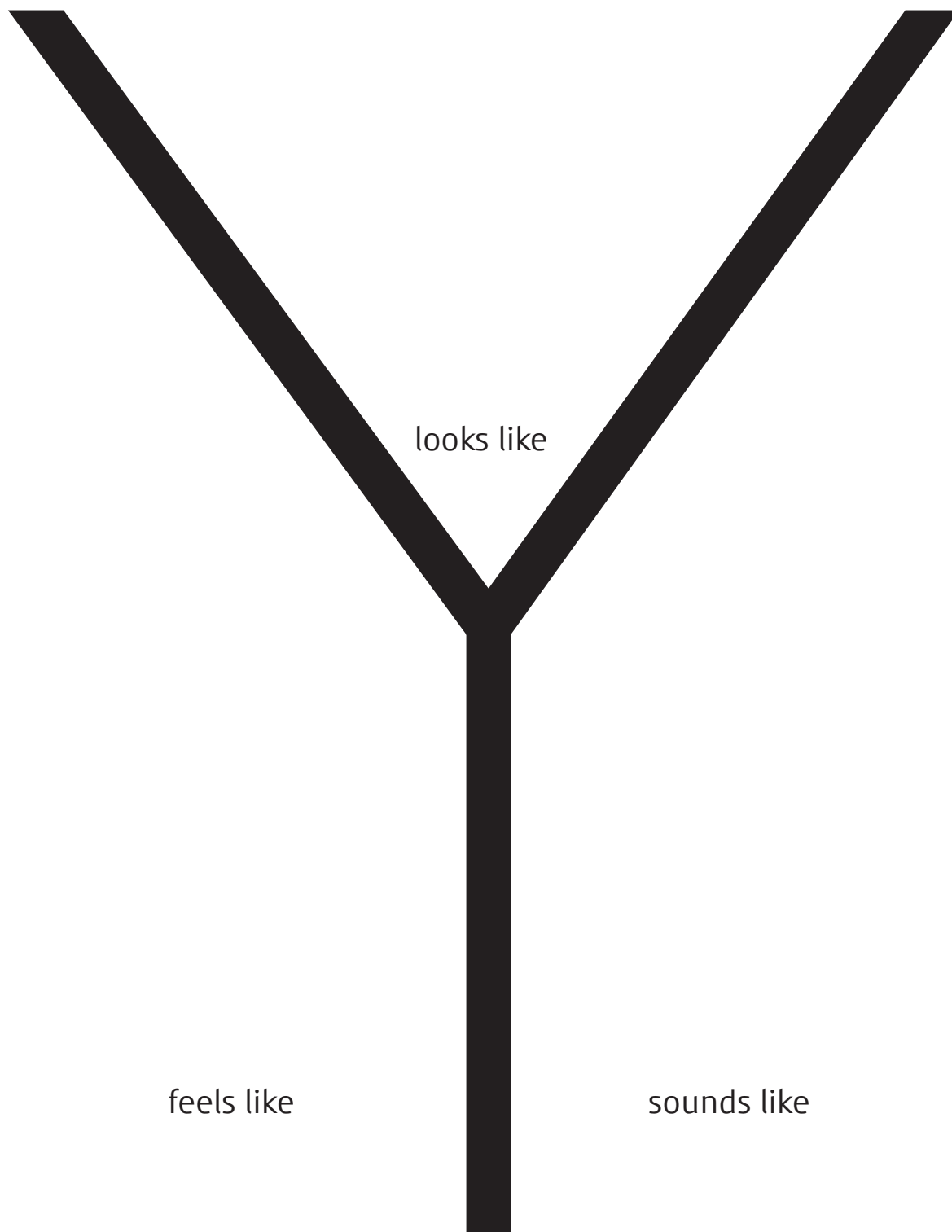
Assertive communication and being 100% – questions to ask yourself.

When I am communicating in a situation do I...

- look confident?
- use a firm and clear voice?
- keep eye contact?
- use assertive body language?
- express a message that is what I really mean?
- respond convincingly?
- look and feel calm and relaxed?



Y chart



Take home message

People use different ways to communicate. It's important to think about the way we speak and act in different situations.

Activity: Being 100%

This activity will help students to:

- identify the verbal and non verbal characteristics of different communication styles
- practise verbal and non verbal communication.

Resources

- Resource sheet: *Communication styles* (page 48) – one per student

How is it implemented?

Note: This activity requires students to have participated in *Sounds like...* (page 47).

1. Review the characteristics of different communication styles discussed in the previous activity *Sounds like...*
2. Focus the students on 'being 100%' by reviewing the Resource sheet: *Communication styles*. Discuss the importance of body language matching words and tone (i.e. being 100% when communicating assertively).
3. Link the being 100% message with assertive communication by white boarding the following information.
 - When I am assertive, I...
 - stand tall
 - say what I think
 - make eye contact
 - reply firmly
 - treat myself and others with respect
 - look and feel 100%.
4. With a partner, students practise saying 'no' in an assertive manner to the offer of an alcoholic drink.
5. Students brainstorm possible situations involving alcohol or drugs that would require assertive communication.
6. Students choose one of the generated situations to role-play. The role-play should show how they would respond assertively in the scenario.
7. Identify the benefits of assertive communication. Discuss in what circumstances it is best to use assertive communication and why.
8. Conclude with a range of the suggested processing questions or others that may have arisen in the discussion.

Processing questions

- *Have you ever behaved assertively? How did it work out? How would a passive response have worked out? An aggressive response?*
- *Have you ever stood up for yourself or a friend? How did it feel?*
- *Are you currently facing a situation where you need to act assertively? What will you do?*

Take home message

Being assertive means standing tall, making eye contact, replying firmly and treating yourself and others with respect.

Activity: Knowledge is power

This activity will help students to:

- recognise that gathering information is vital when making decisions
- recognise that some sources of information are more reliable than others
- determine which sources of information are reliable when seeking information about drugs.

Resources

- Resource sheet: *Knowledge is power* – one per student and an A3 copy

How is it implemented?

1. Students imagine that an alien, who has arrived from outer space, wants to know about drugs. Brainstorm a list of questions the alien might ask using ecstasy as an example. These could include: *How do you take it? What will it do to you? How will you feel? Is it legal?* etc. (Using an 'alien' in this way acts as a one-step-removed strategy and allows students to demonstrate their knowledge or lack of it without embarrassment.)
2. Record the questions on the whiteboard and talk with students to see which of the questions they can answer. Sort the questions into 'those we can answer' and 'those we can't answer'.
3. Discuss with students why it is important to use information about drugs from reliable sources.
4. Students identify where they might go for reliable information on alcohol and other drugs. Hand out Resource sheet: *Knowledge is power* and discuss with students each of the 'sources' listed to determine whether they would be reliable in terms of supplying correct answers. Students cross through unreliable sources and circle those which are reliable.
5. Display the A3 version of Resource sheet: *Knowledge is power* in the classroom. Students can add names of other people and organisations that may assist with reliable drug information. Refer to the Appendix: Background information page 269 for a list.
6. Students take home Resource sheet: *Knowledge is power* for discussion with their family.
7. Conclude with a range of the suggested processing questions or others that may have arisen in the discussion.

Processing questions

- *Why is it important to gather information before making decisions about drugs?*
- *What makes some sources of information more reliable than others?*
- *What questions would be important to ask when you want to decide if information is reliable?*
- *What are three reliable sources you could use?*

Take home message

Getting reliable information is really important before making any decisions about drugs. We talked about where to go for reliable information.



Knowledge is
power

Which of these are reliable sources of information about drugs?

These are people I can go to for reliable information:



Doctor



Helpline



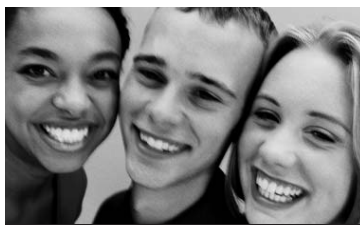
Magazines



Rumours at lunchtimes



Radio



Mates



Teacher



Television



Internet



Trusted adult

Take home message

Getting reliable information is really important before making any decisions about drugs. We talked about where to go for reliable information.

Activity: Design it

This activity will help students to:

- revise sources of reliable information
- identify important aspects of designing a poster to communicate information.

Resources

- Examples of posters
- Resource sheet: *Poster layout* – one per student
- Assessment task: *Production* – one per student
- Large sheets of paper – one per student

How is it implemented?

1. Show examples of posters to illustrate and discuss the layout style and readability. Highlight to students the need to ensure that they:
 - logically sequence material
 - organise material into different sections
 - number sections to make the flow obvious
 - arrange material into columns to make it easier to read.
2. Provide students with a copy of the Resource sheet: *Poster layout* to provide a guide.
3. Outline different methods for researching information and finding appropriate images (i.e. photographs taken by students or images from magazine or other sources).
4. Provide students with a copy of the Assessment task: *Production* including due dates and the marking key.

Processing questions

- *What should a poster do?* (Review step 1 of this activity.)
- *What important information needs to be included on your poster?*
- *Where will you get some reliable information about drugs for your poster?*



Poster layout

Poster title

Author's name and any additional information

Text or picture

Text or picture

Text or picture

Text or picture

Text or picture

Text or picture

Take home message

Research is important to find reliable information about alcohol and other drugs.



Type of assessment

Production

Students explore ideas and control and manage the processes of the task.

At the end of the unit you will be required to demonstrate how you would apply your knowledge to research reliable sources of information about alcohol and other drugs. The activity will provide the opportunity for you to demonstrate your understanding of a production type assessment.

This assessment task is worth 40 marks.

Outcomes: Outcome 1: Knowledge and understandings; Outcome 4: Health inquiry.

Content: Health concepts; Health skills and processes.

Context: Alcohol and other drugs: Sources of reliable information.

Task: Design a poster that shows a variety of sources for reliable information about drugs.

Part A: Poster

Part B: Self-assessment

Part A: Poster**What you need to do**

1. Research where to get reliable information about drugs by completing the Resource sheet: *Knowledge is power*, the class discussion and your own investigation.
2. Collect photographs and other pictures to go with the words on your poster.
3. Using the Resource sheet: *Poster layout*, design a poster that will tell other young people where to find reliable information about alcohol and other drugs.

Part B: Self-assessment**What you need to do**

1. Complete the Resource sheet: *Self-assessment*.

You need to submit:	Due date	Completed	Not completed
1. Poster			
2. Self-assessment			



Self-assessment

Name: _____

	★ Needs work	★★ Good	★★★ Fantastic
Layout of my poster is easy to follow.			
Words and pictures tell a story.			
My poster is attractive.			



I did not do this very well and I found it hard.



I did this quite well but found some things hard.



I did well and I found things easy and enjoyable.

Student comments:

Teacher feedback:
