

Unit PBHEA: Healthy lifestyles

The focus for Health Studies Course Unit PBHEA is **healthy lifestyles**.

This unit explores aspects of a healthy lifestyle, and the actions necessary for supporting and improving personal health. Opportunities are provided for identifying information, procedures, people and products for meeting personal health needs. The unit reflects on differences in personal attitudes and values in health, and the influence of attitudes and values on health behaviour.

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

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

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	
Health concepts	Attitudinal and environmental influences over health	PAHEA Basic personal health concepts	PBHEA Healthy lifestyles
	An holistic/ social view of health	<ul style="list-style-type: none"> aspects of health e.g. physical, social and emotional what it means to be healthy. 	<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 health safety awareness in different environments e.g. home, school. 	<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"> simple actions that support and improve personal health actions for seeking healthy places and avoiding unhealthy places healthy actions in different places e.g. home, school, local park, shopping centres. 	<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"> people who can meet health needs situations when it is necessary to seek help from others support networks e.g. family and friends. 	<ul style="list-style-type: none"> information, people, products and services that meet health needs appropriate procedures to meet personal health needs.
	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 values come from e.g. home, school. 	<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"> examples of social and cultural norms differences in social and cultural norms. 	<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"> • basic self-management skills to express feelings • decision-making based on positive and negative examples • simple decision-making processes. 	<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"> • basic verbal and non-verbal skills to communicate clearly and accurately during interactions with familiar people e.g. family and friends • when it is appropriate to pass on personal information • cooperation skills e.g. sharing, turn-taking. 	<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 • location and choice of accurate and reliable sources of information • communication of information from trusted sources. 	<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 activities in this support material are to be delivered using a party scene storyboard. A set of six pictures showing the party scene are provided on individual resource sheets (pages 62 to 67). An overview of the storyboard is given on Resource sheet: *What's the story?* (page 69). The four characters Nick, Tina, Chris and Lee, who appear in each of the storyboard pictures, are described on Resource sheet: *Meet the people* (page 68).

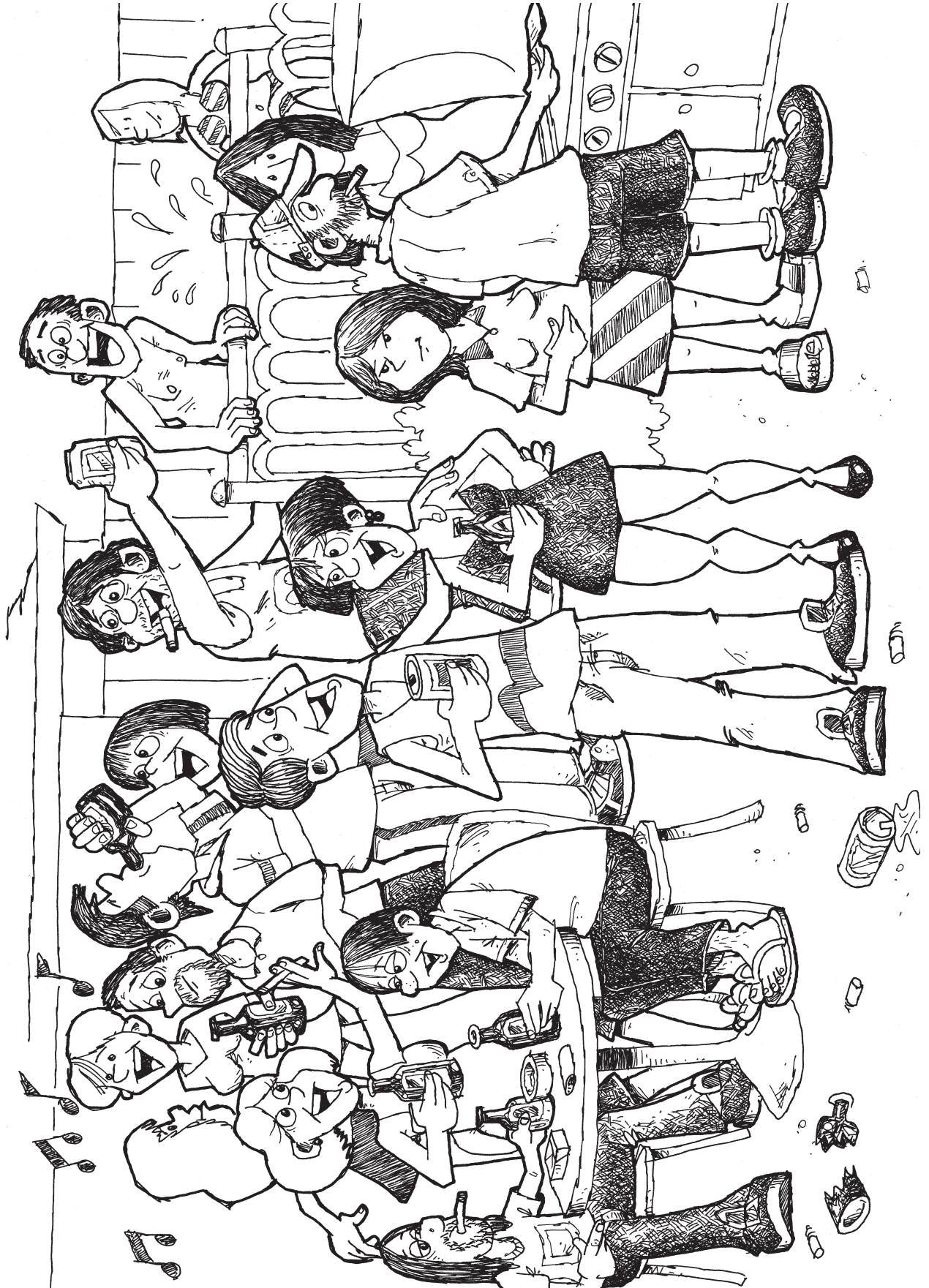
The following table shows the links of the specific content areas to the content organisers, the suggested activities and strategies, and the assessment tasks covered in this unit. Note: This unit does not include Teacher notes. Information on facilitating values education activities is described on page 273 of the Appendix.

	Content area	Suggested activities	Resources	Page
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. 	Activity: What helps keep us safe? Identifies potential risks and hazards in a party situation and ways of staying safer.	<ul style="list-style-type: none"> Activity sheet: <i>What helps keep us safe?</i> Resource sheet: <i>Picture A, B, C, D, E and F</i> Resource sheet: <i>Meet the people</i> Resource sheet: <i>What's the story?</i> Resource sheet: <i>Danger!</i> 	70 62-67 68 69 71
	Health principles, frameworks, model and theories <ul style="list-style-type: none"> awareness of safety for self and others safety awareness in the community. 	Activity: Drugs – a complex issue Identifies the potential dangers of using drugs individually and with others (poly-drug use) while providing normative statistics about the use of cannabis by young people in Australia.	<ul style="list-style-type: none"> Activity sheet: <i>Drugs – a complex issue</i> Resource sheet: <i>Picture A, B, C, D, E and F</i> Resource sheet: <i>What's the story?</i> Resource sheet: <i>Drug or something else?</i> Resource sheet: <i>Mixing drugs – not a good idea!</i> Resource sheet: <i>How many young people really use cannabis?</i> A3 paper 	72 62-67 69 74 75 76
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. 	Note: Attitudes and values are embedded in each of the activities based around the storyboard and therefore, there are no suggested activities listed for this content organiser. Teachers need to be aware of the underlying principles of facilitating values education for all of the activities.		
	Social and cultural norms and expectations influence on health behaviours <ul style="list-style-type: none"> importance of common social and cultural norms. 	Activity: What are the choices? Focuses on identifying and practising assertive communication skills and recognising that choices and decisions are affected by how people think and feel.	<ul style="list-style-type: none"> Activity sheet: <i>What are the choices?</i> Resource sheet: <i>Picture A,B,C,D E and F</i> Resource sheet: <i>What's the story?</i> Resource sheet: <i>I feel, I think, I can</i> 	83 62-67 68 85

Health skills and processes	Content area	Suggested activities	Resources	Page
	Self-management skills <ul style="list-style-type: none"> decisions based on positive and negative consequences short and longer term consequences of health decisions. 	Activity: What drug is that? Identifies differences between medications, legal and illegal drugs, and different names for the same drug.	<ul style="list-style-type: none"> Activity sheet: <i>What drug is that?</i> Resource sheet: <i>Picture A, B, C, D, E and F</i> Resource sheet: <i>What's the story?</i> Resource sheet: <i>What are we talking about?</i> 	77 62-67 68 79
		Activity: What to do? Explores steps in making decisions in alcohol and other drug use situations at parties and celebrations, and the related consequences of these decisions using a decision-making model.	<ul style="list-style-type: none"> Activity sheet: <i>What to do?</i> Resource sheet: <i>Picture A, B, C, D, E and F</i> Resource sheet: <i>What's the story?</i> Resource sheet: <i>How to decide</i> 	80 62-67 69 82
		Activity: What to do in an emergency Focuses on the appropriate actions to take in an alcohol and other drug related emergency using action planning and role plays as strategies.	<ul style="list-style-type: none"> Activity sheet: <i>What to do in an emergency</i> Resource sheet: <i>Picture A, B, C, D, E and F</i> Resource sheet: <i>What's the story?</i> Resource sheet: <i>Emergency!</i> (page 45 Unit PAHEA) Resource sheet: <i>Here's the plan</i> Resource sheet: <i>What's the plan?</i> 	86 62-67 69 45 88 89
	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 others in activities e.g. give and take, seeking help when necessary 	Activity: What are the choices? Focuses on identifying and practising assertive communication skills and recognising that choices and decisions are affected by how people think and feel.	<ul style="list-style-type: none"> Activity sheet: <i>What are the choices?</i> Resource sheet: <i>Picture A, B, C, D, E and F</i> Resource sheet: <i>What's the story?</i> Resource sheet: <i>I feel, I think, I can</i> 	83 62-67 68 85
Assessment: Response Task: Creating a personal action plan for an alcohol and other drug related emergency.			<ul style="list-style-type: none"> Assessment task: <i>Response</i> Resource sheet: <i>My personal plan</i> Marking key: <i>My personal plan</i> 	90 91 92

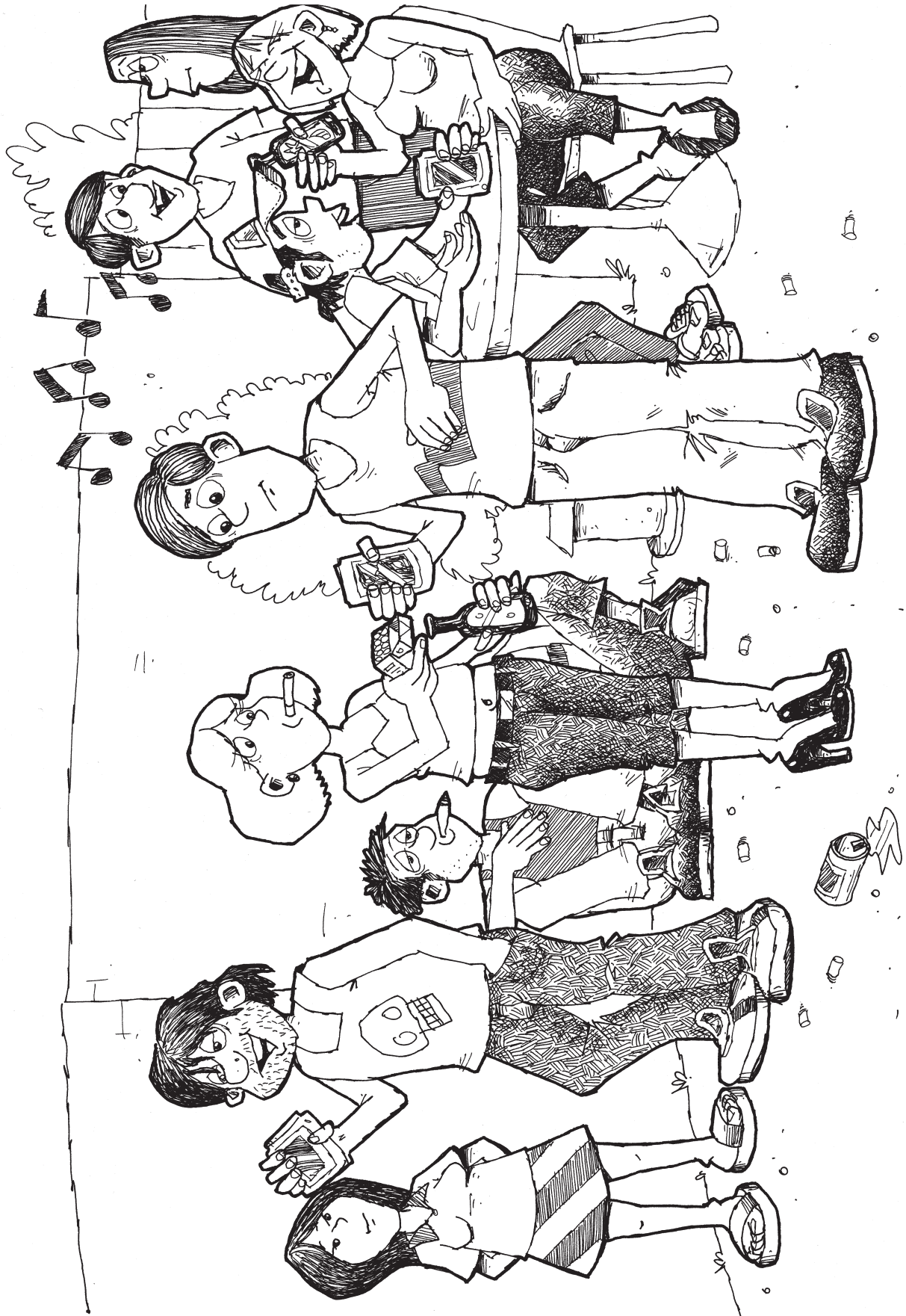


Picture A



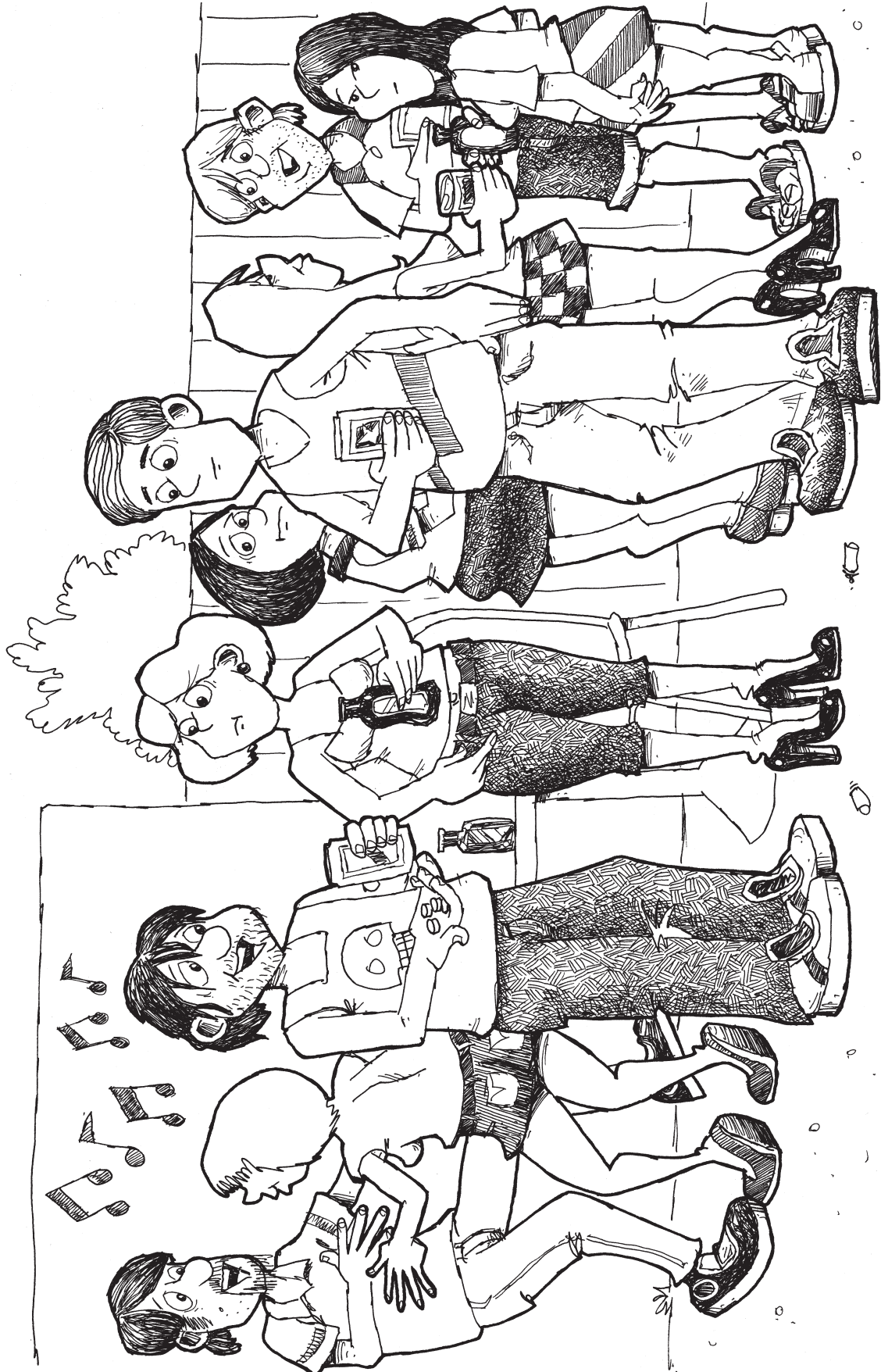


Picture B



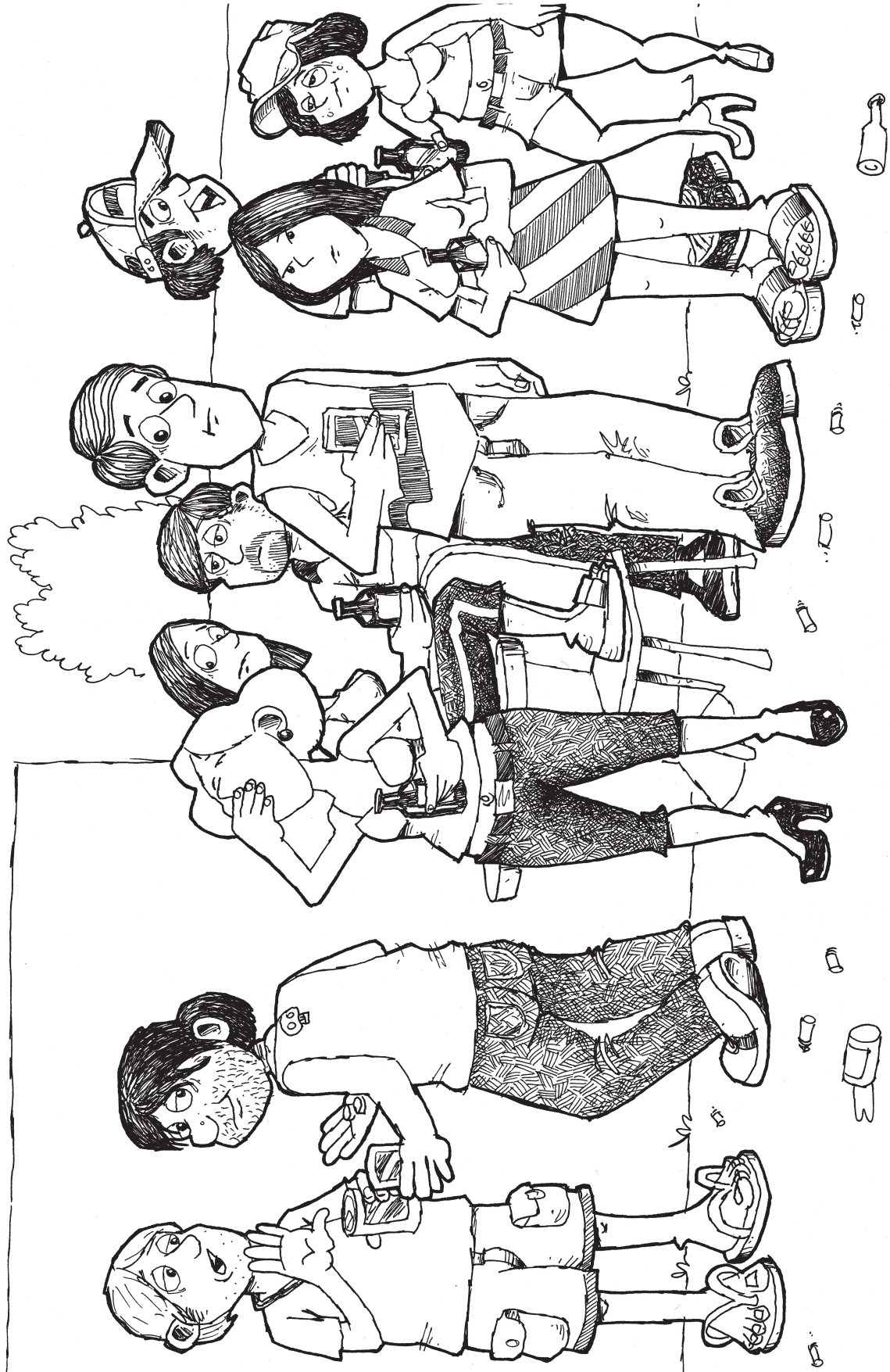


Picture C





Picture D



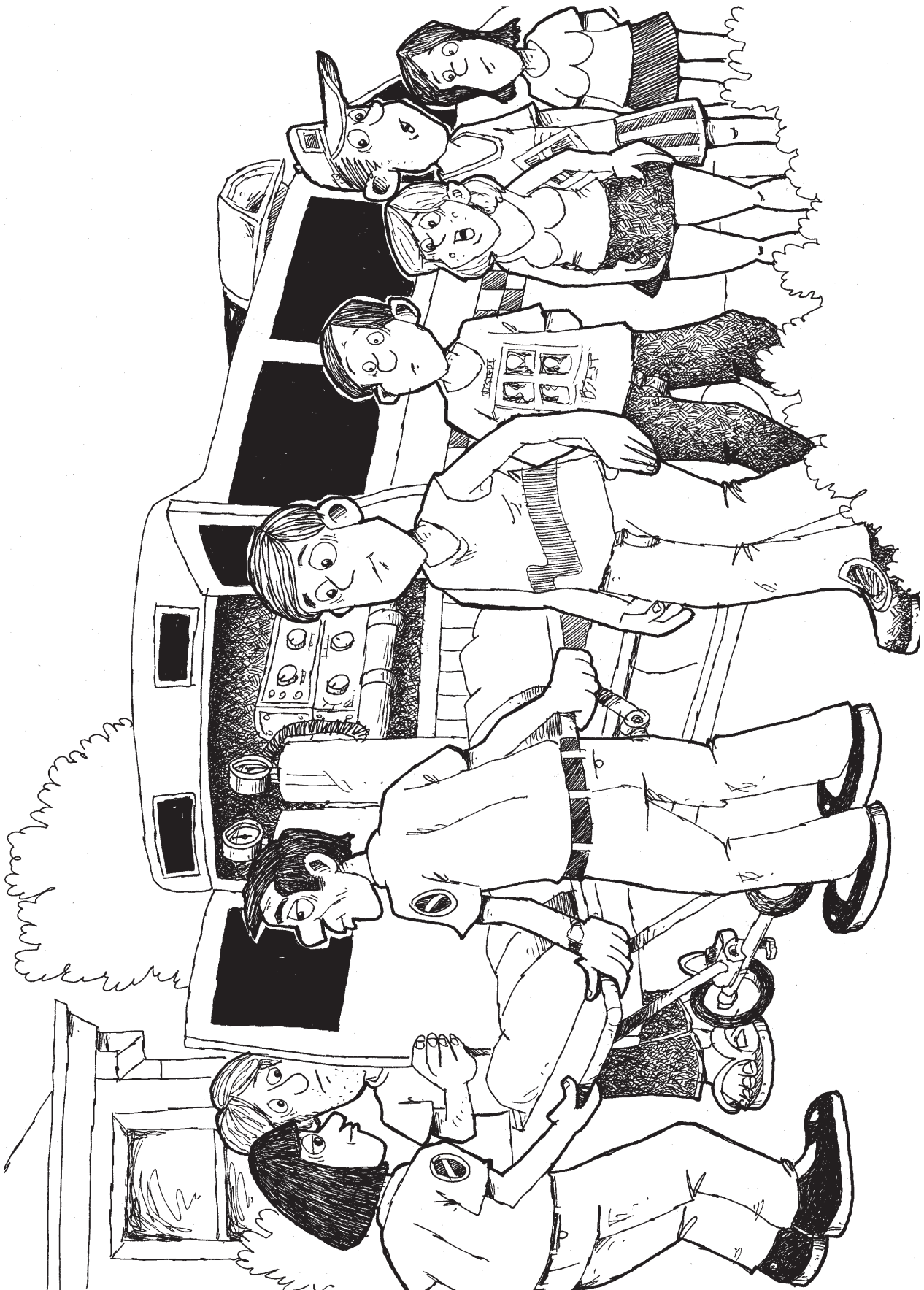


Picture €



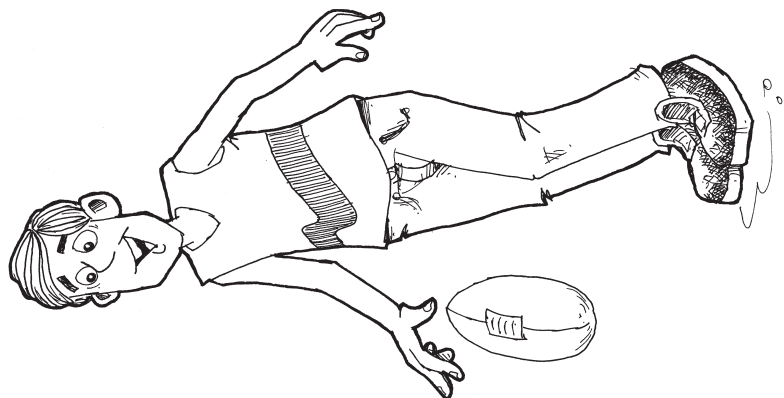


Picture F

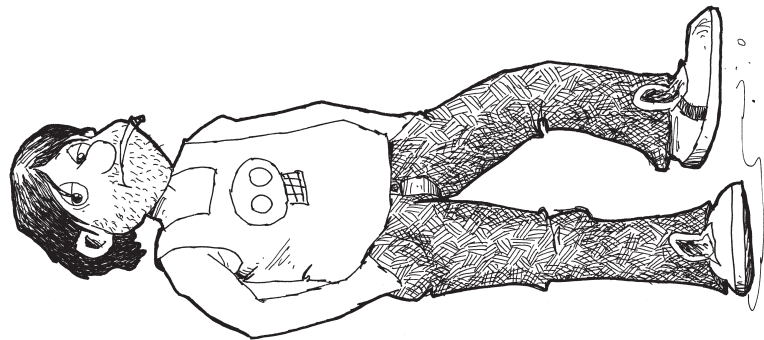




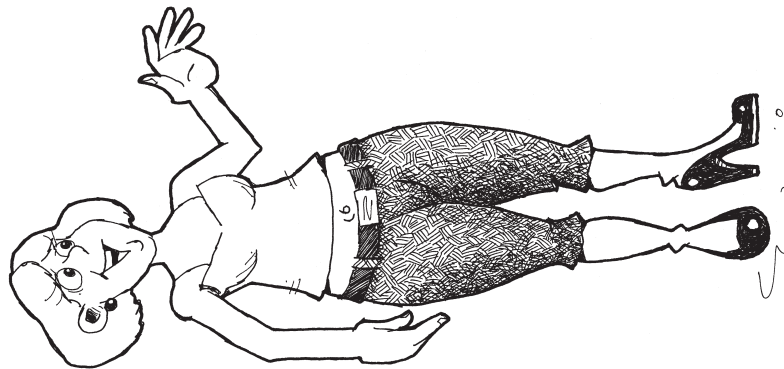
Meet the people



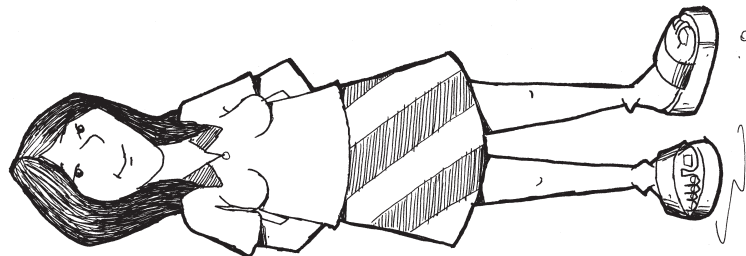
Nick – 17 year old Year 12 student. He enjoys playing sport and loves music. He has goals for his future. Nick has always lived next door to Chris. Even though Chris is 2 years older than Nick they sometimes hang out together.



Chris – is a neighbour of Nick. He's 19 and has just been put off from his apprenticeship as a builder. He's upset about losing his job and finding it difficult to get another one. He doesn't have many friends or interests but he is always ready for fun.



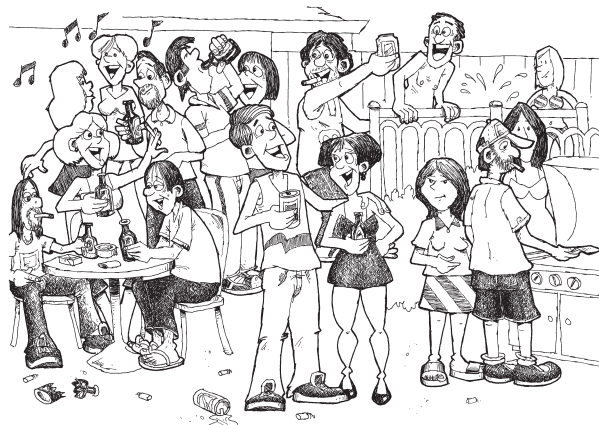
Tina – 20 year old who has just finished her beautician apprenticeship and started her first job. She enjoys a good time partying with friends. She loves to party.



Lee – has migrated from Burma with her family 6 months ago and is at the same school as Nick. She lives in the same street as Nick and Chris. English is her second language.



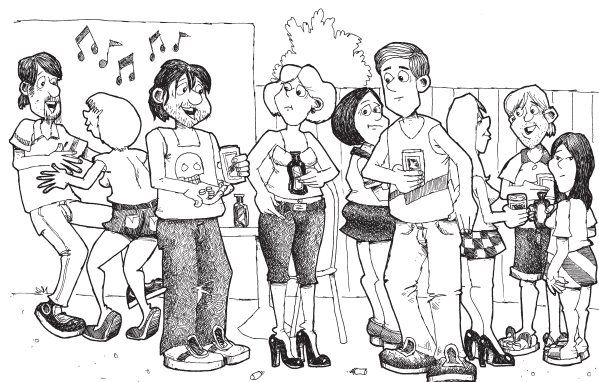
What's the story?



A



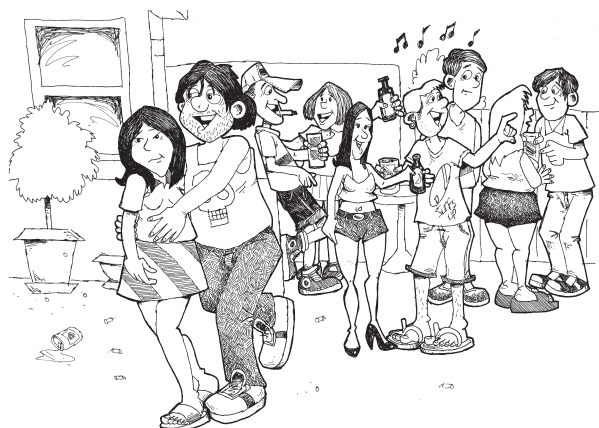
B



C



D



E



F

Activity: What helps keep us safe?

This activity will help students to:

- identify potential hazards in a party/celebration situation.
- identify ways of reducing the potential risks and harms with a view to staying safer at celebrations.

Resources

- Resource sheet: *Picture A, B, C, D, E and F* – one A3 set
- Resource sheet: *What's the story?* – one per student
- Resource sheet: *Danger!* – one per student
- Resource sheet: *Meet the people* – one per student

How is it implemented?

1. Show students all of the storyboard pictures. Give each student a copy of Resource sheet: *What's the story?* and Resource sheet: *Meet the people*. These resource sheets give an overview of the six storyboard pictures and the four main characters.
2. Focus on picture A. Ask students to describe what the young people are doing and how they might be feeling. Make sure students recognise that there is music playing and everyone looks like they are having a good time.
3. Ask students to point out the hazards they can see, such as bare feet, people drinking alcohol and smoking (could be tobacco or cannabis), people playing near the pool and barbeque and any other risks. Lead the students and offer clues if they do not identify all the hazards.
4. On a whiteboard or chart, use the table below to list the potentially dangerous, risky or hazardous behaviours or situations that have been identified. Record these in Column 1.

1. What could be dangerous?	2. What could you or someone else do to reduce the risk?
drinking out of glasses and bottles	only have cans and plastic bottles and cups

5. Brainstorm ways of reducing the risks of the dangerous behaviours or situations they have identified. Record in Column 2.
6. Students record some of the information from the whiteboard and then write three things they can do to stay safer at parties on Resource sheet: *Danger!* Suggest students take home the resource sheet to discuss with their family.
7. Conclude with a range of the suggested processing questions or others that may have arisen in the discussion.

Processing questions

- Which of these safer partying behaviours do you already do?
- What other safer behaviours can you think of?
- What are three things that you will do differently at the next party or celebration that you go to?
- Why do you think it is important to know how to keep yourself safe at parties?

Take home message

I can keep myself safe at parties.



Danger!

When we are having a good time at a party or celebration there may be dangers or hazards

What could be dangerous at this party?

drinking out of glasses and bottles

What could you or someone else do to reduce the risk?

only have cans and plastic bottles and cups

Take home message

I can do things to keep myself safer at parties.

The next party I go to I am going to:

1. _____
2. _____
3. _____

Activity: Drugs – a complex issue

This activity will help students to:

- revise the dangers of using all drugs
- identify problems with poly-drug use
- identify how many young people in Australia use cannabis.

Resources

- Resource sheet: *Picture A,B,C,D,E and F* – one A3 set
- Resource sheet: *What's the story?* – one per student
- Resource sheet: *Drug or something else?* – one per student
- Resource sheet: *Mixing drugs – not a good idea!* – one per student
- Resource sheet: *How many young people really use cannabis?* – one per student
- A3 paper – one sheet per pair

How is it implemented?

1. Revise the storyboard pictures. Ask students to share what they remember from the last activity and picture A.
2. Focus on picture B. Ask students to describe what is happening and where this could be taking place? (*A group of people are at a party with some smoking. Nick is being offered something to smoke by Tina. This could be tobacco or cannabis. Chris and Lee are in the group talking and are watching Nick.*)
3. Remind students that anything that is eaten, drunk, smoked or injected will affect them. Revise healthy behaviours (e.g. drinking lots of water, being physically active, eating a balanced diet, etc).
4. Explain that some people may choose to put things into their bodies that are called 'drugs' and these can change the way the body works. Explain that there are many things that have drugs in them.
5. Students sort the pictures on Resource sheet: *Drug or something else?* using a T chart labelled 'drug' and 'something else'. This can be done in pairs or as a whole class.
6. Discuss students' answers and correct as required.
7. Reinforce the dangers of mixing drugs (poly-drug use) whether they are legal or illegal using Resource sheet: *Mixing drugs—not a good idea!*. For more information on poly-drug use refer to the Appendix page 228.
8. Students complete the resource sheet by writing examples of each category of drug.
9. Give out Resource sheet: *How many young people really use cannabis?* Ask students to decide how many young people in Australia they think use cannabis. Explain that the number is to be out of 100 and should be represented by colouring in the faces blue.
10. Tell students that the number of students who do regularly use cannabis is 5%. (Regularly here means 'used in the last week'. Source *Use of cannabis by WA school students in 2005*, Drug and Alcohol Office, 2007.)
11. Have students put a red cross on five of the faces on the resource sheet. Discuss if students were surprised that not as many people use cannabis as they may have thought (e.g. media representations, 'everyone they know is doing it', young people may talk about it a lot).

Activity: Drugs – a complex issue

12. Ensure that the following information is covered in the activity and discussion.
 - People have to be careful with drugs.
 - Medicines are drugs and they can help people feel better, but only if taken according to directions.
 - Medicines can make people very sick if directions are not followed. This includes taking someone else's medicine as the effects on someone it is not prescribed for are unknown.
 - Caffeine is a legal drug found in coffee, tea, cola and energy drinks as well as some medicines. Caffeine can be dangerous because it makes the heart race, increases blood pressure and can cause difficulty in sleeping. People sometimes use caffeine and guarana to stay awake or give them more energy.
 - Guarana is found in drinks (especially energy drinks), chocolate bars, tablets, chewing gum and in powder form. It also has high caffeine content and is not recommended for children, diabetics or people sensitive to caffeine.
 - Many people may not be aware of the risks in overusing guarana, especially when combined with coffee. The warnings are often difficult to find on the packaging.
 - Cigarettes (tobacco) contain the drug nicotine and many other chemicals which can harm and even kill.
 - It is legal for adults (over 18) to buy alcohol and it can be used by many adults in a low risk way. It is not healthy for people under 18 years of age to use alcohol. It slows the body down and can make people feel worried, depressed, sad or very loud and over confident. People may do things they normally wouldn't and later feel sorry or ashamed for their behaviour. Alcohol can be very dangerous if used with medicines and other drugs.
 - There are other drugs that are illegal/illicit (these words mean the same thing). These can be very dangerous and include cannabis, speed, ecstasy, heroin. (Students may know these drugs by different street names. Clarify with the group.) They affect people in ways that cannot be predicted. Using them is against the law.
 - Drugs can affect the brain and the way people think and feel, the heart and breathing rate, and the way people behave.
 - People may become very loud, aggressive and violent, or depressed, sad, withdrawn and sleepy, or giggly, happy and energetic when using drugs. No one can be sure how drugs will affect a person.
 - Mixing drugs (poly-drug use) can be extremely dangerous. No one knows what will happen but the effects of the drugs can be greatly increased. This can put a body under increased stress and people may lose control, become very ill, unconscious and may even die.
 - **Most people, including most young people in Australia, do not use cannabis or other illegal drugs.**
13. Students take the completed resource sheet home to discuss with family.
14. Conclude with a range of the suggested processing questions or others that may have arisen in the discussion.

Processing questions

- *Why can it be dangerous to mix drugs?*
- *Why is it important to know different names for drugs?*
- *Why is it important for people to know the correct (proper) name for drugs and other things?*
- *Are you surprised at how many people do not use cannabis? Why or why not?*
- *Who will you tell what you have learnt today?*

Take home message

Mixing any drugs, including medicines, can be very dangerous.

*Most young people choose **not** to use cannabis or other illegal or illicit drugs.*



Drug or something else?

Draw a T chart on a piece of paper. Label one column 'drug' and the other column 'something else'. Cut out each picture. Decide if it is a drug or something else. Glue it in the right column. Explain how you decided if it was a drug.

Drug

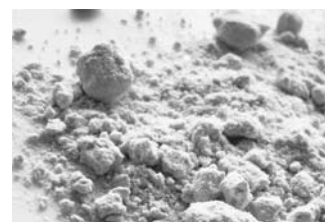
Something else



tablets



cigarette



powder



joint



alcohol



bottle of water



sandwich



capsules



apple



syringe



cake



caffeine (coffee)



can of cola

Take home messages

Mixing any drugs, including medicines, can be very dangerous.

Most young people choose **not** to use cannabis or other illegal or illicit drugs.



*Mixing drugs –
not a good idea!*

All drug use can be dangerous. Mixing drugs is very dangerous!

List two types of drugs that you have heard of under each drug category
e.g. medications, *cough mixture*, *beer*.

ALCOHOL

MEDICATIONS

TOBACCO

ILLEGAL DRUGS

CAFFEINE/GUARANA

EVEN MORE DANGEROUS!

Take home message

Mixing any drugs, including medicines, can be very dangerous.



How many young people really use cannabis?

Colour in blue the percentage of young Australian people (number of young people out of 100) that you think use cannabis.

After you find out how many young people really use cannabis from your teacher, put a red cross on that number of faces.



Take home messages

Most young people choose **not** to use cannabis or other illegal or illicit drugs.

Activity: What drug is that?

This activity will help students to:

- identify differences between medications, legal drugs and illegal drugs.

Resources

- Resource sheet: *Picture A,B,C,D,E and F* – one A3 set
- Resource sheet: *What's the story?* – one per student
- Resource sheet: *What are we talking about?* – one per student

How is it implemented?

1. Revise the storyboard pictures.
2. Focus on picture C. Ask students to identify what they think is happening in this picture. (*Chris is offering some tablets to Tina and Nick. Lee is watching what is happening.*)
 - What is Chris offering Tina and Nick?
 - Do you think Tina and Nick know what it is?
3. Explain the importance of being able to identify what people put into their bodies and the difference between medicines and illegal drugs.
4. Give each student a copy of Resource sheet: *What are we talking about?* Explain that these are all different names for the same drug. Read out each of the names to students. Ask for any more names that the students may know. Have students write these on the sheet.
5. Ensure that the following information is covered in the activity and discussion.
 - If a person is offered something and they don't know what it is, they will not know what it will do to their bodies. This could be very dangerous and could kill them.
 - It is very important to be able to identify things accurately.
 - People often use different names for the same thing. (Give an example with which students will be familiar, e.g. nicknames, or names for foods, such as 'sandwiches', 'sangers', 'sarnies' etc.) This can make things very confusing because people may not know what others are talking about. Therefore, it is important for everyone to know the correct names.
 - Many drugs also have different names. For example, many people call cannabis by different names including dope, weed, Mary Jane.
 - Illegal and illicit means the same thing.
 - Food and medicines are produced with some control over their quality. However the things that are put into illicit drugs have no quality control so no one really knows what they may contain.
 - **Most people and most young people in Australia do not use illegal drugs.**
6. Students take the completed resource sheet home to discuss with family.
7. Conclude with a range of the suggested processing questions or others that may have arisen in the discussion.

Activity: What drug is that?

Processing questions

- *How do medications and illicit drugs differ?*
- *In your own words, can you explain 'quality control'?*
- *Why is it important to know the different 'street' names for illicit drugs?*
- *Are there any risks in taking pills given to you by someone you don't know? Why or why not?*
- *Is it safe to take pills given to you by a friend or someone you know? Why or why not?*

Take home message

*It is important to know that there may be many different names for the same drug.
Some drugs are illegal or illicit which means it is against the law to use them.*



What are we talking about?

These are some other names for cannabis.

gunga weed dope marijuana

What other names do you know?



These are some other names for alcohol.

booze grog

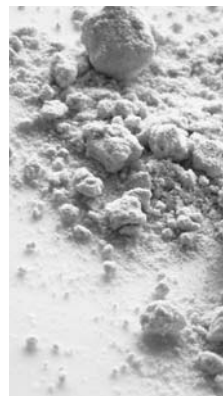
What other names do you know?



These are some other names for amphetamines.

ice speed

What other names do you know?



Take home messages

It is important to know that there may be many different names for the same drug. Some drugs are illegal or illicit which means it is against the law to use them.

Activity: What to do?

This activity will help students to:

- develop a strategy for making a decision
- rehearse decision-making in a party context.

Resources

- Resource sheet: *Picture A,B,C,D,E and F* – one A3 set
- Resource sheet: *What's the story?* – one per student
- Resource sheet: *How to decide* – one per student

How is it implemented?

1. Revise the storyboard pictures.
2. Focus on picture D. Ask students what they think is happening.
(*Tina has made a decision to take a pill that Chris has offered. Lee and Nick are standing with her as she is taking it and they are looking worried. Nick has said no. Other people in the crowd are watching. Chris is talking to another person in the background and it looks like they have said 'no' and are turning to walk away.*)
3. Whiteboard the ACT decision-making model shown on Resource sheet: *How to decide*.
4. Explain that it is important to have a strategy for making a decision and that a good strategy is to:
 - find out information by **asking** questions. It is important to make sure that the people and resources are able to give reliable and accurate information and advice.
 - consider the **choices** and **consequences**. This means thinking through what could happen, depending on the choices that are made.
 - listen to feelings, especially any warning signs. **Trust** feelings, use trusted people and information.
5. Work through the model on the whiteboard using Nick as the character. Brainstorm some of the decisions Nick may have to make. Choose one of these decisions to model the ACT process.
6. Hand out a copy of Resource sheet: *How to decide* to each student.
7. In pairs, students choose one of the other storyboard characters and complete the ACT resource sheet, to decide what their character needs to do.
8. When completed, students share their responses with the whole class.
9. Ensure that the following information is covered in the activity and discussion.
 - Taking pills/tablets or any substance from anyone at a party is not safe.
 - Medications must not be shared.
 - Friends can influence others not to use drugs.
 - Friends must look after one another.
 - Some decisions are very serious and these decisions can be much more difficult to make because they can have serious, negative consequences.
 - Decisions to do with drugs can have very serious consequences that could result in sickness and even death.
 - The more information and understanding people have about drugs, the easier it will be to make responsible and safer decisions.

Activity: What to do?

10. Students take the completed resource sheet home to discuss with family.
11. Conclude with a range of the suggested processing questions or others that may have arisen in the discussion.

Processing questions

- *Did groups who chose the same character end up making the same decisions? Why might this have happened?*
- *Was this decision an easy one to make? Why?*
- *Why are some decisions easier to make than others?*

Take home message

I can make choices and decisions to keep myself safe.



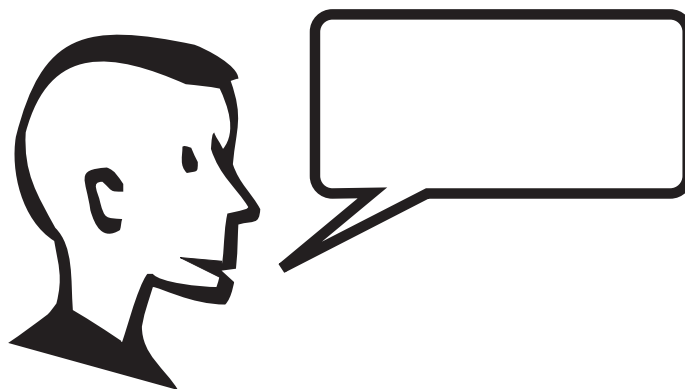
How to decide

Ask questions to find out information.

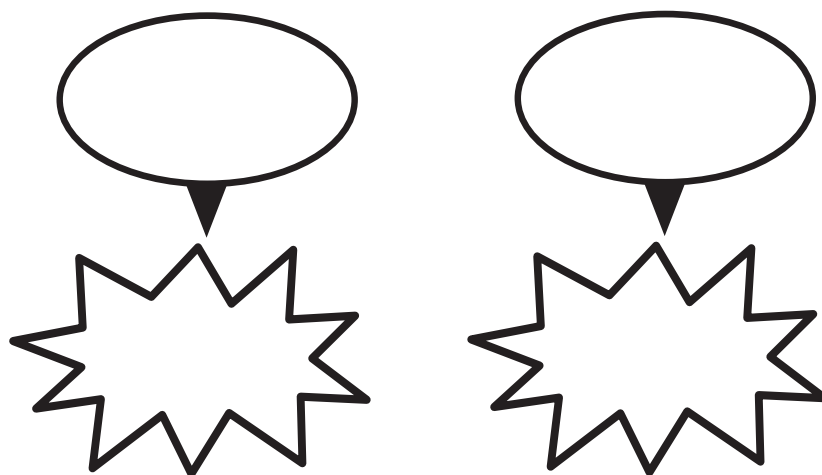
Consequences – think about choices and what could happen.

Trust your feelings and use trusted people and information that can help.

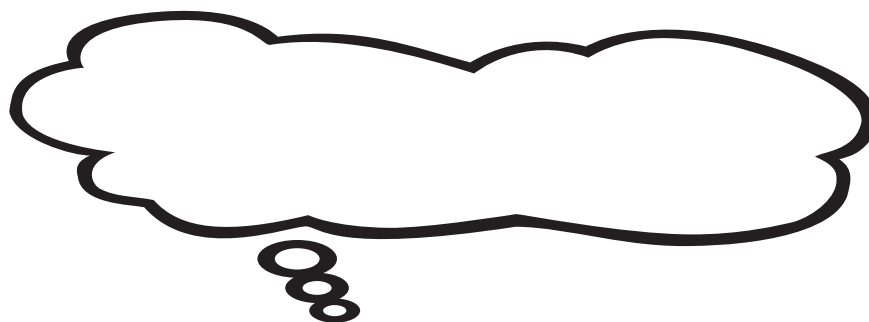
Ask



*Choices and
consequences*



Trust



Take home message

I can make choices and decisions to keep myself safe.

Activity: What are the choices?

This activity will help students to:

- identify and practise assertive communication
- recognise that how people think and feel affects the decisions they make.

Resources

- Resource sheet: *Picture A,B,C,D,E and F* – one A3 set
- Resource sheet: *What's the story?* – one per student
- Resource sheet: *I feel, I think, I can* – one per student

How is it implemented?

1. Review the storyboard and in particular picture C. Have students identify some of the decisions each character had to make in this scene.
2. Focus on picture D. (*Tina has made a decision to take a pill that Chris offered. Nick has said 'no'. Lee and Nick are standing with her as she is taking it and they are looking worried. Other people in the crowd are watching. Chris is talking to another person in the background and it looks like they have said 'no' and are turning to walk away.*)
3. Point out to students (if not identified) that Nick is saying 'no'. Have students brainstorm a list of reasons why Nick might say no to taking the tablets. Write these on the whiteboard.
4. Discuss ways that Nick could say no to taking the tablets.
5. Ask students what they know about Nick. Nick was described as still being at school, playing sport, likes to play his guitar, is pretty happy with his life and has goals for his future on Resource sheet: *Meet the people!* (page 68)
6. What other things about Nick might influence him to say no?
For example:
 - **find out information** – Nick has had some drug education classes at school. He knows that drugs are dangerous. He doesn't know what the tablets are, but he thinks they might be drugs and they could be dangerous
 - **consider the choices and consequences** – Nick knows that he might get sick if they are drugs. Maybe he has sport at the weekend.
 - **trust feelings** – Nick's early warning signs (e.g. feeling worried, anxious, nervous, etc) tell him that he could be in danger if he takes the tablets.
7. Point out that Nick is being assertive by saying 'no' and that his decision should be respected by both Tina and Chris.
8. Students role-play Nick being offered some tablets and again where he is offered cannabis. This will help students rehearse assertive refusal skills.
9. Students can watch each role-play then vote on the response which they believe would be the most convincing and assertive. Point out to students that sometimes it can be hard to say no. Brainstorm other ways that to say no. For example:
 - *I'm not feeling well today so I don't want any.*
 - *I have to meet my mum/sister soon so I can't do that/go there/take that.*

Activity: What are the choices?

10. Ensure that the following information is covered in the activity and discussion.
 - It is important to have a strategy for making a responsible decision.
 - Assertive communication is about being 100% there and includes verbal and non-verbal communication (revise from Unit PAHEA).
 - It is important to be able to recognise positive and negative feelings about situations and decisions (revise from Unit PAHEA).
 - There are many ways of saying 'no' to something that a person doesn't want to do or feel comfortable doing.
 - It is a good idea to practise saying 'no' in a range of situations.
11. Students take the completed resource sheet home to discuss with family.
12. Conclude with a range of the suggested processing questions or others that may have arisen in the discussion.

Processing questions

- *Why might it be difficult to say no to your friends?*
- *How can you say 'no' in a situation that makes you feel uncomfortable?*
- *What are some of the ways that your body shows that you are uncomfortable? (No eye contact, racing heart and fidgeting)*
- *When saying no, how can you use your body to make sure your message is 100%? (Stand up straight, keep still and look the other person in the eye.)*

Take home message

*It is a good idea to practise saying **no** in lots of different situations.*



I feel, I think, I can

Use the storyboard pictures to decide what Nick, Tina, Lee and Chris might feel, think and do.

Nick



Might feel...

Might think...

Might do or say...

Tina



Lee



Chris



Take home message

*It is a good idea to practise saying **no** in lots of different situations.*

Activity: What to do in an emergency

This activity will help students to:

- identify appropriate actions in an alcohol and other drug emergency
- plan and rehearse an action plan for an alcohol and other drug emergency.

Resources

- Resource sheet: *Picture A,B,C,D,E and F* – one A3 set
- Resource sheet: *What's the story?* – one per student
- Resource sheet: *Emergency!* (Unit PAHEA page 45) – one per student
- Resource sheet: *Here's the plan* – A3 copy and one per student
- Resource sheet: *What's the plan?* – one per student

How is it implemented?

1. Review the storyboard pictures.
2. Focus on picture F and discuss what is happening. (*There is an ambulance in the driveway and someone is being put into the ambulance. It is not clear who needs the ambulance or who has called it therefore a number of scenarios could be possible.*)
3. Ask the students to identify what might have happened at the party that has required an ambulance to be called. Write these suggestions on a whiteboard.
4. Give each student the Resource sheet: *Emergency!* to help identify what an emergency is and what to do in an emergency.
5. In pairs or small groups, students role-play one of the listed suggestions. Ensure students follow the necessary emergency steps described on the resource sheet.
6. Discuss each scenario and its risks. Ask students to suggest ways to reduce some of the risks and/or harms in each scenario.
7. Give each student a copy of Resource sheet: *Here's the plan*. Explain the process of developing an action plan using a party scenario. Work through the plan as a whole group using one of the storyboard characters as an example.
8. Students complete the activity, individually or in pairs, on the Resource sheet: *What's the plan?*
9. Ensure that the following information is covered in the activity and discussion.
 - The two main reasons why young people don't call an ambulance are:
 - they believe the police will be called particularly if drugs or alcohol are involved
 - they 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. The cost of the ambulance is covered by the patient not the caller.
 - The phone number for emergencies is 000.
 - 'Unconscious' is when a person can't be woken up. They require immediate medical assistance.
 - Make sure the location (address) of the emergency is known when ringing 000.

Activity: What to do in an emergency

- People do not need to be afraid to tell ambulance officers if a person has taken an illicit drug because the police won't be called. The ambulance officers need accurate information to assist the person in danger.
 - Emphasise the difference between a problem and an emergency. (Revise from Unit PAHEA.)
 - Identify people that can assist students with problems such as the ones in the scenarios i.e. lost pet, missing the bus etc.
10. Students take the completed resource sheet home to discuss with family.
 11. 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?*
- *Why is it important to get help from a trusted adult?*
- *Why it is important to have a plan in case of an emergency?*
- *What are some of the reasons why a person may not call an ambulance in an emergency?*
- *What information would be important to tell when calling for an ambulance?*

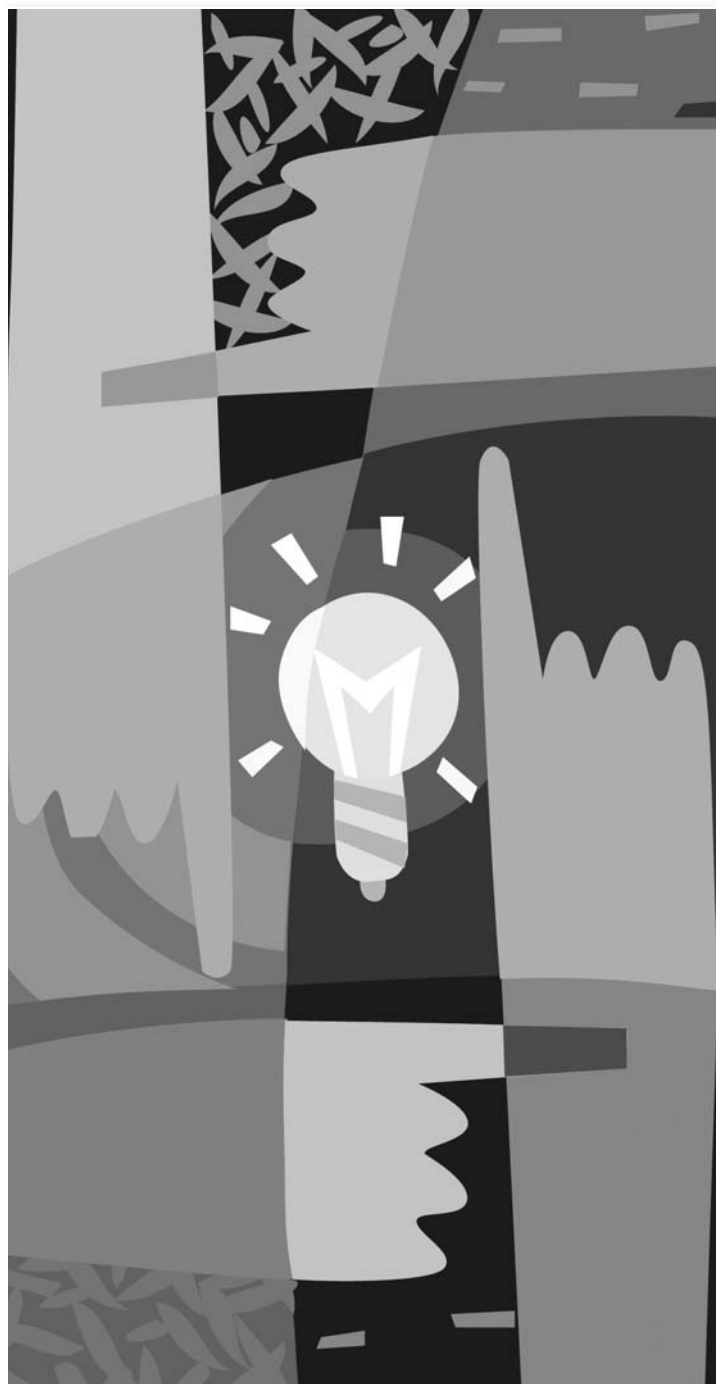
Take home message

If someone is unconscious or seriously injured it is very important to call an ambulance.



Here's the plan

It's always a good idea to have a plan that might keep you and your friends safer in many different situations. Here are some steps to think about.



1. What problem could happen?
2. What could I do?
3. What could I say?
4. How could I help keep my mates and myself safe?
5. What could I do if my plan doesn't work?
6. How can I avoid the risks?
7. Who can I ask for help if I need to?

Take home message

If someone is unconscious or seriously injured it is very important to call an ambulance.



What's the plan?

Choose one of the story board characters - Nick, Chris, Tina or Lee. Write a plan that could help to keep them safer at the party.



An example would be...

What could be a problem for.....?

What could do?

What could say?

How could look after his/her mates?

What's back up plan?

How could avoid the risk?

If needs help who could they ask?

Take home message

I have a plan to keep myself safe at a party. I have talked to an adult about it.



Type of assessment

Response

Students apply their knowledge and skills in analysing and responding to stimuli or prompts.

At the end of the unit you will be required to demonstrate how you would apply your knowledge to making a personal action plan for keeping safer at parties and other celebrations.

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.

What you need to do

Complete a personal action plan for a party setting as outlined on Resource sheet: *My personal plan*. Make sure you follow the steps in the plan and say what you would do in an alcohol or other drug related emergency at the party.



My personal plan

The situation is...

You have been invited to a party with a group of school friends to celebrate the end of the year. The party is being held at a class mate's house in the next suburb. You know that alcohol is being supplied by some of the parents. You know that information about the party has been circulated on the internet. What can you do to keep yourself and your mates safe?

Think about what you have learnt in this unit. Write a personal action plan that describes what you could do if an alcohol or other drug-related emergency happened at the party.

Talk with your family to make a plan that will work for you and them.

Example

My personal plan

What could be a problem?

A friend collapses at the party and no-one knows why.

What could I do?

Know what to do in an emergency.

What could I say?

'Somebody ring 000 for an ambulance!'

How could I look after my mates?

Tell an adult that she/he is sick.

What's my back up plan?

I will always have a mobile phone and have 000 and Mum/Dad's phone number in my mobile.

How can I avoid the risk?

Before the party, I will tell my friends to watch out for each other.

If I need help who can I ask?

Mum/Dad is happy for me to ring them if I am worried about anything at any time.



Marking key:
My personal plan

□ Shows application of learning

☐ Realistic/practical

☐ Planned with parent/s

☐ Completed ☐ Not completed

[illegible]