

NAME

7

# BE READY

## Challenges and Choices

A resilience approach  
to drug education

**TITLE: Challenges and Choices: A Resilience  
Approach to Drug Education  
Year 7 Be Ready**

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### A note to students

This workbook will help you to develop skills of resilience and positive attitudes about your health and wellbeing in the context of alcohol and other drugs. The activities focus on things like coping skills, leadership, humour, help seeking and goal setting, as well as the importance of refusal and non-use of tobacco, alcohol and other drugs.

### A note to teachers and parents/carers

This workbook is designed to guide Year 7 students through a series of activities that focus on developing resilience in the context of providing developmentally appropriate knowledge about caffeine, alcohol and other drugs. The activities complement the teaching and learning strategies in the Year 7 Challenges and Choices Teacher Resource and can be completed by students at home or in class.

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Government of **Western Australia**

Department of **Education**  
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# Build your resilience

**You can learn to be more resilient but just because you are resilient doesn't mean you won't feel stressed or anxious sometimes.**

So how can you build your own resilience? Think about these ideas. Some will work better for you than others.

## Have a sense of control

- Some days it is really hard to get out of bed and go to school.
- Try setting yourself some small goals and working towards these each day.
- It can help you feel more in control.

## Take a reality check and keep things in perspective

- Be realistic.
- Put your situation into perspective. It may seem 'hard' at the moment but in a few days or weeks mean nothing.

## Walk away

- If you're feeling stressed or angry with someone, end the conversation and take yourself away from the situation.
- Take time to calm down.
- Breathe deeply.
- When you're ready, work out what the problem was with the situation, what you can or can't change, and decide what you need to do.

## Be grateful

- Try to focus on the positive, not the negative.
- Focus on what you have and be grateful for this.
- Choose to do things that make you feel good about who you are, eg reading, talking to friends, listening to music.
- Show appreciation to those around you who care for you.

## Look after yourself

- Not just physically but mentally and spiritually.
- Get enough sleep, eat well and do some things that you really enjoy.
- Listen to some music, go for a walk or try a few relaxation techniques – yoga,

## Get connected with friends, peers, family and your community

- Build positive relationships.
- Connect with friends and families.

## Use positive thoughts

- The way you think influences how you feel and what you do and say.
- Challenge any negative thoughts. "It's going to be okay. I can do this. Other people have been through the same thing as me."

## Talk. A problem shared is a problem halved

- Ask someone you trust – a friend or even your parents – to listen to what you are worried about.
- Keep a journal or diary each day.
- Do something creative to let your feelings flow such as painting or dance.

In the book *Oh the places you'll go* by Dr Seuss, what resilience skills are introduced?



# Clues about coping

anxiety

## Have you tried these coping strategies?

	Call a friend or relative	Ring a helpline
Tell someone how you feel	Talk to your teacher, doctor or school nurse	Do some exercise – go for a run, do a dance or fitness class
Take the dog for a walk	Have a cry then pick yourself up and get on with it	Read a book or watch television
	Sleep on it and then make a plan	Sit quietly on your own for a while
Get a hug from someone you love		Use positive self-talk
Make a list of goals for the week (month/year) and how you will achieve these	Do something you like - play an instrument, write in your diary or listen to your favourite music	Ask someone you trust how they would deal with the situation
Take a reality check. Is it really as big a problem as you think?	Think about how you have handled similar situations before	
Think of all the good things happening in your life right now		
Stop, count to 10 and take a deep breath	Tell yourself that it's going to take time to sort it out	Work out how the situation happened
Stay calm and work through the bits of the situation that are your problem	Look for information from a reliable website	Tell yourself that you can do it



### Other strategies

So you're feeling terrible and you're trying to cope but it's not working. Why?

Coping strategies don't always work. It may simply be because you're not using the right ones for you and the situation or problem.

There isn't necessarily one 'right' coping strategy for any particular situation and some are probably going to be more (or less) effective at certain times than others. So... how do you know which coping strategy to use? It is all about practice and trying different coping strategies for different situations. There are so many to choose from.



Sometimes you may be tempted to use unhealthy coping choices such as: avoiding someone, eating junk food, drinking energy drinks or even alcohol, or just give up on coping strategies altogether.

## Stop and ask yourself

*What do I need right now?* If you can do this, you're much more likely to find that coping strategies really can work when you're having a tough time!



Write the names of *three* people you could talk to if you were trying to cope with a problem.

1

2

3



# Thoughts feelings action!

It's very easy to look at a situation and think the worst. It's also normal to sometimes feel unhappy, worried, anxious or angry.

What happens next, what you do and say, is because of the way you are thinking and feeling.

We can't always control what happens in our lives but we can have some control over the way we **THINK** about these events.

## Event or situation

Billy is in Year 7 and has moved into a new form class with not one friend



## Thoughts

**Billy uses negative self-talk**  
I don't want to be in this class. Why me? Everyone else stayed in their same form. I'm going to hate school this year.

## Feelings

Billy feels worried, angry and anxious.

## Actions or behaviour

Billy treats the other students disrespectfully, stares at the teacher a lot, and is often late to class and gets detention.

Bobby is in Year 7 and has moved into a new form class with not one friend



**Bobby uses positive self-talk**  
This is a bit scary but it's exciting too. I wonder if anyone in this class likes surfing. Great, now I can make friends with some other people at my school.

Bobby feels excited, energised, and just slightly anxious.

Bobby makes conversations with other students, finds others in the class with similar interests, and greets the teacher.



What might be the consequences of Billy's behaviour?



What might be the consequences of Bobby's behaviour?



Are you a negative or positive self-talker?

## Event or situation

## Thoughts (self talk)

## Feelings

## Actions or behaviour

*Negative self-talk*

*Positive self-talk*

# TURN ON CHANNEL



One of the many gifts of our mind is that it allows us to turn on our own **Optimistic Channel**. Here we can imagine our situation being better, healthier, and happier no matter how good things may already be.

Having a laugh and using humour is on your **Channel O**. It can make you feel more optimistic and hopeful when you are feeling down or worried. This doesn't mean that the problem will go away or that you shouldn't acknowledge your feelings but it can help you to feel better and be more hopeful, and if you need to, find the courage to ask for help.

**ACCEPT THAT EVERYONE WILL FEEL REJECTED, LONELY OR SAD AT SOME STAGE IN THEIR LIFE.**

**ACCEPT THAT UNHAPPY OR BAD THINGS CAN HAPPEN TO ANYONE. YOU CAN'T CHANGE THESE THINGS AND THEY DON'T LAST FOREVER.**

**BE GRATEFUL FOR ALL THE GOOD THINGS IN YOUR LIFE.**

**THINK OF HAPPY MEMORIES – HAVE A LAUGH.**

**STAY TUNED TO YOUR OPTIMISTIC CHANNEL AND USE POSITIVE SELF-TALK TO HELP YOU MANAGE YOUR EMOTIONS AND BOUNCE BACK FROM DIFFICULT TIMES**

**DON'T THINK THE WORST STRAIGHT AWAY.**

**TAKE CREDIT FOR YOUR OWN SUCCESSES, NO MATTER HOW SMALL.**

**STAY HOPEFUL EVEN IN UNHAPPY TIMES.**

**ACCEPT THAT YOU SOMETIMES NEED TO TALK TO OTHERS TO GET THE FACTS RIGHT. DON'T TRY TO READ OTHER PEOPLE'S MINDS OR GUESS.**

**EXPECT THINGS TO GET BETTER.**

**OPTIMISM IS KEY**

**WE ALL FEEL STRESSED, ANGRY, SAD AND FRUSTRATED SOMETIMES. LOOKING FOR THE POSITIVES IN A CHALLENGING SITUATION CAN HELP. OUR 'OPTIMISTS' CHANNEL IS LIKE A MUSCLE, THE MORE WE USE IT, THE STRONGER IT GETS.**



# look for the **FUNNY THINGS** in life



To make mistakes is human. To stumble is commonplace. To be able to laugh at yourself is maturity.

William Arthur Ward

**AT THE END OF EACH DAY, WRITE DOWN ONE THING THAT MADE YOU LAUGH AND EXPLAIN WHY.**

**HOW DO YOU FEEL WHEN YOU LOOK BACK AT THE THINGS THAT MADE YOU LAUGH EACH DAY? WHAT DID YOU LEARN ABOUT YOURSELF FROM KEEPING THIS DIARY? HOW COULD YOU USE HUMOUR TO HELP YOU GET OVER A MISTAKE OR SOMETHING EMBARRASSING?**

Laughter helps us to feel good. Laughing at your mistakes or laughing with others can help you to put your problems into perspective. It can also help you to remember that there are good things going on for you too.

## Extension

### COMPLETE ONE OF THE FOLLOWING TASKS

1. Research the role of 'clown doctors'. Present your research in a format that can easily be viewed by the class.
2. Research the physical and emotional effects of laughter on the human body. Present your research in a format that can easily be viewed by the class.

	What happened?	Why did it make you laugh?	How did you feel? What did you do?
Mon			
Tues			
Wed			
Thurs			
Fri			
Sat			
Sun			

Spending time with people who make you laugh is a good way to relax

# A TEST OF STRENGTH

Read the examples for each ability and character strength. Remember, you probably won't have all of these strengths, and that's okay.

WHEN YOU LOOK AT YOURSELF IN THE MIRROR, DO YOU USUALLY SAY POSITIVE OR NEGATIVE THINGS ABOUT YOURSELF? YOU WON'T BE ALONE IF YOU SAID 'NEGATIVE'. SOMETIMES WE OVERLOOK WHAT'S GOING RIGHT IN OUR LIFE AND THE STRENGTHS AND QUALITIES THAT MAKE US UNIQUE AND HELP US TO FEEL HAPPY AND POSITIVE ABOUT LIFE.

ARE YOU KIND, HONEST OR FAIR? DO YOUR FRIENDS COME TO YOU FOR ADVICE? DO YOU STICK TO A PLAN SO YOUR HOMEWORK IS ALWAYS READY TO HAND IN ON TIME? THESE CHARACTER AND PERSONALITY QUALITIES OR STRENGTHS YOU HAVE ARE IMPORTANT. NEXT TIME YOU LOOK IN THE MIRROR, SMILE AND SAY SOMETHING POSITIVE ABOUT YOURSELF.

A lot like me (3)  
A little like me (2)  
Not at all like me (0)  
Score

## ABILITY STRENGTHS

Tick your answer

Body Movement	I like doing things that involve running, jumping or moving my body.				
	I am good at making and doing things with my hands.				
Music	I like listening to music in my spare time.				
	I am good at singing or playing a musical instrument.				
Nature	I like watching nature shows on TV.				
	I like planting vegetables and flowers and watching them grow.				
People	I like organising to do things with other people.				
	I am good at getting along with lots of different people.				
Self	I like setting goals and know how to go about achieving them.				
	I am good at working out what sort of mood I am in.				

A lot like me (3)  
A little like me (2)  
Not at all like me (0)  
Score

## ABILITY STRENGTHS

Tick your answer

Word	I like word puzzles, writing stories and reading.				
	I am good at spelling and reading.				
Logic and Maths	I like solving maths problems and playing games like chess.				
	I am good at learning new maths.				
Space and Vision	I am good at remembering things that I have seen and drawing them.				
	I am good at imagining how things will look before I draw or make them.				

## CHARACTER STRENGTHS

Tick your answer

Creativity	I like making things.				
	I think of new ways to do things.				
Curiosity	I like learning new things.				
	I watch shows about inventions, history or other things about the world around me.				
Thankfulness	I appreciate the good things in my life.				
	I take time to thank my family and friends when they do things for me.				



# A TEST OF STRENGTH

## CHARACTER STRENGTHS

Tick your answer

		A lot like me (3)	A little like me (2)	Not at all like me (0)	Score
Forgiveness	I often give people second chances if they do something mean to me.				
	I don't dwell on the bad things that other people might do to me.				
Perseverance	I don't get distracted.				
	I start what I finish on time.				
Bravery	I speak up for what I think is right and fair.				
	I do something if I see others being treated badly.				
Humour	I like to laugh and I see the funny side in lots of situations.				
	I like to share a laugh with others and often make them laugh.				
Teamwork	I always do my fair share to get a group task finished.				
	I like working with others and playing team sports or games.				
Modesty	I like to know I have done a good job and let my accomplishments speak for themselves rather than getting praise from others.				
	I don't regard myself as more special than I am.				
Fairness	I play by the rules and let everyone have a fair turn.				
	I treat all people the same and don't let my personal feelings influence my decisions about others.				
Honesty	I usually tell the truth and get upset if I tell a white lie.				
	I take responsibility for my own feelings and actions.				

Empathy	I know what to do when other people don't look happy or comfortable.				
	I tell others that I understand and accept how they are feeling.				
Open-mindedness	I like to look at all the options and I am able to change my mind if I need to.				
	I usually weigh up the facts fairly.				
Kindness	I like doing favours and good deeds for other people.				
	I show other people I care.				
Hope	I always expect the best things to happen.				
	I feel like I am in control of what happens to me.				
Leadership	I am good at organising activities and helping people to make things happen.				
	I encourage others to get things done and at the same time maintain good relations within the group.				
Self-discipline	I act appropriately even when I am angry.				
	I don't let my emotions be the boss of me.				

Were you surprised by the abilities and strengths that you have? Why?

How could you use your strengths more often in the class, at school, at home, and in the community?

How would knowing your strengths help you when you are feeling down or a bit bored?

How could you use your strengths to help someone else?

It is not the strength of the body that counts, but the strength of the spirit.

J.R.R. Tolkien



# Leaders

## make a difference

Choose one  
of these...




A leader is a person who sees something that needs to be done, knows that they can help make it happen, and does it - with the help of others. A leader has initiative. Too many people sit around waiting for things to happen. A leader doesn't wait. A leader 'does' and takes action.

STRENGTH	LEADERSHIP ACTIVITIES
<b>Word</b>	<p>Read a book that has a theme about friendship or persistence to a buddy class group or younger friend and teach them some key language concepts.</p> <p>Make a big book about being resilient or coping with difficult situations for a buddy class or a younger friend.</p>
<b>Logic and Maths</b>	<p>Organise a chess or board game tournament.</p> <p>Teach a small group of students in a buddy class or a group of friends a new maths concept.</p>
<b>Space and Vision</b>	<p>Teach a small group of students from a buddy class how to draw faces that show different emotions.</p>
<b>Body movement</b>	<p>Teach a buddy class group a new sports game, dance or skill.</p> <p>Create a dance and teach a small group of students from a buddy class.</p>
<b>Music</b>	<p>Organise a lunchtime music concert to raise awareness about being respectful towards others.</p> <p>Teach a new song about friendship to a small group of younger students.</p>
<b>Nature</b>	<p>Teach a small group of students from a buddy class some amazing facts about an insect, plant or animal.</p>
<b>People</b>	<p>Develop a treasure hunt for a class party.</p> <p>Organise a lunchtime concert of dancing, singing, rapping, or poetry reading.</p>
<b>Self</b>	<p>Teach a small group of students how to be organised, or cope with stress or anger, or what to do if they are bullied or see someone else being bullied.</p>





## USING MY LEADERSHIP SKILLS

 Tick the explanation that best reflects how you used your leadership skills during the leadership activity.

	Yes	Some-times	Not enough
Did you clearly explain your thoughts?			
Did you listen to others' thoughts and ideas?			
Did you give others a chance to show their strengths or talents?			
Did you give positive feedback to other group members?			
Did you use humour to relieve tension?			
Did you respond calmly to any changes?			
Did you help sort out any disagreements and discourage put-downs?			
Did you make your decisions on what was best for your group not what would make you more popular?			
Did you predict any of the problems that your group had to face?			
Did you 'think outside the box' in any way?			
Did you organise things well?			
Did you delegate to others well?			
Were you enthusiastic?			
Did you learn from any mistakes?			
Did you consider your strengths and limitations when planning your activity?			

## You can do it!

Good leaders are made - not born. You may say - its impossible for me to learn all these skills, I'm not super human. Well you don't have to develop all of these skills at once to be a good leader, but you have to be willing to learn and develop new skills.

If you have the desire and willpower, you can become a leader by learning and practising skills such as empathy, communication, decision-making and problem-solving. Challenge yourself, believe in yourself.

**Leadership is about potential - your potential.**



SETTING GOALS IS EASY  
BUT ACHIEVING THEM  
ISN'T. THAT'S WHY  
SETTING SMART GOALS IS  
THE FIRST STEP IN MAKING  
YOUR GOAL A REALITY.

BUT HOW DO YOU WRITE A  
SMART GOAL?



**S**

*SPECIFIC*

Say exactly what you are going to do and what you want to achieve? (Who? What? Where? Why)

**M**

*MEASURABLE*

How will you know when you have reached your goal? Set a date and put a timeframe to it.

**A**

*ACTION  
ORIENTATED*

List the steps that you need to take to reach your goal.

**R**

*REALISTIC*

Choose a goal where there is a real chance you will be successful. State why you believe it's realistic.

**T**

*TIME FRAME*

What must you do each day to make it happen? Be realistic and keep the end-by date in mind.

## YOUR TASK

1. Choose a leadership activity on *Leaders make a difference* (page 8) to demonstrate your strengths.
2. Write a SMART goal that will help you to plan and conduct the leadership activity you have chosen.
3. Tell your teacher your SMART goal and listen to their feedback.
4. Put your SMART goal into action.

**S**

**M**

**A**

**R**

**T**

## REFLECT

After you have completed your leadership activity, answer the following

1. What is one thing you learnt about goal setting?
2. Did you achieve your goal? Why?
3. What is one thing you might do differently next time?



# TALKING DRUGS



Drugs which affect someone's central nervous system (CNS) and alter their mood or thinking or behaviours are called *psychoactive drugs*. These drugs can be grouped under four headings – depressant, stimulant, hallucinogen and multi-action.

**A drug is any substance, except food and water, which, when taken into the body, changes the way the body works.**

World Health Organisation (WHO) definition of a drug.

▶ Write the names (or street names) of drugs for each group.

DEPRESSANTS

STIMULANTS

▶ Tick the drugs you have listed in the boxes to the left that are legal for anyone under 18 years of age to use.

▶ What have you learnt from this activity?

HALLUCINOGENS

MULTI-ACTION

**Some drugs are legal such as alcohol, analgesics and tobacco. Others are classified as illegal or illicit which means buying, possessing, using or selling these drugs is against the law.**

**Any drug has the potential to cause harm.**

- ▶ Using the list below, write the name of the drugs that fit each statement. Some drugs may fit into more than one. For example, alcohol is a legal drug and is also a depressant.

cough syrup  
(with codeine)

caffeine

synthetic  
cannabis

alcohol

guarana

ventolin (asthma puffers)

tranquillisers (valium)

tobacco (nicotine)

LSD

analgesics  
(Panadol, Nurofen)

cannabis (marijuana)

ecstasy

# alcohol & other drugs

## ▶ Answer these questions

1. Why do you think your guess about student drug use was incorrect?
2. How might knowing the real student drug use statistics change the way a young person your age feels about these drugs or how they behave around these drugs?
3. Do you think a young person might experiment with cannabis if they believe that most young people use cannabis? Why?
4. Why do you think the number of people who smoke, for all age groups, has reduced so much over the last 60 years?
5. What have you learnt from this activity
6. Where do you usually find out information about drugs?
7. Are all of these sources reliable? Why?

Drugs that are legal	alcohol
Drugs that are illegal	
Drugs that are only illegal to sell to people under 18 years old	
Drugs that can be used as a medicine	
Drugs that can cause harm	
Drugs that cannot cause harm	
The drug that was used by 1.3% of 12-17 year old WA students in the last week	
The drug that was used by 14% of 12-17 year old WA students in the last week	
The drug that was used by 5.6% of 12-17 year old WA students in the last week	
The drug that was used by 4.8% of 12-17 year old WA students in the last week	
The two drugs that cause the most drug related deaths in our community.	
Drugs that are psychoactive drugs	
Drugs that are depressants	alcohol
Drugs that are stimulants	
Drugs that are hallucinogens	
Drugs that are multi-action	

## ▶ There are many Australian websites with reliable information about drugs and their effects. Find at least three and write down their URL.

- 1.
- 2.
- 3.

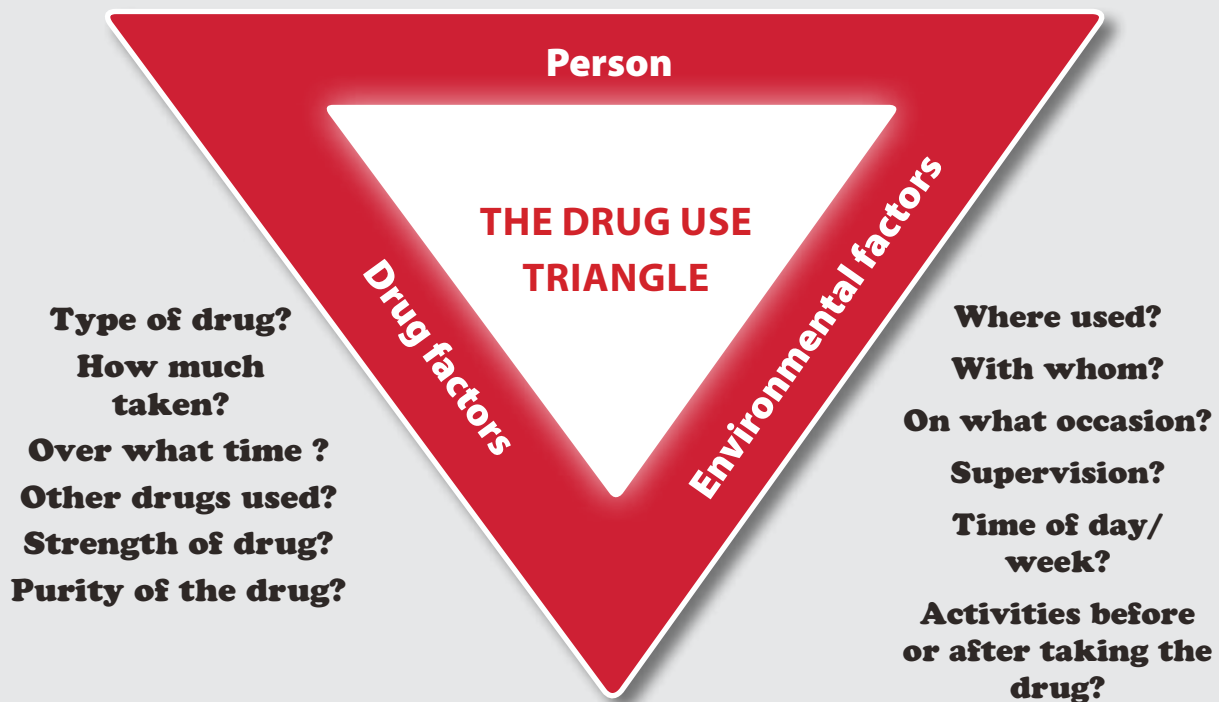


# IT'S NOT JUST THE DRUG

**The Drug Use Triangle** shows how the effects and harms of drug use rely on the combination of three factors:

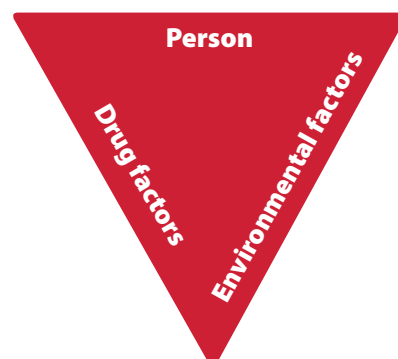
1. the person
2. the drug
3. the environment.

**Age? Experience? Male or female?  
Body size? Mood? Personality?  
Expectation of the drug? Food intake?**



▶ Using the blank triangle, write down the factors that will affect the drug use experience for the girl in this scenario.

*A boy who is feeling upset after breaking up with his girlfriend, is on his own at the beach late at night. He has never used cannabis before and is smoking a bong after drinking some vodka.*



For information on any drugs, legal or illegal, visit the Australian Drug Foundation [www.adf.org.au](http://www.adf.org.au)

# Clued up on CAFFEINE

Coffee, teas, soft drinks and energy drinks are popular and found on the shelves of nearly every supermarket. Consuming small amounts of caffeine daily is thought to be safe but like any stimulant drug it affects your body and can make your heart beat faster or you might find yourself going to the toilet more often.

**How much caffeine did you consume yesterday? Think about what you ate and drank yesterday and fill in your caffeine intake.**

		Your caffeine consumption	
		Food/drink consumed	Caffeine content
Person	Brody		
Breakfast	1 cup of choc milk 7mg		
Morning tea	Energy drink 80mg, Energy chocolate bar 50mg		
Lunch	Choc milk 7mg		
Afternoon tea	Viking bar 50 mg		
Dinner	Can coke 40 mg		
Before bed	Milo 30mg		
<b>TOTAL (mg)</b>	<b>264mg</b>		

Amounts of caffeine in food and drinks		
	Size / amount	Caffeine content
Chocolate, Dark Chocolate Bar	100mg	59mg
Chocolate, Milk Chocolate Bar	55mg	3-20mg
Chocolate, Milk	200mls	2-7mgs
Coca Cola	375ml	49mg
Cocoa, Hot Chocolate	150ml	30-60 mg
Coffee, Cappuccino	100ml	101.9
Coffee, Decaffeinated	150ml	2-4mg
Coffee, Flat White	100ml	87mg
Coffee, Instant	250 ml	80mg
Coffee, Long Black	100ml	75mg
Coffee, Short Black	1 std serve	107 (25-214)mg
Coke Zero	473ml	45mg
Dare Double Espresso®	500ml	177mg
Dare Espresso®	500ml	80mg
Diet Coke	100ml	9.7mg
Diet Coke, Caffeine Free	250 ml	2mg
Kopiko Coffee Sweets	One sweet	25mg
Mother Energy Drink	500ml	160mg
Mountain Dew	100ml	15mg
Pepsi Cola	375ml	40mg
Red Bull	100ml	32mg
Red Bull	250ml	80mg
Rockstar Energy Drink	473ml	151mg
Tea, Brewed black	250ml	27 (9-51)mg
Tea, Brewed green tea	100ml	12mg
V Energy Drink	250ml	50mg

**THERE ARE NO RECOMMENDATIONS FOR CAFFEINE INTAKE FOR YOUNG PEOPLE BUT THE MOST ADULTS SHOULD HAVE A DAY IS 400MG WHICH IS ABOUT 4 CUPS OF COFFEE.**



## Reflections

Write **three** interesting facts about caffeine.

How do you feel about the amount of caffeine you have in your diet?

Write **three** immediate effects that caffeine can have on your body.

Do you think you need to cut back the amount of caffeine you eat or drink? Why?

Why might drinking energy drinks that contain high caffeine and guarana content affect your body in a long distance race or a game of football?

How will you continue to maintain no caffeine in your diet or cut down your caffeine?

Tar is great for roads. It's a dark, thick flammable liquid that contains resins, alcohols, and other compounds and is distilled from wood or coal. But did you know that tar – that brown sticky substance – is also in cigarettes?

**Really? Yes, really!**

**TAR IS FOR ROADS**

**NOT LUNGS**

### What a cocktail!

There's actually around 4000 chemicals in cigarette smoke and 69 of these are known to cause cancer.

So what else is in a cigarette and cigarette smoke?

**Nicotine** – the addictive drug in tobacco

**Hydrogen cyanide** – the poison used in gas chambers during World War II

**Metals** – lead, nickel, arsenic (used in ant poison), cadmium (used in car batteries)

**Ammonia** – used in floor and window cleaner

**Acetone** – used in paint stripper and nail polish remover



Write some of the possible short and long-term effects of smoking

#### POSSIBLE SHORT-TERM EFFECTS

#### POSSIBLE LONG-TERM EFFECTS



Write or draw the ingredients found in cigarettes and cigarette smoke



Most teenagers in Australia are choosing to not smoke.

Cigarettes will make your teeth and fingers yellow.

Smoking makes your clothes smell.

Cigarettes damage nasal hairs causing a loss of the sense of smell.

Cigarettes can make it harder to breathe so you don't feel as fit as other people.

Cigarettes cause wrinkles to develop.



**Need help?**  
**Quitline:**  
**137 848**

**No-one wants to  
kiss an ashtray**





# REFUSE AND REJECT



**It can sometimes be tricky and difficult to say 'no' to a friend especially when you don't want to lose their friendship. So what would you do if your best friend offered you a cigarette in front of some other students? How would you manage this situation?**



**Write at least five things you could *say* if offered a cigarette.**

## TIPS

**Be polite and confident and reply 'I don't smoke because...'**

**Using humour is always a good way to get out of a tricky situation.**

**Change topics and talk about something else.**

**Be strong and just walk away – no excuses needed.**

**Use 'I' statements and say them like you mean it. I'm not going to wreck all the hard work I've put in to get into the basketball team.**

### Event or situation

### Thoughts

### Feelings

### Actions or behaviour

**Tania's friend Ricky has pinched some of her Mum's cigarettes and brought them to the party. He offers one to Tania.**

**Reece has been invited to go to the beach with some other kids from his new school. One of the kids offers Reece a cigarette.**

**Upsana loves playing netball but when she joins a new team she discovers that some of the girls have a smoke behind the change rooms before the game. They offer Upsana a cigarette.**

# ALL ABOUT ALCOHOL

Drinking alcohol can have many short and long term effects on you and your body.

**Decide the physical effects that Jenni (16 years) might experience for each drinking scenario.**

Jenni drinks a small amount of alcohol	Jenni binge drinks	Jenni drinks a lot of alcohol every day

Some of the short and long term effects from drinking alcohol

Slow reflexes

Coordination is affected

Can't concentrate

Feel more relaxed and confident

Feel drowsy

Giggly

Reduced fertility

Increased risk of cancer

High blood pressure and heart problems

Talk loudly

Inflamed pancreas

Nerve damage

Less inhibited

Blurry vision

Gets upset more easily

Gets aggressive

Feels sick and vomits

Hurt because of poor coordination

Feels sleepy or goes to sleep

Can't remember things

Unconscious

Stops breathing and dies

Brain damage

Problems with memory and thinking

Liver damage

Slurred speech

## The brain

The brain has three critical periods of development –

- 1 The Foetal period.
- 2 Early childhood.
- 3 Just after puberty.

The brain **CAN** be harmed during any of these critical periods of development.

The longer you delay drinking alcohol the **BEST** chance your brain has to fully develop and you have of reaching your **FULL** potential.



**Good news!**  
**Many young people are now choosing *not* to drink alcohol**

**UNDER  
18**

# NO ALCOHOL IS THE SAFEST CHOICE

The Australian Guidelines to Reduce Health Risks from Drinking Alcohol explain what adults should do to reduce the potential short-term and long-term health risks associated with alcohol use.



## Guideline 1

**For healthy men and women** – drinking no more than two standard drinks on average on any day reduces the lifetime risk of harm from alcohol-related disease or injury (sometimes called long term harms).



## Guideline 2

**For healthy men and women** – drinking no more than four standard drinks on a single occasion reduces the risk of alcohol-related injury arising from that occasion (sometimes called short term harms).



## Guideline 3

**For children and young people under 18 years of age** – not drinking alcohol is the safest option. Parents and carers should be advised that children under 15 years of age are at the greatest risk of harm from drinking and that for this age group, not drinking alcohol is especially important.



## Guideline 4

**For women who are pregnant or planning a pregnancy** – not drinking alcohol is the safest option. For women who are breastfeeding, not drinking alcohol is the safest option.



### Answer these questions

1. What specific types of health harm is each guideline trying to prevent?
2. Why do you think there is a guideline especially for children and young people?
3. Why do you think there is a guideline especially for women who are pregnant or planning a pregnancy?
4. By 16 years of age, just under one-third of Western Australian students report consuming alcohol unsupervised at risk levels<sup>1</sup>. What health advice about alcohol would you give to young people who are under 18 years of age?
5. What else do you think the government could put in place to reduce alcohol consumption by young people under 18 years of age?



# Clued up on CANNABIS

Cannabis, marijuana, weed, pot, gunja, mull and grass – are some of the names for a drug that comes from the Cannabis Sativa plant. But what else is there to know about cannabis?

What is cannabis?

How is  
cannabis used?

What can be some  
of the immediate  
physical effects of  
using cannabis?

What are some  
other names  
for cannabis?

## 3-2-1 Reflect



Write **3 facts** about cannabis.



Write **2 facts** about cannabis that were surprising to you.



Write **1 question** that you still have about cannabis.

Are there any other  
long-term effects  
or consequences of  
using cannabis?

So what do you know  
about synthetic cannabis?

It isn't cannabis. **True or False?**

It is sprayed with unknown  
chemicals. **True or False?**

The long-term effects aren't known  
but we do know some young  
people have had a heart attack or  
died after using synthetic cannabis.  
**True or False?**

**TRUE**

# CANNABIS

## MESSES WITH YOUR BODY AND YOUR MIND



**What happens when you smoke cannabis?** Like any drug, how a person is affected will depend on many factors – their age, if they’ve tried it before, how much they use. Using cannabis may cause you to feel sick and vomit, and can increase your feelings of anxiety, panic and paranoia.

But the consequences aren’t only for you; others around you can be affected too. Using cannabis can affect your ability to concentrate at school and work, your physical performance in sports and dance, and your relationships with family and friends.



### Answer these questions

Does a person’s cannabis use only harm or affect the user or can they also affect other people? Explain your answer.

What effects would most likely cause young people not to use cannabis? Why?

What effects might encourage a young person to experiment with cannabis? Why?

What other ways can you achieve this same effect without using cannabis?

Possible effects of cannabis use for the user	Possible harms or consequences of this effect for the user and other people
Red eyes	Discomfort for user. Might make other people suspect cannabis use.
Feeling confident	Might be able to talk to people more easily but also might do embarrassing or regrettable things, or take risks that end in accidents.
Feeling of relaxation	Might be able to talk to people more easily but also might do embarrassing or regrettable things, or take risks that end in accidents.
Coughing	Might damage lungs and cause asthma attacks in asthmatics.
Feeling hungry	Might eat or waste too much money on junk food.
Slow to react to things (slow reaction time) and slow to problem solve	Might hurt self or others or do things that are dangerous because dangers in situations are not thought about properly.
Faster heart rate and blood pressure	Might put too much strain on heart.
Feeling sick and vomiting	Might embarrass self or others.
Poor balance and coordination	Might hurt or injure self or others and involve the police.
Poor concentration	Might result in problems at school or work.
Feeling nervous, anxious or paranoid	Might not be able to enjoy self as much as normal. May need medical help.
No interest in other things	Might lose friends and hurt family. Might not do well at school or work.
See and hear things that are not there (hallucinations)	Might hurt or injure self or others and need medical help.
Difficulty with memory and processing of information	Might result in problems at school or work.
Psychotic illness, such as schizophrenia	Might need ongoing medical support to lead a normal life.
Become dependent on cannabis (physically or psychologically)	Might result in problems at school or work or with the law. Might lose friends and upset family. Might cause money problems.

**SYNTHETIC CANNABIS, OR PLANTS SPRAYED WITH UNKNOWN CHEMICALS, ARE DANGEROUS AND UNPREDICTABLE.**



Science shows that smoking marijuana on a regular basis can impair development of the teen brain



# Cannabis

We all know that cannabis is a drug but do you know the laws about possessing, using, selling and supplying cannabis? Is synthetic cannabis a legal drug?

**LEGAL?**

**ILLEGAL?**



Cannabis is illegal in Australia. People are breaking the law if they:

**Possess cannabis**  
They can't have it on them or in their bag or locker

**Use cannabis**  
They can't smoke or eat it

**Supply cannabis**  
They can't give it or sell it to someone else

**Grow cannabis**  
They can't grow cannabis plants even in small amounts

**Import cannabis**  
They can't bring cannabis into Australia from overseas

**Possess pipes and other smoking implements containing traces of cannabis**  
It is also illegal for shops to sell or display cannabis smoking implements

**Drive or ride while under the influence of cannabis.**

## Test your knowledge

TRUE FALSE

Is it illegal to grow two cannabis plants in your backyard?

Is it illegal to try cannabis just once at a party?

Is it illegal to sell one joint to a friend?

Is it illegal for an adult to give a young person a small amount of cannabis?

Is it against the law to drive while stoned?

Synthetic cannabis is legal in Western Australia?

It is against the law to sell smoking implements like a bong?

What are two goals you will not achieve if you are convicted of using cannabis?



### Useful websites

Download Cannabis laws in Western Australia  
<https://www.police.wa.gov.au/Your-Safety/Alcohol-and-drugs/Illicit-drugs-and-the-law>  
National Cannabis Prevention and Information Centre <http://ncpic.org.au>  
Drug Aware [www.drugaware.com.au](http://www.drugaware.com.au)  
Australian Drug Foundation <http://www.adf.org.au/>

**Cannabis is illegal in all states and territories in Australia.**



# WHAT IS YOUR EMERGENCY?

If someone is seriously injured or in need of urgent medical help call **Triple Zero – 000**.

It's a free call that you can make to help save someone's life.



## Make your call

When you call Triple Zero (000) you will be asked – 'Do you want police, fire or ambulance?' Stay on the line while your call is transferred. Stay calm, don't shout, and speak clearly and slowly. Be ready to answer these questions.

## Where are you?

- ▶ Try to give the street number, street name, nearest main or intersecting street and the area.
- ▶ If you are in a rural area you will need to give the full address and distances from known landmarks and roads as well as the property name.
- ▶ If you are calling from a mobile or satellite phone, the operator may ask you for other location information.

## Stay on the line and follow any instructions from the operator

- ▶ The operator may ask you to wait at a pre-arranged meeting point to help emergency services to find the incident.
- ▶ You will be given advice over the phone to assist the person or your friend prior to the arrival of the ambulance.
- ▶ Stay on the line. Don't hang up until the operator tells you to do so.

## Other languages and text based services

- ▶ If you have a speech or hearing impairment call One Zero Six (106) to use the text-based service.
- ▶ If you can't speak English, call Triple Zero (000) and ask for
  - Police
  - Fire
  - Ambulance.

Tell them you can't speak English. Stay on the line and a **translator** will be organised.

## Save the app that could save your life

The Emergency+ app uses a mobile phone's GPS functionality so callers can provide emergency call-takers with their location information as determined by their smart phone.



## DO YOU HAVE AN ICE NUMBER IN YOUR PHONE?



Having ICE in your phone may make it quicker and easier for emergency services or a passer-by to get in touch with someone who knows you and can help to make decisions if needed.

**ICE stands for In Case of Emergency.** An ICE contact may also be helpful not just in an emergency but any time you get into difficulty.

- Enter the acronym **ICE** into your mobile's contact list.
- Add the name and number of the person you want to be contacted in an emergency. It could be your mum or dad, a close friend or even your doctor. You could also store your blood type and any other relevant health information under your ICE entry.
- If you have an iPhone and your phone is locked, your ICE number can be accessed using Siri.

## ▶ 3-2-1 Reflect

Write 3 things you have learnt about the Triple Zero service.

1

2

3

Write the name of 2 people who you will have in your ICE list.

1

2

Write 1 question that you have about calling the Triple Zero service.

1



Find out more [www.triplezero.gov.au](http://www.triplezero.gov.au)

# TICK TOCK



You're at the beach with some friends. You notice a friend lying face down in the sand **TICK TOCK** you know your friend was drinking **TICK TOCK TICK TOCK** hurry up, you need to do something...but what? Knowing the answer to this question can save your friend's life.

Doing something is better than doing nothing.

Learning basic first aid is as easy as DRS ABCD and can help you cope with an emergency. You may be able to keep a person breathing, reduce their pain or minimise the consequences of their medical emergency until an ambulance arrives.

- ▶ Find out if there is a defibrillator in your school and who is trained to use it.
- ▶ Find out what you should do if a student requires emergency treatment at your school.
- ▶ I feel confident to apply the DRS ABCD procedure in an emergency.

Totally disagree Totally agree  
Place a cross to show your level of confidence.

## First aid courses

You can learn CPR and first aid with St John Ambulance Australia and Australian Red Cross.

<b>D</b>	<b>Dangers</b>	Make sure that the area is safe for you and then the patient.
<b>R</b>	<b>Response</b>	Check the patient for response - ask their name - squeeze their shoulders. If there is a response - make the patient comfortable, check for injuries and keep watching the patient. If there is no response you need to send for help.
<b>S</b>	<b>Send for help</b>	Call Triple Zero (000) or ask another person to make the call. Be ready to answer the operator's questions as this will help the ambulance get to you as quickly as possible.
<b>A</b>	<b>Airway</b>	Open the patient's mouth and remove foreign material then put the patient in the recovery position. Open the patient's airway by tilting their head with a chin lift.
<b>B</b>	<b>Breathing</b>	Check that the patient is breathing by looking, listening and feeling. If they are breathing normally put them in the recovery position, keep watching their breathing, and treat any minor injuries. You will need to start CPR if the patient is not breathing.
<b>C</b>	<b>CPR</b>	Do 30 chest compressions then 2 breaths. (If the patient is a baby, use 15 compressions and 2 breaths). Keep doing CPR until the patient recovers and help arrives.
<b>D</b>	<b>Defibrillation</b>	If a defibrillator is available, follow the instructions.

Ups and downs are a normal part of everyone's lives, teenagers included. Facing problems can sometimes seem really difficult and you might feel stressed, confused and exhausted just trying to cope with the situation. These are the times when seeking advice and support from your friends and family can really help. So who will you talk to or call?

# I need help



**What are some of the signs that can tell us that we, or someone we know, might need help?**



**What stops some people from asking for help?**

## What is help seeking?

Help seeking is the process of seeking and receiving support from others.

## Why is seeking help good for your wellbeing?

Asking for help can sometimes seem just too hard. But really, it can be a lot easier than you think and can make a big difference to your mental health and wellbeing.

- You'll probably feel less stressed and able to think more clearly. It will give you a 'reality check' and help
- you to decide if the situation is really the problem or if it is the way you are looking at it.
- It can reduce the feeling of being on your own.
- You will build stronger relationships with your family, friends and others that you trust.
- Suggestions on solutions and ways to cope will be at your fingertips.
- It can prevent the problem from getting worse or leading to more serious issues.
- You'll know how you can assist others when they need your help.

## Where can I find help?

There are many sources of help – friends, parents, extended family, teachers, a school counsellor or maybe your coach. There are also websites and helplines especially for young people. Some of these will work for you and others might not be as useful. Don't be afraid to try different sources until you find some that are right for you.



Kids Helpline [www.kidshelp.com.au](http://www.kidshelp.com.au)  
Reachout [au.reachout.com](http://au.reachout.com)  
Beyond blue [www.youthbeyondblue.com](http://www.youthbeyondblue.com)  
Lifeline [www.lifeline.org.au](http://www.lifeline.org.au)  
Headspace [www.eheadspace.org.au](http://www.eheadspace.org.au)  
Sane [www.sane.org](http://www.sane.org)



**Write at least five sources of help that you would feel comfortable using when you're facing a problem.**

1

2

3

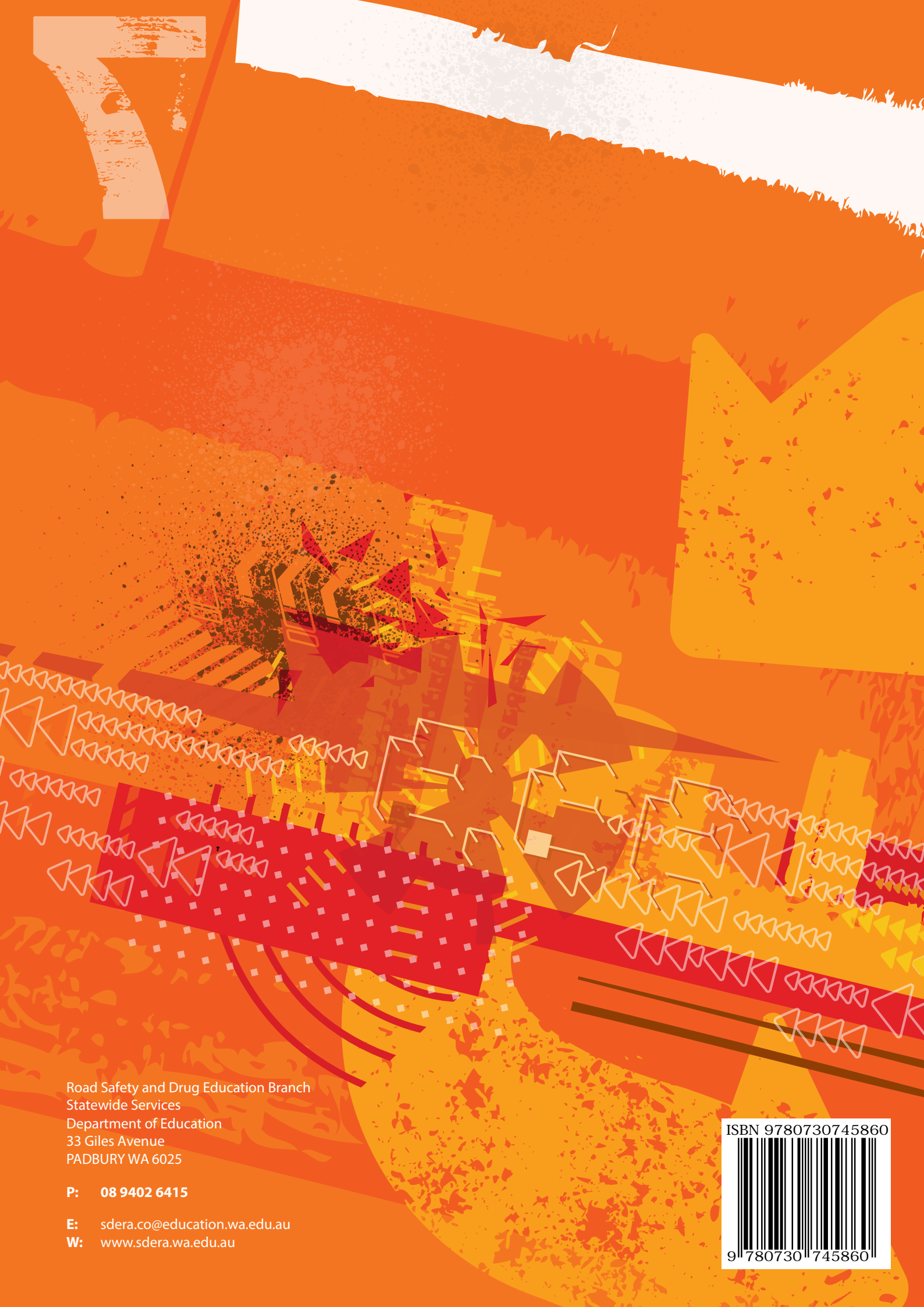
4

5



# Thoughts





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