

CHALLENGES & CHOICES

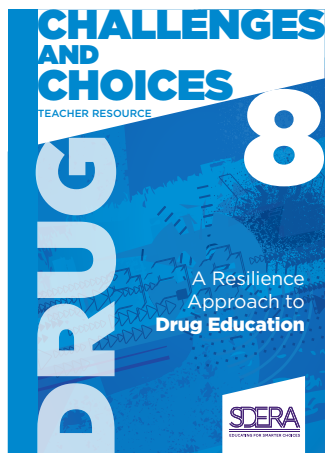
YEAR 8 DRUG

COVID-19 RECOMMENDATIONS

Educators are urged to take necessary precautions when teaching children and young people during the COVID-19 outbreak. Some activities detailed in teaching and learning resources may need to be adjusted to keep students safe. For up-to-date information about social distancing, hand hygiene and other ways to reduce the risk of transmission, visit www.healthywa.wa.gov.au/coronavirus



**LEARN
AT HOME**










Challenges and Choices | Year 8






A Resilience Approach to Drug Education | Module 1: Resilience Education






Use this guide to adapt the activities in the resource for students who are learning at home.





Download the resource at <https://www.sdera.wa.edu.au/media/3138/module-1-resilience-education-year-8.pdf>







TOPIC 1	INTRODUCTION TO PHYSICAL AND MENTAL HEALTH, SAFETY AND WELLBEING pages 15-21 in resource
Activity 1	Am I the only one? pages 15-19 in resource
 Learn at home	<div data-bbox="611 395 2136 560"> <p>Note</p> <p>If students are unable to access the <i>Be Ready student workbook</i> online, take a photo of the page with a smart device and send to them via the device, email or upload to Connect.</p> </div> <p>Mental health</p> <ul style="list-style-type: none"> • Ask students to share and discuss 'What is mental health?' in the classroom chat or using other teleconferencing/videoconferencing software. Discussion questions to include: What do you know about mental health, for example, wellbeing, confidence, self-esteem? • For Point 3, in place of using the cards from the <i>Am I the only one?</i> activity sheets (pages 17-19), ask the questions verbally. • For Point 4, rather than completing the worksheet on page 2 of the <i>Be Ready student workbook</i>, ask students to indicate their answers verbally or on Microsoft Office 365 tools like the whiteboard action. <p>Am I the only one?</p> <ul style="list-style-type: none"> • Using the questions on the activity sheet <i>Am I the only one?</i> (pages 17-19), make up a questionnaire using Survey Monkey, Kahoot etc. Students choose their answers and discuss the class results in a verbal discussion.
 Find out more	<ul style="list-style-type: none"> • Youth Beyond Blue https://www.youthbeyondblue.com/ • Beyond Blue https://www.beyondblue.org.au/ • Headspace https://headspace.org.au/
 Extension ideas	<ul style="list-style-type: none"> • Ask students to create an Instagram post highlighting an aspect of wellbeing, confidence or self-esteem to be promoted as a part of a hypothetical social media campaign to educate young people.





Activity 2	Building resilience pages 20-21 in resource
 Learn at home	<div data-bbox="611 268 2136 427"> <p>Note If students are unable to access the <i>Be Ready student workbook</i> online, take a photo of the page with a smart device and send to them via the device, email or upload to Connect.</p> </div> <p>One-minute challenge & Resilience</p> <ul style="list-style-type: none"> For Point 1, ask students to conduct a one-minute challenge independently. Share and discuss. For Point 3, rather than completing the worksheet on page 3 of the <i>Be Ready student workbook</i>, ask students to indicate their responses verbally or on Microsoft Office 365 tools like the whiteboard action.
 Engaging parents	<ul style="list-style-type: none"> Email or make available on Connect the following Family Information Sheet. Challenges and Choices Year 8 DRUG Focus Area 1: Topic 1 – Introduction to Physical and Mental Health, Safety and Wellbeing Family Information Sheet – <i>Raising resilient kids</i> (page 21) https://www.sdera.wa.edu.au/parents/secondary-years/
 Find out more	<ul style="list-style-type: none"> Authentic Happiness http://www.authentichappiness.sas.upenn.edu Values Education https://k10outline.scsa.wa.edu.au/home/principles/guiding-principles/values Building on Strength https://www.education.wa.edu.au/dl/oelpev
 Extension ideas	<ul style="list-style-type: none"> Use page 3 from the <i>Be Ready Student Workbook</i>. Ask students to write definitions and/or make a dictionary entry or create images using young people's language. What does resilience mean to you? <ul style="list-style-type: none"> Are you realistic? Are you grateful? Do you have someone you can trust? Do you have a sense of control over your life? Do you have some positive relationships with family, friends, teachers or others?






TOPIC 2	SOURCES OF HELP AND HEALTH INFORMATION
	pages 22-27 in resource
Activity 1	Seeking Help page 22 in resource
 Learn at home	Research <ul style="list-style-type: none"> Ask students to research and design/develop a mind map, explosion chart or word spill including the following information: <ul style="list-style-type: none"> some of the problems adolescents may face where to seek help contact information of sources of help short statement on what each agency provides.
 Find out more	<ul style="list-style-type: none"> Youth Beyond Blue https://www.youthbeyondblue.com/ Beyond Blue https://www.beyondblue.org.au/ Headspace https://headspace.org.au/
 Extension ideas	<ul style="list-style-type: none"> Ask students to design a music video for a hypothetical social media campaign that targets young people. The aim of the campaign is to increase awareness of ways adolescents can connect with support people and agencies that offer guidance, support and assistance.
Activity 2	Talk to me pages 23-24 in resource
 Learn at home	<div>  Note If students are unable to access the <i>Be Ready student workbook</i> online, take a photo of the page with a smart device and send to them via the device, email or upload to Connect. </div> Get talking <ul style="list-style-type: none"> Discuss the two scenarios under Points 2 and 4, on page 23 with students verbally and use the activity notes and the decision making steps on page 4 of the <i>Be Ready student workbook</i> to prompt their responses.

	<ul style="list-style-type: none"> • Rather than completing the 'five sources of help' list on page 5 of the <i>Be Ready student workbook</i>, ask students to indicate their responses verbally or on Microsoft Office 365 tools like the whiteboard action. • For Point 6, ask students to design an advertisement for their chosen local support agency illustrating the support services that they provide for young people.
 Find out more	<ul style="list-style-type: none"> • Youth Beyond Blue https://www.youthbeyondblue.com/ • Beyond Blue https://www.beyondblue.org.au/ • Headspace https://headspace.org.au/
 Extension ideas	<ul style="list-style-type: none"> • Using the support personnel suggestions provided on page 24 of the resource, ask students to design a logo that one of these support persons could wear that indicates their work role and that they are there to help and provide support to young people.
Activity 3	Communication techniques
	pages 25-27 in resource
 Learn at home	<div>  Note If students are unable to access the <i>Be Ready student workbook</i> online, take a photo of the page with a smart device and send to them via the device, email or upload to Connect. </div> <p>Communicating</p> <ul style="list-style-type: none"> • For Point 1, rather than using a brainstorm, ask students to develop a mind map, explosion chart or word spill of what they should do when they talk to a friend whom they are concerned about. • For Point 2, ask students to create a conversation that can be recorded to encourage a friend in need to seek help.
 Engaging parents	<ul style="list-style-type: none"> • Email or make available on Connect the following Family Information Sheet. Challenges and Choices Year 8 DRUG Focus Area 1: Topic 2 – Sources of help and health information Family Information Sheet – <i>Helping your teenager ask for help</i> (page 27) https://www.sdera.wa.edu.au/parents/secondary-years/

 Find out more	<ul style="list-style-type: none"> • Youth Beyond Blue https://www.youthbeyondblue.com/ • Beyond Blue https://www.beyondblue.org.au/ • Headspace https://headspace.org.au/
TOPIC 3	MANAGING RELATIONSHIPS
	pages 28-36 in resource
	Activity 1 It's what you say and how you say it pages 28-31 in resource
 Learn at home	<div data-bbox="613 676 2136 842">  Note If students are unable to access the <i>Be Ready student workbook</i> online, take a photo of the page with a smart device and send to them via the device, email or upload to Connect. </div> <p>Messages</p> <ul style="list-style-type: none"> • For Point 1, refer to the ideas provided in the activity sheet on page 30 of the resource and roleplay non-verbal messages either individually or with a family member without using any spoken or written words. • For Point 2, as an alternative to the graffiti activity, have students develop a mind map, explosion chart or word spill. • For Point 5, share the scenarios from the <i>Be Ready student workbook</i> on page 7 verbally in school teams or with individual students for verbal or dot point feedback. Rather than writing on the worksheet on page 7 then ask students to indicate their five assertive responses verbally or on Microsoft Office 365 tools like the whiteboard action.
 Engaging parents	<ul style="list-style-type: none"> • Email or make available on Connect the following Family Information Sheet. Challenges and Choices Year 7 DRUG Focus Area 1: Topic 3 – Managing relationships Family Information Sheet – <i>Speaking assertively</i> (page 31) https://www.sdera.wa.edu.au/parents/secondary-years/

 Find out more	<ul style="list-style-type: none"> Auslan http://www.auslan.org.au/
 Extension ideas	<ul style="list-style-type: none"> Learn the Auslan sign for each of the letters of the alphabet.
Activity 2	Strategies for managing emotional responses pages 32-34 in resource
 Learn at home	<div>  Note If students are unable to access the <i>Be Ready student workbook</i> online, take a photo of the page with a smart device and send to them via the device, email or upload to Connect. </div> <ul style="list-style-type: none"> For Point 1, on page 32 of the resource, as an alternative to the graffiti strategy and brainstorm, have students develop a mind map, explosion chart or word spill and reference this when sharing verbally. For Point 3 on page 33 of the resource, ask students to participate in the work with the Tom and Miranda scenarios on pages 8 of the <i>Be Ready student workbook</i> either verbally or by providing dot point examples on Microsoft Office 365 tools like the whiteboard action. Discuss with students that we all manage emotions differently using the information and prompts provided for Points 4 and 5 on page 33 of the resource. Instead of filling out the worksheet on page 9 of the <i>Be Ready student workbook</i>, have students provide verbal responses or provide answers on Microsoft Office 365 tools like the whiteboard action.
 Engaging parents	<ul style="list-style-type: none"> Email or make available on Connect the following Family Information Sheet. Challenges and Choices Year 8 DRUG Focus Area 1: Topic 3 – Managing relationships Family Information Sheet – <i>Healthy ways to manage your emotions</i> (page 34) https://www.sdera.wa.edu.au/parents/secondary-years/
 Find out more	<ul style="list-style-type: none"> Authentic Happiness http://www.authentichappiness.sas.upenn.edu Values Education https://k10outline.scsa.wa.edu.au/home/principles/guiding-principles/values Building on Strength https://www.education.wa.edu.au/dl/oelpev

 Extension ideas	<ul style="list-style-type: none"> For a focus on positive self-talk, ask students to find a song that relates to this topic. What are the key messages in the lyrics? 				
	<ul style="list-style-type: none"> Practise and/or roleplay healthy ways of talking about your feelings in response to different scenarios with family members at home or via electronic media with your teacher, students and friends. 				
Activity 3	Making responsible decisions pages 35-36 in resource				
 Learn at home	<p>Decisions</p> <ul style="list-style-type: none"> For Point 2, instead of a brainstorm and distribution of the snap decision examples provided on the activity sheet on page 36, read each <i>Snap Decisions</i> card verbally and have students develop a mind map, explosion chart or word spill in response to the different scenarios. While sharing and discussing have students add examples shared by others to their own mind map, explosion chart or word spill and then highlight what action they would take on their own documentation. For Point 3, replace the roleplay option with a <i>Stop and go decision making exercise</i> using the <i>Snap Decisions</i> activity sheet on page 36 of the resource. Use a T Chart to determine which is the most responsible decision to make in each of the scenarios provided. <table border="1" data-bbox="649 855 2136 1129"> <thead> <tr> <th data-bbox="649 855 1391 900">STOP</th><th data-bbox="1391 855 2136 900">GO</th></tr> </thead> <tbody> <tr> <td data-bbox="649 900 1391 1129"></td><td data-bbox="1391 900 2136 1129"></td></tr> </tbody> </table> <ul style="list-style-type: none"> What are the STOP decisions and what are the GO decisions? Discuss possible consequences, negative and positive for each scenario and highlight the decision to be made. 	STOP	GO		
STOP	GO				
 Find out more	<ul style="list-style-type: none"> Smiling Mind https://www.smilingmind.com.au/ 				
 Extension ideas	<ul style="list-style-type: none"> Continue to build a list of harm reduction strategies to improve ability to make safer snap decisions. 				

TOPIC 4	STRENGTHS
	pages 37-43 in resource
Activity 1	Identifying strengths and qualities in yourself and others pages 37-39 in resource
 Learn at home	Strengths and qualities <ul style="list-style-type: none"> For Points 1 and 2, rather than use the names provided, ask students to choose two famous people and then to write a dot point list of the qualities that have made them successful. These can be shared through the class verbally or using Microsoft Office 365 tools like the whiteboard action. Have students engage in discussion of the common factors among the qualities identified. Have students develop an explosion chart of the people in their lives that share these qualities including friends, family members and people they may meet in their day-to-day living. This could be represented through a tree diagram.
 Extension ideas	<ul style="list-style-type: none"> Ask students to write down five things they have in common with their favourite celebrity.
Activity 2	Identifying strengths and qualities in yourself and others pages 40-43 in resource
 Learn at home	Strengths and qualities <ul style="list-style-type: none"> For Activities point 1, take a photo of the scenarios on the <i>Using your strengths</i> activity sheets (pages 41 and 42) with a smart device and send to students via a device or upload to Connect. Assign one scenario to each student to work on individually and then share verbally.
 Engaging parents	<ul style="list-style-type: none"> Email or make available on Connect the following Family Information Sheet. Challenges and Choices Year 8 DRUG Focus Area 1: Topic 4 – Strengths Family Information Sheet – <i>Building your teen's character strengths</i> (page 43) Family Information Sheet: https://www.sdera.wa.edu.au/parents/secondary-years/
 Extension ideas	<ul style="list-style-type: none"> Ask students to design their own shield of strengths. They should choose (at least) four areas to display on the shield.