

Links to the Australian Curriculum v9: Health and Physical Education Years 7 and 8

Alcohol and Cannabis
Module



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Health and Physical Education

Module title

Alcohol and Cannabis

Stage

Year 7-8

Duration

6 weeks / 6 lessons

Module overview

This module aims to develop students' knowledge and understanding about cannabis, alcohol and ways to prevent or reduce alcohol- and cannabis-related harms. Lessons and activities are based on the principles of effective drug education. A realistic cartoon-based drama is used to deliver prevention education that prepares young people for life experiences they may encounter, and provides them with skills to deal with these situations in a safe and responsible way.

Acievement standards and focus areas

Students

- investigate strategies and practices that enhance their own, others' and community health, safety and wellbeing.
- apply personal and social skills to establish and maintain respectful relationships and promote safety, fair play and inclusivity.
- demonstrate skills to make informed decisions, and propose and implement actions that promote their own and others' health, safety and wellbeing.
- evaluate strategies and resources to manage changes and transitions
- analyse factors that influence emotional responses
- evaluate the impact on wellbeing of relationships

This module mainly covers the alcohol and other drugs (AD) curriculum focus area but also covers mental health and wellbeing (MH), relationships and sexuality (RS) and safety (S) focus areas.

Teacher note

This module has six lessons, approximately 40 minutes each. It is ideal to run the lessons one week apart so the students can incorporate the ideas into their lives.

Introduction to the module and structure of each lesson:

1. Online cartoon-based content: each lesson encompasses a realistic cartoon-based drama about a group of teenagers and their experiences with alcohol and cannabis. Students should spend approximately 20 minutes completing this section each lesson.
2. Student summary sheets: a resource to assist students when completing class activities and reiterate the learning intention.
3. Class activities: a range of activities have been provided online for teachers to choose from. The activities reinforce the material taught in the online lesson and encourage students to process and apply the skills they have learnt in preparation for future experiences.
4. Extra activity options: provides students with an opportunity to deepen their understanding of lesson content and practise skills to keep themselves and others healthy and safe.

Syllabus content

Students:

- analyse the impact of changes and transitions, and devise strategies to support themselves and others through these changes AC9HP8P02
 - investigating the changing nature of peer and family relationships and proposing strategies to manage these changes
- examine the roles of respect, empathy, power and coercion in developing respectful relationships AC9HP8P04
 - analysing how behaviours, actions and responses to situations can change depending on whether they are by themselves, with friends or with family
- investigate how media and influential people impact attitudes, beliefs, decisions and behaviours in relation to health, safety, relationships and wellbeing AC9HP8P09
 - analysing the credibility, validity and relevance of health messages conveyed by different sources (including news sites, bloggers, influencers and social media advertising) and applying credible information to health-related decisions
 - exploring and evaluating the accessibility and reliability of health information sources from the media that target young people in relation to their health, wellbeing, body, sexuality, relationships and other health issues
- plan and implement strategies, using health resources, to enhance their own and others' health, safety, relationships and wellbeing AC9HP8P10
 - investigating preventive health practices relevant to young people, and designing and implementing health promotion activities targeting these practices

Teaching, learning and assessment

Lesson One:

Learning intention: Students examine how Australian alcohol laws and guidelines can promote positive health and wellbeing in young people.

Online cartoon-based content:

Students read content provided in the Lesson One cartoon, which examines:

- Alcohol, the law, and underage drinking.
- Australian Guidelines to reduce health risks from drinking alcohol.
- Identifying the number of standard drinks in alcoholic beverages.
- Prevalence and patterns of alcohol consumption among 13-15 year olds.
- Acute harms / consequences associated with alcohol use, including how drinking can affect relationships.
- Responsible use of alcohol, for example, at a party.

Optional class activities :

Students examine alcohol and the law. Teachers have the flexibility to select from a range of activities, with consideration of their school's context and the needs of their students.

- **Alcohol and the law (*interactive*):** students learn about the laws related to alcohol in Australia.
- **How many standard drinks is that? (*interactive*):** students refer to the Standard Drinks Guide Chart to learn about standard drinks and how the Australian guidelines can reduce health risks from drinking alcohol. They answer questions about standard drinks and low-risk drinking limits.
- **Keeping safe (*PDF*):** students reflect on the Lesson 1 cartoon and what the characters could have done differently to stay safe. They discuss strategies to keep themselves and others safe if planning to drink alcohol at a party.
- **Alcohol in the media (*PDF; suggested take-home activity*):** students research media articles related to alcohol consumption, laws and harms. They can present their findings as a class poster board. Teachers may refer to the poster board as a basis for class discussions.
- **Graphic organiser (*PDF; suggested take-home activity*):** students use a graphic organiser (e.g. concept map, sequence chart, word web) to illustrate the relationship between protective factors, contextual factors, laws and rules in determining decisions and behaviour relating to alcohol use.

Students:

- examine the roles of respect, empathy, power and coercion in developing respectful relationships AC9HP8P04
 - analysing how behaviours, actions and responses to situations can change depending on whether they are by themselves, with friends or with family
- refine protective behaviours and evaluate community resources to seek help for themselves and others AC9HP8P08
 - examining scenarios to highlight how emotions, dispositions, social supports, and gender and cultural norms can affect a person's willingness to seek help
 - collaborating with peers to suggest strategies they could use if they are being encouraged to use a substance such as alcohol, e-cigarettes, cannabis or inhalants
- investigate how media and influential people impact attitudes, beliefs, decisions and behaviours in relation to health, safety, relationships and wellbeing AC9HP8P09
 - analysing the credibility, validity and relevance of health messages conveyed by different sources (including news sites, bloggers, influencers and social media advertising) and applying credible information to health-related decisions
 - exploring and evaluating the accessibility and reliability of health information sources from the media that target young people in relation to their health, wellbeing, body, sexuality, relationships and other health issues
- plan and implement strategies, using health resources, to enhance their own and others' health, safety, relationships and wellbeing AC9HP8P10
 - investigating preventive health practices relevant to young people, and designing and implementing health promotion activities targeting these practices

Lesson Two:

Learning intention: Students describe the effects of alcohol consumption and examine strategies to minimise harm as a result of its use.

Online cartoon-based content:

Students read content provided in the Lesson Two cartoon, which examines:

- Alcohol, the law, and underage drinking.
- Reasons why teenagers choose to drink or not drink alcohol.
- Alcohol-free activities.
- Short- and long-term consequences associated with alcohol consumption.
- Refusal skills.
- Identifying the potential for risk and harm in common teenage drinking scenarios.
- Harm-minimisation strategies for common teenage drinking scenarios.

Optional class activities:

Students examine the consequences of using alcohol and how they can keep others safe. Teachers have the flexibility to select from a range of activities, with consideration of their school's context and the needs of their students.

- **Being assertive (*interactive*):** students learn about being assertive and how to say "no!".
- **The effects of alcohol (*interactive*):** students reflect on a scenario to classify the psychological, physical and social effects of alcohol.
- **Alcohol harms (*PDF*):** students learn about harms related to alcohol by responding to scenarios and questions. In small groups, they discuss each statement and share their findings with the class.
- **Alcohol advertising (*PDF; suggested take-home activity*):** students research current drinking campaigns and advertising. They create either a safe drinking or anti-drinking advertisement/campaign to promote safe drinking behaviours for young people.

Students:

- examine the roles of respect, empathy, power and coercion in developing respectful relationships AC9HP8P04
 - analysing how behaviours, actions and responses to situations can change depending on whether they are by themselves, with friends or with family
- refine protective behaviours and evaluate community resources to seek help for themselves and others AC9HP8P08
 - examining scenarios to highlight how emotions, dispositions, social supports, and gender and cultural norms can affect a person's willingness to seek help
- investigate how media and influential people impact attitudes, beliefs, decisions and behaviours in relation to health, safety, relationships and wellbeing AC9HP8P09
 - analysing the credibility, validity and relevance of health messages conveyed by different sources (including news sites, bloggers, influencers and social media advertising) and applying credible information to health-related decisions
 - exploring and evaluating the accessibility and reliability of health information sources from the media that target young people in relation to their health, wellbeing, body, sexuality, relationships and other health issues
- plan and implement strategies, using health resources, to enhance their own and others' health, safety, relationships and wellbeing AC9HP8P10
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Lesson Three:

Learning intention: Students discuss the effects of cannabis and reasons why young people may use it.

Online cartoon-based content:

Students read content provided in the Lesson Three cartoon, which examines:

- What is cannabis?
- Prevalence and patterns of cannabis use among 13-15 year olds.
- Short and long-term harms of cannabis use.
- Reasons why teens may choose to use or not use cannabis.
- Varying effects of cannabis on an individual level.

Optional class activities:

Students discuss the nature of cannabis and why people use it. Teachers have the flexibility to select from a range of activities, with consideration of their school's context and the needs of their students.

- **Cannabis refusal skills (*interactive*):** students learn about why teenagers may choose to use or not use cannabis, along with how to respond assertively to resist peer pressure.
- **How many people use cannabis (*interactive*):** students learn about the low prevalence of cannabis use among teenagers and reflect on recent statistics.
- **The varying effects of drugs (*PDA*):** students learn about the varying effects drugs can have on a person depending on individual, environmental and drug factors.
- **Cannabis – What's in the news? (*PDF; suggested take-home activity*):** students research articles related to cannabis use, laws and harms. They may add their research to the class poster board for continued discussion.
- **Podcast (*PDF; suggested take-home activity*):** students use ICT tools to create a podcast that discusses the relationship between contextual factors and reasons for cannabis use.
- **Making decisions about cannabis (*PDF*):** students learn about the reasons some teenagers choose to use or not use cannabis by answering questions in a group and conducting a role play.



Students:

- examine the roles of respect, empathy, power and coercion in developing respectful relationships AC9HP8P04
 - analysing how behaviours, actions and responses to situations can change depending on whether they are by themselves, with friends or with family
- analyse factors that influence emotional responses and devise strategies to self-manage emotions AC9HP8P06
 - recognising and interpreting emotional responses to stressful situations and proposing strategies for ensuring those responses don't have a negative impact on others
- refine protective behaviours and evaluate community resources to seek help for themselves and others AC9HP8P08
 - collaborating with peers to suggest strategies they could use if they are being encouraged to use a substance such as alcohol, e-cigarettes, cannabis or inhalants
 - exploring help-seeking scenarios young people may encounter and sharing strategies for dealing with each situation, including situations linked to substance use, mental health issues, safety and risk-taking, and sexual health
- investigate how media and influential people impact attitudes, beliefs, decisions and behaviours in relation to health, safety, relationships and wellbeing AC9HP8P09
 - analysing the credibility, validity and relevance of health messages conveyed by different sources (including news sites, bloggers, influencers and social media advertising) and applying credible information to health-related decisions
 - exploring and evaluating the accessibility and reliability of health information sources from the media that target young people in relation to their health, wellbeing, body, sexuality, relationships and other health issues

Lesson Four:

Learning intention: Students describe the effects of cannabis use and assess its impact on health, safety and wellbeing.

Online cartoon-based content:

Students read content provided in the Lesson Four cartoon, which examines:

- Cannabis and the law.
- Economic consequences of using cannabis.
- Recognising problems associated with cannabis use.
- Responding to cannabis-related risk and harm in common teenage scenarios.
- Strategies for staying safe if you or your peers are using cannabis.

Optional class activities:

Students investigate the effects of cannabis. Teachers have the flexibility to select from a range of activities, with consideration of their school's context and the needs of their students.

- **Effects of cannabis (*interactive*):** students learn about the different effects of cannabis including psychological, physical and social effects.
- **Greening out (*interactive*):** students consider how to help someone who is feeling panicky or anxious about using cannabis. They write about how to best help a person who is "greening out" from using cannabis.
- **Should cannabis be legalized (*PDA*):** class is divided into two groups. Students debate the question, "should cannabis be legalised?". Each group discusses their position (either for or against) before commencing the debate.
- **Podcast (*PDF; suggested take-home activity*):** The aim of this activity is for students to use ICT tools to create a podcast that discusses the relationship between contextual factors and reasons for cannabis use.
- **Plus, Minus, Interesting (PMI) (*PDF; suggested take-home activity*):** students complete a PMI chart of key points stated during the great debate. Based on this information, students predict the effect of changes to cannabis laws on the future health, safety and wellbeing of individuals and the community.

Students:

- examine the roles of respect, empathy, power and coercion in developing respectful relationships AC9HP8P04
 - analysing how behaviours, actions and responses to situations can change depending on whether they are by themselves, with friends or with family
- refine protective behaviours and evaluate community resources to seek help for themselves and others AC9HP8P08
 - examining scenarios to highlight how emotions, dispositions, social supports, and gender and cultural norms can affect a person's willingness to seek help
 - collaborating with peers to suggest strategies they could use if they are being encouraged to use a substance such as alcohol, e-cigarettes, cannabis or inhalants
 - exploring help-seeking scenarios young people may encounter and sharing strategies for dealing with each situation, including situations linked to substance use, mental health issues, safety and risk-taking, and sexual health
- investigate how media and influential people impact attitudes, beliefs, decisions and behaviours in relation to health, safety, relationships and wellbeing AC9HP8P09
 - analysing the credibility, validity and relevance of health messages conveyed by different sources (including news sites, bloggers, influencers and social media advertising) and applying credible information to health-related decisions

Lesson Five:

Learning intention: Students recognise the effects of drug use and propose solutions to promote their own and others' health.

Online cartoon-based content:

Students read content provided in the Lesson Five cartoon, which examines:

- Long-term consequences of cannabis use - physical and psychological.
- Relationship between cannabis use and mental illness.
- Recognising problems associated with cannabis use (including cannabis dependence).
- Seeking help.

Optional class activities:

Students investigate the consequences of cannabis use. Teachers have the flexibility to select from a range of activities, with consideration of their school's context and the needs of their students.

- **Safer choices around alcohol and cannabis (*interactive*):** students recognise harmful situations involving alcohol and cannabis use. They learn about ways to avoid or deal with each situation.
- **Cannabis dependence (*interactive*):** students learn that people who use cannabis regularly over time may become dependent on or "addicted" to cannabis. They reflect on the cartoon to identify the signs of dependence. Students reflect on cannabis dependence and its relationship to mental health and quality of life.
- **Decision making/problem solving (*PDF*):** in reference to a specific problem/issue (e.g. initiating or ceasing alcohol or cannabis use), students learn the steps involved in effective decision making/problem solving by completing the eight steps on the worksheet.
- **Letter to Tom (*PDF; suggested take-home activity*):** students reflect on what they have learned from the cartoon and the lesson. They write a letter reaching out to Tom (cartoon character), expressing their concerns with his cannabis use.
- **Online quiz (*PDF; suggested take-home activity*):** students use ICT tools to develop an online quiz about the long-term consequences of cannabis use OR cannabis dependence. (e.g. Google Forms, Microsoft Forms, Kahoot, Quizizz). They share the quiz with class members to complete in the following lesson.



Students:

- examine the roles of respect, empathy, power and coercion in developing respectful relationships AC9HP8P04
 - analysing how behaviours, actions and responses to situations can change depending on whether they are by themselves, with friends or with family
- analyse factors that influence emotional responses and devise strategies to self-manage emotions AC9HP8P06
 - exploring different viewpoints, practising being empathetic and considering alternative ways to respond in a variety of situations, which take into account how they may affect others
 - recognising and interpreting emotional responses to stressful situations and proposing strategies for ensuring those responses don't have a negative impact on others
- refine protective behaviours and evaluate community resources to seek help for themselves and others AC9HP8P08
 - examining scenarios to highlight how emotions, dispositions, social supports, and gender and cultural norms can affect a person's willingness to seek help
 - collaborating with peers to suggest strategies they could use if they are being encouraged to use a substance such as alcohol, e-cigarettes, cannabis or inhalants
 - exploring help-seeking scenarios young people may encounter and sharing strategies for dealing with each situation, including situations linked to substance use, mental health issues, safety and risk-taking, and sexual health
- investigate how media and influential people impact attitudes, beliefs, decisions and behaviours in relation to health, safety, relationships and wellbeing AC9HP8P09
 - analysing the credibility, validity and relevance of health messages conveyed by different sources (including news

Lesson Six:

Learning intention: Students practise and apply help-seeking strategies related to alcohol and cannabis use.

Online cartoon-based content:

Students read content provided in the Lesson Six cartoon, which examines:

- Dealing and coping with challenging situations.
- Effects of other people's drug use.
- Recognising and responding to risk and harms of cannabis.
- Strategies to help friends reduce or cease using cannabis.
- Alternatives to using cannabis.
- Identifying when to seek help and where to seek help e.g. resources and support agencies for teenagers using cannabis (both at school and in the community).

Optional class activities:

Students investigate harm reduction and help-seeking strategies in the context of alcohol and cannabis use. Teachers have the flexibility to select from a range of activities, with consideration of their school's context and the needs of their students.

- **How to help a friend (*interactive*):** students categorise a list of strategies to help a friend using cannabis as either 'helpful' or 'not so helpful'.
- **Finding support (*interactive*):** students learn about places and resources they can get help if they, or someone they know, is having problems with alcohol or other drugs. They create a list of resources they would be most comfortable using.
- **Helping friends (*PDF*):** students discuss what to do if they suspect one of their friends is having problems with cannabis. In small groups, they complete a scenario and describe how they would seek help in that situation.
- **Two-minute presentation (*PDF; suggested take-home activity*):** students develop a two minute presentation consisting of 10 key points they learned during the lesson, in a format of their choice.

sites, bloggers, influencers and social media advertising) and applying credible information to health-related decisions

- plan and implement strategies, using health resources, to enhance their own and others' health, safety, relationships and wellbeing AC9HP8P10
 - investigating preventive health practices relevant to young people, and designing and implementing health promotion activities targeting these practices

Unit evaluation – please tick ✓	Unsatisfactory	Satisfactory	Good	Excellent	Not applicable	Comments/suggestions for improvement
The unit adequately addresses syllabus outcomes.						
The unit reflects the needs, interests, and abilities of students.						
The unit provides opportunity for students to demonstrate what they know and can do.						
The unit includes a variety of teaching and learning activities, and resources to address the learning needs of all students.						

Additional comments:

Unit start date:

Unit finish date:

Teacher Name:

Signature:

Date:

