

# Links to the Australian Curriculum: Health and Physical Education Years 9 and 10

*Alcohol and Cannabis  
Module*



# Health and Physical Education



Module title	Alcohol and Cannabis	Stage	Year 9-10	Duration	6 weeks / 6 lessons
<b>Module overview</b>					
<p>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.</p>					
<b>Achievement standards and focus areas</b>					
Students:					
<ul style="list-style-type: none"><li>• Critically analyse contextual factors that influence identities, relationships, decisions and behaviours</li><li>• Access, synthesise and apply health information from credible sources to propose and justify responses to health situations</li><li>• Apply decision-making and problem-solving skills when taking action to enhance their own and others' health, safety and wellbeing</li></ul>					
<b>Teacher note</b>					
<p>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.</p> <p>Introduction to the module and structure of each lesson:</p> <ol style="list-style-type: none"><li>1. Cartoon-based content: each lesson encompasses a realistic cartoon-based drama about a group of teenagers and their experiences with alcohol. Students should spend approximately 20 minutes completing this section for each lesson.</li><li>2. Student summary sheets: a resource to assist students when completing class activities and reiterate the learning intention.</li><li>3. Optional class activities: a range of in-class activities have been provided for teachers to choose from. The activities reinforce the material taught in the cartoon lesson and encourage students to process and apply the skills they have learnt in preparation for future experiences. Activity formats include:<ul style="list-style-type: none"><li>• <u>Interactive activities</u>: can be assigned to students in activity mode, where they are given immediate feedback, or assessment mode, where teachers can mark their responses.</li><li>• <u>PDF-based activities</u>: extra activity options such as group activities, class discussion points and worksheets.</li></ul></li><li>4. Suggested take-home activities: provides students with an opportunity to deepen their understanding of lesson content and practise skills to keep themselves and others healthy and safe. Can be set as homework tasks and/or assessments.</li></ol>					



Syllabus content	Teaching, learning and assessment
<p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• Evaluate factors that shape identities and critically analyse how individuals impact the identities of others (ACPPS089) <ul style="list-style-type: none"> <li>• Analysing how societal norms, stereotypes and expectations influence the way young people think about their bodies, abilities, gender, sexuality, food, physical activity, sexual health, drugs and/or risk-taking behaviours</li> </ul> </li> <li>• Propose, practise and evaluate responses in situations where external influences may impact on their ability to make healthy and safe choices (ACPPS092) <ul style="list-style-type: none"> <li>• Exploring external influences on sexuality and sexual health behaviours, and recognising the impact that decisions and actions can have on own and others' health and wellbeing</li> <li>• Evaluating the influence of personal, social, environmental and cultural factors on decisions and actions young people take in relation to their health, safety and wellbeing</li> </ul> </li> <li>• Critically analyse and apply health information from a range of sources to health decisions and situations (ACPPS095) <ul style="list-style-type: none"> <li>• Examining actions to take greater responsibility in relation to their own health</li> <li>• Evaluating strategies and actions to increase personal safety and</li> </ul> </li> </ul>	<p><b>Lesson One:</b></p> <p>Learning intention: Students examine how Australian alcohol laws and guidelines can promote positive health and wellbeing in young people.</p> <p><b>Online cartoon-based content:</b></p> <p>Students read content provided in the Lesson One cartoon, which examines:</p> <ul style="list-style-type: none"> <li>• Alcohol, the law, and underage drinking.</li> <li>• Australian Guidelines to reduce health risks from drinking alcohol.</li> <li>• Identifying the number of standard drinks in alcoholic beverages.</li> <li>• Prevalence and patterns of alcohol consumption among 13-15 year olds.</li> <li>• Acute harms / consequences associated with alcohol use, including how drinking can affect relationships.</li> <li>• Responsible use of alcohol, for example, at a party.</li> </ul> <p><b>Optional class activities:</b></p> <p>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.</p> <ul style="list-style-type: none"> <li>• <b>Alcohol and the law (<i>interactive</i>):</b> students learn about the laws related to alcohol in Australia.</li> <li>• <b>How many standard drinks is that? (<i>interactive</i>):</b> 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.</li> <li>• <b>Keeping safe (<i>PDF</i>):</b> 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.</li> <li>• <b>Alcohol in the media (<i>PDF; suggested take-home activity</i>):</b> 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.</li> <li>• <b>Graphic organiser (<i>PDF; suggested take-home activity</i>):</b> 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.</li> </ul>

planning to promote these in the school and community



### Students:

- Evaluate factors that shape identities and critically analyse how individuals impact the identities of others (ACPPS089)
  - Analysing how societal norms, stereotypes and expectations influence the way young people think about their bodies, abilities, gender, sexuality, food, physical activity, sexual health, drugs and/or risk-taking behaviours
  - Analysing the role of family, friends and the community in supporting an individual's identities, and proposing strategies to enhance their own and others' wellbeing
- Examine the impact of changes and transitions on relationships (ACPPS090)
  - practising skills to deal with challenging or unsafe situations, such as refusal skills, communicating choices, expressing opinions and initiating contingency plans
  - Asserting their stance on a situation, dilemma or decision by expressing thoughts, opinions and beliefs that acknowledge the feelings of others
- Plan, rehearse and evaluate options (including CPR and first aid) for managing situations where their own or others' health, safety and wellbeing may be at short or long term risk (ACPPS091)
  - Proposing and practising a range of realistic responses to scenarios where peers are encouraging them to take unnecessary risks
- Propose, practise and evaluate responses in situations where external influences

### 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.

may impact on their ability to make healthy and safe choices (ACPPS092)

- Evaluating the influence of personal, social, environmental and cultural factors on decisions and actions young people take in relation to their health, safety and wellbeing
- Investigate how empathy and ethical decision making contribute to respectful relationships (ACPPS093)
  - practising skills to deal with challenging situations such as communicating choices, expressing opinions and initiating contingency plans.
- Critically analyse and apply health information from a range of sources to health decisions and situations (ACPPS095)
  - Examining actions to take greater responsibility in relation to their own health
  - Evaluating strategies and actions to increase personal safety and planning to promote these in the school and community

### Students:

- Evaluate factors that shape identities and critically analyse how individuals impact the identities of others (ACPPS089)
  - Analysing how societal norms, stereotypes and expectations influence the way young people think about their bodies, abilities, gender, sexuality, food, physical activity, sexual health, drugs and/or risk-taking behaviours
  - Analysing the role of family, friends and the community in supporting an individual's identities, and proposing strategies to enhance their own and others' wellbeing
- Propose, practise and evaluate responses in situations where external influences may impact on their ability to make healthy and safe choices (ACPPS092)
  - Evaluating the influence of personal, social, environmental and cultural factors on decisions and actions young people take in relation to their health, safety and wellbeing
- Plan, rehearse and evaluate options (including CPR and first aid) for managing situations where their own or others' health, safety and wellbeing may be at short or long term risk (ACPPS091)
  - Proposing and practising a range of realistic responses to scenarios where peers are encouraging them to take unnecessary risks
- Critically analyse and apply health information from a range of sources to health decisions and situations (ACPPS095)

### 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 (*PDF*):** 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.



- Examining actions to take greater responsibility in relation to their own health
- Evaluating strategies and actions to increase personal safety and planning to promote these in the school and community



### Students:

- Evaluate factors that shape identities and critically analyse how individuals impact the identities of others (ACPPS089)
  - Analysing how societal norms, stereotypes and expectations influence the way young people think about their bodies, abilities, gender, sexuality, food, physical activity, sexual health, drugs and/or risk-taking behaviours
  - Analysing the role of family, friends and the community in supporting an individual's identities, and proposing strategies to enhance their own and others' wellbeing
- Plan, rehearse and evaluate options (including CPR and first aid) for managing situations where their own or others' health, safety and wellbeing may be at short or long term risk (ACPPS091)
  - Proposing and practising a range of realistic responses to scenarios where peers are encouraging them to take unnecessary risks
- Propose, practise and evaluate responses in situations where external influences may impact on their ability to make healthy and safe choices (ACPPS092)
  - Evaluating the influence of personal, social, environmental and cultural factors on decisions and actions young people take in relation to their health, safety and wellbeing
- Critically analyse and apply health information from a range of sources to health decisions and situations (ACPPS095)

### 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 (*PDF*):** 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.



- Critiquing and selecting the most suitable and reliable sources of health information according to the decision that needs to be made.

### Students:

- Evaluate factors that shape identities and critically analyse how individuals impact the identities of others (ACPPS089)
  - Analysing how societal norms, stereotypes and expectations influence the way young people think about their bodies, abilities, gender, sexuality, food, physical activity, sexual health, drugs and/or risk-taking behaviours
  - Analysing the role of family, friends and the community in supporting an individual's identities, and proposing strategies to enhance their own and others' wellbeing
- Propose, practise and evaluate responses in situations where external influences may impact on their ability to make healthy and safe choices (ACPPS092)
  - Evaluating the influence of personal, social, environmental and cultural factors on decisions and actions young people take in relation to their health, safety and wellbeing
- Investigate how empathy and ethical decision making contribute to respectful relationships (ACPPS093)
  - Investigating the characteristics of positive, respectful relationships and the rights and ethical responsibilities of individuals in relationships
- Critically analyse and apply health information from a range of sources to health decisions and situations (ACPPS095)

### Lesson Five:

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.

- **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.

- Examining actions to take greater responsibility in relation to their own health
- Evaluating strategies and actions to increase personal safety and planning to promote these in the school and community

### Students:

- Evaluate factors that shape identities and critically analyse how individuals impact the identities of others (ACPPS089)
  - Analysing how societal norms, stereotypes and expectations influence the way young people think about their bodies, abilities, gender, sexuality, food, physical activity, sexual health, drugs and/or risk-taking behaviours
  - Analysing the role of family, friends and the community in supporting an individual's identities, and proposing strategies to enhance their own and others' wellbeing
- Examine the impact of changes and transitions on relationships (ACPPS090)
  - practising skills to deal with challenging or unsafe situations, such as refusal skills, communicating choices, expressing opinions and initiating contingency plans
  - Asserting their stance on a situation, dilemma or decision by expressing thoughts, opinions and beliefs that acknowledge the feelings of others
- Propose, practise and evaluate responses in situations where external influences may impact on their ability to make healthy and safe choices (ACPPS092)
  - Evaluating the influence of personal, social, environmental and cultural factors on decisions and actions young people take in relation to their health, safety and wellbeing
- Critically analyse and apply health information from a range of sources to

### 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.

health decisions and situations  
(ACPPS095)

- Critiquing services that provide advice and support on health-related issues, and investigating ways to store and share contact information of these services with other young people
- Evaluating strategies and actions to increase personal safety and planning to promote these in the school and community

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: .....

