

Links to the NSW Personal Development, Health and Physical Education Syllabus (Stage 5)

Alcohol and Cannabis
Module



Personal Development, Health and Physical Education



Module title	Alcohol and Cannabis	Stage	Stage 5 (Year 9)	Duration	6 weeks / 6 lessons
Module overview					
<p>This module aims to develop students' knowledge and understanding about alcohol, cannabis, and ways to prevent or reduce alcohol- and cannabis-related harms. Lesson activities are based on the principles that underpin 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>					
Outcomes					
<p>A student:</p> <ul style="list-style-type: none"> researches and appraises the effectiveness of health information and support services available in the community PD5-2 critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity PD5-6 plans, implements and critiques strategies to promote health, safety, wellbeing and participation in physical activity in their communities PD5-7 assesses and applies self-management skills to effectively manage complex situations PD5-9 					
PDHPE skills					
<p>The following Self-management skills S are focused on during this unit:</p> <p>Self-awareness</p> <ul style="list-style-type: none"> reflective practice developing greater control and responsibility for our actions, feelings and behaviours <p>Decision-making and problem-solving</p> <ul style="list-style-type: none"> information-gathering finding solutions to problems analysis time management goal setting and tracking <p>Help-seeking</p> <ul style="list-style-type: none"> recognising when help is needed accessing support and support networks 			<p>The following Interpersonal skills I are focused on during this unit:</p> <p>Communication</p> <ul style="list-style-type: none"> assertiveness refusal skills <p>Collaboration, inclusion and relationship-building</p> <ul style="list-style-type: none"> expressing respect for others' contributions assessing their own abilities and contributing back to the group. <p>Leadership and advocacy</p> <ul style="list-style-type: none"> influencing and persuading 		

Assessment

Assessment FOR learning:

- Student reflection
- Checks for understanding embedded at the end of each cartoon lesson.

Assessment AS learning:

- Class activities.
- Suggested take home activities.

Assessment OF learning:

- Learning portfolio - students use information and communication technology (ICT) to develop a digital portfolio that illustrates their learning progress over the course of the module.
- Two minute presentation.
- Poster board.



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. 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.
2. Student summary sheets: a resource to assist students when completing class activities and reiterate the learning intention.
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:
 - Interactive activities: can be assigned to students in activity mode, where they are given immediate feedback, or assessment mode, where teachers can mark their responses.
 - PDF-based activities: extra activity options such as group activities, class discussion points and worksheets.
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.

Syllabus content

Students:

- evaluate situations, propose appropriate emotional responses and reflect on possible outcomes of different responses (ACPPS094).
 - evaluate situations where an individual may react with extreme emotion and reflect on the impact that this response may have on the situation and/or their relationships, e.g. reactions to loss and grief, feelings of anxiety.



- plan, rehearse and evaluate options for managing situations where their own and others' health, safety and wellbeing may be at short-term or long-term risk (ACPPS091).
 - demonstrate and advocate appropriate strategies to keep themselves safe while supporting others in various situations, e.g. posting offensive material online, bullying, harassment.



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 by reflecting on their purpose and effectiveness.
- **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 – What's in the news? (*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:

- predict future challenges and opportunities and the skills required to manage these in a positive way.
 - refine skills to manage challenges to respond or protect themselves and others from unsafe, abusive or violent situations, e.g. refusal skills, emergency plans, risk assessment, trust, talk, take control strategy.



- plan, rehearse and evaluate options for managing situations where their own and others' health, safety and wellbeing may be at short-term or long-term risk (ACPPS091).
 - propose and practise a range of realistic responses to scenarios where peers are encouraging them to behave in unhealthy or unsafe ways in a variety of contexts, e.g. drug use, sexual behaviours, use of offensive online material, sexting, gambling, road use.



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!".
- **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.
- **Safe drinking campaigns (*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:

- analyse situations where external influences may have an impact on their ability to make healthy and safe choices (ACPPS092).
 - investigate the influences on risk-taking and decision-making and assess their impact on individual health, safety and wellbeing, e.g. drug use, road safety, physical activity, personal safety, pregnancy.



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.



Students:

- plan, rehearse and evaluate options for managing situations where their own and others' health, safety and wellbeing may be at short-term or long-term risk (ACPPS091).
 - practise self-management and interpersonal skills to manage and respond to a variety of challenging or unsafe situations, e.g. sexual relationships.



- evaluate strategies and actions that aim to enhance health, safety, wellbeing and physical activity levels and plan to promote these in the school and community.
 - assess the costs and impact of drug use to the community and recommend strategies that support individual health and safety, e.g. responsible service of alcohol, random breath testing, mobile drug testing.



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.

Students:

- analyse situations where external influences may have an impact on their ability to make healthy and safe choices (ACPPS092).
 - investigate the influences on risk-taking and decision-making and assess their impact on individual health, safety and wellbeing, e.g. drug use, road safety, physical activity, personal safety, pregnancy.



- plan, rehearse and evaluate options for managing situations where their own and others' health, safety and wellbeing may be at short-term or long-term risk (ACPPS091).
 - formulate a safety plan to meet the particular needs of a challenging situation, listing choices and consequences and making a decision about the best choice for their own health, safety or wellbeing.



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:

- plan, rehearse and evaluate options for managing situations where their own and others' health, safety and wellbeing may be at short-term or long-term risk (ACPPS091).
 - propose and practise a range of realistic responses to scenarios where peers are encouraging them to behave in unhealthy or unsafe ways in a variety of contexts, e.g. drug use, sexual behaviours, use of offensive online material, sexting, gambling, road use.



- critically analyse health information, products and services to promote health, safety, wellbeing and physical activity levels.
 - research local services that promote and support the health, safety, wellbeing and physical activity levels of young people and plan ways to share the information of these services, e.g. within social networks.



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.

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:

