

Links to the Western Australian Health and Physical Education Curriculum (Years 9 and 10)

MDMA and Emerging
Drugs Module



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Health and Physical Education

Module title	MDMA and Emerging Drugs	Stage	Year 9/10	Duration	4 weeks / 4 lessons
Module overview					
<p>This module aims to develop students' knowledge, understanding of MDMA (ecstasy) and emerging drugs. It equips student with the skills needed to prevent or reduce drug-related harms, stay Safe, reduce drugs and resist peer pressure. The module is designed to engage students through the use of a realistic cartoon-based drama and interactive activities and is based on the principles of effective drug education.</p>					
Teacher notes					
<p>This module has four 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. Each lesson comprises:</p> <ol style="list-style-type: none">1. <u>A realistic cartoon-based drama</u> about a group of teenagers and their experiences with MDMA and Emerging Drugs. Students should spend approximately 20 minutes completing this section for each lesson.2. <u>Student summary sheets</u> to assist students when completing class activities.3. <u>Optional class activities</u> which reinforce the key content in each lesson and encourage students to process and apply the skills they have learnt. Activity formats include:<ul style="list-style-type: none">• Interactive activities: These can be assigned to student in activity mode where they are given immediate feedback, or assessment mode, where teacher can provide feedback on responses.• PDF-based activities: These are extra activity options and include group activities, class discussion points and worksheets.4. <u>Suggested take home activities</u>. These provide students with an opportunity to deepen their understanding of the lesson content and practise skills to keep themselves and others healthy and safe. Take home activities can be set as homework and/or assessment tasks.					
Structure					
<p>A summary of the learning intention, key content and optional class and take-home activities for each lesson is shown below.</p>					

Learning intention and key cartoon content**Optional class and take-home activities****Lesson
1**

Students investigate the nature of drugs and assess external influences that inform drug use.

Content includes:

- Drug classification - MDMA and emerging drugs
- Emerging drugs and the law
- Prevalence of MDMA use in young people.

Choose as appropriate:

- **Myth or fact? (interactive):** students improve their knowledge about MDMA and emerging drugs, and challenge common misconceptions about these drugs by deciding whether certain statements about MDMA and emerging drugs are true or false.
- **Stop and Think (interactive):** students think about the risks and impacts of MDMA and emerging drug use, and brainstorm ways to reduce harm and stay safe.
- **Communicating information about MDMA and emerging drugs (PDF):** students create a poster, pamphlet or presentation to educate people about MDMA and emerging drugs.
- **MDMA and emerging drugs in the media (PDF; suggested take-home activity):** students independently research articles related to MDMA and emerging drugs.

**Lesson
2**

Students analyse the impact of MDMA and emerging drugs on health and safety.

Content includes:

- Impact of MDMA and emerging drugs on relationships
- Risk taking behaviour and consequences
- Keeping safe
- Mixing MDMA and emerging drugs with alcohol
- Acute/short term effects of MDMA and emerging drugs

Choose as appropriate:

- **How does drug use affect goals? (interactive):** students read a scenario and analyse how MDMA and emerging drug use can impact a person's goals, including their own.
- **Revision quiz (interactive):** students test their knowledge and revise key terminology about MDMA and emerging drugs.
- **Mind map - what have you learnt about MDMA and emerging drugs so far? (PDF):** students create a mind map about MDMA and emerging drugs.
- **Word cloud (PDF; suggested take-home activity):** students use ICT tools to create a word cloud about MDMA and emerging drug use.

**Lesson
3**

Students evaluate the choices and skills they require to make healthy and safe decisions about MDMA and emerging drug use.

Content includes:

- Social and financial implications of MDMA and emerging drug use

Choose as appropriate:

- **Effective communication skills (interactive):** students evaluate how they could use different communication skills as a way of refusing drugs and resisting peer pressure. They provide examples of how the characters from the cartoon could use effective communication tactics to say no to drugs.

**Lesson
4**

- Health issues associated with MDMA and emerging drug use
- Consequences of risk-taking behaviour
- Psychological effects of MDMA and emerging drug use
- Polydrug use
- Strategies to reduce harm and keep safe
- Assertive communication drug and refusal skills

Students analyse how health services, and first aid procedures can promote health.

Content includes:

- Health and safety issues association with MDMA and emerging drug use.
- Drug-related emergencies
- Support services and seeking help
- Strategies to avoid risk and reduce harm
- Polydrug use
- MDMA, emerging drugs and the law
- Assertive communication and drug refusal skills

- **Practising 'saying no' (interactive):** students read and write responses to three different scenarios to practise their refusal skills, effective communication and how to say no to drugs.
- **Marketing tactics and emerging drugs (PDF; suggested take-home activity):** students complete the worksheet to critique the way emerging drugs are marketed to young people.
- **Design a webpage (PDF; suggested take-home activity):** students design a webpage to help young people make the best choice for their own health, safety and wellbeing.
- **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.

Choose as appropriate:

- **Keeping safe (interactive):** students reflect on the cartoon and the effective ways of responding to MDMA and emerging-drug related situations. They decide how to respond to different drug-related emergency scenarios.
- **Grading the risks (interactive):** students consider how certain factors (e.g. polydrug use) can increase the level of risk when using MDMA and emerging drugs. They rate the level of risk posed by different drug-related scenarios.
- **Role-play: First aid and the recovery position (PDF):** in pairs, students practise implementing the DRSABCD procedure and recovery position.
- **Case study (PDF; suggested take-home activity):** students research local support services for young people and explore how they support individuals to stay safe. Students share this information with the class.

Curriculum Alignment

Alignment with Year 9 & 10 Western Australian Health and Physical Education Curriculum is shown below.

Sub strand	Curriculum Content – Year 9	Lessons				Curriculum Content – Year 10	Lessons			
		1	2	3	4		1	2	3	4
Being healthy, safe and active	Factors that shape identities and adolescent health behaviours, such as the impact of: <ul style="list-style-type: none"> • cultural beliefs and practices • family • societal norms • stereotypes and expectations • the media • body image 	X				Skills and strategies to manage situations where risk is encouraged by others	X	X	X	X
	Skills to deal with challenging or unsafe situations: <ul style="list-style-type: none"> • refusal skills • initiating contingency plans • expressing thoughts, opinions, beliefs • acting assertively 	X	X	X	X	External influences on sexuality and sexual health behaviours, including the impact decisions and actions have on their own and others' health and wellbeing				
	Actions and strategies to enhance health and wellbeing in a range of environments; for example: <ul style="list-style-type: none"> • the use of complementary health practices to support and promote good health • responding to emergency situations to administer first aid, such as Danger, Response, Send Airway, Breathing, Compression, Defibrillation (DRSABCD) • identifying and managing risky situations • safe blood practices 			X	X			X	X	
	Impact of external influences on the ability of adolescents to make healthy and safe choices relating to: <ul style="list-style-type: none"> • sexuality • alcohol and other drug use • risk taking 	X	X							
Communicating and interacting for health and wellbeing	Strategies for managing emotional responses and resolving conflict in a family, social or online environment		X			Critical health literacy skills and strategies: <ul style="list-style-type: none"> • evaluating health services in the community • examining policies and processes for ensuring safer behaviours 	X			
	Skills to determine appropriateness and reliability of online health information	X								