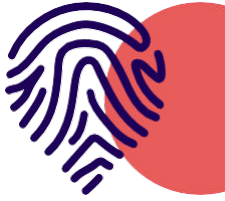


Links to the NSW Personal Development, Health and Physical Education Syllabus (Stage 4)

Alcohol Module





Personal Development, Health and Physical Education

Module title	Alcohol	Stage	Stage 4 (Year 8)	Duration	6 weeks / 6 lessons
Module overview					
<p>This module aims to develop students' knowledge, understanding and skills required to make responsible decisions about alcohol use. It provides an opportunity for students to practise strategies and skills required to reduce alcohol-related harm to themselves and others. The module has been co-designed with students and teachers for use in Year 8. It uses a realistic cartoon-based drama to impart knowledge that is based on the principles of effective drug education. Scenarios based on the real life experiences of young people are integrated into teaching and learning activities to help students deal with future alcohol-related situations in a safe and responsible way.</p>					
Outcomes					
<p>A student:</p> <ul style="list-style-type: none">• examines and demonstrates the role help-seeking strategies and behaviours play in supporting themselves and others PD4-2• recognises how contextual factors influence attitudes and behaviours and proposes strategies to enhance health, safety, wellbeing and participation in physical activity PD4-6• investigates health practices, behaviours and resources to promote health, safety, wellbeing and physically active communities PD4-7• demonstrates self-management skills to effectively manage complex situations PD4-9					
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 <p>Decision-making and problem-solving</p> <ul style="list-style-type: none">• information-gathering• finding solutions to problems• analysis <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 (eg poster, character profiles, interviews, scenarios, create an advertisement)
- Suggested take-home activities

Assessment OF learning:

- Students complete a final quiz of all questions presented at the end of cartoons 1-6
- 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

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.

Syllabus content

Students:

- examine factors that influence health and wellbeing.
 - examine risk-taking scenarios and discuss the outcome of positive and negative risk behaviour on health and wellbeing, e.g. trying out for a sporting team, drinking alcohol at a party, sexting.
- examine influences on peoples' behaviours, decisions and actions (ACPPS074).
 - examine the relationship between protective factors, contextual factors, social media, laws and rules in determining decisions and behaviour in relation to road use and/or drug use.



Teaching, learning and assessment

Lesson One:

Learning intention: students examine how alcohol-related laws and guidelines reduce harm and promote health and safety.

Online cartoon-based content:

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

- Standard drinks.
- The Australian guidelines to reduce health risks from drinking alcohol.
- Alcohol, the law, and underage drinking.
- Responsible drinking and how to stay safe.
- Societal pressures and expectations to drink alcohol.

Optional class activities :

Students examine alcohol-related laws and guidelines that reduce harm. Teachers have the flexibility to choose appropriate activities with consideration of their school's context and the needs of their students.

- **Understanding standard drinks (interactive):** students analyse the Standard Drinks Guide Chart and answer questions to develop an understanding of how the guidelines can be used to enhance health, safety and wellbeing.
- **Identifying risks and options to improve safety (interactive):** students identify risks and options for increased safety in the context of the adventures of the teenagers in the cartoon. They examine the high risks, ways risk was reduced and harm minimisation strategies.
- **The Australian drinking guidelines (PDF):** students gain an understanding of the reasons for the different guidelines for different age groups. They consider reasons for the recommendations and note these on the worksheet provided.
- **The expectation to drink (PDF):** students discuss the potential sources of pressure or expectation to drink alcohol.
- **Poster - drinking and the law (PDF; suggested take-home activity):** in small groups, students design a poster depicting situations where it is legal and illegal for people under the age of 18 to consume alcohol. *Can be set as a homework task or assessment.*
- **The role of police in underage drinking (PDF):** students discuss why there are laws for underage drinking and the role of the police in enforcing laws, eg keeping people safe.

Students:

- examine influences on peoples' behaviours, decisions and actions (ACPPS074).
 - discuss the influence of contextual factors on individual decisions and actions, e.g. response to emerging world issues, sexual relationships, drug use, preventive sexual health practices.
- recognise potentially unsafe environments and describe strategies to promote their own and others' health, safety and wellbeing in a variety of real-life situations.
 - examine strategies and develop plans to keep themselves and others safe in the following real-life scenarios: at a party, chatting or sharing information online, travelling alone, getting in a car with a drunk driver, swimming at night, experiencing unwanted sexual behaviour, feeling depressed.



Lesson Two:

Learning intention: students examine the influence of contextual factors on teenage alcohol use.

Online cartoon-based content:

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

- Prevalence and patterns of alcohol use in young people.
- Reasons why young people choose to or choose not to consume alcohol.
- Positive alternatives to using alcohol, including alcohol-free social activities.
- Myths about alcohol.

Optional class activities:

Students discuss the prevalence of, and reasons for, alcohol use among teenagers. They research healthy and safe alternatives to using alcohol. Teachers have the flexibility to choose appropriate activities with consideration of their school's context and the needs of their students.

- **How many students in your year drink too much alcohol? (interactive):** students estimate the number of students in their year group who drink alcohol excessively. They compare their results with the findings in the National Drug and Alcohol Strategy Household Survey (2016).
- **Why do some teenagers drink alcohol? (interactive):** students identify reasons teenagers choose to drink or not drink alcohol. For each reason provided, they propose alternative activities or strategies for teenagers to stay safe if they do choose to drink alcohol.
- **How to resist or cope with pressure to drink alcohol (PDF):** students identify sources of pressure to drink alcohol and propose strategies to resist these pressures and keep themselves healthy and safe.
- **Alcohol-free activities (PDF):** in small groups, students create a list of activities young people can do on weekends that do not involve alcohol. Teacher facilitates a class discussion to compile a list of alternatives to using alcohol.
- **The social calendar (PDF):** students create a social calendar comprising alcohol-free activities.
- **Alcohol-free activities in my community (PDF; suggested take-home activity):** students research different organisations, clubs and places in the local community that provide alcohol-free events and activities for young people. *Can be set as a homework task or assessment.*
- **Why do some teenagers drink alcohol? (PDF)** Students are asked to survey different types of people to find out why they believe some teenagers drink alcohol.

Students:

- recognise potentially unsafe environments and describe strategies to promote their own and others' health, safety and wellbeing in a variety of real-life situations.

- classify drugs and describe the short-term and long-term effects of drug use on health, safety and wellbeing.



- examine factors that influence health and wellbeing.

- examine risk-taking scenarios and discuss the outcome of positive and negative risk behaviour on health and wellbeing, e.g. trying out for a sporting team, drinking alcohol at a party, sexting.



- practise and apply skills and strategies to seek help for themselves and others (ACPPS072).

- propose individual support networks and external support services.



Lesson Three:

Learning intention: students describe the risks of alcohol use and identify strategies for seeking help for themselves and others.

Online cartoon-based content:

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

- Short- and long-term risks of drinking too much alcohol.
- Potential risks and harms in common teenage drinking scenarios.
- Ways to prevent harm in common teenage drinking scenarios.
- Sources of help for young people, including seeking help from a school counsellor.

Optional class activities:

Students examine the risks associated with drinking alcohol. They identify support networks and external support services that can provide help with regard to alcohol use. Teachers have the flexibility to choose appropriate activities with consideration of their school's context and the needs of their students.

- **Looking at the whole person (*interactive*):** students choose a character from the cartoon and identify factors that could influence their health, safety and wellbeing. This activity can be delivered in any lesson of this module.
- **What's the risk? (*interactive*):** students rate the level of risk associated with various activities alone and then in combination with the consumption of alcohol.
- **Visiting the school counsellor (*PDF*):** students pretend that they are the school counsellor and devise strategies to help Jane solve and cope with the situation presented in the cartoon.
- **Seeking help (*PDF*; *suggested take-home activity*):** students identify sources of help for teenagers and create a smart card for their wallets. *Can be set as a homework task.*
- **Identifying and reducing the level of risk (*PDF*):** students identify potential sources of harm and benefits various scenarios.
- **Assessing levels of risk (*PDF*):** students consider the costs and benefits of alcohol-free activities



Students:

- develop health literacy skills and promote health information that is aimed at assisting young people to address health issues.
- assess health products, information and advertising to expose myths and fallacies, e.g. understanding food labels, contraceptive products.



Lesson Four:

Learning intention: students assess the myths and facts about alcohol.

Online cartoon-based content:

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

- The myths and facts about alcohol.
- Alcohol advertising tactics and regulations.

Optional class activities:

Students develop health literacy skills when assessing a variety of alcohol advertisements. Teachers have the flexibility to choose appropriate activities with consideration of their school's context and the needs of their students.

- **Myths about alcohol (*interactive*):** students read statements about alcohol and decide which are myths and which are facts.
- **The advertising detective (*interactive*):** students complete a detailed analysis of an alcohol advertisement.
- **Exploring the internet for myths about alcohol (*PDF*):** students explore the internet for myths regarding alcohol and find out the truth. Their findings form the basis of a class discussion about alcohol myths and facts.
- **Creating an advert (*PDF; suggested take-home activity*):** in small groups, students create an advertisement for a product using a variety of tactics. Each advertisement is presented to the class. Students assess the tactics used to make each product appealing. *Can be set as a homework task or assessment.*
- **Alcohol advertising and youth (*PDF*):** class discussion about whether students believe the alcohol industry is deliberately targeting youth in their advertising tactics, and if so, what concerns this would raise.
- **What influences young people to drink alcohol? (*PDF*):** students discuss the influences and reasons some young people drink alcohol and how much impact the media has upon this.
- **Advertising tactics (*PDF*):** the class discusses common advertisements they see on television and what tactics have been used to sell the product.

Students:

- practise and apply skills and strategies to seek help for themselves and others (ACPPS072).
 - practise communication techniques to persuade someone to seek help in different situations, e.g. mental health concerns, drug use, relationship or family and domestic violence.



- examine factors that influence health and wellbeing.
 - examine risk-taking scenarios and discuss the outcome of positive and negative risk behaviour on health and wellbeing, e.g. trying out for a sporting team, drinking alcohol at a party, sexting.



- recognise potentially unsafe environments and describe strategies to promote their own and others' health, safety and wellbeing in a variety of real-life situations.
 - examine strategies and develop plans to keep themselves and others safe in the following real-life scenarios: at a party, chatting or sharing information online, travelling alone, getting in a car with a drunk driver, swimming at night, experiencing unwanted sexual behaviour, feeling depressed.



Lesson Five:

Learning intention: students examine the factors that influence alcohol use. They practise the skills and strategies required to keep themselves and others safe in a variety of real-life situations.

Online cartoon-based content:

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

- Alcohol refusal skills.
- Ways to minimise alcohol consumption.
- Decision-making about whether to consume alcohol.
- Examining different views on the consumption of alcohol.
- Keeping yourself and others safe when using alcohol.

Optional class activities:

Students examine factors that influence alcohol use. They practise techniques teenagers could use to refuse alcohol and minimise the effect of drinking too much. Teachers have the flexibility to choose appropriate activities with consideration of their school's context and the needs of their students.

- **Practising respectful refusal (*interactive*):** students provide a specific refusal skill for different scenarios involving alcohol.
- **Parties (*PDF; suggested take-home activity*):** students design two parties for teenagers: an alcohol-free party and a party which does have alcohol, but uses responsible drinking practices. Students should specify the strategies they incorporated into their plan to make the party responsible. *Can also be delivered as a worksheet for homework.*
- **Role plays – refusal skills (*PDF*):** in pairs, students practise and apply different refusal skills for a variety of situations.
- **Positives and negatives of drinking too much alcohol (*PDF*):** students create a list of positive and negatives for drinking too much alcohol.
- **Appreciating different approaches (*PDF; suggested take-home activity*):** students examine how different families and cultures have different approaches to teenage drinking. *Can be set as a homework task.*



Students:

- recognise potentially unsafe environments and describe strategies to promote their own and others' health, safety and wellbeing in a variety of real-life situations.
 - demonstrate basic first aid principles and strategies, e.g. DRSABCD, management of asthma, allergies and anaphylaxis.
- recognise potentially unsafe environments and describe strategies to promote their own and others' health, safety and wellbeing in a variety of real-life situations.
 - propose strategies individuals and others can use to make safe and informed decisions.



Lesson Six:

Learning intention: students demonstrate the first aid and decision-making skills required to promote their own and others' health and safety.

Online cartoon-based content:

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

- **Recognising the signs of an alcohol-related medical emergency.**
- What to do and who to contact if there is an alcohol-related medical emergency.
- First aid procedures when someone is unwell after drinking alcohol.

Optional class activities:

Students demonstrate basic first aid skills required to help someone who has drunk too much alcohol. They work through the decision-making process to make informed decisions on how to keep themselves and others safe when using alcohol. Teachers have the flexibility to choose appropriate activities with consideration of their school's context and the needs of their students.

- **Calling the emergency number '000' (interactive):** students learn how to recognise an alcohol-related medical emergency, and what to expect when they call '000'."
- **Role play - the recovery position (PDF):** students learn to put another person into the first aid recovery position.
- **Decision making - how much alcohol will I drink? (PDF):** students learn about the steps involved in effective decision making. They work through a formal decision-making process with regard to their own personal decision whether or not to drink lots of alcohol.
- **Providing advice about alcohol (PDF):** students work through a scenario to make an informed decision on how to help a friend make a decision about how much alcohol to drink.
- **Role play - calling 000 in an emergency:** In pairs, students role-play calling the emergency number and provide other pairs with feedback.

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:

