

# Links to the Australian Curriculum v9: Health and Physical Education Years 9 and 10

Cannabis and Psychostimulants Module



**OUR** *Futures*

© OurFutures

# Health and Physical Education

Module title	Cannabis and Psychostimulants	Stage	Years 9-10	Duration	6 weeks / 6 lessons
<b>Module overview</b>					
<p>This module aims to develop students' knowledge and understanding about cannabis and psychostimulants. It equips students with the skills needed to reduce drug-related harms in the context of their own lives using the principles of effective drug education. A realistic cartoon-based drama is used to deliver prevention education that prepares students for dealing with possible future experiences in a safe and responsible manner to lead healthy and safe lives.</p>					
<b>Achievement standards and focus areas</b>					
<p>Students:</p> <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><li>• Evaluate outcomes of emotional responses to different situations</li></ul> <p>This module mainly covers the alcohol and other drugs (AD) curriculum focus area but also covers relationships and sexuality (RS), safety (S) and mental health and wellbeing (MH) focus areas.</p>					
<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. <b>Cartoon-based content:</b> 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. <b>Student summary sheets:</b> a resource to assist students when completing class activities and reiterate the learning intention.</li><li>3. <b>Optional class activities:</b> 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. <b>Suggested take-home activities:</b> 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

### Students:

- analyse factors that shape identities and evaluate how individuals influence the identities of others AC9HP10P01
  - evaluating how societal norms, stereotypes and expectations influence how young people view themselves and how they deal with these influences
- plan, justify and critique strategies to enhance their own and others' health, safety, relationships and wellbeing AC9HP10P10
  - analysing the influence social, cultural and economic factors may have on health behaviours and help-seeking, such as factors associated with the cost of help or stigma associated with menstrual health, gender and sexual diversity, sexual health and mental illness
- plan, rehearse and evaluate strategies for managing situations where their own or others' health, safety or wellbeing may be at risk AC9HP10P08
  - proposing and practising a range of realistic responses to scenarios where peers are encouraging them to take unnecessary risks, such as in relation to the use of e-cigarettes, cannabis, psychostimulants, opiates or hallucinogens

## Teaching, learning and assessment

### Lesson One:

Learning intention: students analyse the nature and effects of cannabis use.

### Online cartoon-based content:

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

- Drug classification - what is cannabis?
- Factors that influence cannabis use.
- Prevalence of cannabis use in young people.
- Acute/short-term effects of cannabis use: physical, psychological and social.
- Cannabis and the law.

### Optional class activities:

Students investigate the nature of cannabis and reasons for its use. Teachers have the flexibility to choose from a range of activities with consideration of their school's context and the needs of their students.

- **Cannabis quiz (*interactive*):** students test their cannabis knowledge by completing the cannabis quiz.
- **Attitudes to cannabis use (*interactive*):** students reflect on the cartoon characters' attitudes and reasons for using or not using drugs. They examine the concept of resilience and discuss risk and protective factors for drug use for each character.
- **Rating the risks (*PDF*):** students assess the level and type of risk in different scenarios. They analyse the short- and long-term consequences in each situation and discuss how different people risk in different ways.
- **Influences and reasons for drug use (*PDF*):** students complete a group worksheet to investigate the reasons why teenagers use or don't use drugs. Students discuss the low prevalence of cannabis use among 12-17-year-olds and identify alternatives to using cannabis.
- **Homework - Sources of drug information (*PDF; suggested take-home activity*):** students learn how to discriminate between credible and non-credible sources of information on drugs, and think about where they are most likely to obtain drug-related information.
- **Tweet it (*PDF; suggested take-home activity*):** students summarise the key concepts of lesson one in a tweet of 280 characters or less. They can also research a photo/image to upload with their tweet.

## Students:

- analyse factors that shape identities and evaluate how individuals influence the identities of others AC9HP10P01
  - evaluating how societal norms, stereotypes and expectations influence how young people view themselves and how they deal with these influences
- plan, rehearse and evaluate strategies for managing situations where their own or others' health, safety or wellbeing may be at risk AC9HP10P08
  - proposing and practising a range of realistic responses to scenarios where peers are encouraging them to take unnecessary risks, such as in relation to the use of e-cigarettes, cannabis, psychostimulants, opiates or hallucinogens
  - critiquing the appropriateness and effectiveness of help and support services available for young people in the local community
- critique health information, services and media messaging about relationships, lifestyle choices, health decisions and behaviours to evaluate their influence on individual attitudes and actions AC9HP10P09
  - critiquing health information and services that provide advice and support on issues targeted at specific groups of young people, including support with

## Lesson Two:

Learning intention: students analyse the influences on drug use.

### Online cartoon-based content:

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

- Classifying drugs as hallucinogens, stimulants and depressants.
- Common names and properties of psychostimulant drugs.
- Short-term effects of psychostimulants.
- Prevalence of psychostimulant use.
- Influences on drug use.
- Myths surrounding drug use.
- Accessing health information and critically analysing drug-related internet and media resources.

### Optional class activities:

Students investigate the classification and influences on drug use. Teachers have the flexibility to choose from a range of activities with consideration of their school's context and the needs of their students.

- **Evaluating drug-related information online (*interactive*):** students will critically analyse the accuracy of information available about cannabis and cannabis use online.
- **Drugs and their classification (*interactive*):** students familiarise themselves with the names, classifications and impact of various drugs.
- **Mind maps (*PDF*):** in small groups, students develop a mind map about the effects and impact of using their allocated drug (e.g. ecstasy, marijuana, speed, ice/methamphetamine, alcohol or tobacco). They include information relating to laws about its use, short and long-term effects, etc. Students share their findings with the class. Students may use ICT tools to build the mind map online.
- **Homework/Assignment - Drugs in the media (*PDF; suggested take-home activity*):** students collect three articles or advertisements about drugs and critically evaluate the information provided. They investigate how advertisements can influence risk-taking and decision-making.
- **Word wheel (*PDF; suggested take-home activity*):** students use ICT tools to complete a word wheel (describing wheel template). At the centre of the wheel is the name of the drug. The spokes contain key concepts and facts students learnt during the lesson.

substance use, healthy food choices,  
fitness and exercise plans, mental health  
support, sexual health and personal  
safety

## Students:

- analyse factors that shape identities and evaluate how individuals influence the identities of others AC9HP10P01
  - evaluating how societal norms, stereotypes and expectations influence how young people view themselves and how they deal with these influences
- plan, rehearse and evaluate strategies for managing situations where their own or others' health, safety or wellbeing may be at risk AC9HP10P08
  - critiquing the appropriateness and effectiveness of help and support services available for young people in the local community
  - proposing and practising a range of realistic responses to scenarios where peers are encouraging them to take unnecessary risks, such as in relation to the use of e-cigarettes, cannabis, psychostimulants, opiates or hallucinogens
- evaluate emotional responses in different situations to refine strategies for managing emotions AC9HP10P06
  - evaluating situations where an individual may react with extreme or uncontrolled emotion and reflecting on the impact that this response may have on the situation and/or their relationships

## Lesson Three:

Learning intention: students investigate the impacts of drug use on health and wellbeing.

### Online cartoon-based content:

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

- Definitions, examples, and effects of polydrug use
- Myths and facts about drug use
- Indirect effects of drug use, including the social, financial and health effects, as well as employment and housing
- Problem solving/decision making skills in relation to drug scenarios
- Identification of risks involved in drug use, and ways of minimising harm.

### Optional class activities:

Students investigate the impacts of drug use on health and wellbeing. Teachers have the flexibility to choose from a range of activities with consideration of their school's context and the needs of their students.

- **Short- and long-term impact of drugs (*interactive*):** students gain a greater awareness of how the short-term/acute effects of drugs can have an ongoing negative impact on a person's life through examples of drug-related scenarios.
- **Getting help for you or a friend (*interactive*):** students consider barriers to accessing help and how to overcome them. They also explore and evaluate various sources of help.
- **Poly-drug use (*PDF*):** students refer to scenarios to categorise classes of drugs, , determine what the potential harms of mixing different drugs might be and how to minimise these harms.
- **Decision-making / problem-solving (*PDF*):** students learn the steps involved in effective decision making and problem solving. In pairs. they complete a worked example of their own. Students present their safety plan to the class. If time permits, the class members provide feedback evaluating whether the decision made was the best choice for an individual's health, safety and wellbeing.
- **Homework - Why do some people choose to take or not take drugs? (*PDF; suggested take-home activity*):** students interview three people in the community regarding what they know about drugs, and what they think about drug related issues.
- **Peel the fruit (*PDF; suggested take-home activity*):** students complete a graphic organiser (eg peel the fruit) to demonstrate understanding and communicate their viewpoint/s about drug use and how it impacts health and wellbeing.



## Students:

- plan, rehearse and evaluate strategies for managing situations where their own or others' health, safety or wellbeing may be at risk AC9HP10P08
  - proposing and practising a range of realistic responses to scenarios where peers are encouraging them to take unnecessary risks, such as in relation to the use of e-cigarettes, cannabis, psychostimulants, opiates or hallucinogens
  - planning and practising responses to emergencies where they may be required to administer first aid to a friend or stranger, including CPR
- critique health information, services and media messaging about relationships, lifestyle choices, health decisions and behaviours to evaluate their influence on individual attitudes and actions AC9HP10P09
  - critiquing health information and services that provide advice and support on issues targeted at specific groups of young people, including support with substance use, healthy food choices, fitness and exercise plans, mental health support, sexual health and personal safety

## Lesson Four:

Learning intention: students analyse how to seek help and support themselves and others.

### Online cartoon-based content:

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

- Help-seeking strategies.
- Effective communication skills and responses.
- Health services.
- Drug-related emergency responses, including administering first aid.

### Optional class activities:

Students investigate how to seek help and support themselves and others. Teachers have the flexibility to choose appropriate activities with consideration of their school's context and the needs of their students.

- **Effective communication - achieving the best outcome (*interactive*):** students learn and practise different communication techniques to achieve a desired outcome for scenarios relating to drug use.
- **Assertiveness, unassertiveness and aggression (*interactive*):** Students learn to discriminate between assertive, unassertive and aggressive communication.
- **Seeking help (*PDF*):** Students learn how to obtain information about services and create a smart card for their wallets. They discuss barriers that may prevent someone from seeking help.
- **Calling 000 - the emergency number (*PDF*):** students plan and rehearse role-plays to learn about what to expect if they need to call '000' if a peer is behaving in an unhealthy or unsafe way.
- **Drug education pamphlet for parents (*PDF; suggested take-home activity*):** students create a pamphlet for parents about drugs, discussing drug-related issues relevant to young people.
- **Reducing barriers (*PDF; suggested take-home activity*):** students identify additional ways local health services could share information with young people in a bid to reduce barriers to seeking help. Students can present their ideas in a poster, presentation or written report to the class.

## Students:

- analyse factors that shape identities and evaluate how individuals influence the identities of others AC9HP10P01
  - evaluating how societal norms, stereotypes and expectations influence how young people view themselves and how they deal with these influences
  - analysing the role of family, friends and community in supporting an individual's identities, and proposing strategies to enhance their own and others' wellbeing
- plan, rehearse and evaluate strategies for managing situations where their own or others' health, safety or wellbeing may be at risk AC9HP10P08
  - proposing and practising a range of realistic responses to scenarios where peers are encouraging them to take unnecessary risks, such as in relation to the use of e-cigarettes, cannabis, psychostimulants, opiates or hallucinogens
  - planning and practising responses to emergencies where they may be required to administer first aid to a friend or stranger, including CPR
- plan, justify and critique strategies to enhance their own and others' health,

## Lesson Five:

Learning intention: students investigate the effects of drug use and strategies to reduce drug-related harm to promote health and wellbeing.

### Online cartoon-based content:

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

- Long-term effects of drug use on health.
- Addiction and withdrawal.
- Attitudes towards drug use.
- Harm minimisation strategies.
- Prevalence of psychostimulant and cannabis use.
- CPR and first aid.

### Optional class activities:

Students investigate the effects of drug use and strategies to reduce drug-related harm. Teachers have the flexibility to choose from a range of activities with consideration of their school's context and the needs of their students.

- **Psychostimulants quiz (*interactive*):** students test their memory on key facts they have learned throughout the module.
- **First aid and CPR skills (*interactive*):** students become more familiar with first aid strategies for drug-related problems.
- **Why do people take drugs? Presentation of interview findings (*PDF*):** students present their findings from the interviews they conducted with community members and discuss what motivates people to take drugs.
- **Minimising harm (*PDF*):** students identify the risks for harm in different scenarios and propose potential strategies to help minimise harm in those situations.
- **Lee's situation - what would you do? (*PDF*):** students reflect on the cartoon and discuss Lee's situation from a variety of perspectives such as a parent, an old friend or a sister in order to gain an appreciation of the different concerns and views different people in life might hold.
- **Building resilience (*PDF; suggested take-home activity*):** students become familiar with the different first aid strategies for drug-related problems through role playing scenarios.
- **3-2-1 countdown (*PDF; suggested take-home activity*):** students respond to the following three statements in either written, audio or visual format: 3 things they did not know before this lesson. 2 things that surprised them about this topic. 1 thing they will start doing as a follow-up to what they have learned this lesson.





safety, relationships and wellbeing  
AC9HP10P10

- analysing the influence social, cultural and economic factors may have on health behaviours and help-seeking, such as factors associated with the cost of help or stigma associated with menstrual health, gender and sexual diversity, sexual health and mental illness

## Students:

- analyse factors that shape identities and evaluate how individuals influence the identities of others AC9HP10P01
  - evaluating how societal norms, stereotypes and expectations influence how young people view themselves and how they deal with these influences
- plan, rehearse and evaluate strategies for managing situations where their own or others' health, safety or wellbeing may be at risk AC9HP10P08
  - proposing and practising a range of realistic responses to scenarios where peers are encouraging them to take unnecessary risks, such as in relation to the use of e-cigarettes, cannabis, psychostimulants, opiates or hallucinogens
- plan, justify and critique strategies to enhance their own and others' health, safety, relationships and wellbeing AC9HP10P10
  - analysing the influence social, cultural and economic factors may have on health behaviours and help-seeking, such as factors associated with the cost of help or stigma associated with menstrual health, gender and sexual diversity, sexual health and mental illness

## Lesson Six:

Learning intention: students analyse how drug use can impact health and wellbeing in the future.

### Online cartoon-based content:

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

- Drug use and driving.
- Drug use and the law.
- Problem solving skills.
- Impact of drug use on future opportunities.
- Impact of drug use on others.

### Optional class activities:

Students analyse how drug use can impact future opportunities, health and wellbeing. Teachers have the flexibility to choose from a range of activities with consideration of their school's context and the needs of their students.

- **Problem solving in difficult situations (*interactive*):** students work through problem solving and decision-making processes for a variety of different drug-related scenarios. They examine the pros and cons of each response and how effective communication skills can help reduce harm in future life challenges.
- **Understanding legalisation, criminalisation, and decriminalisation (*interactive*):** students examine the differences between legalisation, criminalisation, and decriminalisation of substances.
- **The life journey (*PDF*):** students reflect on where they see their life journey going. They consider their personal strengths, the short- and long-term consequences of drug use and predict how their life journey may change if it was impacted by drug use.
- **Talk show (*PDF*):** students participate in a talk show role play to develop understanding about the consequences of drug use. They will act out different perspectives on drug-related issues.
- **Reflections on the course (summative assessment) (*PDF; suggested take-home activity*):** students complete a worksheet with prompts about reflecting on the module. Worksheet can be submitted to demonstrate knowledge and understanding of module content.
- **So what? (*PDF; suggested take-home activity*):** students summarise their learning of the lesson, by answering the following prompts: What takeaways from this syllabus bullet point will be important to know three, five, ten years from now? Why?

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: .....

