

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

*Cannabis and Psychostimulants*

*Module*



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# Personal Development, Health and Physical Education



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

## Assessment

### Assessment FOR learning:

- Student reflection
- Teacher observation during class activities

### Assessment AS learning:

- Optional class activities (e.g. quizzes, mind-map, graphic organiser, interview, demonstration of first aid techniques, role plays, debate, pamphlet)
- Suggested take-home activities

### Assessment OF learning:

- Six student reflection worksheets



## 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:

- 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.



## 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 decide the level of risk they would assign to different scenarios.
- **Influences and reasons for drug use (PDF):** students complete a group worksheet and engage in a class discussion about reasons why people do and do not use drugs. The prevalence of cannabis use is also highlighted.
- **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.

### 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 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*):** students break into groups and develop a mind-map for one of a number of different drugs. Following this, students answer questions encouraging them to think more deeply about the key points in their mind maps.
- **Homework/Assignment - Drugs in the media (*PDF; suggested take-home activity*):** students collect two articles or advertisements about drugs and critically evaluate the way information is provided.
- **Word wheel (*PDF; suggested take-home activity*):** students use ICT tools to complete a word wheel using what they learned about a drug.

### 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 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 minimize these harms.
- **Decision-making / problem-solving (*PDF*):** students learn the steps involved in effective decision making and problem solving, then break into pairs to complete a worked example of their own. They can then present this to the class and gain feedback if there is time.
- **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 create a graphic organiser about drug use and how it impacts health and wellbeing.



### Students:

- 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.
- 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, offensive online material, sexting, gambling.



- 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)
  - plan and practise responses to emergencies by explaining priority actions and where they may be required to administer first aid and DRSABCD.



### 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 (*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 also discuss obstacles which may prevent someone from seeking help.
- Calling 000 - the emergency number (*PDF*):** students use role-plays to learn what to expect if they ever need to call '000'.
- 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 to reduce barriers to seeking help.



### 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.



- 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).
  - plan and practise responses to emergencies by explaining priority actions and where they may be required to administer first aid and DRSABCD, e.g. in and around water environments, road trauma, health conditions.



### 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 some people choose to take or not 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 of harm in different scenarios and brainstorm strategies to minimise harm in those situations.
- **Lee's situation - what would you do? (PDF):** students discuss Lee's situation from a variety of perspectives to gain an appreciation of the different concerns and views different people might hold.
- **Building resilience (PDF; suggested take-home activity):** students use the internet to explore building resilience and consider how this may be relevant for drug use and adversity in life.
- **3-2-1 countdown (PDF; suggested take-home activity):** students respond to three statements in written, audio or visual format.





### 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.
- predict future challenges and opportunities and the skills required to manage these in a positive way.
  - appraise personal strengths to design a strategy for addressing a future life challenge.



### 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, and then examine how it might change if it was affected by drug use.
- **Talk show (PDF):** students participate in a talk show role play, acting out different perspectives on drug related issues.
- **Homework: Reflections on the course (summative assessment) (PDF; suggested take-home activity):** students complete a worksheet with prompts about reflecting on the course.
- **So what? (PDF; suggested take-home activity):** Students answer prompts to summarise their learning of the lesson.

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: .....

