

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

Cannabis and
Psychostimulants Module



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Health and Physical Education

Module title	Cannabis and Psychostimulants	Stage	Year 9/10	Duration	6 weeks / 6 lessons
Module overview					
<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.</p>					
Teacher notes					
<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. 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 cannabis and psychostimulants. 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 analyse the nature and effects of cannabis use.

Content includes:

- 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.

Choose as appropriate:

- **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.

Lesson 2

Students analyse the influences on drug use.

Content includes:

- 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.

Choose as appropriate:

- **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 mindmaps.
- **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.

Lesson 3

Students investigate the impacts of drug use on health and wellbeing.

Content includes:

- Definitions, examples and effects of poly drug 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.

Choose as appropriate:

- **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.

Lesson 4

Students analyse how to seek help and support themselves and others.

Content includes:

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

Choose as appropriate:

- **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.

**Lesson
5**

Students investigate the effects of drug use and strategies to reduce drug-related harm to promote health and wellbeing.

Content includes:

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

Choose as appropriate:

- **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.

**Lesson
6**

Students analyse how drug use can impact health and wellbeing in the future.

Content includes:

- 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.

Choose as appropriate:

- **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 takehome 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.

Curriculum Alignment

Alignment with Year 9 and Year 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	5	6		1	2	3	4	5	6
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	X	X		X	X	Skills and strategies to manage situations where <ul style="list-style-type: none"> • risk is encouraged by others • response to an emergency situation is required; for example: <ul style="list-style-type: none"> • water environments • road traumas • alcohol and other drugs 	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			Analysis of images and messages in the media related to: <ul style="list-style-type: none"> • alcohol and other drugs • body image • fast food • road safety • relationships 	X	X				
	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		Effects of emotional responses on relationships, such as: <ul style="list-style-type: none"> • extreme emotions impacting on situations or relationships • the consequences of not recognising emotions of other 	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	X		X	X							

Communicating and interacting for health and wellbeing	Skills to determine appropriateness and reliability of online health information		X		X			Skills and strategies to promote respectful relationships, such as: <ul style="list-style-type: none"> • appropriate emotional responses in a variety of situations • taking action if a relationship is not respectful • appropriate bystander behaviour in physical and online interactions 	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		
	Strategies are examined, such as communicating choices, seeking, giving and denying consent, and expressing opinions and needs that can support the development of respectful relationships, including sexual relationships; for example: <ul style="list-style-type: none"> • describing strategies that enhance the safety and wellbeing of sexual partners, such as communicating feelings of each party, respecting boundaries and choices, gaining affirmative consent, assertive communication and respecting individuals' rights • investigating the Western Australian legal requirements in relation to seeking, giving, refusing and accepting the refusal of consent, and considering how these laws relate to relationships with friends, colleagues, strangers and intimate partners, in both online and offline interactions 	X						Strategies are examined, such as communicating choices, seeking, giving and denying consent, and expressing opinions and needs that can support the development of respectful relationships, including sexual relationships; for example: <ul style="list-style-type: none"> • reflecting on the potential impact of their own behaviour on others and the importance of taking responsibility for their own actions to ensure they do no harm to others • refining strategies to communicate clearly and respectfully their choices, needs and opinions in a range of relationship scenarios, such as in peer group, family or work situations 	X		X			