

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

MDMA and Emerging Drugs
Module



Health and Physical Education

Module title	MDMA and Emerging Drugs	Stage	Year 9 and 10	Duration	4 weeks / 4 lessons
Module overview					
<p>This module aims to develop students' knowledge and understanding of ecstasy and emerging drugs. It equips students with the skills needed to prevent or reduce drug-related harms, stay safe, refuse drugs and resist peer pressure. The module is designed to engage students through the use of realistic cartoon-based drama and interactive activities and is based on the principles of effective drug education.</p>					
Outcomes					
<p>Students:</p> <ul style="list-style-type: none">• apply decision-making and problem-solving skills when taking action to enhance their own and others' health, safety and wellbeing.• evaluate the outcomes of emotional responses to different situations.• access, synthesise and apply health information from credible sources to propose and justify responses to health situations.• critically analyse contextual factors that influence identities, relationships, decisions and behaviours. <p>This module mainly covers the alcohol and other drugs (AD) curriculum focus area but also covers mental health and wellbeing (MH), relationships and sexuality (RS) and safety (S) focus areas.</p>					
Teacher note					
<p>This module has four lessons, approximately 40 minutes each. It is ideal to run the lessons consecutively, 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> <p>Introduction to the module and structure of each lesson:</p> <ol style="list-style-type: none">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:<ul style="list-style-type: none">• <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.• <u>PDF-based activities</u>: 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 practice skills to keep themselves and others healthy and safe.					



Syllabus content	Teaching, learning and assessment
<p>Students:</p> <ul style="list-style-type: none"> analyse factors that shape identities and evaluate how individuals influence the identities of others AC9HP10P01 <ul style="list-style-type: none"> evaluating how societal norms, stereotypes and expectations influence how young people view themselves and how they deal with these influences 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 <ul style="list-style-type: none"> 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 	<p>Lesson One:</p> <p>Learning intention: students investigate the nature of drugs and assess external influences that inform drug use.</p> <p>Online cartoon-based content:</p> <p>Students read content provided in the Lesson One cartoon, which examines:</p> <ul style="list-style-type: none"> Drug classification - MDMA and new and emerging drugs. Emerging drugs and the law. Prevalence of MDMA use in young people. Stop and think activities: students consider the risks and consequences of taking a pill. They brainstorm ways to reduce harm and stay safe. <p>Optional class activities:</p> <p>Students investigate the classification of MDMA and emerging drugs and assess the accuracy of media information about these drugs. Teachers have the flexibility to select from a range of activities, with consideration of their school's context and the needs of their students:</p> <ul style="list-style-type: none"> Myth or fact? (<i>interactive</i>): 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 (<i>interactive</i>): 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 (<i>PDF</i>): students create a poster, pamphlet or presentation to educate people about MDMA and emerging drugs. MDMA and emerging drugs in the media (<i>PDF; suggested take-home activity</i>): students independently research articles related to MDMA and emerging drugs.

Students:

- refine, evaluate and adapt strategies for managing changes and transitions AC9HP10P02
- assessing behavioural expectations in different relationships and social situations, and examining how these expectations can influence decisions and actions

Lesson Two:

Learning intention: students analyse the impact of MDMA and emerging drugs on health and safety.

Online cartoon-based content:

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

- Impacts 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.
- Stop and think activities: Students assess the risks and impacts of MDMA and emerging drug use on individual health, safety and wellbeing. They brainstorm ways to minimise harm.

Optional class activities:

Students investigate the effects of MDMA and emerging drug use. They assess the personal and social impacts of using these drugs. Teachers have the flexibility to select from a range of activities, with consideration of their school's context and the needs of their students:

- **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.



Students:

- refine, evaluate and adapt strategies for managing changes and transitions AC9HP10P02
- practising skills to deal with challenging or unsafe situations, such as refusal skills, communicating choices, expressing opinions and initiating contingency plans
- 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

Lesson Three:

Learning intention: students evaluate the choices and skills they require to make healthy and safe decisions about MDMA and emerging drug use.

Online cartoon-based content:

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

- Social and financial implications of MDMA and emerging drug use.
- Health issues associated with MDMA and emerging drug use.
- Consequences of risk-taking behaviour.
- Unpleasant psychological effects of MDMA and emerging drug use.
- Polydrug use – dangers of mixing pills with alcohol and other drugs.
- Strategies to reduce harm and keep safe.
- Assertive communication drug refusal skills.
- Stop and think activities Students consider the risks and impacts of MDMA and emerging drug use, and brainstorm ways to minimise harm.

Optional class activities:

Students examine skills and strategies to reduce harm and keep safe around drug use. Teachers have the flexibility to select from a range of activities, with consideration of their school's context and the needs of their students:

- **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.
- **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.



Students:

- 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
- 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, 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 Four:

Learning intention: students analyse how health services and first aid procedures can promote health.

Online cartoon-based content:

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

- Health and safety issues associated with MDMA and emerging drug use.
- Drug-related emergencies.
- Support services and Seeking help.
- Strategies to avoid risk and reduce harm.
- Polydrug use revisited.
- MDMA, emerging drugs and the law.
- Assertive communication and drug refusal skills revisited.
- Stop and think activities: Students explore the risks and impacts of MDMA and emerging drug use, and brainstorm ways to minimise harm.

Optional class activities:

Students plan and practise the skills required to provide assistance to someone requiring first aid due to drug use. They analyse health services and support networks that provide information and help young people with drug-related issues. Teachers have the flexibility to select from a range of activities, with consideration of their school's context and the needs of their students:

- **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.



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: