

# Links to the Victorian Curriculum: Health and Physical Education Levels 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
<b>Module overview</b>					
<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>					
<b>Outcomes</b>					
Students:					
<ul style="list-style-type: none"><li>• apply decision-making and problem-solving skills when taking action to enhance their own and others' health, safety and wellbeing.</li><li>• evaluate the outcomes of emotional responses to different situations.</li><li>• access, synthesise and apply health information from credible sources to propose and justify responses to health situations.</li><li>• critically analyse contextual factors that influence identities, relationships, decisions and behaviours.</li></ul>					
<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>					
<b>Teacher note</b>					
<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"><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.</li></ol>					



Syllabus content	Teaching, learning and assessment
<p><b>Students:</b></p> <p><b>Being healthy safe and active</b></p> <ul style="list-style-type: none"> <li>Evaluate factors that shape identities, and analyse how individuals impact the identities of others</li> <li>Examine the impact of changes and transitions on relationships</li> </ul> <p><b>Communicating and interacting for health and wellbeing</b></p> <ul style="list-style-type: none"> <li>Evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses to health and wellbeing</li> <li>Evaluate health information from a range of sources and apply to health decisions and situations</li> </ul>	<p><b>Lesson One:</b></p> <p>Learning intention: students investigate the nature of drugs and assess external influences that inform drug use.</p> <p><b>Online cartoon-based content:</b></p> <p>Students read content provided in the Lesson One cartoon, which examines:</p> <ul style="list-style-type: none"> <li>Drug classification - MDMA and new and emerging drugs.</li> <li>Emerging drugs and the law.</li> <li>Prevalence of MDMA use in young people.</li> <li>Stop and think activities: students consider the risks and consequences of taking a pill. They brainstorm ways to reduce harm and stay safe.</li> </ul> <p><b>Optional class activities:</b></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"> <li><b>Myth or fact? (<i>interactive</i>):</b> 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.</li> <li><b>Stop and Think (<i>interactive</i>):</b> students think about the risks and impacts of MDMA and emerging drug use, and brainstorm ways to reduce harm and stay safe</li> <li><b>Communicating information about MDMA and emerging drugs (<i>PDF</i>):</b> students create a poster, pamphlet or presentation to educate people about MDMA and emerging drugs.</li> <li><b>MDMA and emerging drugs in the media (<i>PDF; suggested take-home activity</i>):</b> students independently research articles related to MDMA and emerging drugs.</li> </ul>

## Students:

### Being healthy safe and active

- Evaluate factors that shape identities, and analyse how individuals impact the identities of others
- Examine the impact of changes and transitions on relationships
- Plan, rehearse and evaluate options (including CPR and first aid) for managing situations where their own or others' health, safety and wellbeing may be at risk

### Communicating and interacting for health and wellbeing

- Evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses to health and wellbeing
- Evaluate health information from a range of sources and apply to health decisions and situations

## 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:

### Being healthy safe and active

- Evaluate factors that shape identities, and analyse how individuals impact the identities of others
- Examine the impact of changes and transitions on relationships
- Plan, rehearse and evaluate options (including CPR and first aid) for managing situations where their own or others' health, safety and wellbeing may be at risk
- Identify and critique the accessibility and effectiveness of support services based in the community that impact on the ability to make healthy and safe choices

### Communicating and interacting for health and wellbeing

- Evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses to health and wellbeing
- Evaluate health information from a range of sources and apply to health decisions and situations

## 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:

### Being healthy safe and active

- Examine the impact of changes and transitions on relationships
- Plan, rehearse and evaluate options (including CPR and first aid) for managing situations where their own or others' health, safety and wellbeing may be at risk
- Identify and critique the accessibility and effectiveness of support services based in the community that impact on the ability to make healthy and safe choices

### Communicating and interacting for health and wellbeing

- Evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses to health and wellbeing
- Evaluate health information from a range of sources and apply to health decisions and situations

## 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: .....