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The views expressed herein do no necessarily represent the views of the Commonwealth Department of Education, Science and Training.

This document was developed in consultation with the NSW Department of Education and Training, the Catholic Education Commission NSW and The Association of Independent Schools NSW.
INTRODUCTION: GETTING STARTED

THEME 1: GETTING THE MESSAGE
• Session 1: Media Grab
• Session 2: Arguing A Case

THEME 2: MOVING FORWARD
• Session 3: Staying In Focus
• Session 4: Dealing With It

THEME 3: HAVING FUN
• Session 5: Partying
• Session 6: Managing It

THEME 4: WALKING A TIGHTROPE
• Session 7: Mixing It Up
• Session 8: Reaching Out

WEBSITE REFERENCES
Your Choice is a Drug Education Teacher Resource for Stage 6 students. It aims to assist senior students explore issues relating to drugs and to develop skills to enable them to be advocates for their own and others’ health.

Your Choice provides a wide range of activities that can be selected to develop a program that meets students’ needs and priorities.

Purpose
Most non-government schools provide some form of health promotion and drug education through the pastoral care context. Crossroads: a personal development and health education course for Stage 6 is a mandatory 25 hour program for NSW government schools.

Your Choice may provide some helpful activities for use within the Crossroads Course. It provides strong links to the Crossroads focus area: Drug Issues, and addresses content relevant to the four Crossroads themes:

- Values and Drugs;
- Understanding Drug Use;
- Drug Use and Others; and
- Drug issues in the Community.

Student outcomes
The resource aims to develop the following abilities in senior students:

- Demonstrates ability to apply skills of critical thinking, research and analysis to drug-related information and issues.
- Identifies and evaluates the harms associated with drug use for the individual and the community and proposes strategies for minimising harm.
- Develops a repertoire of strategies and skills for responding effectively to situations involving challenge and risk so as to promote the health and wellbeing of self and others.
Why Drug Education in Senior Years?

As a population, young people in Australia experience relatively high levels of health (AIHW, 1999a, p.3). However, it is during the developmental stages of childhood and adolescence that young people form their attitudes, values and behaviours that impact on their future health and wellbeing. Experimentation with risk behaviours characterise adolescence and can include drug use. The younger the age of initiation to drug use, the more likely it is to continue and the more adverse the long term health effects (AIHW, 2002, p.285).

In 1999, approximately 24% of youth deaths were attributed to drug use where drugs were either the underlying or contributing cause. Drug dependence accounted for 7% of deaths of young people, and 1 in 5 males and 1 in 10 females in the 18-24 years age group were found to have substance abuse disorders (AIHW, 1999a).

Results from the National Secondary School Students’ Drug Use Survey (1999) indicate that the most commonly used substances by young people are analgesics, alcohol and tobacco (White, 2001). Cannabis use was high with those aged 16-17 years more likely than the general population to use it (47% versus 39%) (Miller and Draper 2001). There were significant gender differences in drug use levels and patterns amongst young people with males more likely to use illicit drugs, drink alcohol more frequently and tend to drink larger quantities while females are more likely to use painkillers, tranquilisers and inhalants.

Cannabis is the most commonly used illicit drug with males using cannabis slightly more frequently (32%) than females (29%), (Miller and Draper, 2001). The use of other illicit drugs is relatively low. With the exception of inhalants and steroids, the number of young people who had ever used drugs increased with age. These figures suggest that experimentation with drugs may be viewed as a rite of passage for many young people and their access to drugs will increase as they gain independence and purchasing power (Munro, 1997).

Young people are influenced by a myriad of socio-cultural factors. Family role models and peer influence have been documented as the most influential factors that shape young people’s values and behaviours relating to drug use. However, schools have the ability to educate regarding drug use by ensuring that young people have access to reliable sources of information and opportunities to rehearse skills in a supportive learning environment. Drug education is included in the PDHPE K-6 and PDHPE 7-10 syllabuses.

To access more information on patterns of drug use in secondary students and update statistics on drug use go to either of the following Commonwealth government websites for recent publications:

Australian Drug Information Network (ADIN):  

Resilience Education and Drug Information (REDI):  
GETTING STARTED

What's in Your Choice?
This resource is organised into the following three components:

1. Getting Started
This component provides some tips for consulting with students and planning the program.

2. Your Choice Activities
This component is the main part of the resource and provides lesson plans and student activities. It is not expected that teachers would use all the sessions outlined below, but pick and choose what best meets students’ needs and the school context for delivering the program. In each session there is a range of structured activities as well as additional activities that can supplement or replace activities within the detailed lesson plans.

Theme 1: Getting the Message
• Session 1: Media Grab
• Session 2: Arguing A Case

Theme 2: Moving Forward
• Session 3: Staying In Focus
• Session 4: Dealing With It

Theme 3: Having Fun
• Session 5: Partying
• Session 6: Managing It

Theme 4: Walking A Tightrope
• Session 7: Mixing It Up
• Session 8: Reaching Out

3. Website References
This component provides a list of suggested websites to support the use of Your Choice activities and materials.

Approach
Promoting Students’ Decision Making
Recent research (Wierenga, 2002) supports the importance of young people being empowered to make decisions that are meaningful and fulfilling in their own lives. In particular it was found that young people need opportunities in decision making roles where there is:

• Meaning - Doing something with a bigger purpose, ‘what I believe in’.
• Control - Making decisions, being heard and having what it takes to see a task through.
• Connectedness - Working with others and being part of something bigger.

The Your Choice approach supports teachers and their schools working with students to determine the most appropriate programs and strategies to meet their needs and priorities. “Getting Started” suggests ways of working with senior students to enable them to be part of the decision making process for determining a program that is meaningful for their context and priorities.

Activities within each of the sessions seek to promote students’ own capacities for decision making that will contribute to positive choices for their own health and wellbeing as well as for the welfare of others. The approach used throughout this resource is to provide students with opportunities to explore, engage and discuss decisions that promote health and wellbeing. Within this framework teachers are encouraged to take a facilitator role that supports and prompts students to reach decisions without judgement or negative feedback. Your Choice, while focusing on drug-related issues seeks to promote students who have a strong sense of their own values, critical literacy skills and abilities for making informed judgements in the real world.
Harm Minimisation

This resource is based on the principle of harm minimisation. We live in a society where many people use a wide variety of substances and this needs to be acknowledged within education programs for young people.

Harm minimisation involves a range of approaches to prevent and to reduce drug-related harm, including prevention, early intervention, and no use. Abstinence is a realistic and credible strategy for minimising harm, however it is recognised that young people may well experiment. Additional harm minimisation strategies that are meaningful while they develop decision making skills for their own life are also needed. Your Choice does not condone drug use but encourages a realistic and non-judgemental approach that supports students in exploring issues and making decisions that will minimise harm to themselves and others in relation to drug issues.

Drug Issues and Strategies

Your Choice includes activities that focus largely on the following drugs:

• Alcohol
• Tobacco
• Cannabis
• Ecstasy
• Amphetamines.

This is because these are the substances that senior students are most likely to come into contact with and need to manage safely. When designing your program with students you may need to consider with them if this range is appropriate for their context.

It is suggested the drugs addressed in your program should reflect the data of local prevalence in your senior school community. There is some evidence to suggest that adolescents are increasingly engaging in polydrug use, particularly around alcohol with tobacco and/or cannabis.

In addressing this range of licit and illicit drugs it is important that the drug itself does not become the focus of activities. Students need to understand and explore the relationship between the drug/s, the individual and the context in which use occurs. Your Choice provides students with an opportunity to explore issues relating to different types of drugs and their possible harms and more particularly, to develop skills and strategies for identifying and reducing drug-related risks that could impact on their lives.

Sensitive Issues and Protected Disclosures

Some aspects of drug education may be considered sensitive and controversial. Opportunities should be provided for young people to explore their own values and understandings in a safe and supportive environment.

It is important to be aware that students may have prior experiences with drugs and drug-related issues and this may impact on their reactions to class activities. Ensuring clear ground rules is important for minimising negative behaviours from students and establishing a non-threatening environment where drug-related issues can be explored and discussed. Some examples of ground rules include:

- respecting a person’s right to privacy by not using their name when talking about experiences. Ask students to use the third person when discussing experiences such as, “I know someone who...”;
- listening to and respecting others’ beliefs and opinions; and
- not offering an opinion if they do not wish to.

When discussing drug use there is a possibility of students disclosing sensitive information concerning their own or other people’s drug use and teachers are reminded of their duty of care regarding students’ wellbeing. Teachers must take reasonable care to protect children and young people against risks of harm. Where there are reasonable grounds to suspect abuse or neglect, teachers should inform the principal.

Students sometimes disclose personal and private details when discussing drug use. To minimise disclosures that may increase the vulnerability of a student and upset others, make it clear that although a number of activities may
explore personal values and attitudes, students should avoid revealing personal information in the group setting that may include drug use; nor are teachers expected to reveal such information. The technique of positive interrupting may be used to stop students from saying something they may regret later. Interrupt students before they disclose and inform them that they can talk privately to the teacher after class if they wish. This should be carried out in a supportive and positive way by indicating you have heard the student but it would be better if the issue was discussed at a later time. Some young people may have personal experience where someone’s drug or alcohol use has led to a range of harms. As a result they may become distressed or disclose information about their experiences. It is important to minimise any negative consequences and provide appropriate support from the school’s welfare/pastoral care staff.

When teaching about issues relating to drug use, teachers are sometimes asked personal questions about their own drug use experiences. Students do not have the right to ask such personal questions and teachers do not have the right to ask similar questions of students. Setting clear ground rules concerning this issue at the beginning of the unit of work is the best strategy, while encouraging a mutual respect for privacy of individuals.

The following symbol is used throughout the resource to indicate activities that may be sensitive and controversial:

Getting Started

When using *Your Choice* to plan your drug education program with senior students it may be useful to consider the following:

- Previous drug education programs and resources that senior students have already used.
- The school’s approach and methods for providing drug education.
- The amount of time senior students will have to participate in the planned program.
- Whether the program will involve both senior years or only Year 11 or Year 12.
- The appropriate schedule and setting to meet the needs of students and provide opportunity for interactive learning strategies.
- The best method for seeking students’ views on their preferred focus for the drug education program.

To help you plan your program an outline of the themes and sessions for *Your Choice* is provided at the end of this section of the resource. You can work with students to select appropriate themes and activities to meet their needs and priorities. No time estimates have been provided against the activities in the summary outline or the Teacher’s Notes.

A number of the activities propose use of personal journals/diaries. It is suggested that this may be a valuable tool for students as they progress through the program by providing an opportunity to reflect and to articulate their own beliefs and plans at this stage of their life.

## Getting Started

### Theme 1: Activity Brief Description Key Resources

#### Session 1: Media Grab
- **Influence and the Media: First Steps**
  - Whole group discussion on attitudes to the role of the media in influencing views on drugs

- **Advertising and Young People**
  - Small group activity analysing the concept and strategies involved in advertising and youth marketing

- **Analysing Alcohol Advertisement**
  - Small group research applying critical literacy skills to an alcohol advertisement

#### Session 2: Arguing A Case
- **Under The Radar**
  - Discussion and small group work on marketing of tobacco to young people through virtual advertising

- **Debating the Issues**
  - Student selected debate/hypothetical on an issue

### Key Resources
- **Example/s of alcohol advertisement**
- **HO 1.1: The Media and the Message**
- **Access to/examples of alcohol advertising**
- **HO 2.1: Reeling Them In**
- **HO 2.2: Drugs/Movies**
- **HO 2.3: Below the Line**
- **HO 2.4: Passive Smoking the Revenge of the Masked Man**
- **BIS: Under the Radar**
- **BIS: Arguing A Case - Useful websites**
## Summary of Your Choice (cont.)

<table>
<thead>
<tr>
<th>Theme 2: Moving Forward</th>
<th>Activity</th>
<th>Brief Description</th>
<th>Key Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Session 3: Staying in Focus</strong></td>
<td>• Brainstorm: Senior High School - Expectations, Friends and Goals</td>
<td>Brainstorm and whole group discussion on this stage of life, change and expectations from self and others</td>
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<tr>
<td></td>
<td>• Personal Road Map</td>
<td>Individual reflection on change and personal relationships and goals</td>
<td>• Personal journals/diaries</td>
</tr>
<tr>
<td></td>
<td>• Forum - Drugs and Consequences</td>
<td>Small group research and forum presentation on how drugs can impact on relationships, goals and future choices</td>
<td>• HO 3.1: Drugs and Consequences?</td>
</tr>
<tr>
<td></td>
<td>• Fishbowl Activity: Life, Goals and Drugs</td>
<td>Fishbowl discussion on selected topic involving drugs and goals and summary discussion on strategies for successfully managing the final years of high school</td>
<td>• Personal journals/diaries</td>
</tr>
<tr>
<td><strong>Session 4: Dealing With It</strong></td>
<td>• Snap shot - Who am I?</td>
<td>Paired work and discussion on defining self and personal values and priorities</td>
<td>• Picture Language Cards (or alternative stimulus)</td>
</tr>
<tr>
<td></td>
<td>• Dealing With It - Scenario Cards</td>
<td>Small group work on dilemmas involving drug-related issues and proposing strategies for constructively managing the situation</td>
<td>• HO 4.1: Dealing With It</td>
</tr>
<tr>
<td></td>
<td>• Implementing Decisions - Coaching Role Play</td>
<td>Students test out decisions and conduct coaching role plays for practising being assertive in situations involving drug-related risks</td>
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</tr>
<tr>
<td>Theme 3: Having Fun</td>
<td>Activity</td>
<td>Brief Description</td>
<td>Key Resources</td>
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<tr>
<td><strong>Session 5: Partying</strong></td>
<td>• Values Continuum: What reaction...?</td>
<td>Whole group activity focusing on values and perceptions of different types of drug use</td>
<td>• HO 5.1: What reaction...?</td>
</tr>
<tr>
<td></td>
<td>• Relaxing, Hanging Out and Partying</td>
<td>Small group work and discussion on drug use in social situations focusing on possible reasons and patterns of behaviour (in different contexts such as dance parties, gigs, friend’s place, park or other social occasions)</td>
<td></td>
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<tr>
<td></td>
<td>• The Party Scene</td>
<td>Small group work identifying best and worst features of partying, typical scenarios and possible strategies for minimising harm</td>
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</tr>
<tr>
<td><strong>Session 6: Managing It</strong></td>
<td>• Celebrating</td>
<td>Brainstorm on types of celebrations, parties and events and the needs and concerns of those involved</td>
<td></td>
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<tr>
<td></td>
<td>• Managing It</td>
<td>Group project researching and planning a Year 11/12 celebration/event with roles and responsibilities for the task including a forum presentation on proposed event</td>
<td>• HO 6.1: Safe Partying • HO 6.3: Action Planning • HO 6.3: Managing It Forum</td>
</tr>
</tbody>
</table>
### Summary of *Your Choice* (cont.)

<table>
<thead>
<tr>
<th>Theme 4: Walking A Tightrope</th>
<th>Activity</th>
<th>Brief Description</th>
<th>Key Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Session 7: Mixing It Up</strong></td>
<td>• What Risk?</td>
<td>Students discuss the concept of risk and what it means to them personally</td>
<td></td>
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<tr>
<td></td>
<td>• What's the Risk?</td>
<td>Ranking exercise of different scenarios involving high risk and whole group discussion on the concept of risk, types of use and consequences</td>
<td>• HO 7.1: High Risk Scenarios</td>
</tr>
<tr>
<td></td>
<td>• Chance or Choice</td>
<td>Small group game/quiz involving high risk situations related to binge drinking and driving under the influence of alcohol and/or other drugs and focuses on possible effects and consequences</td>
<td>• HO 7.2: Chance or Choice</td>
</tr>
<tr>
<td></td>
<td>• High Risk and Minimising Harm</td>
<td>Students in small groups develop a range of scenarios involving drug-related risks and determine appropriate strategies for minimising risk</td>
<td>• Butcher's paper and pens</td>
</tr>
<tr>
<td><strong>Session 8: Reaching Out</strong></td>
<td>• Getting Help</td>
<td>Students in small groups determine appropriate help responses to a range of high risk situations</td>
<td>• HO 8.1: Getting Help</td>
</tr>
<tr>
<td></td>
<td>• What questions do I need answered?</td>
<td>Students generate a range of questions that they would like answered and using suggested websites and an external youth/health worker seek answers</td>
<td>• HO 8.2: Getting Some Answers</td>
</tr>
</tbody>
</table>
theme 1:
GETTING THE MESSAGE

Session 1:
MEDIA GRAB

Session 2:
ARGUING A CASE
**Getting the Message** has been designed to support students consider issues related to media promotion of alcohol and tobacco to young people.

This theme consists of:

- **Session 1: Media Grab**
- **Session 2: Arguing the Case**
- **Additional activities**

*Session 1* aims to develop students’ literacy skills through the analysis of media messages and strategies related to alcohol advertising.

*Session 2* focuses on enhancing students’ critical literacy skills and developing their capacity to evaluate community related issues on tobacco and alcohol, and to argue a position.

Additional activities for this component provide a diverse range of learning opportunities on drugs, media, and youth issues.

**Before you start please note:**

Both *Session 1* and *Session 2* assume students may have undertaken preliminary research/viewing of resources. The Teachers Notes give guidance on some possible alternatives.

*Session 2* is designed as a follow up to *Session 1*. It will work better as a learning segment with students having already undertaken *Session 1*, however this is not essential. If undertaking only *Session 2*, it is suggested that core concepts on media and advertising be introduced at the beginning of the session.

The additional activities for this component could provide the basis for a series of lessons on tobacco, alcohol, and the media. As part of your initial planning with students you may wish to discuss which components are of most interest and develop an outline to meet their specific needs.
Session 1: MEDIA GRAB

Purpose:
This session aims to develop students’ literacy skills through the analysis of media messages and strategies related to alcohol advertising.

Key student outcomes:
- Investigates how the media seeks to influence personal attitudes and beliefs about tobacco and alcohol.
- Analyses media strategies that promote alcohol consumption in young people and identifies possible consequences for self and others in the way alcohol is promoted.

Resources:
This session largely depends on students gathering and analysing examples of different types of alcohol advertisements used in the media. In planning this session you will need to provide students with time and information on accessing a variety of media.
- Handout 1.1: The Media and the Message

Access via:
or
www.adf.org.au Australian Drug Foundation

This Report will provide you with background information about alcohol advertising in Australia.
### GETTING THE MESSAGE

<table>
<thead>
<tr>
<th>Suggested Steps</th>
<th>Teacher Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Influence and The Media - First Steps</strong></td>
<td><strong>Here students briefly consider their current attitudes to the role of the media in influencing their views on drugs.</strong></td>
</tr>
<tr>
<td>1. Explain they will be looking at the way that companies use a variety of strategies to influence young people’s attitudes and behaviours particularly towards drug use.</td>
<td>Media is one factor that can influence young people’s attitudes to drugs and drug use. Media includes: movies, TV, radio, newspapers, internet, billboards and posters.</td>
</tr>
<tr>
<td>2. Ask students to discuss and explain:</td>
<td>There are many influences on young people’s attitudes to drugs including family, friends, peers, culture, religion, and the media.</td>
</tr>
<tr>
<td>• Who or what shapes your attitudes to drugs?</td>
<td>Provide this initial opportunity to consider how young people might be influenced in their attitudes and behaviours to drugs by the media as well as other factors. At the end of “Getting the Message” after closely examining how the media promotes alcohol and tobacco use, students can again consider how significant the media is in influencing their attitudes and behaviours and review if their own views have altered.</td>
</tr>
<tr>
<td>• What is media? How can it have a role in shaping attitudes about drug use?</td>
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</tbody>
</table>

### Advertising and Young People

| 1. In small groups discuss and record. | **The purpose of this small group activity is to promote critical thinking skills. It is important that students understand key concepts for critically analysing an advertisement.** |
| • What constitutes “an advertisement”? | • An advertisement promotes a product or service and seeks to persuade purchase of that product or service. What constitutes “an advertisement” has become less clear as marketing has evolved and sought to use subtle methods of persuasion. (Example radio announcers giving personal endorsements of products in their chat shows; TV shows that are sponsored by and endorse particular products and include characters drinking and/or smoking particular brands within the storyline). |
| • Make a list of all the places/locations where you have seen advertising. | • Possible sites could include TV, radio, movies, newspapers, internet, billboards on posters on buildings, taxis, buses, train stations, the back of toilet doors, matchbox lids, T-shirts, beer coasters... |
| • Circle locations that usually have advertisements aimed at young people. | • Strategies used to target young people include glamorous models in fashionable clothing looking sexy and in control; use of current music and video clip imagery to sell the product. |
| • How do you know that these advertisements are targeting young people? | |
| • Identify reasons companies (including alcohol companies) might choose to use or not use the type of media that appeals to teenagers and young adults. | |
## Getting the Message

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>The last point for “Advertising and Young People” above could be run as a separate small group activity using the following method:</td>
<td>Each medium has particular characteristics and advertisers consider these when strategically locating their products.</td>
</tr>
<tr>
<td>1. Form six groups</td>
<td>Advertising locations and possible reasons for their appeal to young people include:</td>
</tr>
<tr>
<td>2. Ask each group to look at one medium and:</td>
<td><strong>TV:</strong> Constant presence in most young people’s lives; powerful medium offering sound and images; can place advertisements strategically near popular programs (consider sports sponsorship and football games) as well as use TV stars and popular shows. Increasing trend to use “virtual advertising” by subtly placing products on screen within the storyline.</td>
</tr>
<tr>
<td>• List why companies, (particularly alcohol) would use this medium to appeal to young people.</td>
<td><strong>Movies:</strong> Strong cultural influence on young people’s lives; opportunity for product placement within a movie as well as advertising at the cinema and so associating with positive life experiences.</td>
</tr>
<tr>
<td>• Identify the positives and negatives of this medium.</td>
<td><strong>Radio:</strong> Although traditionally considered an older person’s media, particular stations target youth and offer potential for alcohol marketing; opportunity for association of alcohol products with music and particular sub-cultures/styles of music.</td>
</tr>
<tr>
<td>3. Ask each group to report back to the class.</td>
<td><strong>Billboards/posters:</strong> Although static they can catch the viewer unaware and have the advantage of being large and imposing. Popular locations for alcohol advertising with young people are public transport locations - buses and bus stop shelters (this can target those who are not yet driving or do not drive).</td>
</tr>
<tr>
<td></td>
<td><strong>Internet:</strong> Recent studies suggest that this is becoming an important location for targeting those under the legal drinking age. This medium is hard to monitor and offers interactivity. Use of animation, games and video clips are some of the methods used in this medium.</td>
</tr>
<tr>
<td></td>
<td><strong>Magazines:</strong> A popular form of media for young people, often targeted specifically at girls or boys. Offers advertisers the potential to market to particular target groups and interests - sport, rock music, cars, film gossip and be located with advice on how to be sexy, cool, famous etc.</td>
</tr>
</tbody>
</table>
### GETTING THE MESSAGE

<table>
<thead>
<tr>
<th>Suggested Steps</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Analysing Alcohol Advertising</strong></td>
<td>In this activity students apply critical literacy skills to analyse alcohol advertisements.</td>
</tr>
</tbody>
</table>

1. Students working in pairs or small groups consider specific examples of alcohol advertising in the media.

2. Provide Handout 1.1: The Media and the Message and ask pairs/small groups to critically analyse the advertisement considering and recording their responses to the following:
   - What type of product is being advertised?
   - Where was the advertisement located?
   - Who is the target audience? (What makes you think this?)
   - What is the key message?
   - What medium is used and why?
   - What methods are used to appeal to the audience?
   - What does the advertisement suggest are the positive consequences of using this product? (i.e., What is implied about the way someone would behave or be seen by others after buying this alcohol product?)
   - What does the advertisement not tell you about this product?
   - Do you think the advertisement would influence young people to use the product? Why/Why not?

3. Students present their findings on the researched advertisements and discuss how the media seeks to influence young people’s attitudes and behaviours to alcohol.

### Teacher Notes

In this activity students apply critical literacy skills to analyse alcohol advertisements.

Depending on how this drug education program is offered you might choose for Step 1 to:

- Provide your students with a number of advertisement examples across different media to minimise research time.
- Make the researching and locating of different types of alcohol advertisements a key part of the learning activity.

Key points for this activity are:

**The product:** The type of alcohol and its brand name. Note the role of branding in trying to attract particular audiences.

**The location:** The internet, TV, radio, newspaper, billboard, magazines, convenience advertising, mobile telephone, posters (e.g., on transport, in cinemas).

**Target group:** age/gender/culture and socio economic groups.

**Appeal:** Use of slogan, colour, sex appeal, humour, celebrity, packaging, promotional material, event sponsorship, repetition.

**Message:** A key message can be explicit or implicit - it’s the overall idea that is conveyed. Messages usually imply that by drinking a product the user will gain something more than just the alcohol - for example that they will be more successful, sexually attractive, rebellious...

Alcohol advertisements are unlikely to include:

- Factual information about alcohol and its physiological effects
- Warnings about underage drinking
- Warnings about the potential harms of unsafe levels of drinking
- The cost of the product
- The expected profits for the company in successfully advertising the product.

An issue that might be considered in Step 3 is to what extent the messages presented within Australian media might influence an individual’s personal alcohol use. How popular images and social expectations can impact on the way someone believes they should act and be seen could be discussed.
Session 2: ARGUING A CASE

Purpose:
This session aims to support students to analyse a range of tobacco issues in the media relevant to their age and interest.

The primary focus is on controversial issues involving the role of tobacco companies in promoting smoking amongst young people. Where Session 1 focused on specific examples of advertising, here students are asked to investigate about smoking and the media, and begin forming judgements about the implications for themselves and the community in general.

The session has been structured to maximise flexibility so that students may focus on one topic involving smoking, media and young people or across the range of topics provided in Handouts 2.1 - 2.4.

Key student outcomes:
• Analyses strategies that promote smoking to young people.
• Argues a case on a community issue involving tobacco, alcohol and the media and proposes strategies for reducing harms associated with tobacco and alcohol at the individual and community level.

Resources
• Handout 2.1: Reeling Them In
• Handout 2.2: Drugs on TV (Art or Advertising)
• Handout 2.3: Below the Line
• Handout 2.4: Passive Smoking and The Revenge of the Masked Man!
• Background Information Sheet: Under The Radar - How the tobacco industry targets the youth in Australia
• Background Information Sheet: Arguing A Case - Useful websites
### Suggested Steps

4. Either as part of Step 2 above or as a separate activity provide Handout 2.4: Passive Smoking and The Revenge of the Masked Man. This can be provided for group work to focus on the issue of Environmental Tobacco Smoke (ETS). If appropriate, students may wish to focus on this issue alone for the session and undertake research on Environmental Tobacco Smoke using the suggested websites (Handout 2.1) as a starting point and then move to a debate on Environmental Tobacco Smoke.

### Teacher Notes

Environmental Tobacco Smoke (ETS) is an important health issue that has strong relevance to older teenagers and is becoming acknowledged through government legislation on where people can and cannot smoke in public.

Note:

- The issue of ETS is highly relevant to older teenagers who may be exposed to the health hazards involved from frequenting and/or working in clubs and bars.

- Environmental tobacco smoke (ETS) is a mixture of sidestream smoke (emitted to the atmosphere from the tip of a burning cigarette) and mainstream smoke (inhaled and exhaled by a smoker).

- ETS contains at least 50 chemicals recognised to be carcinogenic and has been associated with a range of diseases including lung cancer for non-smokers.

- To find out the up to date information on ETS legislation and read the Smoke Free Environment Act access the NSW Health website: [www.health.nsw.gov.au](http://www.health.nsw.gov.au)

- The film, *The Insider* noted in the Additional Activities at the end of this theme could provide useful enrichment to student work on ETS. It provides an opportunity for students to see parallels between what happened in *The Insider* and arguments now put forward by tobacco companies (and parts of the hospitality industry) about ETS.

- Refer to Background Sheet: *Smoke Gets in your Eyes* for further information on Environmental Tobacco Smoke.
### Getting the Message

**Suggested Steps**

1. **Debating the Issues (Alcohol and tobacco)**
   - List some of the more interesting issues discussed about tobacco, alcohol and the media. Explain that these issues form the basis of suitable topics for a debate.
   
2. You might like to suggest some of the following topics or ask students for other ideas:
   - *Sense or Censorship: That Smoking should be banned from movies.*
   - *That TV shows and movies showing alcohol and tobacco use should carry a (M) rating or warning message.*
   - *That alcohol and tobacco companies are equally guilty in promoting unhealthy behaviour in young people.*
   - *That we make our own decisions - the media doesn’t influence how much someone smokes or drinks.*
   - *That alcohol advertising should be banned from sporting events.*
   - *That advertising of alcohol should be subjected to the same laws as tobacco advertising.*
   - *That all workplaces should be smoke-free zones*

3. Setting up an opportunity for students to debate one or more of the hot topics could be undertaken in different formats:
   - **A standard debate:** Students have a set time to prepare their arguments (1 hour/1 week) and then present their case with teams of 4 on the Affirmative and the Negative. Students can function as adjudicators.

**Teacher Notes**

- *This activity provides students with the opportunity to debate some of the key issues that emerged from Session 1 and 2.*

  Encourage students to reflect on some of the more difficult issues considered in Sessions 1 and 2.

- If debating is used you may wish to set up short round robins on a series of “hot topics”. Preferred topics are listed on cards, placed in a hat, students organised into groups of 6 pick a topic from the hat and then have 20 minutes to prepare a case and 5 minutes a side to present their arguments. Three members of the group debate the affirmative position and three members debate the negative.
### Getting the Message

#### Suggested Steps

**Hypothetical:** A group of students takes on the role of a panel of “experts” to discuss different points of view on one of the issues. A chairperson leads the discussion asking panellists to put forward their ideas. Other students act as the audience and at designated stages can comment or ask questions of panel members. For example: *That smoking should be banned from movies.*

Panellists could include:
- Movie star
- Concerned parent
- Tobacco company representative
- Teenager who goes to the movies
- Someone who has quit smoking
- Sport star

#### Teacher Notes

If this method is used it is useful to remember:
- The chairperson plays a central role and needs to ensure all panellists have a chance to contribute to the debate.
- Students acting out the Hypothetical will need time to prepare.
- This is a role play and it is important the “experts” keep in character and present “the case” from their perspective and do not enter into personal comments.
- Questions and comments from the audience need to be appropriately timed and not interrupt the “panel” discussion.

### Reducing the Harm - Graffiti Sheet Activity

1. Explain that students will be asked to record their ideas for reducing the influence of the media regarding alcohol and tobacco products.

2. Place 5 sheets of butchers paper on the walls, each with a separate heading:
   - What else could the government do to limit alcohol advertising that targets young people?
   - What additional strategies could be in place to limit the promotion of tobacco products to young people?
   - What accountability process should be in place for the Alcohol and beverage industry regarding promotion of their products?
   - How I can minimise possible harms to myself and others, in situations involving smoking?
   - How I can minimise possible harms to myself and others in situations involving alcohol?

*Students are provided with opportunity to consider individual and community strategies for reducing the harms associated with the promotion of alcohol and tobacco to young people.*
## GETTING THE MESSAGE

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<tr>
<th><strong>Suggested Steps</strong></th>
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<tr>
<td>3. Ask students to move around the room writing their comments on each of the sheets.</td>
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<tr>
<td>4. Ask students to do a final poster walk to observe responses from other students.</td>
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<tr>
<td>5. In 5 groups allocate each group a graffiti sheet. Groups:</td>
<td></td>
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<tr>
<td>• review strategies and possible actions;</td>
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<tr>
<td>• identify those which they think will work; and</td>
<td></td>
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<tr>
<td>• report to the class as to which strategies will work best and why.</td>
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Some additional activities

- Students view *The Insider* (157 mins) telling the story of Dr. Jeffery Wigand who in 1995 provided inside information on the business activities of the tobacco industry and then exposed the fact that cigarettes have been altered in recent decades to make them more addictive. His actions were significant in leading to successful lawsuits in the US against tobacco companies (totalling above $246 billion in damages). Students can discuss some of the key issues related to the film drawing on the following questions:
  - How was the tobacco industry presented?
  - Can individuals “make a difference” and bring about change on health related matters?
  - Is smoking a clear issue involving those in the right and those in the wrong?
  - With the harms associated with smoking well known, to what extent are individuals responsible for their own health and to what extent is the tobacco industry responsible?

- Students look at how alcohol and tobacco companies seek to promote an image of social responsibility by sponsoring and/or associating themselves with “worthy causes” (Example, the tobacco industry sponsored a Domestic Violence Conference in 2002 which received considerable media attention). As part of this approach students could look at [www.youthsmokingprevention.com](http://www.youthsmokingprevention.com) for the tobacco industry’s message on its commitment to reducing smoking in young people and compare the messages on this site to information in other parts of the media.

- Students hold a competition to identify the largest number of locations where advertisements are placed (from match box lids to football jerseys). First prize to the highest number, special prize to the most unusual location. After the entries are in and prizes awarded, locations are grouped into sites where alcohol advertisements are located and where smoking is promoted. Students could also discuss where they think the new spaces will be for promoting use of drugs amongst young people.

- Students develop a set of criteria for acceptable and unacceptable levels of smoking on screen and then using TV, videos and/or cinema, monitor incidents of smoking against their criteria and report back their findings.

- Students develop a resource/booklet/Powerpoint presentation for younger students on smoking in film where they consider:
  - Who will be the target group?
  - What information might need to be included to inform this group about the risks of smoking?
  - What information might need to be included to appeal to this group about strategies being used by companies?
  - What type of language might be appropriate?
  - What images and format might you use to appeal to this group?
  - How will this be distributed and used by students?

- Students identify current national health promotion campaigns. Using a web search evaluate/comment on the effectiveness of these campaigns in changing the behaviour of young people and the sustainability of the health messages. For example, students could research the National Alcohol Campaign targeting 15 to 17 year olds at [www.nationalalcoholcampaign.health.gov.au](http://www.nationalalcoholcampaign.health.gov.au) and develop a research report documenting:
  - The target group;
  - Key health promotion message;
  - Perceived level of effectiveness;
  - Use of media in the campaign;
  - Techniques for appealing to the target group; and
  - Whether the campaign would influence their behaviour.

A comparison of the media techniques used to promote substance use and those used in health promotion campaigns could be discussed.
The Media and The Message

1. Where did you locate the advertisement?
2. What type of product is being promoted?
3. Who is the target audience?
4. What medium was used and why?
5. Is there a difference in the way this product might be advertised using different mediums e.g television compared to the radio? (What might the reason be for choosing one medium over another and how might that affect your willingness to 'listen' to the message?)
6. What is the key message? (Is the advertisement suggesting that drinking this type of alcohol will make you sexy, cool?)
7. What methods are used to appeal to the audience? (Consider components such as language, imagery, colour, sound, animation).
8. What does the advertisement suggest will be the positive consequences of using this product? (What is implied about the way someone would behave or be seen by others after buying this alcohol product?)
9. What information about the product does the advertisement not provide?
10. How do you think the advertisement might influence young people to use the product?
GETTING THE MESSAGE

Reeling Them In

We believe that most of the strong, positive images for cigarettes and smoking are created by cinema and television. We have seen the heroes smoking in Wall Street, Crocodile Dundee and Roger Rabbit. Micky Rourke, Mel Gibson and Goldie Hawn are forever seen, both on and off the screen, with a lighted cigarette. It is reasonable to assume that films and personalities have more influence on consumers than a static poster.

From a Marketing Plan by the tobacco company, Phillip Morris, written in 1989.

It cost $US40,000 for the opening scene of Beverly Hills Cop to display Lucky Strike and Pall Mall packets, and to have Eddie Murphy say: These are very popular cigarettes with the children.

In a James Bond movie called Never Say Never Again, for a financial consideration of $US10,000, the producers agreed that Sean Connery, and other principal players, would smoke Winston and Camel cigarettes.

Film is better than any commercial that has been run on television or in any magazine because the audience is totally unaware of any sponsor involvement.

A quote from a film producer in 1982 seeking tobacco sponsorship for a film

For music and fantasies rolled into one, just suppose CAMEL started showing up here and there in MTV, just a prop in some video….. the medium is the message and the message would be right - just part of the show. How different from pushing samples in the lobby ... It's the difference between commercials in cinemas and Marlboros turning up in the movie. Pull not push. Nobody tells them the answer, they just know...Like magic.

A quote from a document used in a legal case in the US in the late 1980s. The author was an employee of a large tobacco company

What's your view?

• What do the quotes suggest about how tobacco companies use film and television to influence young people?
• Why do companies do this?
• What are your views on the rights and wrongs of such tactics?
• How does the tobacco industry in Australia and the USA use film and TV to promote their products?
• Should all smoking be banned from TV and/or film? Why?
• What level of censorship (if any) is acceptable for tobacco on TV and/or film?

Further resources

To find out more about smoking on the screen visit:

Cancer Council NSW http://www.cancercouncil.com.au
Provides up to date information and links on smoking in cinema (see Reeling Them In)

ASH: Action on Smoking and Health Australia http://www.ashaus.org.au/
Provides range of information and downloadable presentations on smoking in cinema.
Drugs on TV: art or free advertising?

The community has genuine concerns with the promotion of tobacco and alcohol. Seven out of 10 Australians believe alcohol advertisements should not be seen until 9.30pm. However, tobacco faces more restrictions, while alcohol advertising has been deregulated since 1996.

The substances (alcohol and tobacco) have much in common. They are legal, freely available to adults, many of whom derive pleasure from them, and they are attractive to adolescents. Between them they are responsible for 95 per cent of all drug-related deaths in Australia and for much misery, trauma and disease.

In April the Australian Drug Foundation awarded the inaugural Boozies Award to Channel Ten’s The Secret Life of Us. So many of Secret Life’s drinking scenes depict real brands that it amounts to virtual advertising. The program suggests young adults cannot socialise, celebrate or commiserate without everyone drinking. It’s the same impression given by alcohol advertisements, but neither reflects reality. Whereas all nine major characters are regular drinkers, in real life nearly 20 per cent of adults do not drink. On that basis, two of the cast could be abstainers.

All this matters because television provides powerful models for viewers. That’s why alcohol companies advertise. That’s why cigarette companies “place product”. It works. If it didn’t they wouldn’t waste the money.

Excerpt from a letter to the editor in The Age by Geoff Munro
Director of the Melbourne-based Centre for Youth Drug Studies, 2002

What's your view?

• What is the purpose of this letter to the editor?

• Geoff Munro argues that alcohol and tobacco have much in common. What do you see as their similarities? their differences?

• Do you have the same attitudes towards alcohol as tobacco? (Do you think they represent a similar level of harm to you? To others? To the community as a whole? Support your views.)

• The Australian Drug Foundation gave the inaugural Boozies Award to Channel Ten’s The Secret Life of Us. What show do you think deserves the award this year? Why?

• Which TV show or film should receive a ‘Lung Dart’ Award? Why?

• What level of censorship (if any) should be used for tobacco and alcohol on TV and/or film? Why?

Further resources

To find out more about Smoking on the Screen visit:

Provides up to date information and links on smoking in cinema (see Reeling Them In)

Provides a range of information and downloadable presentations on smoking in cinema.
Tobacco "Advertising" - Below the Line

**Cig day out**

Your “passport to international smoking pleasure” and lung cancer can be found in the most unusual places.

Youthful revellers at the Big Day Out concerts over the weekend were queuing to get inside one of the heavily promoted “chill out” tents located around the concerts which sported the little-known clothing brand DWA - which apparently stands for Discovery World Air.

When you got in, the tent was totally decked out like a retro airport lounge with girls dressed up as air hosties selling Peter Stuyvesant cigarettes and other merchandise with DWA branding.

*Excerpt from SMH Jan 2003*

**Smoke signals**

Although tobacco advertising has been progressively restricted in Australia since 1976, including print, radio and television bans, it hasn’t stopped the tobacco industry from finding creative new ways of getting around advertising bans. Fashion events, rave parties, rock concerts, websites, trendy product handouts are some of the marketing tactics used by tobacco companies ... to glamorise smoking and promote their products to young people - particularly young women.

Tobacco companies, unable to use mainstream promotions, have been quick to adopt this form of “ambient” marketing. Philip Morris and British American Tobacco Australasia have sponsored dance parties and nightclub events at which cigarette brand colours and design elements were part of the decor, and discounted packs of the theme brands were sold by young attractive “cigarette girls”.

*Excerpt from The Age Nov 2001*

**Glamour puff**

One glimmer of light survives in the blackout that shrouds Australia’s $6 billion tobacco industry. Ten years after the total ban on cigarette advertising, the cigarette makers have found a new way to promote the little white sticks they produce at a rate of 23 billion a year. It’s the party way, the fashion way, the celebrity way.

On designers’ catwalks, at private parties, in city clubs and bars, the flavour of the moment is tobacco.

*Excerpt SMH November 2002*

**The Alpine Girls**

Today Wavesnet Pty Limited and tobacco company Philip Morris appear before the magistrates court in Sydney to answer charges from NSW Health that a cigarette kiosk with icicle-theme decorations staffed by promotional models in white wigs and jumpsuits constituted an advertisement for Philip Morris’ Alpine brand cigarettes.

*Excerpt SMH June 2002*

Global tobacco giant Philip Morris on Friday became the first cigarette company to be fined for breaching Australia’s tough tobacco advertising laws. In a win for public health, the NSW Health Department successfully challenged Philip Morris and Wavesnet over advertising breaches targeting young women at a student fashion show. They pleaded guilty and were fined a total of $94,000.

*Excerpt SMH November 2002*
What's your view?

- Why do you think this type of advertising is called “Below the Line”?
- What techniques are being used by these advertising strategies (events, rave parties, fashion shows etc) to influence young people to smoke? Do you think older teenagers are influenced by these marketing strategies? Why/why not?
- Would you call this type of advertising clever or sneaky? Why?
- Why do you think that tobacco companies are targeting young people, especially women?
- Do you think this type of tobacco promotion should be totally banned? Why/why not?
- How do you think an awareness of these strategies may affect yours or others' attitudes to smoking?
- What, if any, actions do you think you would take to make others aware of these tobacco promotion strategies?
- What, if any, actions do you think the broader community should take about these tobacco promotion strategies?

Further resources

To find out more about below the line advertising visit:

Oxygen [www.oxygen.org.au](http://www.oxygen.org.au)

It has a very useful introduction to marketing and product placement by the tobacco industry (See the Tar wars section)


Useful information on marketing by tobacco companies. There are a series of slideshows that you can download.
Passive Smoking and The Revenge of the Masked Man!
An anti-smoking protest by a barman at the Urimbilla Bowling Club could force all NSW pubs and clubs to go smoke free. Today young father of three, John Cane was sacked for wearing a face mask to work. Chief Executive of the club, Alan Fuller says the mask was scaring customers away. “Our smoking members complained; they thought they were being insulted by the mask. We also had someone ask if there was a terrorist alert because he had this mask on.”

The Australian Newsweek April 2003

Tobacco industry manipulates the hospitality industry!
Evidence in the 1970’s made clear that second hand smoke endangers non-smokers. A new report from Tobacco Control in the States says that tobacco companies have been trying long and hard not to lose ground. They’ve been:
• attacking the science demonstrating passive smoking is dangerous (just like it did with active smoking)
• working to change people’s perception of smoking in public.

For a while they tried to argue ventilation in a restaurant or club would make all the difference, then the argument shifted to getting the hospitality industry on side so they would argue for them. Now we see ongoing debates in the paper about whether all workplaces including pubs and clubs should be smoke free.

The Australian Newsweek December, 2002

What’s your view?
• Why would a barman need to wear a mask to work? What is he at risk of?
• What is passive smoking?
• Would you choose to work in a bar or club if people were smoking? Why?
• Where might you come into contact with passive smoking now and in the future? (work, relaxing, going out)
• What could you do about it?
• Smokers have the right to smoke. However, do you think they have responsibilities to non-smokers as well?
• Who do anti-smoking laws protect?
• What are the current laws about passive smoking? How do they apply to pubs, clubs and nightclubs?
• What are the harms associated with passive smoking?
• What is the tobacco industry’s view on passive smoking?
• Should all public places be smoke free zones?
• What actions, if any, would you take to protest about passive smoking?

Further resources
To find out more on Environmental Tobacco Smoke visit:

NSW Health www.nsw.health.gov.au
Provides information on the Smoke Free Environment Act.

Cancer Council NSW http://www.cancercouncil.com.au
Provides up to date information and links on passive smoking (see When Smoke Gets in Your Eyes)

ASH: Action on Smoking and Health Australia http://www.ashaust.org.au/
Provides information and links on smoking issues including Environmental Tobacco Smoke.
Under the radar - how the tobacco industry targets the youth in Australia

The following information summarises some key points from a research article appearing in the Drug and Alcohol Review (Harper and Martin, 2002, 21, 387 - 392) on the tobacco industry and new forms of marketing being used in Australia directed at young people.

- Tobacco consumption has been declining in Australia since the 1970's when tobacco advertising legislation was first introduced. Since then legislation has been progressively introduced severely restricting tobacco advertising and promotion through mainstream media.

- To reach new smokers, especially young people, new marketing methods are being used to exploit loopholes in the legislation. Tobacco advertising has shifted to new areas.

- Increasingly the industry has been using promotional activities targeted at young people through film, dance parties, nightclubs, fashion shows, email and the internet as well as capitalising on packaging design elements on packs (colours, imagery) and mirroring these at event promotion.

- Research indicates that partial/limited banning of advertising is not very successful and a total or comprehensive set of bans is required to reduce tobacco consumption.

- **Film:** The power of this medium in promoting smoking is well understood and used by the tobacco companies to advance the social acceptability of smoking. Despite tobacco companies' denials, secret documents from the industry make clear that they have been well aware of the value of film and entertainment in smoking promotion. Companies either pay for their products to appear on screen (product placement), provide free props or provide products for personal use.

  The promotion of tobacco through film is one of the ways smoking is marketed and normalised especially for young people. Positive images on screen, of people relieving tension or socialising through cigarette use provides models for adolescents.

- **Event marketing:** This has been very popular with tobacco companies - using bars, nightclubs etc to build up young people's loyalty through associating good times with tobacco products. Bars and clubs have been smoker friendly making them ideal places to normalise smoking with young people. As of July 2003 the law changed so that this is no longer the case. (To find up to date information on this check the Smoke Free NSW Laws referring to the sites listed below.)

- **Wavesnet:** In the 1990s Phillip Morris began integrating its strategy for attracting young women to their brand of Alpine cigarettes with a sponsorship for young fashion designers. Through an internet site called Wavesnet with a “youth focus” it promoted accessories, fashion shows and a series of dance parties. The events promoted Alpine cigarettes - the colours on the website as well as the events used the green and silver colours of the Alpine packs. A key to this form of strategy is affinity marketing - leveraging the power of other popular youth brands and products such as cosmetics, lingerie and clothing with the target market.

  In 2002 Phillip Morris was successfully prosecuted for breaching the state’s Tobacco Advertising Prohibition Act.

- The colours of a cigarette pack convey non-verbal messages and have been incorporated into many of the marketing strategies used by tobacco companies. The design elements of the pack allow companies to communicate with their target group suggesting the product simply through use of similar imagery in areas where advertising is banned. The researchers suggest use of plain or generic packaging to overcome this problem.

- In 1999 almost 270,000 school students were smokers and if they continue 134,000 will die prematurely. The researchers argue young people need to be protected against marketing of an addictive and deadly product.

For further background information on these issues the following sites are useful:

Oxygen www.oxygen.org.au
ASH: Action on Smoking and Health Australia http://www.ashaust.org.au/
Cancer Council NSW http://www.cancercouncil.com.au
Tobacco Control Supersite http://tobacco.health.usyd.edu.au  This site provides access to detailed background reports and original documents on the tobacco industry within Australia and overseas.
Smoke Gets in Your Eyes


Passive smoking

Passive smoking is the inhalation of Environmental Tobacco Smoke (ETS). It is often referred to as involuntary smoking. ETS is a combination of sidestream smoke and exhaled mainstream smoke. ETS contains over 50 chemicals known to be carcinogenic and it is now clear that there is an association between exposure and the development of lung cancer, heart disease and respiratory illness in non-smokers.

Illnesses associated with passive smoking can include:

- asthma in children;
- lung cancer;
- respiratory disease;
- sudden infant death syndrome (SIDS); and
- coronary heart disease.

Recently illnesses relating to passive smoking have become a basis for legal action against employers. Actions for compensation for harm caused by ETS (including worksites that involved airlines, nightclubs and restaurants) have been successful.

In NSW and some other Australian states there is legislation limiting ETS in public spaces. The Occupational Health and Safety Act 2000 requires all employers to ensure the health, safety, and welfare of their employees, consequently preventing smoking in workplaces. The Smoke-Free Environment Act 2000, which banned smoking in enclosed public places in NSW and reduced ETS exposure in restaurants, shopping centres, and other public places. Since September 2001, all table service dining areas of licensed hotels, licensed nightclubs, and registered clubs, have also been required to be smoke-free. However evidence suggests that prohibiting smoking in particular places within premises is not comprehensive as ETS cannot be controlled by ventilation, air cleaning or spatial separation (Mitchell and Sanders, 2002).

The tobacco industry has engaged in a campaign of misinformation over the harmful effects of passive smoking. (These tactics are similar to those used by the industry in the 1970’s - 1990’s on active smoking).

For further background information, facts on legislation and issues on passive smoking refer to the following websites:

ASH: Action on Smoking and Health Australia http://www.ashaust.org.au/

Cancer Council NSW http://www.cancercouncil.com.au

NSW Health www.nsw.health.gov.au

Tobacco Control Supersite http://tobacco.health.usyd.edu.au
theme 2:
MOVING FORWARD

Session 3:
STAYING IN FOCUS

Session 4:
DEALING WITH IT
Moving Forward considers issues related to the final years of schooling and discusses strategies for minimising risks associated with drugs.

This component of the resource consists of:

- **Session 3: Staying in Focus**
- **Session 4: Dealing With It**
- **Additional activities**

Session 3 aims to enhance students’ capacities to effectively manage change and make informed decisions on drug use to minimise harm.

Session 4 focuses on developing students’ skills for constructively dealing with challenging situations to minimise harm to themselves and others.

Additional activities for this component provide a range of learning opportunities on issues relating to strategies for constructively managing change for young people and their communities.

Before you start please note:

- Session 3 is particularly appropriate for a retreat or half day activity where students have the opportunity to reflect on personal goals and relationships at this stage of their life. Use of personal journals/diaries and small group activities make this particularly suitable for delivery outside of the standard classroom timetable.

- Sessions 3 and 4 address some personal and possibly sensitive issues. It is important that an appropriate setting and class climate is provided for conducting the activities.

- Sessions 3 and 4 do not have to be delivered sequentially and it may be appropriate for teachers to use particular activities from both sessions.

- If the program is run with a mixed group of Year 11 and Year 12 students some of the responses to issues on change and expectations in Session 3 may vary. It is suggested that consideration be given to how best to group, support and facilitate activities so that specific and general issues on the nature of senior school life are best addressed.

- The additional activities for this component could provide the basis for a series of lessons for senior students.
Session 3: STAYING IN FOCUS

Purpose:
This session aims to enhance students’ capacities to effectively manage change and make informed decisions on drug use to minimise harm.

Key student outcomes:
• Identifies key changes and expectations at this stage of schooling and proposes strategies for constructively managing change to minimise risks to own goals and relationships.
• Investigates the effects of drugs, that may be used by young people, and the possible consequences of use on an individual’s choices.

Resources:
Depending on the program context and students’ existing knowledge, time may be required to access a variety of sources about possible effects and consequences of drugs.
• Handout 3.1: Drugs and consequences?
• Students’ personal diaries/journals
• Butchers paper and coloured pens
• Websites for accessing information on the effects of different types of drugs:
  CEIDA http://www.ceida.net.au
  This site provides fact sheets on drugs and which include effects and harms associated with alcohol, tobacco, cannabis and amphetamines.
  Australian Drug Foundation www.adf.org.au
  Reach Out www.reachout.com.au
  This site provides a information on youth related issues and drugs for senior students.
### Moving Forward

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<td><strong>Introduction - Staying in focus</strong>&lt;br&gt;1. Briefly explain that in this session students will be considering some of the issues about moving through senior school and beyond.</td>
<td><strong>Staying in focus is about:</strong>&lt;br&gt;• considering what’s important to them now and in the future&lt;br&gt;• the type of changes and expectations they are facing and what that might mean for senior schooling&lt;br&gt;• making informed decisions about drug-related risks so that they do not limit their potential&lt;br&gt;• developing plans for their own needs and goals.</td>
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**Background Note:**

Change is a constant in everyone’s lives. Some change is inevitable and part of growing up. The senior years at school is an important time of transition as students usually have changing expectations placed on them from school, family and themselves. As they are maturing into young adults they can experience the tensions of being within a school setting but wanting increasing independence and responsibility. It is also a time of experimentation and risk taking. Students can face particular challenges in their senior years as they seek to balance fun, study and changing responsibilities. Students may engage in drug use as a way of relaxing, fighting boredom, having fun, dealing with stress. Late adolescents have particular needs and some students may seek to address these through risk behaviours that include unsafe drug use.

Adolescents are said to have five key needs: the need for power, autonomy, non-conformity, freedom and peer acceptance (see Spooner, Hall and Lynskey, 2001). The activities in this session aim to provide some support for students in thinking through what they want to achieve and how they might go about it. This can enhance students’ resilience and support them in dealing constructively with change and challenges that they may face now and in the near future. (Refer to the REDI website [www.redi.gov.au](http://www.redi.gov.au) for more background material on change and resilience.)
### Suggested Steps

**Brainstorm: Senior High School - Expectations, Friends and Goals**

1. In small groups or across the whole group brainstorm the following issues:
   - The best things about being your age
   - The most difficult things about this time in a young person’s life
   - Typical hopes and goals at this stage of life

2. Facilitate whole group discussion on student responses considering broad and common issues such as:
   - Changing expectations by teachers, family and friends
   - Changing self-expectations
   - Possible effects of increasing responsibilities and opportunities
   - Possible difficulties in balancing commitments and fun
   - Possible uncertainty about future plans and studies/work
   - Wanting a good future

### Teacher Notes

**Students explore this stage of their life and changes that can occur in expectations, relationships and goals**

Examples of students’ responses to issues in senior school may include:

- **Best things**: learning to drive, going out, having a boyfriend / girlfriend, closer relationships, greater freedom, possibilities with leaving school and moving on.

- **Most difficult**: additional responsibilities, working after school, preparing for exams, more complex relationships, changing expectations of family and friends, changing expectations of self about success and looks, arguing with parents, choosing a career.

- **Typical hopes and goals might include**: having good friends, getting a high score in the HSC, getting a drivers licence, moving out of home, travelling, getting a job, going to TAFE or university, moving interstate or overseas, being an exchange student.

Some useful points to make with students are:

- Change is part of life.

- Changing expectations are part of getting older, it has the benefits of greater opportunities but more responsibilities.

- Change and transition have the potential to produce stress and feelings of excitement, challenge, anxiety, frustration, fear and anger.

- It is common for everyone to go through change and it is not uncommon for students in senior years to have strong and changing emotions.

- Developing individual strategies for constructively managing change is important.

- Seeking help from a counsellor or doctor if things are tough is always a good idea.

- Understanding own goals and how best to achieve them can help keep you focused and positive.
### Suggested Steps

**Personal Road Map**

1. Explain that:
   - Understanding how change affects us and what’s important in our lives can be an important strategy for achieving personal goals.
   - This activity is for students’ own reflection and personal use and details will not be discussed in the session.

2. Using personal journals/diaries students to draw their own road maps looking back, where they are now, and looking forward to a preferred future.

   Suggest students set their road out as a timeline marking:
   - now
   - birth
   - five years in the future.

   On the timeline include ideas such as:
   - Me - a snapshot
   - Most important relationships
   - Most important possession
   - Most important achievements

3. Students note in their personal journals/diaries:
   - How I usually deal with change
   - My goals for the future
   - Strategies that might help me get there
   - How I can best look after myself for achieving what I want in my life

### Teacher Notes

This activity provides opportunity for students to reflect on how can impact on their relationships and goals.

Note:
- Some people can have difficulty defining themselves and what’s important in their lives. Being able to express themselves and develop their own plans for the future can enhance peoples’ capacities to cope with change and manage challenging situations.
- Although suggested inclusions are provided for Step 2 these are suggestions only for how students might like to map their personal changes and goals. The purpose is for students to have an opportunity to make a map of what has been important in their lives and their hopes and goals for the future. Use of drawings, paint, song, poem, photos, text is strongly suggested as a way to get students to engage with this activity and own what it is they are looking for in their lives now and in the near future.
- Given the nature of the activity, students may wish to work on this independently out of scheduled session time or make some entries in the session and some in their own time.
### Suggested Steps

**Student forum: Drugs and consequences**

1. Explain that they will now have an opportunity to consider how drugs might impact on an individual and their relationships, goals and future choices.

2. Form five groups and assign one of the following drugs to report on for each group:
   - alcohol
   - tobacco
   - cannabis
   - amphetamines
   - ecstasy

3. Provide each group a copy of Handout 3.1: Drugs and consequences for researching information and recording their responses.

4. Students to complete Handout 3.1., accessing a variety of sources of information about drugs.

5. The forum. A spokesperson from each group presents their findings on the harms associated with the drug they investigated.

6. Provide opportunity for forum representatives to take questions from the floor on the drug and its possible consequences.

7. Conclude the activity by facilitating a discussion with the whole group asking:
   - *What were the most useful sources of information for answering the Handout?*
   - *What factors might help determine if the source is reliable?*

### Teacher Notes

**Students identify the consequences of drugs that are more likely to be used by older teenagers.**

*Note:*

- You may wish to use the CEIDA and/or ADF websites to access drug information fact sheets in facilitating this activity.

- Students are asked to report on the consequences of harms associated with the use of:
  - alcohol
  - tobacco
  - cannabis
  - amphetamines
  - ecstasy.

- This activity will depend on students’ needs, priorities and previous drug education. If students have prior knowledge of the harms associated with the drugs then it may be more appropriate to conduct a class brainstorm rather than group work researching and recording responses to Handout 3.1. (See Steps 2-4).

- If appropriate, students can be referred to the websites listed at the start of this session for accessing fact sheets relating to each of the five type of drugs to assist them in completing Handout 3.1.

- The activity provides a basis for informed discussion for the following next activity (fishbowl) on how drugs might impact on young people’s goals and choices.

Some points that could be covered in Step 7 are:

- Locating reliable sources of information on drugs is important for making informed decisions.

- Because drug-related issues are controversial and can involve behaviour that is not approved by others (eg. parents) as well as sometimes being illegal, there are dangers of not openly seeking accurate information.

- Staying informed and using accurate information to make decisions provides the basis for being in control of one’s own future and minimising harm to self and others.
### Suggested Steps

<table>
<thead>
<tr>
<th>Fishbowl Activity: Life, Goals and Drugs</th>
<th>Teacher Notes</th>
</tr>
</thead>
</table>
| 1. Ask students to arrange seating in concentric circles using a fishbowl layout and explain: | *Students discuss their ideas on how the use of drugs might impact on the goals of young people and analyse others’ views and opinions. This concluding activity provides opportunity for students to distil their understandings and views on the relationship between change, drug-related risks and choices.*  
Depending on time and interests this activity can be conducted as:  
• One round focusing on one issue that students determine is most relevant.  
or  
• A series of rounds providing opportunity for short high energy discussions on a series of topics.  
Note: In facilitating a fishbowl it is important that:  
• students in the inner circle discuss the topic uninterrupted putting forward their own ideas and responding to the views of others;  
• students in the outer-circle actively listen and consider the merit of the views discussed and how it accords with their own ideas;  
• once the round of discussion is concluded by those in the inner circle, the audience has an opportunity to constructively comment on what they heard; and  
• the discussion focuses on the issues not the individuals.  
Proposed topics that might be used for the fishbowl are:  
**Drug use can change who we are and what we want to achieve**  
**Relationships will always suffer when drugs are involved**  
**It’s not a question of the drug but the person, in what is and isn’t achieved.**  
**That as long as it’s legal what’s the problem?**  
**That life isn’t easy, so using something to cope is inevitable**  
**That we all have choices about what we do and what we become** |
| • Those students sitting in the inner circle will discuss a topic for 3-5 minutes and then hear views and opinions from “the audience”. |  |
| • The purpose of the activity is for students to put forward their ideas and evaluate the views of others. |  |
| 2. Conduct the fishbowl with students on the inner circle discussing the selected topic. |  |
| 3. Debrief the fishbowl activity, briefly summarising key issues of agreement and those that were debated and not agreed upon. |  |
| 4. Briefly discuss and record on the whiteboard some strategies students propose as useful in successfully managing the final years of high school and achieving goals for the future. |  |
| 5. Conclude the session asking students to enter some final reflections from the activities in their personal journals/diaries particularly on their own beliefs, goals and strategies for the future. |  |
| Useful reflection triggers could include: |  |
| • I believe... |  |
| • I hope... |  |
| • I would like to... |  |
| • I will... |  |
Session 4: DEALING WITH IT

Purpose:
This session focuses on developing students’ skills for constructively dealing with challenging situations to minimise harm to themselves and others.

It seeks to enhance students’ understanding of who they are, what might pose as risks to their relationships and wellbeing and how they might go about minimising harm in difficult interpersonal situations involving drugs.

Key student outcomes:
• Explores the role of assertiveness and informed decision making in maintaining own individuality and positive relationships.
• Identifies possible options for responding to challenging interpersonal situations involving drug-related issues and communicates decision for minimising harm to self and others.

Resources
• Sets of Picture Language Cards (or other stimulus material for Activity 1)
• Handout 4.1: Dealing with it (to be duplicated for small groups and cut into sets of cards)
### Suggested Steps

**Introduction - Dealing with It**

- Explain that in this session students will be considering some strategies they can use for dealing with challenging situations to minimise drug-related harm.

<table>
<thead>
<tr>
<th>Teacher Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>The session is about:</td>
</tr>
<tr>
<td>- considering who they are and what defines them as individuals</td>
</tr>
<tr>
<td>- what it means to be assertive and make informed decisions in difficult interpersonal situations involving drugs</td>
</tr>
<tr>
<td>- practising clear communication skills for expressing their own needs to reduce harm to themselves and others.</td>
</tr>
</tbody>
</table>

**Background Note:**

Students may have undertaken similar activities in earlier years on informed decision making and communication skills to minimise drug-related harm. These skills are critical for managing challenging situations related to drug use. Here students have an opportunity to enhance these core skills and apply them to situations relevant to their age and stage of development. The following activities have been designed to address challenges that senior students may face at this stage of their school life.

### Snap shot - Who am I?  

*Potentially sensitive issue (see P8)*

1. Ask students to work in pairs and provide picture language cards (or another form of stimulus material).

2. Ask each student to select pictures or objects and explain how this symbolises who they are and what defines them as a person.

3. Debrief the paired sharing asking:
   - How easy or difficult was it to find something that represented you?
   - Why is it important to know who we are and what we stand for?

**This activity provides opportunity for students to reflect on and express who they are, and what defines them as individuals.**

To conduct this activity students will need a range of objects that they can select to represent who they are and what they stand for.

Some useful strategies for easily assembling objects can be to ask students to bring in a small container of non-valuable items that can be used for an activity - example balloons, key ring, small ornaments, lego, etc.. Alternatively use a set of the free postcards from cafes/video stores and use these as a trigger for the paired sharing.

**Background Note:**

Although possibly a challenging topic, it is useful for students to consider and express how they see themselves and what it is that essentially defines who they are. This is part of being able to be assertive and communicate clearly what is important in their own lives.

Individuality is an important issue for older adolescents. As teenagers mature they seek to define who they are in the world and how they fit within it. Affiliation with peers who “are like them” is an important part of this process. (See Background Notes at the start of Session 3 on the needs of adolescents).
Values and beliefs underpin an individual's identity and behaviour. Values and beliefs are shaped by personal history, family, culture and the world around us. How someone defines who they are may relate to their gender, age, sexuality, religious beliefs, class, ethnicity and personality. These factors may contribute to shaping an individual’s sense of self and their values, beliefs and behaviour.

In debriefing the activity (Step 3) you might consider with students:

- We are all individuals with particular images of ourselves and how we fit in the world.
- Family, friends, community and our personal experiences all shape who we are and what we believe in.
- People can use different things to define who they are - their possessions, their friends, their way of dressing, their causes and beliefs.
- Knowing what is important to what we are and what we value affects the way we make decisions and choices in our lives.
- Being clear and able to stand up for who we are, what is important for our own welfare helps us in maintaining our individuality and having positive relationships.
### Suggested Steps

<table>
<thead>
<tr>
<th>Dealing with It - Scenario Cards</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Explain that students will now focus on personal relationships and how these might impact on an individual’s behaviour towards drug-related issues.</td>
</tr>
<tr>
<td>2. Ask students to work in small groups of 4-6 seated in a circle.</td>
</tr>
<tr>
<td>3. Distribute a set of Dealing with It - Scenario Cards to each group. Students arrange the cards in a circle with space in the centre for spinning a pen.</td>
</tr>
<tr>
<td>4. In turn each student spins the pen and reads out the card that it points to.</td>
</tr>
<tr>
<td>5. The person who has spun the pen reads the card and proposes three possible options for dealing with the situation. They then determine what is their preferred option for minimising harm and achieving a constructive and realistic outcome.</td>
</tr>
<tr>
<td>6. The rest of the group can ask questions why this was selected, challenge the decision and/or add their comments about the proposed approach.</td>
</tr>
<tr>
<td>7. Provide an opportunity for each member of a group to have a spin of the pen and make a decision.</td>
</tr>
<tr>
<td>8. Debrief responses asking:</td>
</tr>
<tr>
<td>• Which scenario did each group view as the most challenging?</td>
</tr>
<tr>
<td>• What did groups consider as the most appropriate options for effectively managing the most difficult situation and why?</td>
</tr>
<tr>
<td>• How difficult might these decisions be to implement?</td>
</tr>
</tbody>
</table>

### Teacher Notes

This activity provides students opportunity to consider strategies for constructively managing some of the provided dilemmas.

Note:

- Students work in small groups to generate options for challenging situations. Students use a spinning biro to select a particular scenario from those displayed in the group circle. While the activity functions like a game, providing an element of chance, its value lies in both the scenarios described and the need for students to respond to an unknown challenge, think creatively about options and make a decision (possibly under some pressure).

- Students need to understand that they are to first generate the three options for dealing with the situation before making a decision on the preferred option.

- Small group discussion, challenges and comments should be brief and focus on the possible consequences of the proposed decision.

In debriefing the activity (Step 8) the following points might be made:

- What is the most challenging situation for some might not be for others- issues can be complex and depend on a range of factors and emotions.

- Making decisions on the most constructive and realistic option for a difficult situation may sometimes be very challenging - reducing harm for oneself might mean straining a relationship.

Depending on students’ responses it may be appropriate to focus on one particular scenario where groups have different views on what is the best strategy and review the options for achieving the best outcome in the circumstances.
**Teacher Notes**

**Relationships and Drug-related Decisions**

Close relationships involving risk and drug-related issues can cause individuals to:

- be conflicted about whose needs are most important;
- behave in ways they might not fully agree with, to be included and not lose the relationship;
- cause harm to themselves and others if the relationship is valued as more important than safety;
- experience a conflict of values within themselves and/or with someone they care about because of different views on risk and acceptable ways of behaving;
- finish a relationship if the individual believes the interaction and behaviours are too high risk (such as violence, abuse, unprotected sex); and
- seek to minimise harm while maintaining the relationship and providing healthier ways of interacting.

Individuals will make decisions about their own needs and relationships based on a range of complex factors including, understanding why and what options support constructive decision making for minimising harm.

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**Suggested Steps**

9. Broaden discussion asking:

- How might close relationships impact on drug-related decisions?
- In what ways can differences in values about drug-related issues between an individual and their friends and/or family lead to conflict?
- Is it always possible to minimise harm to self and maintain relationships?
- In what circumstances might you need to end a close relationship despite strong feelings?

10. Draw key ideas together and close the activity noting what were some of the dilemmas and strategies for successfully dealing with them. (Note: the strategies or ideas developed will be used in the next activity, *Implementing Decisions.*)
### Suggested Steps

**Implementing Decisions - practising assertiveness and clear communication**

1. Explain that students will now have the opportunity to try out their ideas from the previous activity to constructively manage challenging situations.

2. Determine what Dealing With it scenario decisions they would like to trial in a role play.

3. Explain the process for the coaching role plays.

4. Set up the room in a fishbowl arrangement.

5. Ask for volunteers to role play the agreed solution.

6. Establish who, what, when and where the action is taking place and provide volunteers with time to prepare their role.

7. Ask advisors/coaches to take up their position in the inner circle ready to:
   - observe what and how their player is performing in implementing the decision
   - provide constructive feedback at the end of the first round
   - give clear tips and advice for replaying the scene to be even more effective (including ways to what and how to say things)

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### Teacher Notes

**This activity provides opportunity for students to practise being assertive in situations involving drug-related risks.**

**Background Note:**

- Being assertive means clearly communicating one’s own needs without being aggressive and causing harm to others. It is about standing up for yourself (and sometimes for others) in situations that involve some form of threat or challenge. Being assertive is an important life skill that has been associated with constructively dealing with stress and conflict and enhancing resilience and wellbeing.

- The scenarios for this activity need to be carefully selected to ensure they are appropriate to the group - being relevant to the students while not focusing on an issue that might be identified with one or more of the students. **Potentially sensitive issue**

- As a role play it is essential that students act out a part and are NOT placed in a position where they:
  - are named or become identified with the character in a scenario, (using “other names” and role play props can assist)
  - rehearse behaviours that promote offering drugs to others
  - rehearse behaviours that promote accepting drugs from others

**Coaching role play**

The coaching role play uses the following structure:

- The room is set up in a fishbowl.
- Students performing the role play act out their scene in the middle of the room.
- Advisors/coaches are assigned to each player to sit (or stand) near them in the inner circle to communicate their needs.
- The remainder of the students sit in the outer circle and watch the scene.
- The ‘play’ begins and is kept short (2-3 minutes).
- At the end of the scene the coaches advise their player on how they went, some tips they might want to use to get their point across more convincingly and any other suggestions for improving the interaction.
- The scene is replayed using the suggested changes.
- The audience comments on the difference between scene 1 and 2 and identifies effective techniques for those who needed to communicate their needs and act assertively to minimise harm.
<table>
<thead>
<tr>
<th>Suggested Steps</th>
<th>Teacher Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>8. Ask the audience to take up their position and be ready at the end of the “redirected” scene to comment on:</td>
<td>Providing opportunity for this coaching role play to be conducted a couple of times with different scenarios and different students taking different roles will depend on time and context.</td>
</tr>
<tr>
<td>• What were the main differences in the interactions between Scene 1 and 2?</td>
<td></td>
</tr>
<tr>
<td>• What were the most useful techniques for communicating clearly and being assertive?</td>
<td></td>
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<tr>
<td>• How successful might this approach be in real life?</td>
<td></td>
</tr>
<tr>
<td>• What else might have been done and said to reduce harm to those involved?</td>
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<tr>
<td>9. Ask players to conduct their scene in 2-3 minutes.</td>
<td></td>
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<tr>
<td>10. Provide opportunity for coaches to advise their players.</td>
<td></td>
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<tr>
<td>11. Replay the redirected scene.</td>
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<tr>
<td>12. Seek comments and views from the audience.</td>
<td></td>
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<tr>
<td>13. Debrief the role play/s asking students to consider:</td>
<td></td>
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<tr>
<td>• Who might be their support person to help them through difficult and trying times?</td>
<td></td>
</tr>
<tr>
<td>• What are the most effective strategies for communicating clearly in challenging situations involving drug-related harm?</td>
<td></td>
</tr>
<tr>
<td>• What are some of the key lessons learnt for the future when face with issues involving relationships and possible risks?</td>
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</tbody>
</table>
Some additional activities

- Students develop 20 Tips for Surviving and Thriving in the Final Years of secondary school. This could be designed as a calendar or poster presentation and displayed in the senior students’ room. It could also be published in the senior students’ diary or placed on the school’s website. (Careful guidelines and monitoring of this project would be required to ensure values and tips within the resource were aligned to family/school values and policy).

- Students undertake a project based on a preferred future for the school and/or community on a drug-related issue. This might involve, for example, identifying needs and possible strategies for improved access to community/health services or review of school policy and programs on drug-related issues. This approach could be broadened to encompass a range of issues involving the health and wellbeing of the school and local community. The following site designed for young people provides some useful guidelines for planning preferred futures especially at a community level:
  
  http://www.cponline.org  Creating Preferred Futures

- Students research the topic of assertiveness and conflict resolution and develop a Students Guide that can be referred to when experiencing challenging situations involving family and friends.

- Access and use the national DEST resources On the Edge which is part of the REDI package of resources. Both the CD-ROM and the Video provide a number of activities that complement Sessions 3 and 4. (Refer to the back of this resource for further information.)
Drugs and Consequences?

Identify and list all the possible effects and harms that are associated with the drug your group is reporting on.

<table>
<thead>
<tr>
<th>Physical Effects</th>
<th>Social/Emotional Effects</th>
<th>Legal Effects</th>
<th>Economic Effects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Term:</td>
<td>Short Term:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Long Term:</td>
<td>Long Term:</td>
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</tbody>
</table>
Dealing With It

On a Friday night two friends text message you to come to a party. You haven’t been out for a few weeks and want to have some fun. When you get there your friends are already drunk. They dare you to catch up and see if you can drink twice as much as either of them. This was not exactly the fun you had in mind.

A good friend has been staying over and listening to some music with your younger brother. Later you discover your friend offered your brother a joint and suggested that he shouldn’t say anything about it because you wouldn’t approve.

You go with a close friend to a dance party to unwind just before your mid year exams. You are both offered some speed. Your friend has tried it a few times and said she thought it would really help the night to fly. She keeps pressuring you to have some fun. You haven’t tried it before, don’t know anyone else there and are finding it difficult to make your friend understand that you’re not interested.

Your older sister has been acting strangely - sleeping late in the mornings, not getting to work and moping about the house. You find out that she’s been stealing money from you and using sleeping pills and painkillers regularly.

You live a long way from school and your family doesn’t have a car. A good mate always gives you a lift home or to work after school. He’s always there for you and you really depend on him to get to work on time. Today you get into the car and can smell he’s been smoking a “joint”. When you ask him about it he laughs and says it was hours ago. You’re worried if you don’t go with him you’ll be late for work.

On Saturday night there’s supposed to be a huge 18th birthday party. You and your closest friend have not been invited but you figure you can slip in anyway. You and your friend manage to gatecrash by going in with a couple of people you know. There’s plenty of free drink and everyone seems to be having a good time. Half way through the night the parents arrive home and are not happy. They move around the party and ask all those people they don’t know to leave immediately. By this time you’ve had a few drinks and are not feeling great. Your friend is completely out of it and certainly not ready to drive you both home. Your wallet and phone are missing and the parents have asked you to leave.
theme 3: HAVING FUN

Session 5: PARTYING

Session 6: MANAGING IT
Having Fun has been designed to support students consider issues related to relaxing, partying and going out where there may be drugs. The focus is on clarifying values and understandings about drug use in different social contexts and proposing strategies for minimising risk.

This theme consists of:

- **Session 5: Partying**
- **Session 6: Managing It**
- **Additional activities**

Session 5 focuses on enhancing students’ understanding of the reasons and contexts within which young people use drugs, and determining strategies for minimising harm in social situations.

Session 6 focuses on developing students’ skills for planning and participating in a safe youth event that is fun and may involve drug-related harms.

Additional activities for this theme provide a range of learning opportunities for developing strategies to manage risks to maximise celebrations. There is a strong emphasis on designing and developing resources that can be used for end of year celebrations as well as other events in Years 11 and 12.

**Before you start please note:**
6. The sessions do not have to be delivered sequentially and it may be appropriate for teachers to use particular activities from both sessions.

7. If the program is run with a mixed cohort of Year 11 and Year 12 students some of the responses to issues on planning events may vary. It is suggested that consideration be given to how best to group, support and facilitate activities so that specific and general issues on preparing for celebrating senior school life is best addressed.

8. The additional activities for this theme could alone provide the basis for a series of lessons for senior students on strategies for staying safe and celebrating.
Session 5: PARTYING

Purpose:
This session aims to enhance students’ understanding of the reasons and contexts within which young people use drugs, and determine strategies for minimising harm in social situations.

Key student outcomes:
• Explores attitudes towards different types of drug use in different contexts and the possible implications for young people.
• Identifies drugs associated with partying and their possible harms and consequences and proposes strategies for minimising harm in social situations involving young people.

Resources:
• Handout 5.1: Your Reaction...? (to be prepared as a set of cards)
• Butchers paper and coloured pens
• Websites for accessing information on the effects of drugs:
  CEIDA http://www.ceida.net.au
  This site provides fact sheets and is suitable for teachers and students.
  Australian Drug Foundation http://www.adf.org.au
  This site provides information on how and why young people use drugs, up to date fact sheets including those associated with partying such as alcohol, tobacco, cannabis, ecstasy and amphetamines.
  Reach Out www.reachout.com.au
  This site provides information on youth related issues and drugs.
  This provides information on safe partying. It is a NSW Health site that provides advice for young people on parties and minimising risks.

(See Handout 6.1 Managing It in Session 6 for a full list of sites on partying, safety tips and the law)
### Suggested Steps

**Introduction - Partying**
- Briefly explain that in this session they will be considering some of the issues about going out, having good times and staying safe.

**Values Continuum - Your Reaction...**
1. Explain that everyone will be given a card with a description on it and then asked to arrange themselves along a line in the room from “Least acceptable” to “Most acceptable”.
2. Distribute cards and allow time for students to read and discuss. As a class, students negotiate with others where their card should be placed along the continuum.
3. Once students have placed their card on the continuum ask each student to read it out.
4. Conduct a discussion with the group asking:
   - How difficult was it to rank your card in relation to others?
   - On what basis did you make a judgement?
   - How difficult was it to reach a consensus with other class members?
   - To what extent could judgements be influenced by:
     - the age of the person?
     - their physical appearance?
     - their location/context?
     - who they were with?
     - the type of drug?
   - Are there some drugs and some contexts that are more acceptable and wouldn’t rate on the continuum? Who might and might not agree with you?

### Teacher Notes

This session is about:
- considering values and behaviours towards different types of drug use in different types of contexts
- considering the ways people relax and party and how drugs are sometimes part of that
- the reasons and ways young people use drugs particularly in different social settings identifying typical social scenarios and possible strategies for minimising harm.

**Students explore values and perceptions about drug use**

Note:
- There are three possible parts to this activity. In step 1 (steps 1 - 4) students line up and consider youth values on a range of scenarios. In round 2 (steps 5 - 6) they repeat the steps but this time from the perspective of a parent. In round 3 (steps 7 - 10) they line up again on the continuum but this time on the basis of how harmful they perceive each scenario. The rounds provide opportunity for students to explore their own and others’ beliefs about drugs, their use and perceived harms in different contexts.
- There are 18 scenario cards. Depending on numbers you may wish to give duplicates of some scenarios and later (Step 4) discuss if different students with the same scenario positioned themselves near each other. If not, what led to the different ranking?
- When students are arranging themselves along the continuum, stay neutral, don’t rescue or advise on where someone should stand.
- This activity requires careful non-judgemental facilitation. It is important that you do not suggest or imply your own views to students on what are more or less acceptable scenarios; that students’ views are not judged but simply acknowledged. The power of the activity comes from students being allowed to explore their own beliefs and attitudes and then reflecting on why or why not others’ might agree.
- Take note of the type of comments students say in seeking to make a judgement, such as “Well it might depend on...”
- Not all students will necessarily agree. You will have to decide what is a useful time limit for coming to some level of negotiation about where students position themselves.
### Suggested Steps

5. Ask students to now imagine what their parents’ views might be on their Your Reaction... card and to reposition themselves along the continuum as if they were a parent.

6. Briefly ask students to discuss:
   - Why they have positioned themselves where they have on the continuum?
   - Why parents (or other adults) may have a different set of values to young people?
   - What this difference might mean for the way they, as young people, discuss and behave in relation to drug issues with their parents and other adults?

7. Ask students to reconsider their ‘Your Reaction... Card’ and to reposition themselves along the continuum based on how dangerous they perceive the situation.

8. Once students have decided on a position ask students to discuss:
   - How difficult was it to rank your card on the issue of harm?
   - On what basis did you make a judgement?

### Teacher Notes

In debriefing this activity provide opportunity for students to consider and explore the basis of why they and others make value judgements about drugs and drug use.

Note:

- There are no right answers about what is more or less acceptable- people have different attitudes toward drug use in different contexts.

- Differences in attitudes to the drug scenarios may depend on:
  - the type of drug in question (eg. alcohol or heroin)
  - attitudes about the individual using the drug (eg mother or attractive young girl)
  - expectations about gender (eg. some might find a guy drinking heavily more acceptable than a girl of the same age).
  - the context (eg. in front of children or at a party).

- In different societies and subcultures people tend towards similar values and attitudes; young people and those who have similar interests and backgrounds are more likely to agree in their judgements about particular types and contexts for drug use.

- Although not always the case, young people tend to have different attitudes to older people (parents and other adults) about drugs and what they consider to be a harmful situation.

- Differences of opinion about drug-related issues between young people and those that care for them (parents and other adults) can lead to:
  - parents and their children having different views about what is and isn’t safe;
  - young people wanting to avoid discussing drug-related issues with their parents/carers and seeking information elsewhere (which may or may not be reliable); and
  - young people taking additional risks to ‘hide’ behaviour that may be disapproved of by parents/other adults.

- Drug-related harm depends upon a complex range of factors (including the drug, the person and the context within which it occurs). How someone judges ‘harm’ can be influenced by their personal beliefs and attitudes towards a drug and the context in which it is being used.
### Why and how drugs are used:

Young people use drugs for the same reasons adults do:
- to relax
- to have fun
- to get a rush
- to feel less inhibited
- to be part of a group
- out of curiosity
- to cope with problems
- to relieve stress
- to overcome boredom
- seeking some type of attachment or meaning in their lives.

### Settings and contexts of drug use

In some settings different types of drugs are more accepted. For example, alcohol consumption is widely accepted in most parts of Australian society as part of celebrating, but heroin is not. Cannabis, an illicit drug, is not widely used amongst adults and older people, however, amongst young people it is becoming more accepted and its use is increasing.

### Views on drug-related harm

- Perceptions of drug-related harm in a society do not equate with the damage caused to the population. Tobacco is responsible for the majority of drug-related deaths in Australia. In 1998, approximately 18,800 deaths were caused by tobacco. Approximately 1,000 deaths were associated with illicit drugs. (Miller and Draper, 2001).

- Individual perceptions of drug-related harm involving a particular situation can be affected by a range of factors including one’s attitudes and values.

### Strategies for evaluating harm

- There is no fool-proof way of knowing the level of harm for a particular drug - risk can be affected by a range of factors including:
  - how the drug is taken;
  - the physical characteristics of the user;
  - whether the person is using more than one drug;
  - the mood of the person; and
  - the setting in which the drug is used.

- Understanding the possible effects and consequences of using different types of drugs and evaluating the range of issues that might affect the person and others close by is important for evaluating harm.
## HAVING FUN

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<tr>
<td><strong>Relaxing, Hanging Out and Partying</strong></td>
<td>This activity provides opportunity for students to consider contexts and behaviours associated with having fun and possible risks that could impact on these social situations.</td>
</tr>
<tr>
<td>1. Briefly explain that in this activity they are going to consider the settings and types of activities young people their age enjoy and possible issues that can impact on this.</td>
<td>An example of a setting and activity might be a concert and possible issues might be, getting there, getting crushed or knocked by others, wanting to just listen to the music without having to think about other things.</td>
</tr>
<tr>
<td>2. Ask students to form pairs or small groups and distribute butchers paper and pens.</td>
<td>It is important that students understand they are not being asked to give personal information about where and how they spend their time. (Note: information at the beginning of this resource on protective disclosure).</td>
</tr>
<tr>
<td>3. Ask students to brainstorm: • Different settings/locations young people their age like to hang out/party/enjoy. • Types of activities that teenagers might be involved in, in these locations. • Possible reasons/benefits of being there. • Possible risk/harms involved.</td>
<td>Categories to consider for the brainstorm are: • Settings/locations • Types of activities • Possible reasons/benefits of being there • Possible risks/harms that could impact on the fun</td>
</tr>
<tr>
<td>4. Ask students to pin up their sheets and provide opportunity for all groups to review responses.</td>
<td>Brainstorming examples: • Setting: Dance club • Types of activities: Getting to meet people, dancing, drinking taking other substances, not drinking, sex, romance • Reasons: Have a good time, rage, meet someone, escape • Possible risks: Under age drinking, unplanned sex</td>
</tr>
<tr>
<td>5. Based on responses across the group discuss key themes and possible issues facing young people in wanting to just have fun.</td>
<td><strong>Note for discussion (Steps 5-6):</strong> • Different settings can have different meanings and values for different student groups.</td>
</tr>
<tr>
<td>6. Ask: • How might young people’s ideas of fun and having a good time differ from those of other groups in society? Why might this be and what are the possible implications? • Are there particular settings that involve a higher level of risk for young people? Why? • Why is it that different types of “partying” are associated with different types of drugs? • Which drugs are associated with partying? What are some possible harms associated with these particular drugs</td>
<td>• Most young people want to enjoy their lives with family and friends and take a few risks along the way to growing up.</td>
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<td></td>
<td>• Most young people do not engage in hazardous drug use but experimentation and some regular use with alcohol and tobacco is not uncommon at this age.</td>
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<tr>
<td></td>
<td>• Alcohol and tobacco are the drugs most used by young people in social settings followed by cannabis and amphetamines.</td>
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<td>• Ecstasy and amphetamines are drugs associated with raves and dance clubs. They are stimulants and sometimes used to increase energy and keep going.</td>
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<tr>
<td>Suggested Steps</td>
<td>Teacher Notes</td>
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<tr>
<td>• Ecstasy (Ecky or E’s) is known as the dance or “love drug” because it makes people feel warm and loving even towards those they don’t know. It is usually taken as a tablet. Risks associated with ecstasy are high because of impurities and unpredictable composition.</td>
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<tr>
<td>• It is impossible to predict how different drugs will affect different people in particular settings. Possible harms and effects depend on many factors including:</td>
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<tr>
<td>• how the drug is taken;</td>
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<td>• the physical characteristics of the user;</td>
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<td>• whether the person is using more than one drug;</td>
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<tr>
<td>• the mood of the person; and</td>
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<tr>
<td>• the environment in which the drug is used.</td>
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<tr>
<td>• Harms associated with different drugs include:</td>
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<tr>
<td>• short term and long term physical effects;</td>
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<tr>
<td>• social effects (eg. on relationships and friends);</td>
<td></td>
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<tr>
<td>• economic effects (eg. from cost or loss of prospects from using); and</td>
<td></td>
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<tr>
<td>• legal effects (eg. from possession of an illegal substance or driving under the influence).</td>
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</table>
## Suggested Steps

### The Party Scene

*Potentially sensitive issue*

1. Explain that in this activity students will work in small groups of three devising some party scenarios involving drug-related risks. They will then swap their scenarios with one other group who will have to evaluate the risks and suggest some strategies for minimising harm.

2. Ask students to form small groups of three (no more than four per group is appropriate) so that there are an even number of small groups in the class.

3. Number off each small group assigning them with a number (say from 1 to 6). Explain that after they've written their scenarios they will need to swap their ‘party scenarios’ with another group. (Group number 1 and 2 are to swap scenarios; Group number 3 and 4, Group number 5 with 6 and so on depending on the class size).

4. Provide butchers paper and pens to each small group and ask each group to draw a line down the centre of their butchers paper.

5. Ask groups to discuss and then write on the left hand side of the butchers paper three separate scenarios involving a party scene with drug-related risks.

6. Once all groups have completed their three party scenarios ask group partners to swap their butchers paper.

### Teacher Notes

*Students have the opportunity to use problem solving and decision making skills to address situations they might face at parties and at other social occasions.*

Note:

9. This activity will depend on students’ experiences and interests.

10. You may wish to suggest that they develop scenarios drawing from the last activity’s discussion.

11. It is important to provide clear guidelines to students on how they develop their scenarios so they are useful, appropriate and do not disclose personal information about their own or others’ drug use.

12. This is potentially a very sensitive activity and if you are concerned students may not have the maturity to conduct the process appropriately you might wish to facilitate a whole group activity instead. Here you could brainstorm one or more scenarios with the whole class and discuss possible strategies for minimising harm. The same key components for building a scenario as listed below could still be used but developed with the whole group suggesting and agreeing on story features and recording responses on the whiteboard.

13. You might want to suggest that students consider the following questions when developing their scenarios:

   - *What’s the occasion?*
   - *Who’s involved and what are their relationships? (Scenario characters should not have the same name as any of the students in the class).*
   - *What is the context/setting?*
   - *What drug/s are involved?*
   - *How much and in what form is the drug being used?*
   - *What might be the possible harms to those directly involved? To others?*
## Suggested Steps

7. Ask each small group to discuss the three party scenes they have been provided and record on the right hand side of the butcher's paper:

- The key issues involved in the party scene.
- The possible harms associated with the situation.
- Strategies for minimising risks to those involved.

8. Ask partner groups to come together and discuss how they responded to each other’s “party scene problems”.

9. Ask students to comment on:

- *The most difficult problem across the six scenarios*
- *Possible issues and harms?*
- *The proposed solution?*
- *Do others agree this is useful?*
- *Other strategies?*

10. Finish the session asking students to contribute something they might consider/do differently when going out or partying in the future.

## Teacher Notes

*Potentially sensitive issue*

It is important to remind students when discussing the drug scenarios that they do not disclose sensitive information regarding any person’s drug use.
Session 6: MANAGING IT

Purpose:
This session aims to develop students’ skills for planning and participating in a safe youth event that may involve drug-related issues.

The focus is on developing students’ abilities in taking responsibility for their own and others’ welfare so that events are fun and safe. The session is structured around planning an event (such as a school formal, end of year party, local rock concert) where each student takes on a role and needs to work with others to determine activities and requirements for “Managing It”.

Key student outcomes:
• Proposes and plans an event addressing issues for minimising harm including those associated with drugs and alcohol.
• Participates in a forum to address parent and community concerns on holding a youth event.

Resources:
• Handout 6.1: Safe Partying
• Handout 6.2: Action Planning
• Handout 6.3: Managing It Forum

See Handout 6.1: Safe Partying for a list of websites on planning and holding a safe party and/or youth event.

Note:
The final part of “Managing It” activity involves holding a mock forum with students playing the parts of parents, student representatives, police, local council/community member etc. Depending on how this session is organised you may take the opportunity to use “Managing It” session as a real project in planning a Year 11 or 12 celebration.
## Suggested Steps

**Introduction - Managing It**

1. Briefly outline the session noting that they will be working in groups to plan and develop an end of year event.

   Some possible events they might want to begin thinking about for this project are:
   - An end of year celebration.
   - A school rock concert.
   - A dance (involving other local/associated schools).
   - An 18th birthday involving the year group.
   - A non-alcoholic party at a licensed venue.

## Teacher Notes

The session is about:

- Considering what kind of celebrations/events senior students participate in.
- The needs and concerns of all involved (themselves, parents, school, community).
- Practising clear communication skills to express needs to others including friends and family.
- Making group decisions and working cooperatively to develop an idea and see it take shape.
- Presenting and responding to inquiries about planned actions for minimising harm for self and others.

**Background Note:**

In facilitating this session it will be important to consider:

- If there is a cross section of Year 11 and 12 students and how best to determine appropriate events and roles.
- Whether this session remains purely as a mock project or is undertaken as a real planning exercise for a real event.
- Whether students break into small project groups and each focus on a different type of event or work collectively on one large event assigning different roles and responsibilities with sub-committees etc.
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<td><strong>Celebrating</strong></td>
<td><strong>Students explore different types of celebrations and events and the needs and concerns of those involved.</strong></td>
</tr>
<tr>
<td>1. Briefly discuss:</td>
<td>This initial activity provides opportunity to explore a few ideas before committing to a particular project. Students may be interested in focusing on just one or two events.</td>
</tr>
<tr>
<td>• What’s the purpose of celebrations/events for young people?</td>
<td>It is useful to:</td>
</tr>
<tr>
<td>• What might a really fantastic event be like?</td>
<td>• Allow students opportunity to hear and acknowledge that certain groups may be more interested in particular events than others.</td>
</tr>
<tr>
<td>• What type of things would you want to make sure happened?</td>
<td>• Make sure that all student/s are included in discussions.</td>
</tr>
<tr>
<td>• What would you want to make sure didn’t happen?</td>
<td><strong>Background Notes (Step 2):</strong></td>
</tr>
<tr>
<td>• What might be your parents/families expectations and fears about any of these events?</td>
<td>• The purpose of these events can include having a good time to mark the end of an important stage of life. In Australian schools “schoolies” has become a tradition to mark leaving school and moving on.</td>
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<td></td>
<td>• Celebrating the end of school can be perceived as a ‘rite of passage’. Rites of passage are associated with initiations/events to mark moving from one stage of life to another usually involving the step to adulthood. In some cultures ceremonies involving older community members, are conducted as a way of passing on cultural traditions and marking the time for young people to take on adult responsibilities. (You might like to discuss with students how this contrasts with ‘schoolies’ which is a recent phenomenon, excludes parents, is not a cultural rite, and is not widely valued amongst the broader community.)</td>
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<td>• What makes for a great celebration will vary on interests and friendship groupings.</td>
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<td></td>
<td>• Senior students can be both excited and fearful of such events - fear of exclusion can be a powerful concern and may present itself in some form through the discussion.</td>
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<td>• Parents’ fears and concerns are usually about not knowing what is planned and safety.</td>
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</table>
### Suggested Steps

2. In small groups assign one of the pieces of butchers paper with an event on it to each group.

3. Ask each group to map their initial ideas about:
   - A possible venue.
   - Features that would make it a success.
   - Possible issues/risks that might reduce enjoyment.
   - Who might have an interest in what happens at the event and their possible needs and concerns.

4. Ask students to post their responses around the room and then debrief considering issues such as the following:
   - What are common needs and concerns of parents and students in celebrating?
   - Where are their possible differences and why might this be?
   - What can you do to address parents/family concerns?
   - Why might others such as school staff/council, local police, community members, neighbours have an interest in where and how you celebrate?
   - To what extent should they be involved and how might you deal with these interest groups?

### Teacher Notes

Background Notes (Step 4):

An example might be: A Year 11 end of year party:

**Possible venue:**
Venue: Alcohol-free room in a licenced club
Features: Everyone there; great music and DJ good food and mocktails etc.
Possible risks: People bringing in alcohol; gatecrashers, police being called.

**Parents/family:**
1. Needs: kids are safe and have a good time; licenced venue so need clear understanding of regulations and where people will be, Supervision.

**Year 11 Students:**
1. Needs: have a good time
2. Concerns: who'll be there? cost? transport? who's on security?

**School staff/council:**
1. Needs: Year 11 students to have a good time and not bring any shame to the school.
2. Concerns: Year 11 students are not at risk from any of their own behaviour or those who might be near by.

Background Note for debriefing Step 5:

Parents and young people often have many needs and concerns in common including issues around safety and having a good time.

Students may need to consider how best they can communicate their needs and ideas to their parents.

Issues of gender and culture can affect perceptions and concerns by parents and students.

Recent research on young people identified unwanted advances and unplanned sex (and risk of HIV; pregnancy) as fears associated with alcohol intoxication (Youth Alcohol Action Plan, NSW Health Department 2002).

Actions of senior students can impact on the school and local community. Consideration needs to be given to consulting with school representatives, local police and community stakeholders when organising an event.

(For further information/guidelines on these issues see website sources on Handout 6.1.)
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<td><strong>Planning and presenting ‘Managing It’</strong></td>
<td>Students work together in self-determined groups and projects on planning for an event.</td>
</tr>
<tr>
<td>1. Discuss and decide what types of celebrations/events students would be most interested in planning.</td>
<td>The key to this activity is providing students with time and opportunity to work together and make decisions that may have a real impact on their own lives.</td>
</tr>
<tr>
<td>2. Depending on numbers, interests and discussion organise project teams to research and organise a celebration.</td>
<td>Alternative options for running this activity:</td>
</tr>
<tr>
<td>3. Distribute copies of Handout 6.1: Safe Partying and Handout 6.2: Action Planning to students in each group and briefly discuss contents.</td>
<td>• Option 1: In class discussion and completion of Handouts.</td>
</tr>
<tr>
<td>4. Explain that they are to work together to develop their plans for the event they are managing and at an agreed time/date, they will present their plans to a forum with representatives from key stakeholders (mock or real).</td>
<td>• Option 2: Group research, discussion and planning on a mock event.</td>
</tr>
<tr>
<td>5. Discuss possible roles and responsibilities in planning their project and agreed timeline for completed plan and presentation to the forum.</td>
<td>• Option 3: Group research, discussion and planning on a real event.</td>
</tr>
<tr>
<td>6. Provide students with time and access to the internet to undertake background research on issues, the law and needs in planning for their type of event.</td>
<td>This third option provides opportunity for the most authentic and relevant learning but there may be logistical issues in researching and consulting with real stakeholders.</td>
</tr>
<tr>
<td>7. If needed, provide individual group support and feedback as they discuss, research and develop their plans.</td>
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<tr>
<td>8. Provide opportunity for groups to submit drafts of their plans prior to presenting at the forum.</td>
<td></td>
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<tr>
<td>9. Discuss purpose and features of the forum with all students.</td>
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<tr>
<td>10. Determine with all students the ground rules, attendees and structure for the Forum.</td>
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### Suggested Steps

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<tr>
<td><strong>11.</strong></td>
<td>For each group that is to make a presentation assign a separate group of students to play the forum roles as outlined in Handout 6.3.</td>
</tr>
<tr>
<td><strong>12.</strong></td>
<td>Ask groups to prepare for the Forum:</td>
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<td></td>
<td>• Forum representatives are to work together to plan their questions and discuss with other members what they want to know from those who are presenting their plans. Based on this, to jot down ideas on HO 6.3, and prepare for their roles at the Forum.</td>
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<td></td>
<td>• Event representatives are to work together to finalise their presentations to the Forum representatives and be ready to address any needs/concerns they may have about what is planned.</td>
</tr>
<tr>
<td><strong>13.</strong></td>
<td>Set up the forum with parents etc. in a horseshoe seating arrangement at the front; forum members position themselves to present their ideas; remaining students seat themselves as the audience.</td>
</tr>
<tr>
<td><strong>14.</strong></td>
<td>In their roles students present their ideas and answer questions from the forum representatives.</td>
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<tr>
<td><strong>15.</strong></td>
<td>Depending on time and numbers replay the process with each set of ‘Managing It’ groups and representatives role playing their parts.</td>
</tr>
<tr>
<td><strong>16.</strong></td>
<td>Reconvene all students in the round for a debrief of the activity. Ask for students to discuss their most important learning and what they might do in the future for successfully planning a large event.</td>
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### Teacher Notes

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<tr>
<td><strong>Note:</strong></td>
<td>• The Forum provides opportunity for each project group to present their ideas, communicate their needs and wishes and develop skills in addressing parent and other stakeholder concerns.</td>
</tr>
<tr>
<td></td>
<td>• The logistics of this part of the activity need some careful planning and thinking through in advance.</td>
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<td></td>
<td>• The process steps outlined here assume that some students who are in other project groups will function as the parents etc when a group makes their presentation. This means that the Forum is functioning as a role play and forum representatives need to consider what their needs and perspectives might be in this role.</td>
</tr>
<tr>
<td></td>
<td>• The size and number on each project group will affect the best way to set this up. Ideally there will not be many groups and the need for a string of separate forum presentations.</td>
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<td></td>
<td>• In running the Forum you may wish to act as convenor or elect a student each time the role play is conducted.</td>
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<td>• After each Forum different students should play the parents/community members etc so that all students have a chance of both presenting an event idea and being a forum representative.</td>
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<td></td>
<td>• If the Forum is to be conducted with real parents/community members it would be advisable to still conduct it in a role play first so students have an opportunity to practise their skills beforehand.</td>
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<td>• Students may wish to develop/bring along some materials for their presentation - Powerpoint slides, invitations, brochures, costings, safety guidelines, their drug and alcohol policy etc.</td>
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Some additional activities

Students undertake research on the internet using the following sites to compile useful information and harm minimisation strategies for drugs associated with partying:

- Headroom  [www.headroom.net.au](http://www.headroom.net.au)
- CEIDA  [http://www.ceida.net.au](http://www.ceida.net.au)
- Drinking Choices  [http://www.drinkingchoices.com/textinfo.htm](http://www.drinkingchoices.com/textinfo.htm)  (Has good links to other sites on partying, safety tips and the law.)

- Students develop 20 Tips for Safe Partying and develop into a wallet/purse leaflet or poster.
- Students develop a safe schoolies pack using information on the sites in Handout 6.1. Ideas can be presented in a kit/website/newsletter/poster etc.
- Students develop a youth magazine on parties and events. This could include articles on:
  - local venues/promotions
  - setting up and playing in a band
  - attending clubs/obtaining a legal ID
  - future jobs in the hospitality industry and the law on responsible bar service
  - making mocktails/serving party food and drink that minimises risk
  - what to wear and how to invite friends to a great event
  - having fun and staying safe (eg. maintaining self-respect/getting to and from a party safely)
  - dealing with gatecrashers
  - organising a community gig
  - ethical promotions
  - community cultural events and venues
  - being with the one you want
  - quick quiz on how safe is your next party!
- Students determine suitable and respected community members (such as local police/doctor/local council member/community Elder) and ask them to come to a student forum about rights and obligations of young people when having fun.
- Students work with their parents/families to develop an agreement about going out/attending “schoolies”.
- Students research past events/news on the net where young people have come to harm at parties/schoolies and discuss possible implications for their own and others’ welfare.
- Access and use the national DEST resources On the Edge which is part of the REDI package of resources. Both the CD-ROM and the Video provide a number of activities that complement Sessions 5 and 6. (Refer to the back of this resource for further information.)
Your Reaction...??!!

- A woman injecting heroin as her children watch
- An overweight man at a beach picnic wearing swimmers, drinking from a beer can
- An 18 year old using “speed” to stay up and dance all night
- A truck driver using “speed” in order to finish his shift
- A nineteen year old injecting heroin in a public toilet
- A seventeen year old drinking from a small bottle of vodka and staggering and shouting near friends at a late night pool party
- A seventeen year old senior student smoking cannabis during recess
- A 17 year girl in a great dress vomiting at a party after 6 shots of alcohol
- A noisy 30 year old man smoking a cigar in a crowded pub
- A 12 year old smoking cigarettes in a street
- A sixteen year old at a dance party swallowing 2 ecstasy tablets on a dance floor
- A seventeen year old constantly smoking at an 18th birthday party
- A seventeen year old guy getting smashed on beer and shots of tequila at a 21st
- A depressed 18 year old girl who smokes dope most nights and weekends
- A drunken man arguing with his girlfriend in a pub
- A pregnant 19 year old smoking cigarettes
- A woman swallowing Valium in front of her child

Adapted from Peers for Prevention
East Drug and Alcohol Service: Inner East Community Service
Hosting a Safe Party

Some tips to get you planning your event:

1. Decide on venue, date and hours.
2. Agree on rules for the event (Is there going to be alcohol? How will people get home? What if people with alcohol and other drugs turn up? Are there rooms that are off limit? What if uninvited people show up?)
3. Ask parents and school representatives about planned venue and details
4. Decide on food and drinks
5. If alcohol is to be served, who by and to whom? (If there are under 18s you should not serve them alcohol - nor should anyone else. If there are over 18s make sure there are plenty of non-alcoholic drinks, water and food available)
6. Decide on the music/entertainment
7. Decide on numbers and how letting people know about it (invitations? advertising?)
8. Work out what’s happening for transport - getting there and people getting safely home
9. Funding - who’s paying? what and how?
10. What about security, access to the venue and dealing with gatecrashers?
11. Who do you need to inform/check with about the night? (It may be appropriate to contact the local police to let them know you’re holding a party/event)
12. Who will you contact if something does go wrong?
13. Have a plan if someone becomes sick or there’s an emergency.

Laws - Remember: It is against the law to sell or supply alcohol to a person under 18 years of age. Fines can be up to $5,500. The supply of alcohol applies anywhere including homes, halls, parks and other places. The only exception relates to the supply of alcohol to under 18's by a parent/guardian in their own home to members of their family.

Consumption of alcohol by young people can be potentially high risk and so adequate adult supervision of young people’s parties is important. Refer to the ‘What’s New’ section on the CEC Drug Education website for more detailed information:
http://stage.cecnsw.catholic.edu.au/druged/default.htm
Further good ideas on hosting a party can be found at:

This site gives a few ideas and points you in the direction of where you can get more information.

This is an excellent site with plenty of good tips for celebrating, holding a party and staying safe. There is a very useful party checklist that could help you plan your big gig.

This site has a stack of excellent fact sheets on hosting and attending parties.

This site has great tips on hosting a party.

Drinking Choices: http://www.drinkingchoices.com/textinfo.htm
This site has lots of information on parties, use of alcohol and the law. Great links to other sites on partying, safety tips and the law

This site has a range of useful resources for holding a party, ways to minimise harm to yourself and others when going out, how to hold an alcohol free gig (see below) as well as recipes for non-alcohol drinks!
Useful part of the WA site on holding an alcohol-free gig at a licenced venue - note this is written for WA legal context but plenty to think about and use here.

Department of Education WA: www.sdep.wa.edu.au
Provides some material for students leaving secondary schooling. Useful ideas on celebrating end of school including holding a party or gig as well as organising an end of school celebration. See Leavers Live Handbook - Managing Risk at: www.sdep.wa.edu.au/leavers/handbook/LLManagingRisk26-35.pdf

Ministry of Health, New Zealand: www.moh.govt.nz
Useful site on reducing the hazards of holding a dance party. See the Guidelines for Safe Dance Parties - The Big Book as well as the Safe Dance Parties Small Book
# Safe Party Action Plan

<table>
<thead>
<tr>
<th>Type of Event</th>
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<tbody>
<tr>
<td>Venue and Time</td>
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<tr>
<td>Agreed Rules</td>
<td></td>
</tr>
<tr>
<td>Alcohol or Non Alcohol Policy and Possible Legal Considerations</td>
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<tr>
<td>Food and Drinks</td>
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<tr>
<td>Music/Entertainment</td>
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<tr>
<td>Numbers and Details for Informing Partygoers</td>
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<tr>
<td>Funding and resources</td>
<td></td>
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<tr>
<td>Transport Arrangements</td>
<td></td>
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<tr>
<td>Security Guidelines</td>
<td></td>
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<tr>
<td>People to inform/keep in the picture</td>
<td></td>
</tr>
<tr>
<td>Medical/Help Details</td>
<td></td>
</tr>
<tr>
<td>Other Ideas/Points to Remember</td>
<td></td>
</tr>
</tbody>
</table>
## Managing It: Forum Representatives

<table>
<thead>
<tr>
<th>Role</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent/s</td>
<td></td>
</tr>
<tr>
<td>Police</td>
<td></td>
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<tr>
<td>Community Representative/Neighbour</td>
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<tr>
<td>School Executive/Staff</td>
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<tr>
<td>Student Representative/s</td>
<td></td>
</tr>
<tr>
<td>Medical Officer/Red Cross</td>
<td></td>
</tr>
</tbody>
</table>
theme 4: WALKING A TIGHTROPE

Session 7: MIXING IT UP

Session 8: REACHING OUT
Walking A Tightrope has been designed to support students consider issues related to high risk situations involving drugs and strategies for minimising harm.

This theme consists of:

- Session 7: Mixing it Up
- Session 8: Reaching Out
- Additional activities

Session 7 focuses on enhancing students’ understanding of high risk situations, for example, driving under the influence of alcohol and other drugs, binge drinking, use of illegal substances and polydrug use as well as proposing strategies for minimising harm in such situations.

Session 8 focuses on developing students’ skills for minimising harm for themselves and others through seeking and providing needed support.

Additional activities for this component provide a range of learning opportunities on issues relating to strategies for identifying and constructively managing high risk situations.

Before you start please note:
- A number of the activities in Sessions 7 and 8 deals with controversial and sensitive issues. It will be important to provide students with clear guidelines on discussing issues and the need to not disclose personal information on their own or others drug use.
- The sessions do not have to be delivered sequentially and it may be appropriate for teachers to use particular activities from both sessions.
- The additional activities for this theme could alone provide the basis for a series of lessons for senior students on strategies for constructively dealing with high risk situations to minimise drug-related harm.
Session 7: MIXING IT UP

Purpose:
This session aims to enhance students’ understanding of high risk situations for example, driving under the influence of alcohol and other drugs, binge drinking, use of illegal substances and polydrug use, and possible strategies for minimising harm.

Key student outcomes:
• Identifies the harms and possible consequences of driving under the influence of alcohol and/or other drugs.
• Identifies risk in relation to a range of situations involving drug use and proposes strategies for minimising harm in high risk situations.

Resources:
• Handout 7.1: High Risk Scenarios
• Handout 7.2: Chance or Choice (made up into a board game with a dice for each set)

Useful websites for accessing information on the law and driving, as well as high risk drug use are:
Roads and Traffic Authority http://www.rta.nsw.gov.au
This site provides information on minimising harm for novice drivers and the issues of driving and the law.


Motor Accidents Authority of NSW www.maa.nsw.gov.au
This site also provides information for inexperienced drivers and the issues of driving and the law.

CEIDA http://www.ceida.net.au
This site provides fact sheets on the effects of alcohol and drugs.

Australian Drug Foundation http://wwwadf.org.au
This site provides fact sheets on drugs including those associated with high risk situations for young people.

This site provides useful information on driving and the law in NSW.

Drinking Choices http://www.drinkingchoices.com/textinfo.htm
This site is part of the Australian Department of Health and Aging and has information on risks associated with alcohol and driving.
**Mixing It Up** is about:
- Considering what risk means.
- Identifying what students perceive as high risk situations including those involving drugs.
- Investigating and clarifying their understanding of driving under the influence of alcohol and other drugs.
- Discussing and evaluating use of illegal substances such as cannabis; particular types and levels of drug use including binge drinking and mixing drugs (polydrug use).
- Identifying possible strategies for minimising harm in high risk situations.

**Background Note:**
This session focuses on students understanding risks and harms associated with drug use. It is important that it is facilitated in a non-judgemental way, balancing what are the facts with the possible harms and consequences for those who use or are affected by those in high risk drug-related situations.

It is critical that an approach is taken that does not try to deliberately alarm students. Such tactics can be adverse and glamorise high risk drug use as exciting and dangerous.

The activities here have been provided to offer a range of issues/drugs associated with high risk. In planning and delivering the program it may be appropriate to focus on one or two content areas such as binge drinking and polydrug use. Depending on the student cohort and school context it may be appropriate to focus just on the issue of driving under the influence.

If customising this session to particular high risk areas you may wish to cull and develop some more cards for the high risk situations (Handout 7.1). The short scenarios in HO 7.1 form the basis for most of the activities in this session and some of those in the following, Session 8: Reaching Out.

<table>
<thead>
<tr>
<th>Suggested Steps</th>
<th>Teacher Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction - Mixing It Up</strong></td>
<td><strong>Mixing It Up</strong> is about:</td>
</tr>
<tr>
<td>1. Explain that in this session they will be</td>
<td>• Considering what risk means.</td>
</tr>
<tr>
<td>considering high risk situations involving drug-</td>
<td>• Identifying what students perceive as high risk situations including those</td>
</tr>
<tr>
<td>related issues.</td>
<td>involving drugs.</td>
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<td></td>
<td>• Investigating and clarifying their understanding of driving under the</td>
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<tr>
<td></td>
<td>influence of alcohol and other drugs.</td>
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<tr>
<td></td>
<td>• Discussing and evaluating use of illegal substances such as cannabis;</td>
</tr>
<tr>
<td></td>
<td>particular types and levels of drug use including binge drinking and</td>
</tr>
<tr>
<td></td>
<td>mixing drugs (polydrug use).</td>
</tr>
<tr>
<td></td>
<td>• Identifying possible strategies for minimising harm in high risk situations.</td>
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</tbody>
</table>

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**Suggested Steps**

1. Explain that in this session they will be considering high risk situations involving drug-related issues.
<table>
<thead>
<tr>
<th>Suggested Steps</th>
<th>Teacher Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What's risk?</strong></td>
<td><strong>Students explore the concept of risk and what it means to them.</strong></td>
</tr>
<tr>
<td>Discuss with the whole group:</td>
<td>If you are concerned that students may not be able to discuss questions at this level in an open forum you could provide the following option:</td>
</tr>
<tr>
<td>• What do you think of as risk?</td>
<td>• Ask students to individually write on provided post it notes/identical slips of paper a risk they’d like to take but fear might have some negative consequences. Place all slips of paper in a shoe box and then draw out some and discuss the issues maintaining anonymity.</td>
</tr>
<tr>
<td>• Is the concept of risk different for different people?</td>
<td>• If using this approach the last question on cost/benefits in Step 1 could be discussed hypothetically, If you wanted to engage in this risk what might be the benefits? At what point might the risk become too great?</td>
</tr>
<tr>
<td>• What's acceptable risk?</td>
<td>Note:</td>
</tr>
<tr>
<td>• What benefits would you be prepared to enjoy for some level of risk? At what point might the benefits become unacceptable ie when would the risk become too great/costly for the pleasure/benefit?</td>
<td>Some examples of benefits/risks and limits on what is no longer acceptable might be:</td>
</tr>
<tr>
<td></td>
<td>• Chocolate: Wanting the pleasure of eating chocolate and the benefit of its taste and mood lift; risk being putting on weight, getting a headache; unacceptable limit might be going over an acceptable weight level or getting a migraine.</td>
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<tr>
<td></td>
<td>• Bungy jumping: Wanting the rush of falling; the risk being pulling a muscle; not knowing what it will really feels like; an unacceptable limit might be irritating a back injury.</td>
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<tr>
<td></td>
<td>• Sexual intimacy with a boyfriend/girlfriend: Wanting physical pleasure, intimacy and showing feelings; Unacceptable risk might include - morally unacceptable; inappropriate stage of the relationship; lack of mutual feelings; unsafe sex and possible consequences.</td>
</tr>
</tbody>
</table>
## WALKING A TIGHTROPE

<table>
<thead>
<tr>
<th>Suggested Steps</th>
<th>Teacher Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What is the risk?</strong></td>
<td><strong>Students explore the concept of risk in relation to a range of drug-related scenarios.</strong></td>
</tr>
<tr>
<td>1. Ask students to form small groups (about 6 per group) and move to separate areas of the room.</td>
<td>Note: The High Risk situations involve 9 scenarios involving a range of issues including:</td>
</tr>
<tr>
<td>2. Ask each group to mark out a line on the ground about 1 metre long with high risk at one end and low risk at the other.</td>
<td></td>
</tr>
<tr>
<td>• Dependent use of alcohol to deal with depression.</td>
<td></td>
</tr>
<tr>
<td>• Use of ecstasy and misunderstanding about how to minimise risk.</td>
<td></td>
</tr>
<tr>
<td>• Regular bouts of binge drinking by under age male.</td>
<td></td>
</tr>
<tr>
<td>• Habitual use of cannabis to cope with stress.</td>
<td></td>
</tr>
<tr>
<td>• Recreational use of amphetamines to cope and experience pleasure.</td>
<td></td>
</tr>
<tr>
<td>• Inexperienced driver not recognising effects of alcohol and driving in poor conditions and affected by alcohol.</td>
<td></td>
</tr>
<tr>
<td>• Stressful situation combined with the effects of alcohol and cannabis use and the possibility of having sex at a party.</td>
<td></td>
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<tr>
<td>• Use of alcohol (under the legal age) and ecstasy in a bar with false ID.</td>
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<tr>
<td>• Driving while affected by cannabis and alcohol in poor/risky road conditions.</td>
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</tr>
<tr>
<td>3. Issue a set of high risk scenario cards (Handout 7.1) to each group.</td>
<td>Note: Levels of drug use will affect risk and can be understood as on a continuum from:</td>
</tr>
<tr>
<td>4. Ask students to discuss the scenarios and rank them from highest to lowest in terms of risk and place them on the ground along their high risk - low risk chalk line.</td>
<td></td>
</tr>
<tr>
<td>• no use (abstinence)</td>
<td></td>
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<tr>
<td>• safer use (does not seriously impact on self or others)</td>
<td></td>
</tr>
<tr>
<td>• hazardous use</td>
<td></td>
</tr>
<tr>
<td>• harmful use</td>
<td></td>
</tr>
<tr>
<td>5. Ask student groups to circulate around the room and observe how groups have ranked the scenarios.</td>
<td>Patterns of use also affect risk although high risk can occur in any of the following depending on the individual, the context and the drug that is used:</td>
</tr>
<tr>
<td>6. Ask groups to position themselves back near their ranked scenarios and debrief considering the following:</td>
<td></td>
</tr>
<tr>
<td>• How difficult was it to reach agreement amongst the group?</td>
<td></td>
</tr>
<tr>
<td>• What type of issues and considerations were discussed and led to the final ranking?</td>
<td></td>
</tr>
<tr>
<td>• What do they observe is the highest risk in each group? What might this imply?</td>
<td></td>
</tr>
<tr>
<td>• Why might groups have different rankings?</td>
<td></td>
</tr>
<tr>
<td>• Is it always easy to identify high risk situations and levels of risk in our own lives?</td>
<td></td>
</tr>
<tr>
<td>• experimental (curiosity - not understanding what can happen can be highly risky);</td>
<td></td>
</tr>
<tr>
<td>• occasional (sometime use especially if high amounts are used as in binge drinking can be high risk);</td>
<td></td>
</tr>
<tr>
<td>• recreational (using certain drugs in certain contexts can have particular high risks);</td>
<td></td>
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<tr>
<td>• habitual (using drugs regularly means certain ongoing risks which can impact broadly); and</td>
<td></td>
</tr>
<tr>
<td>• dependence (not being able to survive without a drug has very high risks especially on physical and emotional wellbeing).</td>
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</tr>
<tr>
<td>Suggested Steps</td>
<td>Teacher Notes</td>
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<tr>
<td>--------------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>7. Back as a whole group discuss key concepts involved in the scenarios with</td>
<td>Types and amounts of drugs can influence the degree of risk:</td>
</tr>
<tr>
<td>students including:</td>
<td>• Mixing drugs (polydrug use) has particular risks because the physical</td>
</tr>
<tr>
<td>• Levels of drug use</td>
<td>effects of combining drugs can be dangerous and even fatal (as can taking</td>
</tr>
<tr>
<td>• Patterns of use</td>
<td>some amounts of drugs in isolation).</td>
</tr>
<tr>
<td>• Drug types and amounts</td>
<td>• Use of illegal drugs such as cannabis, amphetamines and ecstasy all have</td>
</tr>
<tr>
<td>• Legal and illegal drug use</td>
<td>legal risks attached as does underage drinking.</td>
</tr>
<tr>
<td>• Values and perceptions</td>
<td>• Risk is also associated with the mood and physical make up of the person</td>
</tr>
<tr>
<td>• Polydrug use</td>
<td>as well as the context/setting where a drug is used.</td>
</tr>
<tr>
<td>• Binge drinking</td>
<td>Collectively evaluating the levels of risk is very difficult because of the</td>
</tr>
<tr>
<td>• Relationships</td>
<td>number of factors (variables) involved and although one can make some</td>
</tr>
<tr>
<td>In particular, ask students to consider what are the specific issues</td>
<td>predictions about what is more or less risky it is not possible to</td>
</tr>
<tr>
<td>contributing to risk in the different scenarios and possible strategies</td>
<td>scientifically state actual risk.</td>
</tr>
<tr>
<td>that might be used to minimise harm given the situation.</td>
<td>Evaluating risk is affected by values and perceptions. Some may believe</td>
</tr>
<tr>
<td></td>
<td>cannabis to be less harmful than alcohol, others may not. This will</td>
</tr>
<tr>
<td></td>
<td>impact on judgement and decisions about levels of risk.</td>
</tr>
<tr>
<td></td>
<td>Even if risk cannot be accurately measured it is important to be aware of</td>
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<tr>
<td></td>
<td>the likelihood of harm and take steps to minimise it. Not using drugs is</td>
</tr>
<tr>
<td></td>
<td>one strategy for minimising harm.</td>
</tr>
<tr>
<td>8. Finalise the activity by asking students to identify any issues they would</td>
<td>Note:</td>
</tr>
<tr>
<td>like to explore further around high risk and drug use.</td>
<td>• Steps 8 and 9 cater for enhancing students’ knowledge on drug-related</td>
</tr>
<tr>
<td>9. If appropriate determine with students research topics that can be</td>
<td>issues of relevance/concern about high risk situations.</td>
</tr>
<tr>
<td>investigated using provided internet sites and clarify scope and key</td>
<td></td>
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<tr>
<td>questions to be investigated.</td>
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</tbody>
</table>
### Suggested Steps

**Rolling the Dice**

1. Ask students to form small groups of 4 and provide each group with 1 copy of Handout 7.2: Chance or Choice.

2. Within each group students work in pairs trying to get home first by answering the question cards correctly. Outline the rules and determine a time limit so that the game can be played at least once.

3. Students play “Chance or Choice” one or more times so there is opportunity to move through all or most of the 20 questions.

4. To debrief the activity discuss:
   - What was the hardest question? Why?
   - What was the most surprising fact?
   - For future safety what might be the most important thing to know? Why?
   - How might these facts affect their behaviour in the future? (not only as a driver)
   - How significant is luck in determining what can happen in a risky situation?
   - What are some useful strategies for minimising harm in relation to drug use and driving?
   - What else might they like to know about driving safely and the possible impact of alcohol and drugs?
   - Where might students find useful sources of information?

### Teacher Notes

**Students have an opportunity to reflect on learned knowledge about high risk situations involving driving and use of drugs.**

Depending on time this activity can be conducted as:

- One round
- A series of rounds providing opportunity for student groups to have all moved through answering each of the 20 questions.

Note in facilitating the end of this activity provide:

- Opportunity for students to share what was the hardest question and why.
- Time to discuss the concepts and implications of different cards - for example:
  - Blood Alcohol Level (BAL);
  - The high proportion of young people involved in car accidents and reasons;
  - The effects of cannabis on driving ability and common perceptions about what cannabis does and does not do to individuals;
  - The possible legal consequences of different types of drug use when driving;
  - Discuss the ethical/moral considerations around drink/drug driving
  - The role of passengers, their behaviour in car accidents and the implications for staying safe;
  - Possible strategies for minimising harm in relation to drug use and driving; and
  - Useful sites/sources of information (Note those provided at the beginning of this session and if appropriate provide time for students to access and find out more).
### Suggested Steps

#### High Risk and Minimising Harm?

1. Explain that students will focus on identifying consequences of high risk behaviour and propose strategies for minimising harm.

2. Determine with the group which scenario/s they would like to focus on from HO 7.1.

3. Brainstorm in the whole group (or small groups) the possible harms associated with their selected scenario addressing the following consequences:
   - Physical consequences
   - Social and emotional consequences
   - Economic consequences
   - Legal consequences

4. Based on identified consequences ask students to propose possible strategies for minimising harm and record.

5. Debrief responses discussing:
   - Usefulness of different types of harm minimisation strategies in addressing different contexts and levels of risk.
   - How easy or difficult might it be for these strategies to be implemented? Why /why not?
   - What might they do to minimise harm if a friend was in one of these situations?
   - What strategies would they feel comfortable using in order to minimise harm? Would these strategies differ depending on who they were with?
   - What do they think are important principles for avoiding high-risk situations in their own lives?

### Teacher Notes

Students propose strategies for minimising harm in high risk situations.

Students may wish to focus on one or two of the scenarios identified earlier in the session (HO 7.1).

Possible harms can be grouped into the following:

- Physical consequences to the individual (short term and long term)
- Social/relationship consequences (possibly including friends /family /community)
- Emotional (possible effects on feelings)
- Economic consequences (costs and possible financial implications)
- Legal consequences (goal time, loss of licence)

Possible strategies for minimising harm might include:

- Changing the amount and/or pattern of drug use by the individual including no use.
- Changing the context in which the drug/s are used.
- Understanding and using strategies that help minimise the physical impact of the drug/s.
- Seeking help from others to deal with issues that may be affecting why drug use is occurring.

Students may wish to reflect on the last three questions either by working in pairs or individually and entering their thoughts into their personal diaries/journals.
Session 8: REACHING OUT

Purpose:
This session aims to enhance students’ capacities in constructively minimising harm for themselves and others through providing and seeking needed support.

Key student outcomes:
• Evaluates situations involving drug-related harm and determines strategies to respond to risk.
• Appraises own knowledge and skills in relation to drug issues and seeks information to address own questions.

Resources:
• Handout 8.1: Getting Help
• Handout 8.2: Getting Some Answers

Useful sites for finding out more about where and how help can be accessed include:

CEIDA http://www.ceida.net.au
This site provides excellent fact sheets on the effects of alcohol and drugs that may impact on those in or around drivers and other high risk situations.

Australian Drug Foundation http://www.adf.org.au
This site provides excellent fact sheets on drugs including those associated with high risk situations for young people.

Reach Out www.reachout.com.au
This site provides a range of useful information on youth related issues and drugs that are particularly useful for senior students.

Note:
You may wish to invite an appropriate allied health person to help you facilitate all of this session focusing on possible responses to high risk situations involving drugs. It is important that appropriate school protocols for visiting speakers are used when adopting this approach.
<table>
<thead>
<tr>
<th>Suggested Steps</th>
<th>Teacher Notes</th>
</tr>
</thead>
</table>
| **Introduction - Reaching Out** | The session is about:  
• Considering situations that involve risk where someone may be in danger and needs help.  
• Identifying and responding to situations where help is needed.  
• Determining where and how appropriate help can be sought and seeking it when needed. |

<table>
<thead>
<tr>
<th>Getting help</th>
<th><strong>This activity provides opportunity for students to apply help-seeking skills to particular situations.</strong></th>
</tr>
</thead>
</table>
| 1. Explain to students that this activity explores different situations where help is needed. For example, for situations that may be an emergency or involve considerable risk to the individual and/or others. | Note:  
• Students may have undertaken similar activities on help seeking skills at earlier stages in their drug education as it is part of the Year 7-10 PDHPE program. Here the concept is revisited and applied to situations and issues appropriate to senior students.  
• You may wish to invite the school medical officer/local health worker/Red Cross officer or other appropriate allied health person to help you facilitate this activity and work with students on what they might do if confronted by these types of situations.  
• The scenarios in Handout 8.1 involve:  
  • Some sensitive issues involving drug use and risk to self and others where there is the potential for a fatal outcome.  
  • Situations involving immediate danger where someone needs to intervene to provide medical assistance. Not all drug-related hazards are of this dramatic type and individuals can be in crisis over a period of time where significant harm is being done to self and others but it is not so overt.  
  • Situations where help may be needed from others including parents/police/ambulance. Knowing who and how to contact people for dealing with the situation could be critical. |
| 2. Ask students to work in groups and distribute one of the scenarios from Handout 8.1: Getting Help to each of the groups. |  
• The immediate risks involved  
• Procedures to be implemented for dealing with the situation  
• Who to contact for help |
| 3. Ask each group to identify:  
• The immediate risks involved  
• Procedures to be implemented for dealing with the situation  
• Who to contact for help | |
| 4. Debrief responses considering the following:  
• Dangers to patient/individual in the scenario;  
• Signs and Symptoms of danger;  
• Possible harms and consequences to others from the drug use;  
• Possible course of intervention to deal with the situation; and  
• Possible relationship issues in the future for those involved. | |

**Potentially sensitive issue**
## Dangers to patient/individual in the scenario
- dehydration
- unconsciousness
- vomiting and choking
- respiratory distress
- heart attack
- blurred vision
- anxiety/fear/slowed heart and breathing
- bleeding
- personal harm

## Dangers to others might include:
- being assaulted/attacked
- needle stick injury
- contact with blood that contains a virus (Hep C; HIV)

## Signs and Symptoms of danger
Signs of distress are those things that can be seen and in observing them warn you that there is a high level of risk; symptoms are something that the patient/individual reports to you about how they’re feeling.

## Managing risk in such situations
means understanding first aid priorities and being able to apply procedures for:
- DRABC (Danger, Response, Airways, Breathing, Circulation);
- Protecting against contact with blood (eg. wearing plastic gloves);
- Managing risk involving violence/assault;
- Maintaining normal body temperature;
- Understanding that poisoning may be involved;
- Knowing who to call including police, ambulance, poisons information centre, local hospital/medical centre;
- Not being afraid to contact the help that’s needed
- Staying calm; and
- Helping others stay calm.

## Trauma and relationships
14. Dealing with trauma is important; being near or with someone who is seriously hurt or in danger affects our wellbeing even if we stay calm at the time. Knowing who and when you need help in managing a high risk situation is important.
15. In these types of situations individuals may afterwards have ongoing issues/embarrassments that affect relationships. Although not as significant as the immediate medical danger, considering the implications for how best to deal with those involved afterwards can be important. Avoiding making someone a hero/victim or branded a “drug addict” can be important in leaving the incident in the past and moving on. Understanding that the incident may have been just that or part of an ongoing drug-related problem may also be important in determining one’s own responses.
### Suggested Steps

1. Explain that here they have the opportunity to focus on questions/issues they would like answered about drug issues and possible risks.

2. Individually or in pairs, students write down some questions they would like answered and then using provided websites (HO 8.2) research questions and locate answers.

3. Students then consider if they have further issues/questions they would like addressed by a community health worker and write these down.

4. Facilitate a discussion with students to collate and determine key questions they would like the health worker to address.

5. Conduct the Q and A session with the visiting health/drug worker.

6. Later ask students to review what they learnt from the Q and A session and important considerations that will inform their future actions/behaviour.

### Teacher Notes

**This final activity provides opportunity for students to enhance their help-seeking skills and evaluate their own level of understanding and for staying informed about relevant drug issues.**

The activity is an appropriate one for finishing the program although it does not have to be undertaken at the end of Your Choice.

Handout 8.2 lists useful sites that students may wish to use not only in this activity but in the future.

Note:

- If time is limited it may be appropriate to omit Step 2 and simply ask students to identify some questions they would like answered by a youth drug/health worker.

- If it is difficult to locate an appropriate health worker, you may wish to focus just on Step 2. If so consider strategies with students on how they can continue to locate reliable and relevant information.

- Students may prefer to be anonymous when presenting questions to the health worker. For Step 3 students could write their questions and place them in a “Question Box” for later discussion and responses.
Some additional activities

• Students develop an advice leaflet for responding to high risk situations involving drug use. The following internet websites may be of use or students may use search engines to locate other websites.

  The Source                  www.thesource.gov.au
  Reach Out                   www.reachout.com.au
  Headroom                    www.headroom.net.au
  Somazone                    http://www.somazone.com.au
  CEIDA                       http://www.ceida.net.au
  Australian Drug Foundation  http://www.adf.org.au
  Drinking Choices            http://www.drinkingchoices.com/textinfo.htm
                              (Has good links to other sites on partying, safety tips and the law.)

• Students use provided scenarios or develop their own scenarios to develop an Advice Column or role play a TV Youth Show on managing high risk situations where questions are sent in and “experts” give their advice.

There are two sources that are particularly useful for developing this activity:

• The national DEST REDI resource My TV (CD ROM and Video) is centred on a youth TV show that provides help to teenagers. There are ideas and activities that could be integrated with this session.

• The Somazone site above (linked to the Australian Drug Foundation) has a section where people can send in questions and get advice. It is a reliable site and provides a useful model for students in developing an Advice Column/Show.

• Access and use the national DEST resources On the Edge which is part of the REDI package of resources. Both the CD-ROM and the Video provide a number of activities that complement Sessions 7 and 8.
High Risk Scenarios

A girl of sixteen is feeling depressed about breaking up with her boyfriend and has started drinking heavily both alone and at parties. When she doesn't drink it doesn't feel good and when she does, things kind of seem better. The girl has begun finding it difficult to get to school, nothing seems worthwhile and she's thinking about quitting school.

A guy of seventeen has a few friends at school but on the weekends goes his own way and has a separate social life. He goes to clubs to meet people and has started using ecstasy regularly. He's pretty careful about who he gets the ecstasy from and thinks that as long as he keeps drinking water during the night he'll be fine.

A guy in Year 11 has started drinking alcohol with his mates every weekend. They usually go to the local park and have a competition to see who can drink the most beer without getting sick. The rest of the time he doesn't drink - it's the getting together and going to the limits that he likes.

A Year 12 student is feeling pretty stressed about the HSC. In fact they can't get to sleep without smoking some dope.

A Year 12 girl is anxious about her weight, loves to party and is under pressure from her parents to do well in the exams. She wants to do it all and has started experimenting with speed. She's heard it might help her lose weight and she likes the way it makes her feel. She is finding that after having some she has trouble sleeping and is feeling a bit wiped out.
A 17 year old girl has just got her driver’s licence. She had a couple of drinks an hour ago and feels fine. She can’t find her keys, then when she does she drops them before starting the car. It’s raining and dusk as she pulls out to go to her boyfriend’s in the next country town.

A girl of sixteen has been having a few arguments with her boyfriend she’s been going with for three months. They go to a party and both begin drinking and smoking dope. They move into one of the bedrooms wanting to work things out.

A 17 year old guy in Year 11 who is pretty small for his age, smart and usually hangs out with Year 12 students decides to try getting into a club with his mates. He’s made a false ID and amazingly it works. He’s feeling pretty good as he walks into the club with his friends who are all 18 or older. They decide to really celebrate and order up a few rounds of mixed drinks. Then one of his friends offers him some ecstasy.

An 18 year old guy in Year 12 is really enjoying the fact that he can drive to see his mates and can now get into pubs legally. His favourite Friday nights are meeting friends at the local pub and then going back to a mate’s place for a few cones and a video. The only downside is, he always has to make the 45 minute drive home on Friday night so he can be ready for work at the local supermarket by 8.30 am the next morning.
# Chance or Choice

<table>
<thead>
<tr>
<th>20</th>
<th>21</th>
<th>22</th>
<th>23</th>
<th>HOME!</th>
</tr>
</thead>
<tbody>
<tr>
<td>19</td>
<td>18</td>
<td>17</td>
<td>16</td>
<td>15</td>
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<td>10</td>
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<td>14</td>
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<tr>
<td>9</td>
<td>8</td>
<td>7</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>START</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

## How to Play:
Form two teams and see which team gets home safely first. Use a counter or small object to represent your team and move along the board. Shuffle and place all the Question Cards face down in a pile. Shuffle and place all the Chance Cards face down in a separate pile. In teams take turns rolling the dice and answering a Question Card. You need to decide if the statement is true or false. If your team gets it right have another go (you can have two correct goes before passing back the play to the other team). If you get it wrong stay where you are and pass the play to the other team. If you land on a Chance Square ✪ then pick up a Chance Card and depending on what it says move forwards or move backwards. After playing a Chance Card you must pass the play to the other team.
Question Cards

<table>
<thead>
<tr>
<th>Q: Alcohol is the only substance that affects driving skills.</th>
<th>Q: Blood alcohol limit (BAL) means the upper most concentration of alcohol in someone’s blood</th>
</tr>
</thead>
<tbody>
<tr>
<td>A: False</td>
<td>A: True</td>
</tr>
<tr>
<td>Driving skills can be affected by drugs other than alcohol such as cannabis.</td>
<td>BAL is measured by the amount of concentration of alcohol in the blood. It is measured in grams of alcohol per 100 millilitres of blood. A person with 0.5 has more alcohol in their blood than someone with 0.02.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Q: NSW police can pull you over if they suspect you of driving under the influence and make you take a breath or other test.</th>
<th>Q: Alcohol causes more than 1/3 of all road deaths in Australia.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A: True</td>
<td>A: True</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Q: After a heavy night of drinking by the next morning you’ll be OK and your blood alcohol level will be safe for driving.</th>
<th>Q: If your legal limit for driving is .02 a few cans of mixed drink wouldn’t be a problem.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A: False</td>
<td>A: False</td>
</tr>
<tr>
<td>Alcohol can stay in your system and you can still be over the legal limit for your licence.</td>
<td>Alcohol affects people in different ways depending on a range of factors but if your legal limit is .02 = zero alcohol.</td>
</tr>
</tbody>
</table>
## Question Cards

<table>
<thead>
<tr>
<th>Q. Only drivers with a licence of less than two years have to maintain a blood alcohol limit of 0.02.</th>
<th>Q. Young people aged 15 - 24 are involved in about 20% of all serious alcohol related injuries.</th>
</tr>
</thead>
</table>
| **A:** False  
Drivers under 25 years of age who have held a licence for less than three years have a blood alcohol limit of 0.02. | **A:** False  
Young people aged 15 - 24 are involved in about 50% of all serious alcohol related injuries. |

<table>
<thead>
<tr>
<th>Q. Drivers under the influence of cannabis tend to drive more slowly and be indecisive.</th>
<th>Q. Mixing alcohol (a depressant) with a drug such as amphetamines (a stimulant) helps counter the effects of each other.</th>
</tr>
</thead>
</table>
| **A:** True  
Drivers under the influence of cannabis have been found to drive more slowly and be more cautious and be less safe because of poor reaction time. | **A:** False  
Cocktails of several drugs in combination is highly dangerous and is likely to seriously impair judgement. |

<table>
<thead>
<tr>
<th>Q. NSW Police do not have the right to arrest and test drivers just because they appear to be affected by a drug other than alcohol.</th>
<th>Q. A young person’s tolerance to alcohol is the same as an adult.</th>
</tr>
</thead>
</table>
| **A:** False  
Police can arrest any driver they suspect of being affected by a drug and have them tested at a hospital. | **A:** False  
Generally younger people have less ability to cope with alcohol due to their physical size and stage of development. |
## Question Cards

<table>
<thead>
<tr>
<th>Q: Alcohol is a factor in 10% of drownings.</th>
<th>Q: Alcohol is the main cause of road crashes and fatalities for young people.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A: False</td>
<td>A: False</td>
</tr>
<tr>
<td>Alcohol is a factor in 50% of all drownings in Australia.</td>
<td>There are a number of underlying causes, alcohol being one. Other causes include speeding, inexperience, overconfidence, risk taking, passenger behaviour, poor hazard perception and location - particularly rural areas.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Q: A stressful situation before getting into a car and driving has been associated with crashes involving young people.</th>
<th>Q: It is not dangerous to have taken ecstasy a couple of hours ago and then get into a car and drive.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A: True</td>
<td>A: False</td>
</tr>
<tr>
<td>New drivers can be easily stressed and in emergencies may overreact and panic.</td>
<td>Ecstasy can affect someone for more than 24 hours and as a stimulant it can produce decreased inhibition, changes in muscle control and feelings of anxiety and nausea.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Q: Around half of all fatal crashes in NSW occur from Friday to Saturday night.</th>
<th>Q: Even at low levels of alcohol (less than 0.05) the ability to drive is adversely affected.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A: True</td>
<td>A: True</td>
</tr>
<tr>
<td>This is the case whether the driver is a light or heavy drinker, an average driver or a racing car driver.</td>
<td>This is the case whether the driver is a light or heavy drinker, an average driver or a racing car driver.</td>
</tr>
</tbody>
</table>
## Question Cards

| Q: Good ways to sober up are exercising, having a strong cup of coffee or by vomiting. | A: False |
| Q: If you had a couple of shots of vodka and then a tab of speed last weekend and felt OK then you could be sure you and your friend could get the same effect next time. | A: False |
| Getting the alcohol out of your body takes time (only about 10% leaves through sweat and urine and the rest needs to be broken down by the liver). |
| Drugs can affect different people differently and the same person differently on separate occasions. |

| Q: Alcohol use is a significant factor in violent behaviour with young people. | A: True |
| Q: Half of almost 4,000 alcohol related deaths in Australia each year come from causes such as suicide, violence, road trauma and accidents - many involve young people. | A: True |
| There is a higher risk for a young person being involved in a physically abusive situation/assault when under the influence or with someone affected by alcohol. |

Spare Question Card

Spare Question Card
<table>
<thead>
<tr>
<th>Choice</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>✷ ✷ ✷ ✷ ✷ ✷ ✷</td>
<td>You’ve just got your licence and you’ve been celebrating with a couple of drinks and some friends. They ask you to take them out for a drive. You decide it’s not a good idea. <strong>Move forward 3 spaces</strong></td>
</tr>
<tr>
<td>✷ ✷ ✷ ✷ ✷ ✷ ✷</td>
<td>Your best friend is feeling like company and wants you to drive over. It’s late at night and you had a few mixed drinks earlier in the night. You know you don’t feel OK to drive but you don’t want to disappoint your friend. <strong>Move back 3 spaces</strong></td>
</tr>
<tr>
<td>✷ ✷ ✷ ✷</td>
<td>You’ve really been working hard, studying and trying to keep things together. A friend who’s just got his licence has offered to take you to a party. You know he’s got a short temper and likes to drink heavily. You decide to go but make other arrangements to get there and back. <strong>Move forward 3 spaces</strong></td>
</tr>
<tr>
<td>✷ ✷ ✷ ✷</td>
<td>Recently you tried smoking some dope and it didn’t agree with you. Some friends at a party are joking that you can’t take it and need to try again. Given your past experience and you need to drive home from the party you decide this is really not a good idea. <strong>Move forward 3 spaces</strong></td>
</tr>
</tbody>
</table>
Chance Cards ★ ★ ★ ★ ★ ★ ★

You’ve had it! Everyone at the party is boring, the person you hoped would be there didn’t show and someone you really don’t like is trying to come onto you. After trying to make the best of it with a few strong drinks you decide to get out of there.

You get in your Dad’s car and drive off.

Move back 3 spaces

You’ve arrived late at the rock concert to find the main band’s been cancelled and your friends found out and left.

You’re pretty angry and get into your car, try to calm down by having a smoke and then drive off.

Move back 3 spaces

You’ve decided that it’s time to try a few new things. You make contact with someone you met at a party and decide to meet up at a club.

There you and your new friend take some speed and dance for a couple of hours. She says she will be fine to drive. You get in the car and drive off with her.

Move back 3 spaces

You agreed to be the designated driver and not have a drink. But you’ve met this great person at the party, there’s free booze and you’ve decided your friends can take a cab instead.

Move back 3 spaces
Getting Help

You arrive at a party to find everyone panicking. People have been smoking dope, one of your friends is acting very weird and crouching in a corner and crying; another person you don't know is having trouble breathing and it may be an asthma attack - no one really knows.

You and a friend are supposed to meet up with some others near the local cinema. When you get there your friends SMS that they're at the park and to walk over. When you're almost there one of your friends comes rushing out screaming that Jo's taken something and is now vomiting, convulsing and looks terrible. Your friends turn to you and say, do something.

At a party some of the guys have been drinking and taking speed. One of the guys has got really worked up, stood on a low balcony and fallen off. He's hit his head, there's quite a lot of blood and everyone else seems to be stunned.

You're at a small party on the beach and there's been some heavy drinking. One of the girls has started vomiting and seems to have lost all control. She's unable to stand and then faints near the shoreline. You're a fair way from any houses but you do have a mobile phone with you.
Getting Some Answers

The following internet sites provide useful information on drug-related issues for young people.

Reach Out  www.reachout.com.au

Headroom  www.headroom.net.au

Somazone  http://www.somazone.com.au

The Source  www.thesource.gov.au

CEIDA  http://www.ceida.net.au

Australian Drug Foundation  http://www.adf.org.au


Drinking Choices  http://www.drinkingchoices.com/textinfo.htm
Website References

The following sites have been selected to provide background information for those teaching Your Choice as well as support students research drug information as proposed in a number of the learning activities.

Please note because of the nature of the internet web addresses may change.

**www.adf.org.au**
Australian Drug Foundation
ADF is an independent organisation that seeks to prevent and reduce drug problems in the community. Features up to date and accurate drug information and fact sheets.

**www.adin.com.au**
Australian Drug Information Network
Portal with search facilities, information and links on drug information and issues.

**www.ceida.net.au**
CEIDA DrugLinks
The Centre for Education and Information on Drugs and Alcohol is part of NSW Health and provides up to date drug information and fact sheets.

Celebrate Safely
This is a NSW Health site that provides advice for young people on parties and minimising risks.

Department of Health, Western Australia
This site has a range of useful information on safe partying.

**www.drinkingchoices.com**
Drinking Choices
Youth website of the National Campaign designed for 15-17 year olds.

**www.druginfo.nsw.gov.au**
NSW Drug Information website
Provides up to date drug information.

**www.headroom.net.au**
Headroom
Provides information for young people on issues related to mental health.

**www.health.gov.au**
Australian Department of Health and Aging
Policy information, recent research, statistics and links on a broad range of health issues including those affecting young people.

**www.nationalalcoholiccampaign.health.gov.au**
National Alcoholic Campaign
Health promotion providing alcohol-related information for range of audiences including students.

**www.oxygen.org.au**
OxyGen
An interactive site for young people with information on tobacco and smoking.

**www.100incontrol.com**
100% in control
Provides tips on drug-free partying.
<table>
<thead>
<tr>
<th>Website URL</th>
<th>Description</th>
</tr>
</thead>
</table>
| www.moh.govt.nz | Ministry of Health, New Zealand  
Useful site on reducing the hazards of holding a dance party. See the Guidelines for Safe Dance Parties - The Big Book as well as the Safe Dance Parties Small Book |
| www.maa.nsw.gov.au | Motor Accidents Authority of NSW  
This site also provides information for inexperienced drivers and the issues of driving and the law. |
| www.police.nsw.gov.au | NSW Police Online  
Provides up to date information on NSW law and is useful for accessing information on driving and the law as well as advice on partying and celebrating safely. |
| www.reachout.com.au | Reach Out  
Provides a range of useful information appropriate for senior students on youth related issues including drugs and relationships. |
This site provides information on minimising harm for novice drivers and the issues of driving and the law.  
| www.sdep.wa.edu.au | Department of Education WA  
Provides useful information for students on celebrating end of school. |
A site developed for and by young people on youth issues including relationships and drugs. |
| www.thesource.gov.au | The Source  
A federal government site with information and youth health issues, getting a job and career information. |
| www.quitnow.info.au | Quit  
Provides information related to quitting smoking |