

NAME

8

BE READY

Challenges and Choices

A resilience approach to
drug education

SDERA
EDUCATING FOR SMARTER CHOICES

TITLE: Challenges and Choices: A Resilience Approach to Road Safety Education Year 8 Be Ready

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School Drug Education and Road Aware

School Drug Education and Road Aware (SDERA) is the WA State Government's primary drug and road safety education strategy for all government and non-government schools, and early childhood services. SDERA is a cross-sectoral initiative of the Association of Independent Schools of WA (AISWA), the Catholic Education WA (CEWA) and Department of Education (DoE) and is funded by the Mental Health Commission and the Road Trauma Trust Account.

SDERA aims to prevent road-related injuries and the harms from drug use in children and young people.

SDERA empowers early childhood and school-based staff, parents and carers, and community groups to implement effective resilience, drug and road safety education approaches within their schools and community, through the provision of professional learning, evidence-based resources, and a state-wide consultancy team.

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Healthy mind & body

Emotional health is every bit as important as physical health. Having a healthy mind and positive outlook can help you to get through some of life's ups and downs.



▶ Tick the ideas that you already use to help you maintain your emotional and physical wellbeing.

- Get moving.** Try to get out and about every now and again, not only to get fresh air but also to get your body moving. Keeping active can help you to:
- Lift your mood
 - Improve your sleep
 - Increase your energy levels
 - Block negative thoughts and distract you from your problems for a while
 - Increase your wellbeing.

- Look after yourself.** Not just physically but mentally and spiritually.

- Sleep well.** When you're studying for an exam or have lots of homework it's really easy to not get enough sleep but it is an important part of your physical health. Make sure you're getting at least 8 hours every day, even if you need to take a nap during the day. You can't concentrate or deal with problems when you're grouchy and finding it difficult to stay awake.

- Eat well.** What you eat can help your mental health as well as your physical health. Make sure you're eating enough fruit and vegies and drinking lots of water to keep your body functioning well.

- Relaxation and meditation.** Taking time out to relax your muscles and take your mind off some of your problems can help you to reduce anxious thoughts and behaviours. Try a few relaxation techniques - yoga, meditation, deep breathing, listen to some music or go for a walk. There are many apps available with relaxation and meditation programs you can use but sometimes just sitting in your favourite place like the beach, garden or bedroom can be helpful. Download the free meditation app *Smiling Mind*.

- Have a break.** Make sure you're taking time out for yourself to catch up and do the things that you really like doing.

- Get together.** Make time to get together with your friends and family. Try to connect with your community - join a group that interests you or visit a local youth centre.

- Help somebody.** Listening to someone else's problems can take your mind off your own problems. Try volunteering in your community or at your school, cleaning up around the house or helping a friend with their homework.

0 (poor) ————— 10 (good)
Rate your physical health

0 (poor) ————— 10 (good)
Rate your mental health

Healthy mind & body

- Stay balanced.** Make sure you're not doing too much of one thing. Try to find a hobby or something to do that gives you pleasure.
- Use positive thoughts.** The way you think influences how you feel and what you do and say. So challenge any negative thoughts you have by saying positive things to yourself - *It's going to be okay. I can do this. Other people have been through the same thing as me.*
- Walk away.** If you're feeling stressed or angry with someone, end the conversation and take yourself away from the situation. Take time to calm down. Breathe deeply. When you're ready, work out what the problem was with the situation, what you can or can't change, and decide what you need to do.
- Ask for help.** Don't feel you have to do everything on your own. Take some of the pressure off by asking someone you know to help you out. There are also many telephone and online chat lines with trained counsellors who you can talk to without having to give any of your personal details.
 - Find a helpline suitable for you on the Australian Government website *Mind Health Connect* at <http://www.mindhealthconnect.org.au/> or mental health information on *Youth Beyond Blue* <http://www.youthbeyondblue.com/> or *Reachout* <http://au.reachout.com/>

Write **three** ways you keep your body healthy.

1. _____
2. _____
3. _____

Write **three** ways you keep your mind healthy.

1. _____
2. _____
3. _____

Everyone faces problems at some time in their life. When you have a problem, what do you do to maintain your health and wellbeing?

Write **one** way you have helped someone this week. (Remember not to use their name).

Write how you have connected with your community.

What were **two** useful things you found on the Youth Beyond Blue website <https://www.youthbeyondblue.com/>

1. _____
2. _____



What does resilience mean to you?

Are you realistic?

Yes
 No

What skills help you to be realistic

Are you grateful?

Yes
 No

Why is being grateful a way to build your resilience?

Do you have someone you trust?

Yes
 No

How can having someone to talk to help build your resilience?

Do you have a sense of control over your life?

Yes
 No

Why is having a sense of control important for building resilience?

Do you have some positive relationships with family, friends, teachers or others?

Yes
 No

Why does feeling connected help with your resilience?

What resilience skills do you need to build?

A helping hand

We all face problems every day. Some are small problems like getting to the bus and realising that you've left your money at home, and some are big problems like someone you are close to is very sick or you keep arguing with your parents or your best friend. So what can you do and who can help you when you have a problem that you don't quite know how to manage?

When you have a problem these **4 steps** can help you to work out some options and then decide on the best way to deal with the situation. It doesn't mean you'll always come up with the best solution but at least you'll know you've tried.

Decision making steps Think about a problem that you have in your life right now. Use the 4 steps to decide what you can do.

1. What is the problem?
2. What are all of your options?
3. What are the negative and positive consequences of each option?
4. What's your decision?

▶ Read the scenario about Ellie and use the steps to decide what you would do if you were Ellie's friend.

Ellie is in Year 8 and is a quiet, nervous girl who only has a few friends at school. She struggles with her schoolwork and often thinks that other students are saying mean things about her. Ellie has started smoking cannabis to help her relax and feel more confident to go to parties but she gets stoned and often does and says inappropriate things. You are worried about her as she has also started drinking. What would you do and who would you talk to?

1. Problem
2. Options
3. Negative and positive consequences
4. Decision

Who can you talk to?

Another great skill to use when you are trying to deal with a problem is to seek help and advice from someone else. Many young people talk happily to their parents, trusted friends and adults, a teacher or doctor, or a youth counsellor on the Kids Helpline or Lifeline when they have a problem but it isn't always an easy thing to do.

Write five people that you talk with when you need help or advice. Explain why you chose these people.

1.

2.

3.

4.

5.

Choose one source of help such as a school counsellor, school nurse, Community Alcohol and Drug Service, or Kids Helpline. Answer the following questions.

- Do you need to make an appointment?

- Do you need a parent to attend with you?

- Do you need your parent's permission?

- Is there any cost?

- Do you need to take a Medicare card?

- Will your information be kept confidential?

- Will you have the same person each time you book an appointment or make a call?

- What hours is the service available?

Being able to make decisions and solve problems are skills that can help us to feel confident and hopeful.

Will my conversation be shared?

Many professionals such as doctors, psychologists and counsellors are bound by confidentiality which means they cannot tell anyone what you have shared with them. They will only share your information if you give them permission or they believe that you may harm yourself or others, or the court says the information has to be shared. Before you talk to a professional ask them if your conversation will be confidential – you have a right to do this.

Here are some other questions you can also ask.

- When will you have to tell someone else my information without my permission?
- Will you ask my permission before you share my information with anyone?
- What information will you tell them and who will you tell?
- What happens to my information when my sessions are over?



THERE ARE SO MANY REASONS FOR HAVING A CONVERSATION. IT MIGHT BE TO SHARE AN EXPERIENCE, TO ASK FOR SOMETHING OR TO TELL SOMEONE HOW WE'RE FEELING AND WHY WE DON'T WANT TO DO SOMETHING.

BUT DO WE ALWAYS SAY WHAT WE MEAN AND SPEAK ASSERTIVELY? DO OTHERS ALWAYS UNDERSTAND WHAT WE'RE TRYING TO SAY?

So what does speaking assertively mean? – what does it look, sound and feel like?

- Being firm, fair and reasonable
- Standing up for yourself and not allowing other people to dominate you
- Trying for a win-win outcome – both of you are happy with the outcome
- Looking the other person in the eye, nodding
- Saying – *I understand what you are saying but I...*
- Asking clarifying questions – *Am I right in saying that you...? So what you're saying is*
- Being in control of your emotions and recognising others' emotions

Are there any tips for assertiveness?


- Try to understand the other person's perspective, motives and emotions
- Clearly and calmly explain how their actions affect you
- Stand still, straight, look at the other person
- Don't use threatening body language ie hands on hips, finger pointing, frowning
- Use helpful thoughts, be optimistic that the situation will be resolved
- Let the other person respond and listen actively to what they have to say
- Know what you want but be prepared to compromise
- Move away from the other person if you don't feel safe
- Go into the conversation prepared. Know the outcome you need and what you are prepared to do to achieve this. Think about alternatives in case you can't get your preferred outcome
- Find out what the other person needs and how they are feeling and why. What is motivating them?
- Clearly state what you need and why
- Stay calm and don't get into an argument

At some stage everyone will have conflict in their life. Knowing how to resolve conflict with others is important. Here are a couple of tips.

- Stop. Think. Delay your response
- Don't say anything until you have prepared your thoughts
- State your case clearly, calmly – don't get angry
- Listen actively while the other person gives you their perspective
- Seek a mediator if the conflict is not being resolved or if you are worried about the other person being violent or abusive




▶ Write your own definition of assertive communication.


Simon
Simon and his girlfriend Stacey are at a party. Stacey has been drinking a lot of alcohol. Simon's mum is going to pick them up soon. Simon really likes Stacey but he doesn't want her to vomit in his mum's car on the way home.

How could Simon handle this situation? What could he say?



Nat
Nat is hanging out with her friends. Some of them are smoking but Nat doesn't want too. One of Nat's friends starts to make fun of her, shoves a cigarette in her face and dares her to smoke it. Nat doesn't want her friends to think she is a loser.

How could Nat handle this situation? What could she say?



Taj
Taj and his friends have been swimming in the local river. Some of his friends have been drinking and are doing crazy things like climbing over the railway bridge and jumping into the river. Taj is worried one of his friends will drown.

How could Taj handle this situation? What could he say?

▶ Write **five** assertive responses you would use if a friend was trying to pressure you to do something that you do not want to do. Remember you want to keep their friendship.

1. _____
2. _____
3. _____
4. _____
5. _____

MANAGING your emotions



Emotions can be confusing sometimes. Some will make you feel wonderful and others will make you frown and wonder what to do. We need to remember that all of our emotions are valid and should be acknowledged.

It's also interesting that we don't all experience the same emotions for the same situation.

Something that makes you feel excited such as being asked to perform at a special event can make another person feel sick with worry.

Changing the way you view something can help you to manage your emotional response.

Learning to recognise the signs of how you are feeling and to practise a few strategies to manage these emotions can help keep your mind and body healthy.

Did you know that what you say and do in a situation is influenced by how you feel and think?

Let's take a look at Joe who has found his friends playing his favourite game.

Let's press replay and see what might have happened if Joe had felt excited.

Situation

Joe walks in on his friends playing his favourite computer game. He wasn't invited



Emotion

Joe feels angry.

Self-talk

Joe thinks...
 "No-one likes me."
 "I thought they were my mates."
 "They know I always beat them so they didn't invite me."

Behaviour

Joe says, "I don't want to play your stupid game and you can all forget about coming to my place on the weekend!"
 Joe storms out of the room and his friends keep on playing.

Joe walks in on his friends playing his favourite computer game. He wasn't invited



Joe feels a bit disappointed.

Joe thinks...
 "That's okay. I wonder if I missed their text."

Joe says, "I love this game. Why didn't you invite me?"
 His friend says, "We sent you a text - check your phone."
 Joe smiles and gets ready to play.

Situation

Tom has an email from his mate saying he's going to a concert on the weekend but didn't buy a ticket for Tom.



Emotion

Tom feels angry

Self-talk

Behaviour

Replay the situation and use a positive emotion.



Tom feels ...

Situation

Miranda didn't get in the same form class as all her friends.



Emotion

Miranda feels sad.

Self-talk

Behaviour

Replay the situation and use a positive emotion.



Miranda feels ...

EMOTIONS LIKE ANGER AND SADNESS CAN ONLY TAKE OVER IF YOU LET THEM.



Answer the following questions

What sort of things really distress or upset you?	
How do you <i>feel</i> when you're getting distressed or upset?	
How do you <i>act</i> when you're getting distressed or upset?	
What things have you done in the past that <i>haven't</i> really helped you?	
What things have you done in the past that <i>have</i> helped you?	
How do you calm yourself down when you're distressed or upset?	
Who can help you when you're distressed or upset?	
When you need help, what can someone else do for you?	
How can you recognise what another person is feeling?	
What do you usually say or do when someone you know is experiencing emotions (like Tom and Miranda)?	
Is it okay to say or do nothing in these situations? Why?	
Who would you suggest Tom or Miranda talk to?	
What would you do if either Tom or Miranda said to you – <i>"I'm feeling so bad, I think I'm going to hurt myself."</i>	

Being able to recognise how another person might be feeling and thinking can help you to decide how to interact with them.

Tom is looking really angry so you might... ask if everything is okay, smile, talk quietly choosing your words carefully.

Miranda is looking very sad so you might... ask if everything is okay, smile, ask what you can do to help.

Tips for managing emotions

- Don't blow things out of proportion by going over them in your mind
- Accept that bad feelings are occasionally unavoidable
- Think of ways to make yourself feel better
- Relax, do something you love – exercise, talking to a friend, reading, walking your dog
- Don't dwell on the past, move on
- Learn from the situations that trigger these feelings so you will be prepared the next time something like this happens



Feelings journal

Keep a record of your emotions for a week and list the strategies that you use to manage any negative, uncomfortable or unhelpful feelings.

Situation (date, time, place)

Emotion

(how strong was the feeling from 1 to 10 with 10 being the strongest)

Self-talk

(helpful or unhelpful, positive or negative)

Managing feelings

(If it was negative or unhelpful, how did you keep it under control?)

Behaviour

LOOK AFTER YOUR MATES



Being there for friends when they have a problem is what friends do but it is up to your friend to decide if they want help or not. If your friend chooses not to ask you for help, that is their choice, but if you are worried about their safety or the safety of others around them then you need to let someone else know.



LOOK FOR CHANGES

Everyone goes through hard times in their life so it can be difficult to work out whether something more serious is going on in your friend's life. Look out for signs such as they aren't hanging out with their friends as much as they used to or they always seem sad or tired or get angry really quickly. If you notice some of these changes, talk to your friend and ask them – *Are you okay? I'm worried about you.*



LEND AN EAR AND REALLY LISTEN

Tell your friend that you are there for them, that you care and you want to help them if you can. Listen and encourage them to talk and show that you are taking their concerns seriously. Acknowledge their worries, fears or sadness. Try not to pressure them and be patient and understanding – respect their feelings and requests. You are helping your friend just by listening, not making judgements about what they tell you and by letting them know that you are concerned about them. It is not up to you to solve their problem but to listen and offer support. Make sure you can suggest who else your friend can go to for help when they make that decision.



WHAT TO SAY AND WHAT NOT TO SAY

No-one ever knows exactly what to say to start a conversation with a friend who you are worried about and think needs help. But saying nothing is unhelpful. Try to use conversation starters like – *I've noticed that you aren't hanging around with us as much anymore and you seem quite sad. Are you okay? Is there anything I can help you with?* This might be all your friend needs to open up to you. If they don't, leave it for a while and then try again.



GETTING HELP

When your friend is ready to get help, ask them who they would like to talk to – their family, a doctor, a teacher or counsellor at school, other friends or relatives, and helpline counsellors. Let them know where they can get help or find out together. The first step can be the hardest so offering to find out who can help will get the ball rolling. If you feel your friend's problem is too big for you to deal with on your own, seek help from a trusted adult.

! LOOK AFTER YOURSELF TOO

If you are helping your friend and start to realise that their problem is becoming your problem, you might need to ask someone else for advice or support. You don't need to break your friend's confidence and share any information they have given you, but you do need to let this other person know what you have been doing and how it is affecting you.



Read the scenario and answer the questions

You've noticed that your friend seems sad lately and doesn't join in conversations or make jokes like he used to. Usually he is the first one at chess club but hasn't been for the last three weeks.

What would you say?

What would you do?

Who would you suggest your friend seeks help from?



Create a cartoon that illustrates your answers

DRUGS - WHAT ARE THEY?

A drug is any substance, except food and water, which, when taken into the body, changes the way the body works
(World Health Organisation, n.d.).

Drugs which affect someone's Central Nervous System (CNS) and alter their mood or thinking or behaviours are called *psychoactive drugs*. These drugs can be grouped under four headings – depressant, stimulant, hallucinogen and multi-action.

▶ Write at least two examples for each category.

DEPRESSANTS -

slow down messages that pass to and from the brain and body via the CNS

STIMULANTS -

speed up or stimulate the messages that pass to and from the brain and body via the CNS



HALLUCINOGENS -

slow down messages that pass to and from the brain and body via the CNS

MULTI-ACTION -

these can have several effects on the body for example cannabis is a depressant and hallucinogen

WANT SOME MORE CREDIBLE INFORMATION ABOUT DRUGS?

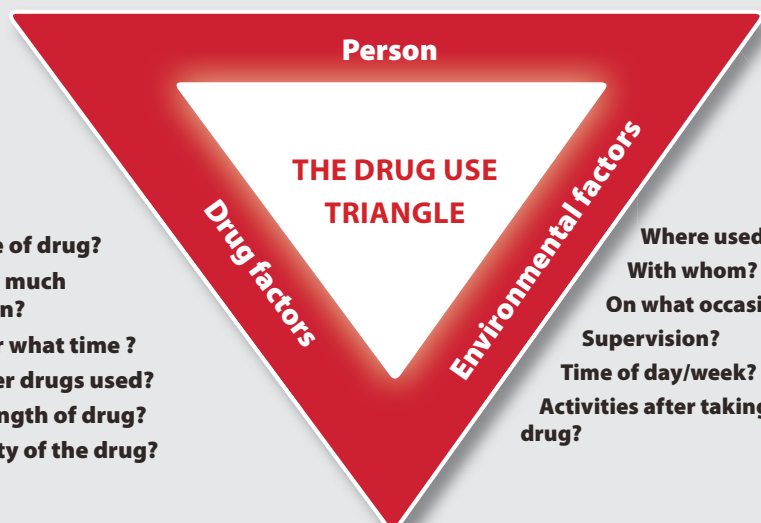
- **Drug Aware** www.drugaware.com.au has reliable information about all drugs
- **Australian Drug Foundation** www.adf.org.au has reliable information about all drugs
- **National Cannabis Prevention and Information Service** www.ncpic.org.au
- **Alcohol and Drug Support Line** 94425000 or 1800 198 024 has counselling, information and a referral service for anyone concerned about their own or another person's alcohol or other drug use



When a person uses a drug, is their experience only because of the drug they have used? Simple answer – No. There are many reasons why legal and illegal drugs can have different effects on different people.

The Drug Use Triangle shows how the effects and harms of drug use rely on the combination of three factors – the Person, the Drug and the Environment.

Age? Experience? Male or female?
Body size? Mood? Personality?
Expectation of the drug? Food intake?



Type of drug?
How much taken?
Over what time?
Other drugs used?
Strength of drug?
Purity of the drug?

Where used?
With whom?
On what occasion?
Supervision?
Time of day/week?
Activities after taking the drug?

ANY DRUG HAS THE POTENTIAL TO CAUSE HARM. ILLEGAL DRUGS ESPECIALLY CAN HAVE UNEXPECTED EFFECTS AS THE SUBSTANCES IN THEM ARE OFTEN UNKNOWN AND POTENTIALLY DANGEROUS. UNDERSTANDING THE DRUG USE TRIANGLE CAN HELP A PERSON TO MINIMISE THE POTENTIAL RISKS FOR THOSE WHO DECIDE TO USE ALCOHOL OR OTHER DRUGS.

Are kids like me really using drugs?

Record the actual percentage of Western Australian students who have used each particular type of drug according to the 2014 Australian School Students Alcohol and Drug (ASSAD) Survey.

Analgesics	12-15 year olds		16-17 year olds	
<i>How many have ever used analgesics?</i>	My guess	%	My guess	%
	Actual	%	Actual	%
<i>How many have used analgesics in the last week?</i>	My guess	%	My guess	%
	Actual	%	Actual	%

Tranquillisers	12-15 year olds		16-17 year olds	
<i>How many have ever used tranquillisers?</i>	My guess	%	My guess	%
	Actual	%	Actual	%
<i>How many have used tranquillisers in the last week?</i>	My guess	%	My guess	%
	Actual	%	Actual	%

Tobacco	12-15 year olds		16-17 year olds	
<i>How many have used tobacco in the last year?</i>	My guess	%	My guess	%
	Actual	%	Actual	%
<i>How many have used tobacco in the last week?</i>	My guess	%	My guess	%
	Actual	%	Actual	%

Ecstasy	12-15 year olds		16-17 year olds	
<i>How many have ever used ecstasy?</i>	My guess	%	My guess	%
	Actual	%	Actual	%
<i>How many have used ecstasy in the last week?</i>	My guess	%	My guess	%
	Actual	%	Actual	%

Cannabis	12-15 year olds		16-17 year olds	
<i>How many have ever used cannabis?</i>	My guess	%	My guess	%
	Actual	%	Actual	%
<i>How many have used cannabis in the last week?</i>	My guess	%	My guess	%
	Actual	%	Actual	%

Amphetamines	12-15 year olds		16-17 year olds	
<i>How many have ever used amphetamines?</i>	My guess	%	My guess	%
	Actual	%	Actual	%
<i>How many have used amphetamines in the last week?</i>	My guess	%	My guess	%
	Actual	%	Actual	%

Alcohol	12-15 year olds		16-17 year olds	
<i>How many have drunk alcohol in the last year?</i>	My guess	%	My guess	%
	Actual	%	Actual	%
<i>How many have drunk alcohol in the last week?</i>	My guess	%	My guess	%
	Actual	%	Actual	%
<i>How many male students have drunk alcohol at risky levels in the last week?</i>	My guess	%	My guess	%
	Actual	%	Actual	%
<i>How many female students have drunk at risky levels in the last week?</i>	My guess	%	My guess	%
	Actual	%	Actual	%

Answer the questions

Which **two** statistics about the use of drugs by students your age surprised you the most? Explain why.

Knowing that most students my age don't smoke makes me think...

Knowing that many students my age are now choosing to not drink alcohol makes me think...

It is important for me to know these statistics because...



Harms and consequences of illicit drug use



▶ Access a range of reliable sources to find information about the drug and its possible short-term and long term effects. Record the information and your answers.

NAME OF DRUG:

	What are the consequences of these harms for the PERSON USING THE DRUG?	What are the consequences of these harms for the FRIENDS OF THE PERSON USING THE DRUG?	What are the consequences of these harms for the FAMILY OF THE PERSON USING THE DRUG?	What are the consequences of these harms for OTHERS IN THE COMMUNITY?
<p><i>Write the short-term health effects of the drug. Choose two effects and decide how these may impact on others.</i></p> <p>HEALTH HARMS</p>	(eg may affect driving ability, may result in taking other drugs to get to sleep)	(eg may put them at risk of injury due to the user's tiredness)	(eg may affect family member's wellbeing due to user's problems at school/work)	(eg may put strangers at risk of injury due to user's tiredness)
<p><i>What would some of the relationship consequences be for the person using the drug and others?</i></p> <p>RELATIONSHIP HARMS</p>				
<p><i>What would some of the financial or livelihood consequences be for the person using the drug and for others?</i></p> <p>LIVELIHOOD HARMS</p>				
<p><i>What would some of the legal consequences be if the person using the drug were caught in possession of this drug by police when out with friends?</i></p> <p>LEGAL HARMS</p>				

▶ Write **three** interesting facts about the drug you researched.

1. _____
2. _____
3. _____

▶ It is safer not to use this drug or other illegal drugs. What strategies might reduce the harms to the person using it or those around them?

Illegal drugs are made with no controls on content, their strength or hygiene. Not knowing the purity or ingredients used increases the chances of overdosing, being poisoned or experiencing side effects.

REASONS WHY YOUNG PEOPLE CHOOSE TO USE OR NOT USE DRUGS

DECISIONS RELATING TO DRUG USE ARE COMPLEX, AND REASONS FOR USE AND NON-USE ARE NOT CLEAR CUT FROM PERSON TO PERSON, OR FROM SITUATION TO SITUATION.



Reason to not use	The reasons that may influence a young person's decision	Reason to use
	Access – Is it available?	
	Age – Am I too young?	
	Knowledge – Do I know the effects of this drug on my body?	
	Law – Is it legal for me to use this drug? Will I get caught?	
	Taste – Do I like the taste?	
	Confidence – Will it help me socialise?	
	Religion – Does it fit with what I believe?	
	Curiosity – What's it like?	
	Fitness – Will it affect my performance?	
	Stress – Will it help me cope?	
	Rules – At school? At home?	
	Belonging – Will it help me feel part of the group?	
	Who I am with – Family, friends, strangers?	
	Family expectations – What would they think?	
	Friends' expectations – What would they think?	
	Trust – Will I keep my promise?	
	Next day commitments – Will it affect my work? Sport? Study?	
	To celebrate – Will it make this event more fun?	
	To solve problems – Will it help? Will I feel better?	
	Boredom – Is there anything else to do?	
	Cost – Can I afford it?	
	My gender – Am I vulnerable?	
	Relaxation – Will this help me relax?	
	Safety of others – Am I responsible for anyone else?	
	Asthma – Will it make it worse?	
	Other drugs – How will this combine with other drugs or medications I'm using?	
	Effect on others – How will this affect others?	

- ▶ Read the list of reasons that may influence a person's decision related to **tobacco** use then decide if it would mostly be a 'reason to not use' or a 'reason to use'. Write a **T** in the relevant column. (You might decide that some reasons require a **T** in both columns.)
- Read through the list again and consider the use of **alcohol**. Write your answers using the letter **A**.
- Read through the list again and consider the use of **cannabis**. Write your answers using the letter **C**.
- Choose two reasons that could potentially lead to the most harmful outcomes for the user. Explain your answer.

There are many reasons that may influence a person's decision to use a drug and about how much, where and with whom. Read through these two examples.

Example – Alcohol

The decision: To drink and if so, how much, where and with whom will I drink alcohol?

The reason (from the list): Who I am with – Family, friends, strangers?

How could this affect the decision: A person may decide to have a glass of wine when it is offered at a family wedding as it is a tradition. However the same person may refuse a glass of wine when it is offered at a friend's party because they don't usually drink and they have to be up early in the morning.

Example – Cannabis

The decision: To use cannabis and if so, how much, where and with whom will I use cannabis?

The reason (from the list): Access – is it available?

How could this affect the decision: A person who is never around friends or people who use cannabis may choose not to use cannabis or, if they are somewhere that it is available, may use a small amount but only with trusted friends. However a person who is often exposed to others using cannabis either at home or at parties may find it harder to refuse cannabis, may use cannabis more frequently, and in larger amounts or use.

- ▶ **Now choose two of the reasons that you indicated could influence a person 'to use' a drug.** Explain how each reason could also affect their decisions about how much, where and with whom a drug may be used.

The drug: _____

The decision: _____

The reason (from the list): _____

How could this affect the decision: _____

The drug: _____

The decision: _____

The reason (from the list): _____

How could this affect the decision: _____

THE TRUTH, THE WHOLE TRUTH AND NOTHING BUT THE TRUTH

THERE ARE MANY WAYS TO GET INFORMATION ABOUT ALCOHOL AND OTHER DRUGS – THE INTERNET, BROCHURES, YOUR DOCTOR, FAMILY, TEACHERS AND FRIENDS. BUT ARE YOU REALLY GETTING ACCURATE INFORMATION?

If you type 'drug information' in your search engine you'll see pages of sites are listed. So how do you know which ones to trust and which ones have reliable drug information? Good question and it's a hard one to answer. Some sites will be on either side of the debate about drugs (pro or anti-drugs), others will have long narratives that make it hard to actually find the facts, and others will be funded by manufacturers who want to convince you to buy their products.

Write five ways you usually get information about alcohol and other drugs in order from the one you use the most (1) to the one you use the least (5).

	Rank
1.	
2.	
3.	
4.	
5.	

Now rank these from most credible (1) to least credible (5). Explain your ranking.

▶ View and analyse the usefulness and credibility of each of these Australian drug information websites

	Approved by / funded by	Information relevant to young people	Information relevant to parents	Accessibility	Recent information	Rate this site (1 - 5) 1 = credible 5 = least credible
Mental Health Commission www.mentalhealth.wa.gov.au	WA State Government	Yes. Drug information online and also help lines		User friendly for young people	21 October 2014	1
Australian Drug Foundation www.adf.org.au						
National Cannabis Prevention and Information Centre www.ncpic.org.au						
Drug Aware drugaware.com.au						
Alcohol Think Again www.alcoholthinkagain.com.au						
Smarter Than Smoking www.smarterthansmoking.org.au						

▶ Reflection

Why is it important to get your facts right about alcohol and other drugs?

Which of the websites you viewed will you use in the future? Why?

If you text a drug name, including slang, street and cultural names, to 0439 TELL ME (0439 835 563) you'll receive an SMS about the effects of the drug, as well as links to further information and help. Standard network rates apply to text. Messages received are free. This is an Australian Drug Foundation service.

SMOKING

What's the harm?

Cigarettes are made from the dried leaves of the tobacco plant. There are more than 4000 substances found in tobacco smoke and around 200 of them, including nicotine and arsenic, are poisons.



Effects of smoking on your body

Smoking can have effects on a range of systems in your body – respiratory, circulatory, immune and musculoskeletal. It can also affect sexual organs in males and females.

- Cancer of the lung, mouth, nose, larynx, tongue, nasal sinus, oesophagus, throat, pancreas, bone marrow, kidney, cervix, ovary, liver, ureter, bladder, bowel and stomach.
- Reduced lung function and increased risk of lung infection such as coughing and wheezing, breathlessness, bronchitis and pneumonia.
- Developing emphysema which makes it difficult to breath and eventually causes death.
- Raised blood pressure and heart rate.
- Less oxygen carried by the blood during exercise.
- Increased risk of stroke and heart attack due to blockages of the blood supply.
- Tightening of certain muscles and reduced bone density.
- Lower sperm count and higher percentage of deformed sperm in males.
- Reduced fertility and increased risk of cancer of the cervix in females.
- Reduced ability to smell and taste.
- Premature wrinkling of the skin.
- Ulcers of the digestive system.

Three of the most damaging substances that can affect cigarette smokers are nicotine, tar and carbon monoxide.

- **Nicotine** is the main drug in tobacco. It stimulates the brain and increases the heart rate. Nicotine is addictive.
- **Tar** is the main cancer causing substance in tobacco. It can also stain teeth and skin.
- A lit cigarette produces the toxic gas **carbon monoxide**.

When a person inhales, the carbon monoxide is absorbed into the blood stream instead of oxygen. Carbon monoxide is associated with heart disease and contributes to the number of people who die from heart attacks.

Passive smoking

When a smoker breathes out smoke all of the smoke and poisons go into the air. These poisons can then be breathed in by the people nearby. Passive smoking can cause lung cancer, heart disease and irritate the eyes, throat and airways.

The law

It is illegal to sell or to supply tobacco products to anyone under the age of 18 years. It is illegal to possess or purchase or supply e-cigarettes.



Effects of a mother smoking on an unborn baby include:

- increased risk of miscarriage, stillbirth and premature babies
- increased risk of cleft palate and cleft lip
- low birth weight which may have a lasting effect on the growth and development of children
- THC (the part of cannabis that causes the 'high') is passed through the placenta to the baby.

▶ Write the possible harms that may result from smoking.

THE FOUR L'S MODEL

LIVER



LOVER



LIVELIHOOD



LAW



▶ Read the story about each character then write the possible harms that may result from smoking. Remember the 4 L's.

SMOKING

What's the harm?

SHANI

Shani is in Year 8 and even though her girlfriends don't pressure her to smoke she feels she needs to experiment with smoking just to stay 'cool' with this new group of friends she has made. She knows that even trying one cigarette can be harmful and she knows her parents hate smoking but thinks she might ask to try a cigarette next time she is out with her friends.

Possible harms:

How could these harms be avoided?

How could these harms be reduced?

ANDY

Andy is in Year 8 and keen on football. Both his parents smoke and they don't seem to mind if he smokes. At the moment he smokes about 4 cigarettes each day. He usually pinches them from his parents or gets his older brother to buy them for him. He sometimes smokes a bong with his mates from work. He has noticed that he is coughing a lot at training and is struggling to play a full game of footy.

Possible harms:

How could these harms be avoided?

How could these harms be reduced?

LIBBY

Libby is in Year 8 and does not smoke. She knows that smoking is harmful and that most young people are smoke free. Both Libby's parents smoke and some of her friends also smoke when they are out together, so she is often surrounded by passive smoke.

Possible harms:

How could these harms be avoided?

How could these harms be reduced?

HARVEY

Harvey is in Year 8 and often goes out with some older mates who smoke cannabis. Harvey has asthma and he knows that smoking can cause an asthma attack along with damaging his lungs more, but when he's with his mates, he always gives in and smokes too.

Possible harms:

How could these harms be avoided?

How could these harms be reduced?

▶ Rank each of these characters according to their risk of harm (1 = greatest risk of harm, 4 = least risk of harm) and give reasons for your ranking.

Rank	Character	Reason
1		
2		
3		
4		

Personal reflection

▶ Consider your own risk of smoking and complete the following by yourself.

My current level of smoking is:

- I don't smoke
- I have tried it a few times
- I smoke socially with friends
- I smoke regularly

My risk is (tick)

- none low some high

I am exposed to cigarette smoke:

- Never
- Very rarely in public places
- Sometimes at parties or after school
- Every day at home or around friends

My risk is (tick)

- none low some high

▶ Actions I could take to remain smoke-free or reduce my risk of harm from smoking are:

▶ Actions I could take to help a friend or family member to quit or cut down smoking are:

What's in the bottle?



Did you know that alcohol products are made from grains, fruit and vegetables? Did you know that different alcohol products contain different concentrations?

Made from	Alcohol product	Typical alcohol by volume
Potatoes, corn, wheat	Vodka (spirit)	20%-60% (usually 40%)
Sugarcane / molasses	Rum (spirit)	37.5%-80%
Wheat, corn, barley	Whiskey (spirit)	40%-50%
Juniper berries	Gin	40%-50%
Barley, hops	Beer	2%-12% (usually 4-6%)
Apples	Cider	2%-8.5%
Grapes	Wine	9%-18% (usually 12.5%-14.5%)

What do you notice about the alcohol content of spirits? That's right. Spirits like vodka usually contain between 20% to 80% alcohol. So let's look at this a little further. If you were asked to drink up to 22 glasses of full strength beer, or 22 cans of mid-strength beer, or more than 2 litres of a cask of red wine, or more than three bottles of white wine you would say – *no way!* Well that's what drinking a bottle of vodka is equivalent to.






What is BAC?

Blood Alcohol Concentration (BAC) is the amount of alcohol in a person's bloodstream. The legal BAC limit for a fully licensed driver is 0.05. This means the maximum amount of alcohol the driver can have in every 100ml of their blood is 0.05gms. BAC is measured with a breathalyser or blood sample.

What is a standard drink?

A standard drink measures a particular amount of alcohol consumed. In Australia, a standard drink is any drink containing 10 grams of alcohol – regardless of the container size or alcohol type (eg beer, wine, spirit).

Alcoholic drinks are sold and served in many different sizes which can make it difficult to know how many standard drinks are in each drink. Using standard drinks to measure your alcohol consumption is more accurate than counting the number of drinks you have had. Drinkers need to look at the labelling to see how many standard drinks are in the container.

BEER	WINE	SPIRITS
285ml low strength 2.7% Alc/Vol	100ml white wine 11.5% Alc/Vol	30ml high strength spirit nip/shot 40% Alc/Vol
 = 0.6 Standard drinks	 = 0.9 Standard drinks	 = 1.0 Standard drink
285ml mid strength 3.5% Alc/Vol	100ml red wine 13% Alc/Vol	275ml full strength RTD* 5% Alc/Vol
 = 0.8 Standard drinks	 = 1.0 Standard drink	 = 1.1 Standard drink <small>*Ready to drink</small>
285ml full strength 4.8% Alc/Vol	750ml bottle of white wine 11.5% Alc/Vol	375ml full strength pre-mix spirits 5% Alc/Vol
 = 1.1 Standard drinks	 = 6.8 Standard drinks	 = 1.5 Standard drinks
375ml full strength 4.8% Alc/Vol	750ml bottle of red wine 13% Alc/Vol	700ml bottle of vodka 40% Alc/Vol
 = 1.4 Standard drinks	 = 7.7 Standard drinks	 = 22.0 Standard drinks

Source: Australian Government, Department of Health. Retrieved November 2016
[http://www.alcohol.gov.au/internet/alcohol/publishing.nsf/content/E9E12B0E00E94FD5CA25718E0081F1DC/\\$File/std0910.pdf](http://www.alcohol.gov.au/internet/alcohol/publishing.nsf/content/E9E12B0E00E94FD5CA25718E0081F1DC/$File/std0910.pdf)

▶ Generally, the more a person drinks the higher their BAC. But if two people drink the same amount of alcohol they might each register a different BAC. This can be due to many factors. Write at least 5 factors.

ALCOHOL

What's the harm?

Alcohol is one of the most commonly used drugs in Australia

It is a depressant which means it slows the heart rate and reaction times. People can become dependent on alcohol. A person who is alcohol dependent will experience withdrawal symptoms and find it very hard to go without alcohol.

Drinking in adolescence can be harmful to brain development

Areas of the brain that can be affected are frontal lobe (speech, emotions, reasoning), temporal lobe (language), pre-frontal cortex (memory, personality, behaviour), cerebellum (movement, balance) and hippocampus (memory, learning). So the message for anyone under 18 is – no alcohol.

Alcohol is absorbed into the bloodstream and travels to different parts of the body

It affects the control centres in the brain so the way a person behaves may indicate they have been drinking alcohol. The liver slowly breaks down the alcohol and removes it from the bloodstream.

No alcohol under 18 years

The *Australian Alcohol Guidelines* recommend 'no alcohol under 18 years' is the safest option.

Drinking alcohol heavily and over a long period of time can increase the risk of cancer, liver and nerve damage. Drinking while pregnant can lead to a baby having Foetal Alcohol Syndrome Disorder, brain damage and problems with memory and thinking. Drinking heavily can lead to reduced testosterone levels and damaged or less sperm for men, and gynaecological problems for women.

Laws and penalties

The laws and penalties for young people and alcohol vary from state to state in Australia, but generally and if you are under 18 years of age:

- you are not allowed to purchase alcohol
- it is an offence to use a fake ID to buy alcohol
- anyone who buys alcohol for you is committing an offence
- anyone who sells you alcohol can be fined
- L plate and P plate drivers must have a 0.00 BAC when driving
- anyone who supplies you alcohol without your parents' consent can be fined.



ALCOHOL

What's the harm?

Write down the possible harms that may result from each character drinking alcohol.

VANESSA has parents who are very strict about alcohol. She has started drinking and sleeps over at her friend Jill's place whenever there is a party so she doesn't have to go home and face her parents. The last three times she has stayed at Jill's place she has had too much to drink. She has broken one of Jill's favourite necklaces and one time she vomited on the front lawn. Jill is starting to get tired of Vanessa's behaviour.

What are the possible harms for Vanessa?

How could Vanessa avoid or reduce these harms right now?

What could Vanessa do next time to manage these harms?

PHUNG is 17 and has been allowed to borrow his parents' car to go to a party because he has promised that he won't drink. But Phung decides to have two or three drinks during the evening and thinks that he may be over 0.00% BAC. Phung has offered to give his friend a lift home and doesn't want to let them down and he doesn't want to leave his parents' car parked on the street. He decides to drive home.

What are the possible harms for Phung?

How could Phung avoid or reduce these harms right now?

What could Phung do next time to manage these harms?

MUSTAFA is 13 and knows his parents disapprove of drinking alcohol because of their Islamic faith. He decides to sneak a sip of beer at a friend's place just to see what alcohol tastes like and ends up drinking two beers.

What are the possible harms for Mustafa?

How could Mustafa avoid or reduce these harms right now?

What could Mustafa do next time to manage these harms?

STEPHIE goes out every Friday night with her 14 year old girlfriends. Because Stephie is the oldest looking, she always goes to the bottle shop and buys a six pack of pre-mixed drinks for the group.

What are the possible harms for Stephie?

How could Stephie avoid or reduce these harms right now?

What could Stephie do next time to manage these harms?

LEO is 14 and has only ever tried a few sips of alcohol. At a Year 9 party he drinks four bourbon and colas just to feel part of the group. Several of his friends dare him to let down the tyres of some of the cars in the street. The drinks have made Leo feel very relaxed and happy, and he sees no real problem in a bit of harmless fun, so Leo agrees to do it.

What are the possible harms for Leo?

How could Leo avoid or reduce these harms right now?

What could Leo do next time to manage these harms?

Rank each of these characters according to their risk of harm (1 = greatest risk of harm, 5 = least risk of harm) and give reasons for your ranking.

Rank	Character	Reason
1		
2		
3		
4		
5		

Consider your own risk from alcohol and complete the following by yourself.

My current level of drinking is:

- I don't drink
 I have drunk a few times
 I drink sometimes with friends
 I drink regularly

I am exposed to other people drinking at 'at risk' levels:

- Never
 Very rarely in public places
 Sometimes at parties or after school
 Every day at home or around friends

My risk is (tick)

- none low high

My risk is (tick)

- none low high

Actions I could take to remain alcohol free or reduce my risk of harm from alcohol are:

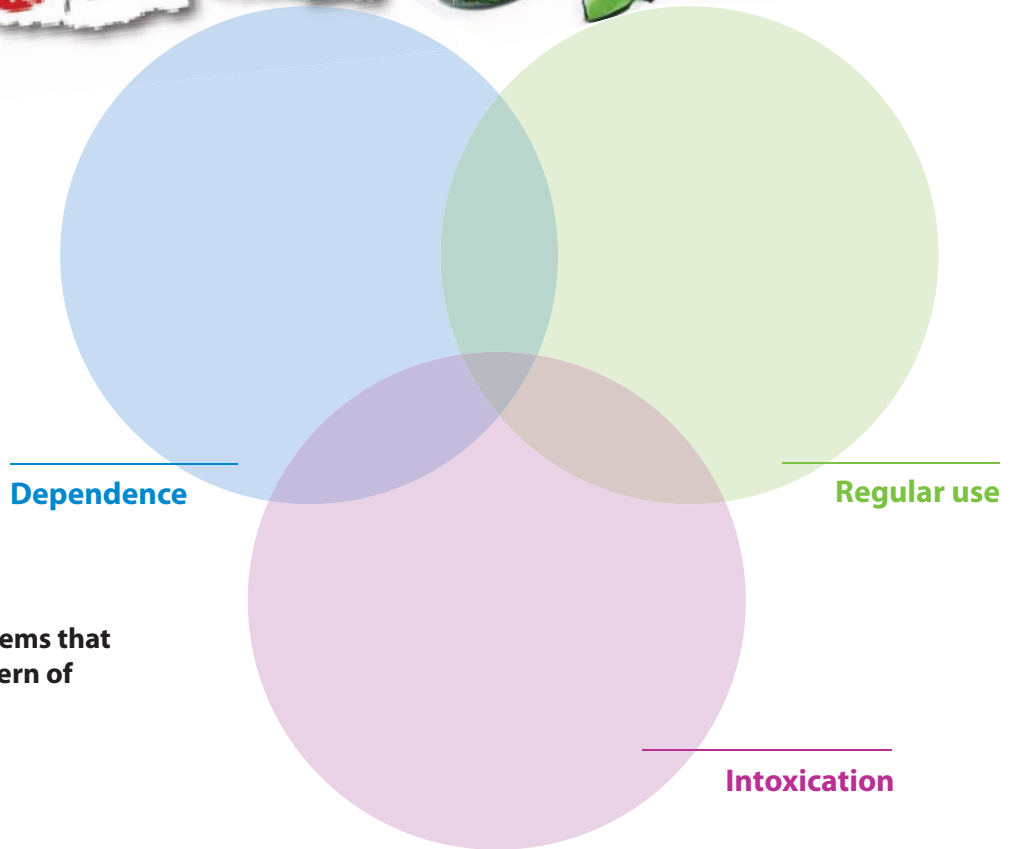
Actions I could take to help a friend or family member to reduce their drinking are:

HARMS THAT CAN BE CAUSED BY DRINKING

ALCOHOL



Thorley's model focuses on the problems related to different patterns of drug use – dependence, regular use and intoxication. Some may overlap between the type of use and associated harms, but there are also many separate issues related to the different types of use.



▶ Write some of the problems that may occur for each pattern of alcohol use.

The Australian Guideline's to reduce health risks from drinking alcohol



Guideline 1

For healthy men and women, drinking no more than two standard drinks on average on any day reduces the lifetime risk of harm from alcohol-related disease or injury (sometimes called long term harms).



Guideline 2

For healthy men and women, drinking no more than four standard drinks on a single occasion reduces the risk of alcohol-related injury arising from that occasion (sometimes called short term harms).



Guideline 3

For children and young people under 18 years of age, not drinking alcohol is the safest option. Parents and carers should be advised that children under 15 years of age are at the greatest risk of harm from drinking and that for this age group, not drinking alcohol is especially important.



Guideline 4

For women who are pregnant or planning a pregnancy, not drinking alcohol is the safest option as maternal alcohol consumption can harm the developing foetus or breastfeeding baby.

Clued up on

CANNABIS

LAWS ABOUT CANNABIS

Cannabis is illegal in all Australian states and territories, but the laws and penalties may differ. Under WA laws:

- it is illegal to grow, possess, use, sell or supply cannabis
- it is illegal to possess pipes and other smoking implements containing detectable traces of cannabis.

WHAT DOES IT LOOK LIKE?

The most common forms of cannabis are:

- **Marijuana** – made from the dried leaves and flowers.
- **Hashish** – small blocks of dried brown to black resin.
- **Hashish oil** – reddish brown thick oily liquid.



TAKING CARE

- It is safer not to use cannabis at all.
- Some people who use cannabis can have panic attacks when they get 'stoned'. If this happens, call for help immediately and reassure them it will pass. Do not leave the person alone as they can often find themselves in dangerous situations.
- Cannabis, like alcohol, slows down your reflexes and can affect your ability to react quickly and carry out activities like driving, swimming or operating a machine.
- The only way to avoid possible harms is not to use cannabis.

WHAT IS IT?

Cannabis is an illegal drug. The word cannabis is used to describe the various substances made from the plant *Cannabis Sativa*. The plant can grow up to 2 metres tall and the leaves are bright green with five or seven leaflets. The chemical that gives cannabis its depressant and sometimes hallucinogenic effects is THC (delta-9 tetrahydrocannabinol).



Cannabis is sometimes called grass, dope, pot, weed, buddha, skunk, smoke, green, gunja, hash, mull, yarndi, reefer, joint, stick, buckets, cones, herb or hydro.

HOW IS IT USED?

Cannabis is most commonly smoked as a joint, through a bong, a shisha (or a hookah), but is occasionally cooked and eaten in food.

HOW DOES IT AFFECT YOU?

The effects of cannabis use depends on the strength of the dose and personal characteristics of the user. Cannabis use slows down the messages going to and from the brain and the body. Cannabis use carries a risk of harm as there is no quality control of the drug – you don't know what you are actually using.

The immediate effects of using a small amount of cannabis might cause a person to:

- feel confused and less able to concentrate and make decisions
- increased heart rate
- low blood pressure
- feel more relaxed and calm
- slower reflexes and less coordinated
- loss of inhibitions
- feel hungry
- bloodshot eyes.

The immediate effects of using a large amount of cannabis might cause a person to:

- feel sick and possibly vomit
- feel confused, anxious and restless
- hallucinate
- suffer from paranoia and panic attacks
- detach from reality.

The effects of frequent cannabis use may include:

- **Dependence:** the drug is central to a person's life, the user has trouble stopping or cutting down their use, the user experiences symptoms of withdrawal when they try to cut down or stop.
- **Psychological problems:** anxiety, depression, paranoia and psychosis in those people who have a vulnerability to mental health problems.
- **Learning difficulties:** decreased concentration, memory and learning abilities.
- **Respiratory problems:** increased risk of cancer and respiratory disorders such as asthma, bronchitis and emphysema.
- **Cancer of the mouth, tongue, throat and lungs.**
- **Irregular menstrual cycle.**
- **Lowered sperm count.**

DO MOST TEENAGERS USE CANNABIS? NO!



Call the Kids Helpline (1800 55 1800) or the Alcohol and Drug Support Line (9442 5000 or 1800 198 024) if you are concerned about your cannabis use.

Tobacco and cannabis smoke both contain harmful chemicals which are absorbed when inhaled. Using a bong, shisha or hookah does not reduce this risk and can expose the smoker's lungs to greater risks of developing respiratory diseases and/or cancer.

If you are found guilty of possessing, selling or growing cannabis you may get a criminal record. This can make it hard for you to get a job, a credit card, or a visa to travel to other countries.



CANNABIS QUIZ

How clued up are you on cannabis? You know it's a drug and it can also be called marijuana, dope, pot, green, weed - but what else do you know and are you right? Write the answers to these questions.

What are the three most common forms of cannabis?

1. _____
2. _____
3. _____

How does THC enter the bloodstream?

What is the name of the psychoactive chemical found in cannabis?

How is cannabis used?

▶ What are some possible short-term physical and mental health effects of cannabis use? Write these in the 'Liver' section of the 4 L's model.

▶ What are some possible long-term physical and mental effects of cannabis use? Write these in the 'Liver' section of the 4 L's model.

▶ What are some relationship problems that may result from cannabis use? Write these in the 'Lover' section of the 4 L's model.

▶ What are some livelihood or financial and employment problems that may result from cannabis use? Write these in the 'Livelihood' section of the 4 L's model.

▶ What are some of the legal harms that may result from cannabis in Australia? Write these in the 'Law' section of the 4 L's model.

▶ What are the laws about cannabis in Australia?

THE FOUR L'S MODEL

LIVER (physical and mental harms)



LOVER (relationship harms)



LIVELIHOOD (financial and employment harms)



LAW (legal harms)



Websites with information about cannabis

National Cannabis Prevention and Information Centre <https://ncpic.org.au/>

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

Drug Aware <http://drugaware.com.au/>

Mental Health Commission <http://www.mentalhealth.wa.gov.au/Homepage.aspx>

Calling DRS ABCD



D	Dangers	Always ensure that the area is safe for yourself, others and then the patient.
R	Response	Ask the patient their name. Gently squeeze their shoulders. If there's no response - send for help. If they give a response - make them comfortable, check for any injuries, and keep monitoring their response.
S	Send for help	Call 000 and ask for an ambulance or ask another person to call.
A	Airway	Open mouth - if foreign material is present, place the patient in recover position and remove any material with your fingers. Open the patient's airway by tilting their head with a chin lift.
B	Breathing	Check for breathing - look, listen and feel. If they are breathing, place in recovery position, monitor breathing, manage injuries, treat for shock. If not breathing, start CPR.
C	CPR	Keep doing 30 chest compressions then 2 breaths until help arrives or the patient recovers.
D	Defibrillation	Apply a defibrillator if available by following the voice prompts.

▶ Write in your own words what you would do if you found your friend unconscious.

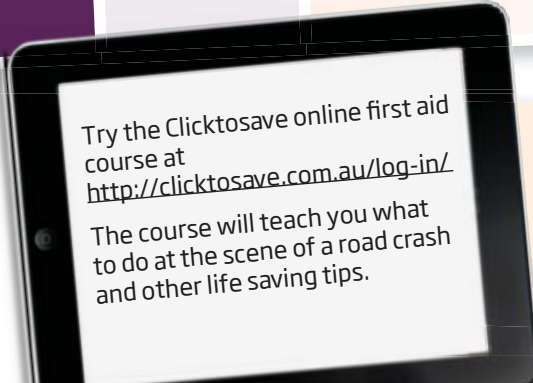
▶ Would your actions be different if you found your friend unconscious at the beach or at a party?

Save the app that could save your life

The Emergency+ app uses a mobile phone's GPS functionality so callers can provide emergency call-takers with their location information as determined by their smart phone.







Try the Clicktosave online first aid course at <http://clicktosave.com.au/log-in/>
The course will teach you what to do at the scene of a road crash and other life saving tips.

Knowing what to do in an emergency situation can save someone's life.



Excuses at the ready



Do you want a joint?

Do you want a smoke?

What do you want to drink?

No thanks. I get asthma if I smoke.

I'm playing footy in the morning and the coach will bench me if he knows I've been drinking.

No. It's full of sugar.

I don't smoke weed because I'm on some special medication.

What would you say if someone asked you one of these questions? Having an excuse ready that you know will work and being able to say it quickly and assertively is useful when faced with a situation that is making you feel uncomfortable and might also be unsafe.

Being ready to give an excuse means practising what you will say and how you will say it. You want to be able to let them know that you aren't going to change your mind

Write down at least two excuses for each of these invitations from a friend.

What alcoholic drink do you want?

- 1.
- 2.
- 3.

Do you want a smoke?

- 1.
- 2.
- 3.

Do you want a joint?

- 1.
- 2.
- 3.

Now think about how you are going to give your excuse. Are you standing up still and straight? Are you looking the person in the eye? Does your voice sound calm and in control? Remember that speaking in an assertive way will help you to let the other person know that you are standing by your decision and you won't be changing your mind even under pressure from them.

My grandad died from smoking and I don't want to die like he did.

No way. My dad grounded me for 2 months last time I drank.

It's against my religion.

SDERA

EDUCATING FOR SMARTER CHOICES

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