## Impact of drugs on individuals and the community

## This learning activity sequence aims to develop student understanding and skills to recognise the positive impact to individuals and communities when people chose not to take drugs.

## Duration: 2 to 3 lessons (based on 60 minute lessons).

## PDHPE syllabus content

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| --- | --- |
| Sequence features | Description |
| Big idea (Why is this learning important, e.g. evidence, research, student need)? | Normative education – the facts on drug use trendsIdentifying prior learningStrategies to support individual health and safety in communityAdvocating for a drug free and safe environment |
| Syllabus learning context | Alcohol and drugs |
| Syllabus outcomes | PD5-7 plans, implements and critiques strategies to promote health, safety, wellbeing and participation in physical activity in their communities PD5-10 critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts |

## PDHPE skills focus

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| --- | --- |
| Skill domain and skills | Evidence of learning - what do we want students to be able to do? |
| Self management skills* Self awareness (awareness of rights, responsibilities, influences, values, attitudes, strengths, weaknesses)
 | * Understand how they can positively contribute to their community.
* Recognise how their attitudes and behaviours can be influenced and transferred in all aspects of life.
* Access reliable sources of information to construct an argument and/ or challenge an opinion
* Recognise their strengths and apply them to group work situations
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| Interpersonal skills* Communication (verbal and non verbal, listening)
* Social awareness (perspective forming)
* Leadership and advocacy (influencing and persuading)
 | * Express own thoughts, emotions and opinions openly and honestly with others.
* Listen to the opinions and thoughts of others
* Construct an argument and communicate the case for the effectiveness of a strategy to support community wellbeing
* Challenge the opinions of others with respect
* Form perspectives on events, situations and strategies by processing information and making informed judgements
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## Syllabus content

|  |  |
| --- | --- |
| Key inquiry question | Relevant syllabus content (dots and dashes) |
| How can I plan and advocate for health, safety, wellbeing and participation in a lifetime of physical activity? | * evaluate strategies and actions that aim to enhance health, safety, wellbeing and physical activity levels and plan to promote these in the school and community
	+ assess the costs and impact of drug use to the community and recommend strategies that support individual health and safety, eg responsible service of alcohol, random breath testing, mobile drug testing
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### Assumed knowledge and understanding

This learning activity sequence assumes that students have some understanding of:

* illicit drugs
* reasons people use or not use drugs
* influences on decisions and behaviours
* personal strengths
* environments in which drugs and alcohol are available and used
* harm minimisations strategies in drug and alcohol related situations.

## Educative purpose

|  |  |
| --- | --- |
| Learning intentions | Success criteria |
| Build their understanding of drug use trends and challenge assumptions around drug use in young people.Build understanding of situations where drugs may be used and offered and challenge social norms and/or assumptions.Identify and apply their strengths and skills in discussing and debating drug and alcohol related issues. Understand the positive impact to individuals and communities when people chose not to take drugs | Recognise that many people overestimate how much young people use alcohol and drugs. Question the perception they have of drug use in their peer group.Identify situations where drugs may be offered or used by themselves or people around them, including home, parties and music concerts/ festivals. Recognise how external influences can impact decision making.Demonstrate interpersonal skills in discussing and debating drug and alcohol related issues.Evaluate current strategies in the community to keep themselves and others safeEvaluate strategies and interventions to advocate for their own and others’ health, safety and wellbeing. |

## Learning experiences

Introduce the learning and develop a supportive environment within your classroom. As a class, brainstorm some clear expectations which will be in place during the unit. For example, always support each other, respect other’s cultural traditions, beliefs, values and languages, everyone has the right not to offer an opinion.

Activity one: Mobile quiz (normative education) (15 minutes)

Educative purpose: Provide accurate data and flip the statistics to focus on the majority of young people who are not using drugs (strengths based approach, normative education). Build understanding that the majority of young people are not using drugs. Encourage students to challenge their assumptions about drug use for young people (critical inquiry approach).

* Explain to the class that although they might have certain assumptions about what proportion of young people use different sorts of drugs, today they will look at the information about levels of use and see how it fits with their impressions.
* Each person will be given a mobile quiz card with which to begin playing. They each have different questions on their cards. Underneath the question is the correct answer. They are to ask their partner the question and then let them guess the answer. Then they provide the correct answer. After both have asked their questions of each other, they swap their cards and move on to find a new partner and repeat the process.
* Organise for students to rotate through a number of partners, asking them to keep a mental note of how people’s guesses match with the correct answers. For example, do people tend to guess higher or lower than the correct answer?
* Allow for a number of rounds so that the students encounter a range of information.
* Ask the class to return to their seats. Use the reflection questions to guide thinking about the task.

Teacher note: The source of data used in the mobile quiz cards is Australian Secondary Students Alcohol and Drug Survey, 2017.

As a class, use the reflection questions to facilitate discussion.

* What did you notice about the pattern of students’ guesses?
* Was it more common for people to guess that levels of use were higher or lower than they actually are?
* Why might that be so?

Teacher note: Research points out that people tend to overestimate the level of youth drug use. Even best friends can tend to overestimate how much their friends’ drink.

Activity 2: Building drug related knowledge: One minute challenge (10 minutes)

Educative purpose: Identify a starting point for drug related knowledge and learning. This enables prior learning to be built on and acknowledges the knowledge and understanding students have (strengths based approach). Provide factual and accurate information about drugs. Encourage students to question their own drug knowledge and assumptions (critical inquiry approach, normative education).

**One-minute challenge (formative assessment strategy)**

* Students are given exactly one minute to write down all they know or would like to know about ecstasy, cannabis and other synthetic or emerging drugs.
* Students share their writing with a group and common areas of interest can guide the choice of learning experiences.

Teacher note: This strategy may also be used as a reflective strategy for students to summarise all they have learnt in a lesson, focus area.

Variation: Students reflect on their understandings and attitudes after completing the learning activities from a focus area. For example:

* What was the most important or useful piece of information you learnt from these activities?
* What two questions do you still have?
* What would you like to know more about?

Activity 3: Impacts of drug use on community (40 minutes)

Educative purpose: Recognise the impact of drug use on individuals and community and plan for change or action to reduce negative impact where possible.

**Post it note relay**

Students use a post it note relay and classification process to answer the following two questions.

1. Why is it important for students to understand the impact of drug use in the community?

*Possible answers could include: to understand personal consequences from taking drugs, decreasing the likelihood for taking drugs, understanding behaviours and possible causes of the behaviour, understanding of services available to help in our community, for students to be able to make informed decisions and to be able to help educate and support their peers.*

1. What positive impacts occur when people choose not to use drugs in our community?

*Possible answers could include; increased productivity in the workplace and school environment, decrease burden on the health care system, safer community with decrease drug related violence, positive relationships and contributions within members of the community, improved wellbeing for individuals in the community.*

Process:

* Students are given a number of post it notes/ sticky notes each.
* Each student takes time individually to record answers to both questions.
* Place the 2 questions on the board or written on paper and displayed within the classroom.
* Students contribute their ideas to both questions using their post it notes one at a time.
	+ If the answer already exists students must come up with a new idea on their post it notes.
* Once all post it notes are added to the board, the class works to classify them into similar categories, for example; health, community, individual.
* Label the categories and discuss why the ideas fit within them and how the categories relate to one another.
* Extension: Ask students to transfer this information into a Venn diagram to show understanding.

Activity 4: What strategies are currently in use to support individual health and safety in your community? (30 minutes)

Educative purpose: Analyse a wide range of strategies which exist in their local community which have a positive impact on the health, safety and wellbeing of individuals and groups. Students use critical inquiry to determine the value and effectiveness of the strategies and the barriers and enablers to accessing or implementing the strategies in their local community.

**Gallery walks**

Spread the following information and other local posters around the room on the walls.

[Alcohol free zones Proof of age, Responsible Sale of Alcohol, Secondary supply, Drink driving](https://teams.microsoft.com/_#/school/files/Projects?threadId=19%3A17ac0300d46b47e785d574ecee160be7%40thread.skype&ctx=channel&context=Resources%2520Lits%2520unit&rootfolder=%252Fsites%252FNSWPDHPECurriculumSecondaryTeam%252FShared%2520Documents%252FProjects%252F7-10%2520PDHPE%2520Syllabus%2520implementation%2520project%252FStrengths%2520based%2520drug%2520ed%252FResources%2520Lits%2520unit)

* Individually, students walk around the room to review each resource/ strategy. For each strategy, students record at least one thing they like and one thing they wonder for each strategy.
* Students work in pairs (student selected, or teacher directed) to share their ‘thinks’ and ‘wonders’. Challenge students to record ideas different to what others have already contributed or add value to a point already made.
* Pairs join to make a group of 4. In a small group, select one of the strategies to become expert in. As a group, answer the following question: How does/ can this strategy support individual health and safety in our community? Use the following questions and information to guide discussion.
	+ Which drug and alcohol trends does this strategy address? How does it address these?
	+ Which environments where drug and alcohol is consumed are impacted most by this strategy, e.g. parties, venues, festivals, homes, road environments. To what extent are the impact to these environments positive? Explain your answer.
	+ Which drug and/or alcohol related harms does this strategy aim to reduce?
	+ What are the positive impacts on the community when this strategy is implemented?
	+ What enables this strategy to be effectively implemented in the community, e.g. law enforcement, government funding, advertising, individual action/ behaviour change.
	+ What might be some barriers to the effective implementation of this strategy? What are some solutions for these barriers?
	+ How can we as young people contribute to our community and support young people to make good choices surrounding drug use?
* Invite each group to share their responses with the class. This can be done in a variety of ways, for example live discussion, presentation, infographic, podcast style interview with an “expert” from the group.

**OR**

Run an expert panel using one representative from each group. The panel topic is “Which strategy is most effective in supporting individual health and safety in our community?”

* + Other members of each expert group act in roles of support for the panel member (providing facts, information and answers) or a member of the audience.
	+ Audience members are entitled to ask questions of panel members.
	+ Questions should challenge panel members to think deeply about their strategy and its effectiveness.
	+ Ultimately each group wants their strategy to be viewed as the most effective.
* Debrief the activity.
	+ Where possible, ask the class to come to a consensus on which strategy was most effective.
	+ Would the perception of most effective strategy change if we were to consider young people as the group in focus? Why or why not?
* Class discussion and activity reflection.
	1. Is the view of the class for the most effective strategy related to the strategy itself or the quality of the panel members? This offers an opportunity to discuss the interpersonal skills, communication and collaboration of the expert teams. Which teams worked well and what contributed to their ability to construct arguments, answer questions and challenge other panel members? What strengths did the team demonstrate? How did these strengths impact the effectiveness of the team?

**Individual responsibility**

Educative purpose: After looking at community based strategies, it is important to focus attention on the responsibility of individuals in drug and alcohol related situations. This learning should promote feelings of self-efficacy and empowerment. The full spectrum of attitudes and behaviours should be recognised within the classroom, using a strengths based approach. Students should be given opportunities to evaluate strategies and personal actions that aim to enhance health, safety, wellbeing and plan to promote and advocate for these in the school and community.

**Fishbowl debate**

Students are in groups of 6-8 students seated in a circle facing each other. The remainder of the class are observers who take notes. Instruct students to focus their notes on three things:

* points people make that they think are particularly interesting or insightful
* points they would like clarified
* points they would like to challenge.

Each person in the fish bowl has their turn to speak and offer an argument. Once one student stops talking other students can rebut their response to challenge the information provided. Encourage students to share the air. Ensure that no one dominates the conversation and that everyone has an opportunity to speak and contribute.

The aim of the activity is for all students to be able to evaluate strategies and personal actions that aim to enhance health, safety, wellbeing. The [fishbowl strategy](https://www.youtube.com/watch?v=JVCFGLVZA3w) can also be used to assess a student’s interpersonal and self management skills, e.g. communication, inclusivity and critical thinking.

The debate focuses on individual actions and responsibility and the impact of those actions and responsibilities on the health, safety and wellbeing of themselves and others. Examples of topics may include:

* Alcohol is a sociable activity and young people who drink are just fitting in with society.
* Peer pressure and advertising are the main reasons why young people drink.
* Drug use is not a problem just for young people; it’s a whole community problem.
* Adults have double standards about young people’s alcohol use.
* Having a hangover is the worst harm that can occur from risky drinking.

After each topic, debrief the activity.

Invite the observers to join the discussion. Use the following steps.

* Warm feedback – what did someone within the group do well. What is one thing students liked or agreed with?
* Ask questions - gain more clarity or correct errors.
* Challenge – students can challenge anything they heard in the discussion.

Reinforce that student be “hard on content, soft on people”. Ensure that the discussion (especially parts with any type of criticism) is focused on the argument and discussion and not on the person.

Interpersonal skill focus:

To focus on each student’s interpersonal skills, incorporate the following activities:

1. Individually – students reflect on and record evidence for how well they:
* expressed their own thoughts, emotions and opinions openly and honestly with others
* listened to the opinions and thoughts of others
* gathered information to construct an argument
* communicated the case for the effectiveness of a strategy to support community wellbeing to influence the opinion of the group
* challenge the opinions of others with respect and using facts gathered
* used personal strengths throughout the activity
* included others in discussion and allowed for equal contribution within the group.
1. Students work in pairs to observe their partner in the group discussion. Provide feedback to the partner using the following as a guide:
* What is one thing your partner did well?
* What is one thing your partner could work on in the next group discussion and how could they improve?
* Examples for observation and feedback could include:
	1. expressed their own thoughts, emotions and opinions openly and honestly with others
	2. listened to the opinions and thoughts of others
	3. used facts to construct an argument
	4. communicated the case for the effectiveness of a strategy to support community wellbeing to influence the opinion of the group
	5. challenge the opinions of others with respect and using facts gathered
	6. included others in discussion and allowed for equal contribution within the group.

**Snap decisions**

This strategy will help students to understand and experience:

* how difficult it is to make positive quick decisions
* the variety of thoughts common to young people in health and safety related situations
* the impact of external influences and contextual factors on decision making and actions.

A volunteer is seated in the ‘snap decision seat’ and presented with a health or safety dilemma. The student must try to put themselves in the shoes of the character described in the dilemma.

Two other students stand either side of the seated student. One represents the ‘positive’ side of the situation and the positive influences on the individual. The other represents the ‘negative’. (Try to avoid the terms ‘good’ and ‘bad’ or ‘angel’ and ‘devil’ as this places a value judgement on the volunteer’s decision). Their role is to try and convince the student sitting in the snap decision seat to make a decision based on their comments and influence.

Alternatively, you could ask 4-5 individuals to stand around the volunteer. Each could adopt the role of an influence (positive or negative), e.g. a drunk or drug influenced friend, a supportive parent/ carer, the environment, the law.

The student in the snap decision seat is allowed no thoughts of their own and must make a decision based purely on the arguments presented by the two students.

Use the snap decisions strategy to review the following scenarios:

Kayla (16) and Sally (15) are at an 18th birthday party. Kayla suggests that they have a shot of vodka to see what it tastes like. Sally doesn’t really want to and she knows her parents would disapprove of her drinking.

Vee (16) and Rae (15) are at a 16th birthday party. Their friend Vivien has drunk too much and looks to be asleep on the front lawn. Vee has a curfew and wants to get home, but Rae is worried about leaving Vivien alone in the dark.

Anwar is 15 and likes to go to parties but he doesn’t like to drink. Bo is his friend wants Anwar to put in $10 to buy alcohol to drink with friends at the local park.

Raz is 19. Her brother is attending a school event tonight with friends. They want to drink alcohol before the event. They pressure Raz to buy alcohol for them.

Join two small groups to create a small number of discussion groups (6-12 people). Ask students to discuss:

* What were the major influences for your situation? Name your top 3. Were there consistencies or commonalities across the two situations?
* What did you notice about the decision making process for the ‘volunteer’?
* What could have assisted the volunteer to make a clearer decision?
* What knowledge, skills and strengths does the volunteer need to make this decision?
* What things might enable you to take action if you were involved in this scenario in real life? (eg relationship to person/s affected; level of own risk; level of risk to others; support available; level of skills of resilience, particularly resourcefulness and relationship skills; support from friends, family).

## Mobile quiz cards

Print and fold in half. Distribute one card to each student.

What percentage of secondary students in Australia had never smoked?

83%

What percentage of secondary students in Australia saw themselves as non-smokers?

91%

What percentage of secondary students in Australia indicated they had never used an e-cigarette?

87%

What percentage of 12 year old secondary students in Australia have never consumed alcohol?

57%

What percentage of 12-17 year old secondary students have never consumed alcohol?

34%

What percentage of secondary students saw themselves as non-drinkers?

70%

What percentage of 17 year old secondary students saw themselves as occasional drinkers?

26%

What percentage of 17 year old secondary students saw themselves as party drinkers?

30%

What percentage of secondary students who identify as current drinkers reported doing something while drinking alcohol that they later regretted?

28%

What percentage of secondary students have never used cannabis?

83%

What percentage of secondary students have never used amphetamines or dexamphetamines for non-medicinal reasons?

98%

What percentage of secondary students have never used an illicit drug, synthetic drug or performance enhancing drug?

97-98%

What percentage of 13 year old and 17 year old secondary students in Australia had never used ecstasy?

94% of all secondary students

97% of 13 year olds

88% of 17 year olds.

What percentage of secondary students have never taken drugs at a music festival?

73% of 16-17 year olds and 67% 18-19 year olds