An alcohol and other
drug resource for teachers

DRUG TALK

Year
10-12

The Department of Education acknowledges the Australian Aboriginal and Torres Strait Islander peoples of this nation. We acknowledge the traditional custodians of the lands on which our schools are located and where we conduct our business. We pay our respects to ancestors and Elders, past and present. The Department of Education is committed to honouring Australian Aboriginal and Torres Strait Islander peoples' unique cultural and spiritual relationships to the land, waters and seas and their rich contribution to society.

Additional information and support

The Department of Education supports public, Catholic and Association of Independent Schools Western Australia (AISWA) schools by providing resources, professional learning and consultancy relating to road safety, alcohol and drug prevention education.

For more Drug Talk content, including the most up to date materials, visit https://myresources.education.wa.edu.au/programs/drug-talk
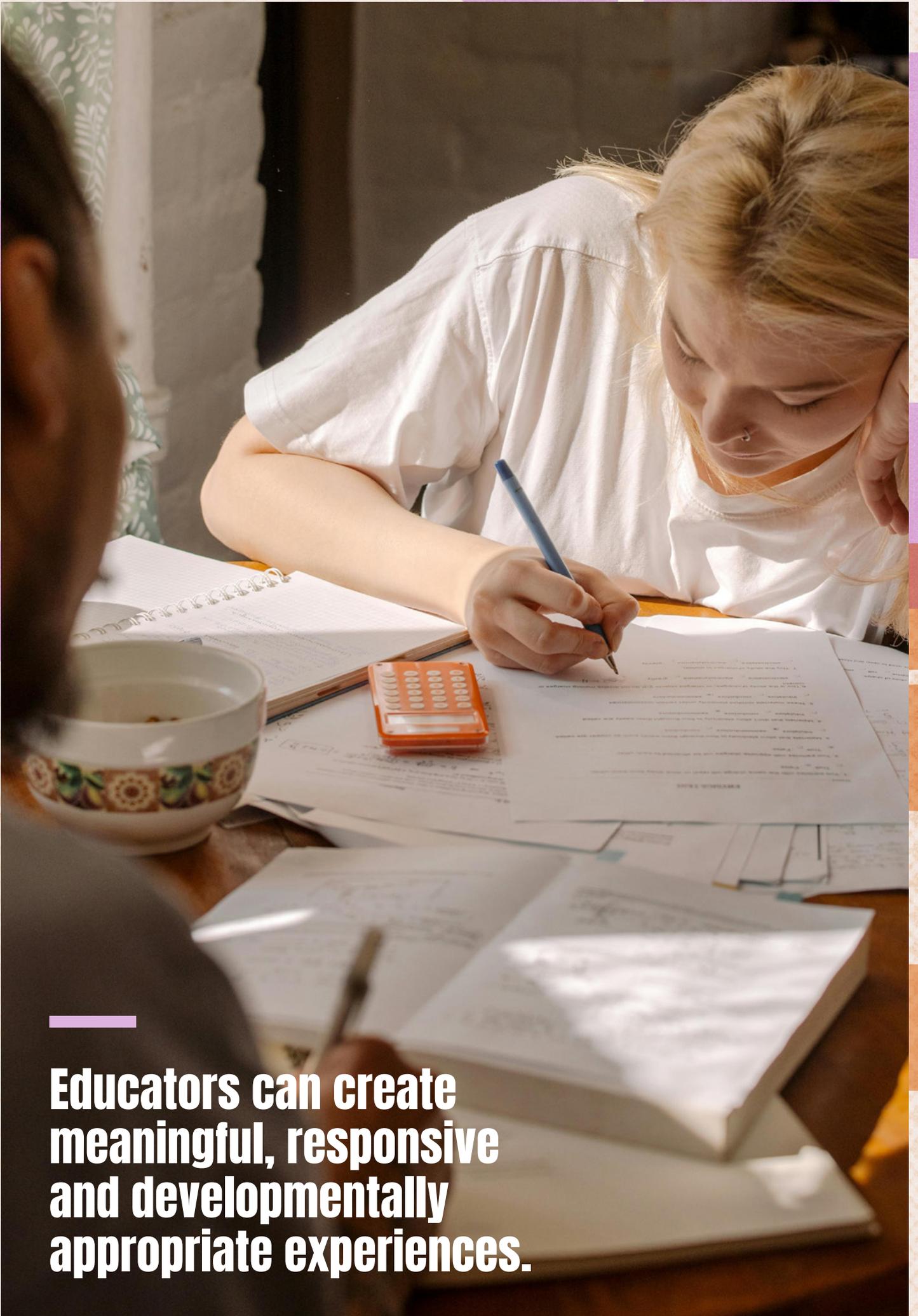
For support contact:

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Educators can create meaningful, responsive and developmentally appropriate experiences.

Drug Talk: Alcohol and other drugs education – Teacher resource

Drug Talk is an alcohol and other drugs education resource for Years 10 to 12, that encourages students to consider the factors that can influence the drug use experience. Understanding this helps students realise that the context in which drug use occurs (including the drug, the person using the drug, and the physical and social environment) can either exacerbate or reduce the risks of harm.

Activities contained in Drug Talk enable students to:

- increase their knowledge about alcohol and other drugs
- develop personal and social skills needed to manage and navigate alcohol and other drug – Drug Use Triangle related situations
- understand how and where to access support.

Teachers are encouraged to choose the most suitable content to address students' needs and areas of interest.

Learning sequence

This is the preferred sequential development of alcohol and other drugs education content.

LESSON FOCUS	CONTENT	RESOURCES
1. The drug use experience	• Drug definition and categories. • Drug Use Triangle. • Factors that influence the drug use experience. • Impact of alcohol and other drug use on achieving goals. • Help seeking resources.	• Video: Psychoactive drug classifications • Drug Use Triangle: Resource 1.1 • Goal cards: Resource 1.2 • Help seeking support cards: Resource 1.3
2. Making informed decisions	• The adolescent brain. • Credible resources for understanding the consequences of alcohol and other drug use. • Informed decision making. • Refusal tactics.	• Video: Decision making and the adolescent brain • Make a decision: Resource 2.1 • Refusal strategies game: Resource 2.2

3. Reducing harms of alcohol and other drug use	• Finding healthy alternatives.
	• Harm reduction.
	• Help seeking strategies and support.
		• Videos:
		  – Alcohol, health and well-being.
		  – Cannabis - Respect Your Brain
		  – Alcohol - Respect Your Brain
		  – MDMA - Respect Your Brain
		• Finding healthy alternatives: Resource 3.1
		• Possible answers to Resource 3.1: Resource 3.1.1
		• Harm reduction scenarios: Resource 3.2
		• Possible answers to Resource 3.2: Resource 3.2.1
		• Trait cards: Resource 3.3
		• Help seeking circles: Resource 3.4

Student online learning modules

An online student learning experience is available at
https://myresources.education.wa.edu.au/programs/drug-talk

The 4 self-paced online learning modules are designed to complement the teaching and learning activities in this resource.

To complete the online learning module teachers will need to provide students with the link. No student data is collected, and students are not required to log in.

Teachers can choose whether students work to complete all 4 modules in one lesson or across multiple lessons. Students can navigate freely through the modules by using the navigation panel on the left-hand side.

As students do not log in, progress will not be saved if the session is closed, however students can simply navigate back to where they were up to.

It takes approximately 50-60 minutes to complete all 4 modules. Students may require headphones, as the videos embedded throughout the modules contain sound.

Lesson focus:

1. The drug use experience.

Related student online learning module

Module 1:

What is a drug?
- Drug definition and categories
- Drug Use Triangle

2. Making informed decisions.

Related student online learning module

Module 2:

Refusal skills
- 4Ls model – description and application
- 4 steps of refusal
- Applying refusal skills to a scenario

3. Reducing harms of alcohol and other drug use.

Related student online learning modules

Module 3:

Alternatives to alcohol and other drug use
- Coping strategies

Module 4:

Harm reduction
The Power of Words
- Help seeking
- Keeping your friends safe
- What to do in an emergency

The 4 self-paced online learning modules are designed to complement the teaching and learning activities in this resource.

Deliver effective alcohol and other drugs education

Effective alcohol and other drugs prevention education is delivered within a strength-based, harm minimisation approach. Harm minimisation has been the foundation of the [National Drug Strategy](#) since 1985 and focuses on 3 key pillars:

- **Demand reduction** – strategies to prevent or delay the onset of alcohol and other drug use, e.g. school-based education and early intervention programs.
- **Supply reduction** – aims to limit or control the supply of alcohol and other drugs through law enforcement and regulation.
- **Harm reduction** – strategies to reduce the adverse health, social and economic consequences of alcohol and other drug use, for people using alcohol and other drugs, their families and the broader community.

Harm minimisation in a school context involves strategies to reduce the adverse impacts of alcohol and other drug use among students, families and the school community. Schools play a crucial role by implementing evidence-informed alcohol and other drugs education programs that empower students to make informed, healthier decisions, and by creating a supportive school environment, fostering positive relationships, and engaging the school community.

Whole school approach

A whole school approach to alcohol and other drugs education addresses the needs of students, staff and the school community through a shared, collective approach to improving student wellbeing. An effective whole school approach can be implemented through the following actions:

- **School culture and environment** exemplifying collective efficacy to create safe, supportive, inclusive and culturally responsive learning environments.
- **Quality curriculum** that equips students with the knowledge and life skills to make healthy, informed choices relating to alcohol and other drugs.
- **Engagement with parents and carers** to enhance collective understandings and responsibilities in developing student knowledge, skills and understandings.
- **Student voice and agency empowering students** to actively participate in decision making, advocating for their own wellbeing and that of others at school and in the community.
- **Collaborate with key stakeholders**, representative groups and agencies to benefit all students and enhance learning programs.
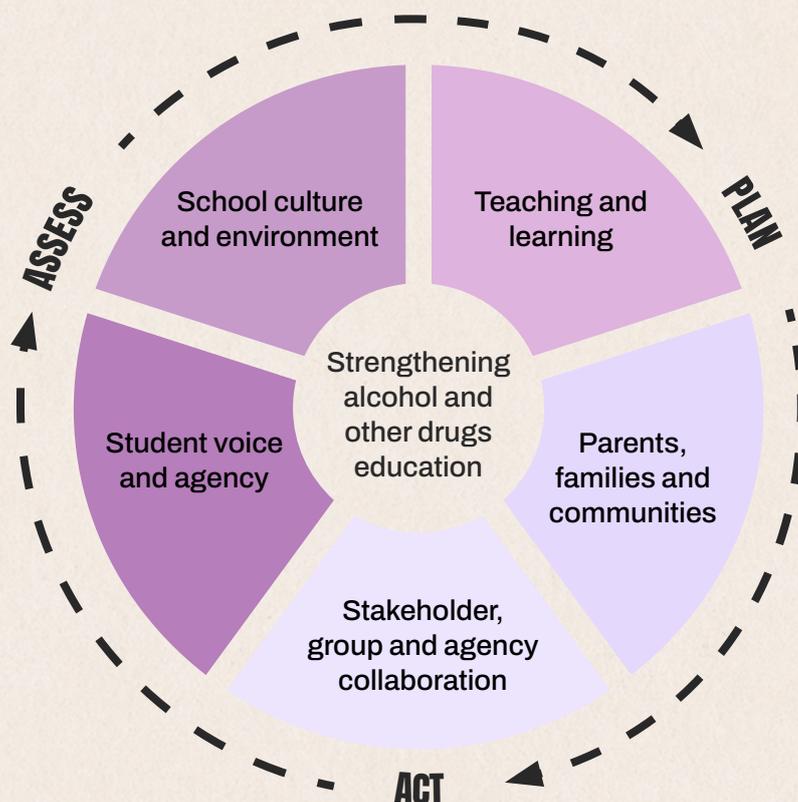
Parent and carer communications template

Schools are encouraged to use the parent and carer communications template to share details about the upcoming drug education unit and invite parents and carers to actively participate in their child's learning journey.

Dear parents and carers,

As part of our commitment to student wellbeing and safety, our school is implementing the **Drug Talk** resource – Department of Education's evidence-based alcohol and other drugs prevention program for students in Years 10 to 12. **Drug Talk** encourages students to explore the factors that influence drug use experiences and equips them with the knowledge and skills to make informed decisions.

Through interactive lessons and online modules, students will:

- Learn about the **Drug Use Triangle**, which considers the drug, the person, and the environment.
- Develop **refusal skills** and strategies for making safer choices.
- Explore **healthy alternatives** to alcohol and other drug use.
- Understand how and where to access **help and support**.

We encourage you to engage in conversations with your child about what they're learning. Open, non-judgemental discussions at home can help reinforce positive messages and reduce stigma around help-seeking.

Parents and guardians could support by:

- Reinforcing shared beliefs and understandings.
- Providing your child with multiple exposures to key messages about alcohol and other drugs education.

For more information and support, we recommend these trusted WA Government resources:

- Drug Aware – evidence-based information on illicit drug use
- Alcohol Think Again – campaigns and facts about alcohol-related harm
- Mental Health Commission WA – drug education and support services
- Strong Spirit Strong Mind – culturally secure alcohol and other drugs resources for Aboriginal communities
- Parent and Family Drug Support Line – confidential support 24/7
  - Metro: (08) 9442 5050
  - Country: 1800 653 203

If you have any questions or would like further information about the program, please don't hesitate to contact us. Together, we can support our young people to make safe, informed, and healthy choices.

Kind regards,

[Your Name]
[Your Role]
[School Name]

Safe, inclusive and supportive environment

- Effective teachers plan to create a culturally responsive, safe, inclusive and supportive learning environment.
- Provide culturally safe learning environments where cultural identity is valued. Cultural safety is nested in the concepts of trust and psychological safety. While teachers endeavour to create conditions for cultural safety, it can only be determined by individual students.
- Ensure group norms or ground rules are established before commencing the delivery of this content. These can be co-designed with students and should describe shared expectations for learning, engagement and positive behaviours. Review these often.

- Empower student voice. Create environments where students feel safe to express their opinions and concerns, ask questions and engage in meaningful decision making.
- Consider the possibility that a student has been involved in a traumatic experience relating to alcohol and other drug use or other sensitive content addressed in health education. Effective teachers implement the protective interrupting technique when required, to prevent students sharing information that may place them at risk in front of other students. For further information see manage child protection at your school.

- The School Response and Planning Guidelines for Students with Suicidal Behaviour and Non-Suicidal Self-Injury (NSSI) include:
  – Information and resources for school-based responses
  – Guidance to develop a risk management plan
  – Advice for linking with other agencies.
- These guidelines should be used in conjunction with existing school-based policies and in consultation with professionals who have specialist knowledge in mental health.

These guidelines complement but do not replace the skills and knowledge gained through attending training such as Youth Mental Health First Aid and Gatekeeper Suicide Prevention and are not intended as clinical guidance.

Note for CEWA and AISWA schools: Schools operating under CEWA or AISWA should ensure that practices relating to safe and inclusive environments, accessibility, and guest speakers are consistent with their sector's policies and procedures.

Accessibility

- Effective teachers consider the range of learning styles that exist within their classroom including students who require additional support to access this curriculum content.
- Some of our young people find it very challenging to participate in discussions. Where a young person needs scaffolding with

the social skills required to participate in a group, this learning needs to be considered alongside the curriculum content. Where a non-verbal student relies on communication aids and supports, how to authentically engage the student in group work and discussion needs to be considered.

Guest speakers

School staff are best placed to deliver drug education because of existing relationships. These relationships offer an opportunity for ongoing learning, skill development and early intervention. These are the key elements of effective health education. Review guest speaker content prior to delivery to mitigate any potential content which may be of risk or require additional planning or supports to be put in place prior to the presentation.

Assess the suitability of the guest speakers and presentations. Consider the organisation's background. Initiatives affiliated with the alcohol or tobacco industries may not align with best practice approaches to drug education in schools.

Organisations funded, sponsored or endorsed by the alcohol or tobacco industries should not be engaged.

Consider how the presentation supports your whole school plan about alcohol and other drugs. To access resources, refer to Whole-school drug education plan resources.

School staff are best placed to deliver drug education because of existing relationships.

Stigma and alcohol and other drug use

A World Health Organization study identified illicit drug dependence as the most stigmatised health condition globally and alcohol dependence as the fourth most stigmatised (Kelly & Westerhoff, 2010).

Stigma can make students who use or have used alcohol and other drugs or have family members experiencing problems related to alcohol and other drug use, feel judged and unsafe.

This can stop them from seeking help.

We can reduce stigma by using person-first language that focuses on the person, not their alcohol and other drug use, and correcting misconceptions and stereotypes about alcohol and other drug use or people who use alcohol and other drugs.

Alcohol and other drugs terminology guide

Preferred language	Stigmatising language
Drug use, non-prescribed/non-medical use	Drug abuse/misuse
Person who uses/injects drugs	Drug user, drug abuser, druggie
Person experiencing drug dependence/person with a dependence on…	Suffering from addiction, has a drug habit, addict, junkie, alcoholic
Person who has stopped using drugs/is abstinent	Clean, sober, drug-free
Person with lived experience of drug dependence	Ex-addict, former addict, reformed addict

(Mental Health Commission, 2023)

We can reduce stigma by using person-first language that focuses on the person.

Drug Talk: Alcohol and other drugs education | Teacher resource | Years 10 - 12

Western Australian Health and Physical Education

Curriculum alignment

Year 10 Health Education	Year 11 and 12 Health Studies Preliminary	Year 11 and 12 Health Studies General

Personal, social and community health
 	
Staying safe
• Analysis of health information and content related to:
  – Alcohol, drugs or other harmful substances
• Skills and strategies to manage situations where risk is encouraged by others
• Skills and strategies to manage situations where response to an emergency situation is required.
 	
Healthy and active communities
• Health information, support services and media messaging about relationships, lifestyle choices, health decisions and behaviours.
  – Health promotion designed to raise awareness, influence attitudes, promote healthy behaviours and increase connection to the community.
 	
Interacting with others
• Managing the effects of emotional responses on relationships
  – Expressing opinions and needs respectfully
  – Reflecting on impact of behaviour on others
  – Taking responsibility to ensure no harm to others
  – Refining communication strategies in relationships.
	Unit 1:
	Health skills and concepts
	• Stress management and recognising signs and symptoms
	• Simple stress management strategies
	• Introduction to protective behaviours
	• Recognising and responding to peer pressure
	• Support networks – people and places who support healthy decisions
	• Location and choice of accurate and reliable health information.
	
	Unit 2:
	Health skills and concepts
	• Drug education – categories and effects on body and behaviour
	• Short- and long-term effects of alcohol
	• Harm minimisation – identifying and managing risk
	• Decision-making processes and models
	• Support networks – people and places who support healthy decisions.
	
	Unit 3:
	Health skills and concepts
	• Asking questions about health from different sources, including teachers, school counsellor, healthcare professionals
	• Use of multiple sources of reliable health information.
	
	Unit 4:
	Health skills and concepts
	• Behaviours which support a healthy lifestyle
	• Actions (short and long term) that support and improve health
	• Healthy actions in different places, such as in the home, school, local park, shopping centres, leisure activities
	• Taking responsibility for health
	• Impact on personal health from interactions with healthy and unhealthy places/behaviours
	• Asking questions about health from different sources, including teachers, school counsellor, healthcare professionals
	• Use of multiple sources of reliable health information.
		Unit 1:
		Health concepts
		• Actions and strategies
		  – Lifestyle factors affecting health (e.g. tobacco, alcohol)
		  – Developing personal health action plans
		• Consumer health
		  – Range and types of health facilities and services.
		
		Attitudinal and environmental influences
		• Beliefs, attitudes and values
		  – Influence of family, friends and the media on the formation of beliefs, attitudes and values
		  – Impact of beliefs, attitudes and values on health behaviour
		• Social and cultural norms
		  – Influence of social and cultural norms on health behaviour.
		
		Skills and processes
		• Self-management skills
		  – Definition and identification of self-management skills that promote health and wellbeing
		  – Steps in the decision-making process (defining the situation, generating and weighing up alternatives, choosing, acting and reflecting)
		• Interpersonal Skills
		  – Importance of effective communication for better health and wellbeing
		  – Assertive, passive and aggressive communication.
		
		Health inquiry
		• Identifying and evaluating reliable sources.
		
		Unit 2:
		Health concepts
		• Actions and strategies
		  – Preventive actions and skills to cope with influences on health behaviour and to enhance health (resilience, social competence, assertiveness).
		
		Skills and processes
		• Self-management skills
		  – Factors influencing decision making.

Note: These lessons cover topics relating to respectful relationships but are not a substitute for respectful relationship education.
Department of Education staff can refer to the [respectful relationships resources](#) on Ikon for illustrations of practice.

LESSON 1

Exploring the drug use experience

🗣 Learning intentions

Students will:
- Explain that the drug use experience is influenced by multiple factors associated with the drug, individual and environment
- Understand how to access supports that are available.

✔ Success criteria

I can:
- Use the Drug Use Triangle to demonstrate how the drug use experience can vary due to different factors
- Identify the potential impacts that drug use may have on achieving personal goals
- Identify strategies to overcome barriers when accessing support for seeking help.

📖 Key terms

Alcohol and other drugs, psychoactive substances, depressants, stimulants, hallucinogens, polydrug use, central nervous system, help seeking, support, opioids, methamphetamine, dexamphetamine, methylenedioxymethamphetamine (MDMA), barriers, dehydrated.

✏ Key messages

1. All drugs have the potential to cause harm.
2. The drug use experience is influenced by multiple factors associated with the drug, person and environment.
3. There are strategies and supports that may help reduce the harms of alcohol and other drugs.

📕 Activities and required resources

Introduction: Drug classifications	Video: Psychoactive drug classifications – Dovetail QLD (1:40 minutes)
Activity 1: Exploring the factors that influence the drug use experience	• Copy of 'Drug Use Triangle (or displayed on the board), Environment, Person, Drug and Wild card scenario cards – Resource 1.1 • Markers (1 per group) to write on the Wild cards
Activity 2: Alcohol and other drug use and the impact on achieving goals	Goal cards – Resource 1.2
Activity 3: Help seeking resources	Help seeking support cards – Resource 1.3
Review and assess:	No required resources.

Online learning component related to lesson 1:

Module 1- What is a drug (approximately 25 minutes to complete entire module)
- Types of drugs and their effect: drug classification, 'Drug use experience' (Drug Use Triangle)
- Drug information: what is it, common effects, statistics, laws (alcohol, cannabis, MDMA,
- methamphetamine, nicotine).

Student online learning

LESSON 1

Exploring the drug use experience

Introduction
Drug classifications

Key message/s	The drug use experience is influenced by multiple factors associated with the drug, person and environment.

Watch the video Psychoactive drug classifications – Dovetail QLD (1:40 minutes)

Discussion - Review the content from the video using the following discussion questions to support/engage students in a class discussion.

1. **What is a drug?**
   World Health Organization (2024) definition: A drug is any substance, except food and water, which when taken into the body, changes the way the body works. This can include illicit/illegal drugs (e.g. MDMA), legal drugs (e.g. caffeine, prescribed medications) and legal drugs used illegally (e.g. alcohol used underage or a prescribed drug used without a prescription).

2. **What are the 4 categories of psychoactive drugs?**
   Stimulant, depressant, hallucinogen and other (may have properties of more than one of the categories).

3. **What factors can impact the effects that a drug will have on a person's thoughts, feelings and behaviour?**
   Factors related to the drug, the person and the environment (see Activity 1 for examples).

Activity 1
Exploring factors that influence the drug use experience

Key message/s	• All drugs have the potential to cause harm. • The drug use experience is influenced by multiple factors associated with the drug, person and environment.

Explain that the Drug Use Triangle models how an individual's experience will vary depending on three key factors. Complete a brainstorm on the board for students to refer to during the upcoming activity:

- **Drug:** type of drug, ingredients of the drug, purity of drug, polydrug use (when more than one drug is taken), route of administration (e.g. how it is taken), how much is taken and over what length of time.
- **Person:** age, sex, physiology (e.g. physical size), physical and mental health, previous experience with the drug, the person's mood when they use the drug, behaviours, food consumed, expectations of the drug.
- **Environment:** where they are, who they are with, and what they are doing. Model an example of a scenario as a whole class.

Arrange students into small groups and allocate each group a copy of the Drug Use Triangle (or display on the board) and one card from each of the categories (drug, environment and person card) Resource 1.1.

Reflecting on their scenario, students discuss the following questions (you may wish to display the questions on the board):

1. What is the scenario (Who? What? Where? When? With whom?)
2. What are the potential risks associated with the drug? With the person? With the environment?
3. Who could be exposed to harm within the scenario?
4. Which factor is the largest contributor to the risk of harm occurring within the scenario?

Provide groups with an increase and a decrease Wild card – Resource 1.1. Within their group, students brainstorm a factor that could increase the risk of harm and a factor that could decrease the risk of harm within their scenario. Ask groups to share these factors with the class.

Explain that alcohol and other drug related harms can be reduced by changing any or all factors from the Drug Use Triangle model, however the safest choice is not to use alcohol and other drugs at all.

Activity 2
Alcohol and other drug use and the impact on achieving goals

Key message/s	There are strategies and supports that may help reduce the harms of alcohol and other drug use.

Activity instructions:
- Allocate each group a goal card from Resource 1.2 or allow students to create their own goal.
- Create a scenario for the whole class using Resource 1.1. (e.g. a person experiencing anxiety using cannabis at home).
- Students consider how the scenario could impact the achievement of the goal they were allocated using the questions below.

Discussion questions: Students consider the following questions individually or in small groups before participating in a class discussion.

1. How could this scenario impact a young person's ability to achieve the goal?
2. Would the impact on the goal be greater if the drug use experience in the scenario was a regular occurrence? Why or why not?
3. What type of support would a young person need to achieve their goal if exposed to the drug use experience scenario?

Activity 3
Help seeking strategies and supports

Key message/s   There are strategies and supports that may help reduce the harms of alcohol and other drug use.

Using a Think, Pair, Share, students identify and discuss the support available to young people who are:

1. exposed to alcohol and other drug use situations

2. seeking help to reduce their own use

3. seeking help to support a friend.

Activity instructions:
- Distribute one Help seeking support card (Resource 1.3) to each student. If additional strategies and supports are identified, write them in the blank squares provided.
- Use one of the drug use experience scenarios developed in previous activities.
- Have students form a line, physically arranging themselves to rank the Help seeking support cards from most useful to least useful for the given scenario. If you have multiple groups, each group should create its own continuum.
- Allow time for groups to compare their rankings with others. Alternatively, students can rank the cards individually.

Discussion questions:
1. Was it difficult to rank the Help seeking support cards? Why or why not?

2. Would the support considered as the 'most useful' be the same for all alcohol and other drug use scenarios?

3. What factors could influence a young person's decision on which help seeking support they use?

4. What barriers might prevent a young person from accessing help or support?

Here are some examples of student answers to question 4 that could be written on the board:
- They don't feel they have a problem: "I don't think my situation is bad enough to need help."
- Fear of judgment/stigma/shame: "I'm afraid of what others will think of me if they find out."
- Financial concerns: "I can't afford the cost of treatment or therapy."
- Fear of legal consequences: "I'm worried that seeking help might lead to legal trouble."
- Lack of support: "I don't have anyone to support me through this process."
- Fear of withdrawal symptoms: "I'm scared of the symptoms I might experience when I try to stop."
- Negative past experiences with treatment: "Previous attempts at getting help didn't work out well for me."
- Lack of confidentiality: "I'm concerned that my personal information won't be kept private."
- Negative view towards frontline services (e.g. police, doctors): "I don't trust law enforcement and don't want them involved".

Discuss ways to reduce or remove these barriers.

Encourage students to reflect on the importance of recognising and overcoming barriers to help seeking. This can ultimately promote a proactive approach to seeking help and utilising available support.

Review and assess
Class discussion (whole class)

Discuss with students that seeking help and support can be difficult. However, there are skills and strategies that a person can strengthen to make the process easier.

Discussion question:
- What skills and strategies might help someone effectively seek assistance from others?

This will guide students into the following lessons that explore assertive communication, accessing credible resources, making informed decisions, help seeking, harm reduction strategies and finding healthy alternatives.

Activity 1

Exploring factors that affect the drug use experience.

RESOURCE 1.1 – Print and cut out the model below for students to use.

Drug Use Triangle
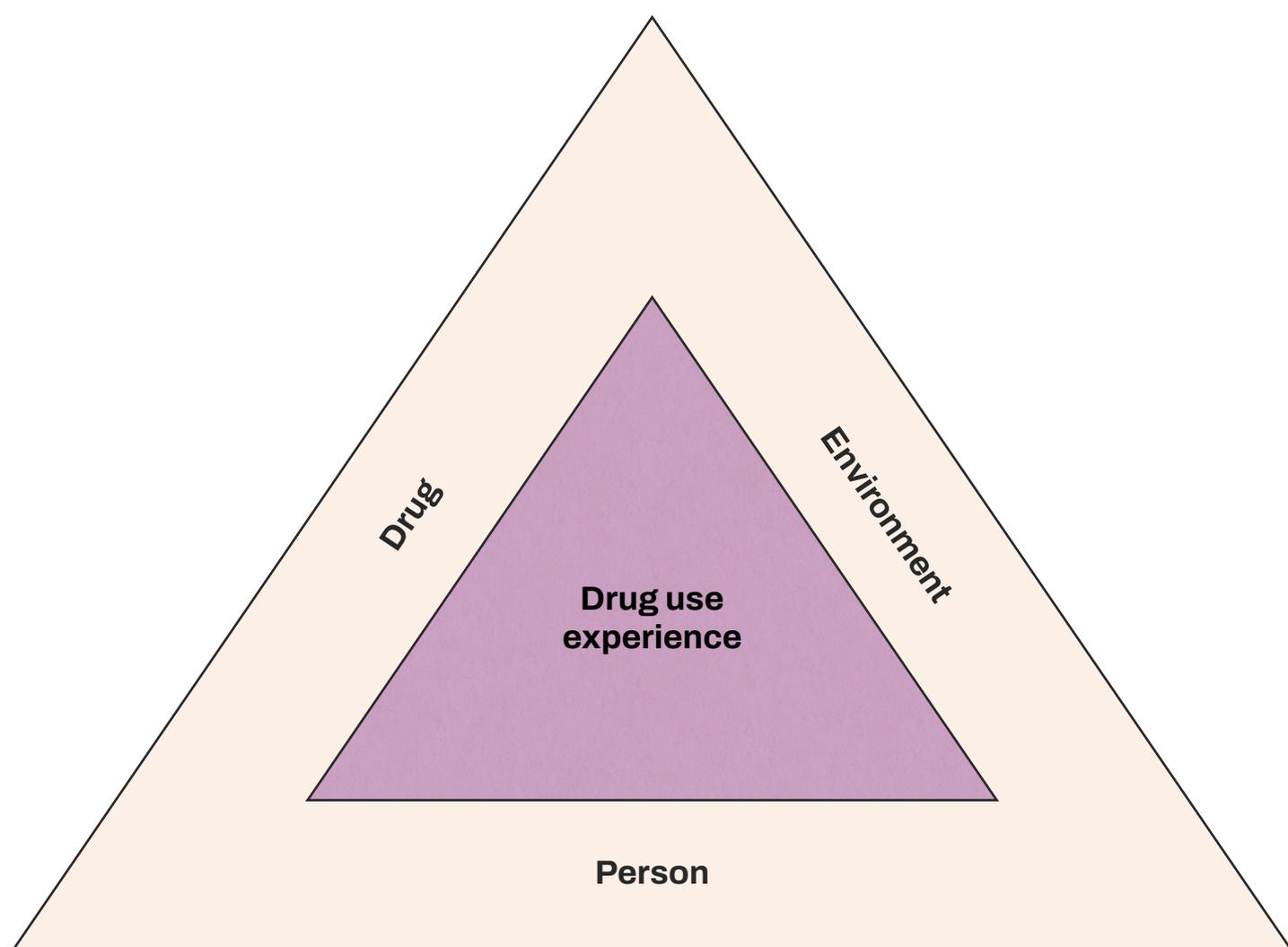
Activity 1 – Person

Exploring factors that affect the drug use experience.

RESOURCE 1.1 – Print and cut out the 12 Person cards below for students to use.

Person Resource 1.1	**Person** Resource 1.1	**Person** Resource 1.1	**Person** Resource 1.1
Someone who has never used drugs	Someone who is feeling anxious	Someone who has been experimenting with illegal drugs	Someone who is dehydrated
Person Resource 1.1	**Person** Resource 1.1	**Person** Resource 1.1	**Person** Resource 1.1
Someone wanting to relax after a stressful day	Someone who has taken their prescribed medication	Someone who hasn't eaten all day	Someone who is very shy
Person Resource 1.1	**Person** Resource 1.1	**Person** Resource 1.1	**Person** Resource 1.1
Someone who is feeling angry	Someone who is tired	Someone who had an argument with their parents/ carers	Someone who is feeling upset

Activity 1 – Environment

Exploring factors that affect the drug use experience.

RESOURCE 1.1 – Print and cut out the 12 Environment cards below for students to use.

| Environment Resource 1.1	Environment Resource 1.1	Environment Resource 1.1	Environment Resource 1.1
In their room at the boarding house gaming with a friend	At home chilling out on their own	At a friend's birthday chatting with some mates	Walking to school alone
Environment Resource 1.1	Environment Resource 1.1	Environment Resource 1.1	Environment Resource 1.1
At the local skate park with a couple of friends	At the beach getting ready to surf with mates	Driving home alone on the freeway at night	At a friend's property out bush having a bonfire with their friend's family
Environment Resource 1.1	Environment Resource 1.1	Environment Resource 1.1	Environment Resource 1.1
At a music festival dancing with friends	At the local shopping centre with friends	Down by the river swimming with their cousin	At work operating heavy machinery

Activity 1 – Drug

Exploring factors that affect the drug use experience.

RESOURCE 1.1 – Print and cut out the 12 Drug cards below for students to use.

Drug Resource 1.1	**Drug** Resource 1.1	**Drug** Resource 1.1	**Drug** Resource 1.1
Bottle of vodka	Vodka mixed with energy drink	Cannabis	Dexamphetamine (ADHD medication)
Drug Resource 1.1	**Drug** Resource 1.1	**Drug** Resource 1.1	**Drug** Resource 1.1
1 cap of MDMA	Magic mushrooms	Bottle of wine	Vape
Drug Resource 1.1	**Drug** Resource 1.1	**Drug** Resource 1.1	**Drug** Resource 1.1
6 pack of full-strength beer	Cocaine	Diazepam (Valium)	Meth-amphetamine

Activity 1 – Wild cards

Exploring factors that affect the drug use experience.

RESOURCE 1.1 – Print and cut out the 9 Wild cards below for students to use.

Wild card Resource 1.1 Risk of harm would be **increased/decreased** by: _____ _____ _____	**Wild card** Resource 1.1 Risk of harm would be **increased/decreased** by: _____ _____ _____	**Wild card** Resource 1.1 Risk of harm would be **increased/decreased** by: _____ _____ _____
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Activity 2 – Goals

Alcohol and other drug use and the impact on achieving goals.

RESOURCE 1.2 – Print and cut out the Goal cards below for students to use.

Goal Resource 1.2	**Buy a car**	**Goal** Resource 1.2	**Travel the world**
Goal Resource 1.2	**Graduate from school**	**Goal** Resource 1.2	**Live a healthy lifestyle**
Goal Resource 1.2	**Join the defence force (army, navy, air force)**	**Goal** Resource 1.2	**Be drafted in the AFL**
Goal Resource 1.2	**Win a scholarship to university**	**Goal** Resource 1.2	**Work in the medical field**
Goal Resource 1.2	**Be financially independent**	**Goal** Resource 1.2	**Get an apprenticeship**
Goal Resource 1.2	**Develop a respectful relationship**	**Goal** Resource 1.2	**Get my driver's license**
Goal Resource 1.2	**Make the state team for my sport**	**Goal** Resource 1.2	**Attend tertiary education (TAFE, university)**
Goal Resource 1.2	**Have a successful music career**	**Goal** Resource 1.2	**Work on the mines**
Goal Resource 1.2	**Purchase own home**	**Goal** Resource 1.2	**Be a community leader**
Goal Resource 1.2	**Become a social media influencer**	**Goal** Resource 1.2	

Activity 2 – Goals

Alcohol and other drug use and the impact on achieving goals.

RESOURCE 1.2 – Print and cut out the Goal cards below for students to use.

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Resource 1.2

Goal
Resource 1.2

Activity 3

Help seeking strategies and support.

RESOURCE 1.3 – Print and cut out the Help seeking support cards below for students to use.

Support One	Support Two	Support Three
Resource 1.3	Resource 1.3	Resource 1.3
Friends	Parent/carer	Doctor

Support Four	Support Five	Support Six
Resource 1.3	Resource 1.3	Resource 1.3
School psychologist	Student Services	Teacher

Support Seven	Support Eight	Support Nine
Resource 1.3	Resource 1.3	Resource 1.3
Community counsellor	Community Elder	**Helplines** Kids Helpline 13YARN Lifeline Reach Out

Support Ten	Support Eleven	Support Twelve
Resource 1.3	Resource 1.3	Resource 1.3
Trusted adult	Sibling	Police

Support Thirteen	Support Fourteen	Support Fifteen
Resource 1.3	Resource 1.3	Resource 1.3
Apps: iBobbly iyarn	Aunty/Uncle	Other _____

LESSON 2

Making informed decisions around alcohol and other drugs

🗣 Learning intentions

Students will:
- Identify the influences that affect decision making and risk taking behaviours.
- Recognise where credible sources of information on the impacts of alcohol and other drug use can be sourced.
- Be able to identify 3 refusal skills that can be used in a range of scenarios.

✔ Success criteria

I can:
- Describe the factors that can influence risk taking behaviour.
- Identify factors that make a resource credible.
- Evaluate the possible decisions associated with a scenario and choose the safest option.
- Practise refusal skills in a range of scenarios.

📗 Key terms

Drug use experience, help seeking, assertive communication, refusal skills, risk taking, 4 Ls, decision making.

✏ Key messages

1. There are many influences that affect decision making and/or behaviour around alcohol and other drug use.
2. When given accurate information, people can make informed decisions around alcohol and other drugs.
3. People have the right to say 'no' to alcohol and other drug use.
4. There are strategies and supports that may help reduce the harms of alcohol and other drug use.

▬ Activities and required resources

Introduction:
Influences on decision making

Video: Decision making and the adolescent brain – Dovetail QLD (2:20 minutes)

Activity 1:
Using credible resources to understand the consequences of alcohol and other drug use

No required resources

Activity 2:
Informed decision making

Make a decision (1 of the 8 cards per group) – Resource 2.1

Activity 3:
Refusal tactics

Refusal strategies game – Resource 2.2

Review and assess

No required resources.

Online learning component related to lesson 2:

Module 2 - Refusal skills (approximately 10 minutes to complete)
- 4 Ls model: description of the model and application to a scenario
- Refusal skills: 4 steps of refusal and application to a scenario.

Student online learning

LESSON 2 - Making informed decisions around alcohol and other drugs

Introduction
Influences on decision making

Key message/s	There are many influences that affect decision making and behaviour around alcohol and other drug use.

To develop students' understanding of how the adolescent brain works watch the video, Decision making and the adolescent brain – Dovetail QLD (2:20 minutes). Engage students in a post viewing discussion. Key message: during adolescence the parts of the brain involved in decision making are still developing.

Discussion questions: Use the following questions to support/engage students in a brainstorm or class discussion:

1. **What are the pros and cons of risk taking behaviour?**
   Pros: Healthy risk helps young people learn what they like or dislike; it can push you out of your comfort zone and build your ability to cope with challenging situations; helps you achieve a healthy goal.
   Cons: Taking unsafe risks can have serious negative consequences for a young person's health, relationships or future prospects.
2. **What factors can influence your decisions around risk taking behaviour?**
   Friends, family, media, past experience, brain development, community, environment, the law, values and attitudes, social norms.
   Explain to students that the same influence can be positive or negative for different people, depending on the context and circumstances.
3. **What are some questions that a young person could ask themself when making decisions about risk taking behaviour?**
   For example: 'What could be the outcomes of taking this risk? What might happen to those around me? Could this have any legal impacts? Is this dangerous? How high is the potential for harm?

(Australian Government Department of Health and Aged Care, 2025)

Activity 1
Using credible resources to understand the consequences of alcohol and other drug use

Key message/s	When given accurate information, people can make informed decisions around alcohol and other drugs.

Explain to students the importance of identifying sources for credible information when researching the potential consequences of alcohol and other drug use. Having credible information allows young people to make informed decisions.

Class discussion: Use the following questions to conduct a class or small group discussion:
1. Where do young people commonly go to access information on alcohol and other drugs?
2. What should people consider when assessing whether information is credible or not?[3]
   • Who is the author (what are their qualifications)?
   • What is the purpose of the content (does it have bias)?
   • Where is the content from (where was it published)?
   • Why does the source exist (to inform, persuade, entertain, sell)?
   • How does the source compare to others?

Display the points from question 2 on the board. Allow time for students to explore a range of examples of credible sources of information (examples below), alternatively look at them as a class. Students review each of the resources or the resource they were allocated individually or in small groups followed by feedback to the class.

Examples of resources include:
• Mental Health Commission: https://www.mhc.wa.gov.au
• Alcohol Think Again: https://alcoholthinkagain.com.au/
• Drug Aware: https://drugaware.com.au/
• Strong Spirit Strong Mind: https://strongspiritstrongmind.com.au

Activity 2
Informed decision making

Key message/s	When given accurate information, people can make informed decisions around alcohol and other drugs.

When considering the potential consequences of alcohol and other drug use, young people should consider the 4Ls model. (Stone et al, 2019)
Note: if working with Aboriginal students you may prefer to access the 7 Ls model MHC- Strong Spirit Strong Mind (page 27).

• **'Liver/lung'** refers to physical health or your connection to the body. This can include physical, psychological and emotional health.
  This is often the area that most people think about because it is often visible.
• **'Lover'** refers to important relationships such as family, friends and partners.
• **'Lifestyle'** refers to changes or worries in relation to factors such as school, study or work, housing, hobbies and interests.
• **'Legal'** refers to alcohol and other drugs related behaviours that could lead to a criminal record.

Display the 4Ls on the board for the following activity.

Activity instructions
Read/display scenario 1: The house party - A person receives an invitation to attend a party hosted by one of their friends. They know some people at the party will be using cannabis. Resource 2.1.
• Divide the class into 8 small groups and allocate each group one of the 8 decision cards attached to scenario 1.
• Each group discusses their allocated card. Encourage students to consider each of the 4 L categories (7 if using the 7 Ls model).
• Student groups that were discussing the same decision then join and discuss the positive or negative outcomes of their allocated card.
  For example, decision 1 positive outcomes with decision 1 negative outcomes.
• Groups discuss both sides then share with the class.
• After all decision options have been discussed, the class votes on which would be the safest decision.

Repeat with scenario 2. Alternatively, the class can create their own scenario and 4 possible decisions.

By considering these 4 Ls categories, young people can make more informed decisions regarding alcohol and other drug use by considering who and what else can be affected by their choices. When considering the safest decision, young people should consider the possible positive and negative outcomes of their decisions.

LESSON 2 - Making informed decisions around alcohol and other drugs

Activity 3
Refusal tactics

Key message/s	• People have the right to say 'no' to alcohol and other drugs.
	• There are strategies and supports that may help reduce the harms of alcohol and other drugs.

Discuss with students that everyone has the right to say no to alcohol and other drugs, however, saying no can sometimes be hard. Practising refusal skills can make it easier to say no when they are in a risky situation. Explain to students that they can form an assertive refusal statement by using the following steps:

- **Provide a reason for refusal:** Consider the 4 L categories.
- **Be assertive:** Use 'I' statements. Be respectful and firm while maintaining positive body language.
- **Suggest other options:** Persuade/encourage your friends to do something that is safer and healthier.
- **Take action:** If nothing seems to be working, leave. That is a clear statement that you will not change your mind.

Discussion questions: Use the following questions to support/engage students in a class discussion:
1. What is assertive communication?
2. What does positive body language look like?
   Body upright, shoulders relaxed, relaxed face, speak at a normal volume - don't yell or whisper. (Better Health Channel, 2016)
3. Why is it important to use assertive communication when saying no?
4. In addition to an assertive refusal statement, what other tactics could you use to avoid using alcohol and other drugs?
   Make up an excuse, leave the situation, change the subject, make a joke, ignore the suggestion, create a distraction.

Activity instructions:
- Use Resource 2.2 – Refusal strategies game.
- Place students into small groups and provide each group with a refusal strategies game.
- Demonstrate to students how to make a paperclip and pencil spinner (refer to online examples if unsure). Alternative strategies include online spinners or number the scenarios 1-6 and use a 6-sided dice to select a scenario.

Explain that there are 2 parts to the game:

Part 1:
- Students take turns spinning the wheel.
- Students answer the 'offer questions' for the scenario that the paperclip landed on. If it is a repeat scenario move straight to part 2.

Offer questions:
1. What is the risk level of the scenario? High/medium/low?
2. What feelings might be experienced in this scenario?
3. What decisions could be made? What are the positive and negative outcomes of each decision?
4. Who could you go to for help in this scenario?

Part 2:
- The student who spun the wheel then picks a refusal tactic card from the pile and uses it to practise saying 'no' to the scenario.
- Groups then discuss the positives and negatives of using that refusal tactic for the scenario.

Review and assess
Class discussion (whole class)

Give students time to reflect on the following questions, followed by a class discussion:

1. What refusal tactic worked best for that situation? Why?
2. What refusal tactics did not work well? Why?
3. Will the same refusal tactic always work? Why or why not?
4. Is there a situation where you think refusal tactics will not work? Why? In these situations, what could you do to reduce potential risk?
5. If a young person found themselves in a challenging situation where refusal tactics do not seem to be an option, where could they seek help?

Activity 2 – Make a decision

Using credible resources to understand the consequences of alcohol and other drug use.

RESOURCE 2.1 – Print and cut out the Scenario cards below for students to use.

Scenario 1: The house party
Resource 2.1

A person receives an invitation to attend a party hosted by one of their friends. They know some people at the party will be using cannabis.

Decision 1: Attend the party and use cannabis.

Positive outcomes:

_____

_____

_____

Scenario 1: The house party
Resource 2.1

A person receives an invitation to attend a party hosted by one of their friends. They know some people at the party will be using cannabis.

Decision 1: Attend the party and use cannabis.

Negative outcomes:

_____

_____

_____

Scenario 1: The house party
Resource 2.1

A person receives an invitation to attend a party hosted by one of their friends. They know some people at the party will be using cannabis.

Decision 2: Attend the party but don't use cannabis.

Positive outcomes:

_____

_____

_____

Scenario 1: The house party
Resource 2.1

A person receives an invitation to attend a party hosted by one of their friends. They know some people at the party will be using cannabis.

Decision 2: Attend the party but don't use cannabis.

Negative outcomes:

_____

_____

_____

Activity 2 – Make a decision

Lesson 2

Using credible resources to understand the consequences of alcohol and other drug use.

RESOURCE 2.1 – Print and cut out the Scenario cards below for students to use.

Scenario 1: The house party

Resource 2.1

A person receives an invitation to attend a party hosted by one of their friends. They know some people at the party will be using cannabis.

Decision 3: Do not attend the party.

Positive outcomes:

_____

_____

_____

Scenario 1: The house party

Resource 2.1

A person receives an invitation to attend a party hosted by one of their friends. They know some people at the party will be using cannabis.

Decision 3: Do not attend the party.

Negative outcomes:

_____

_____

_____

Scenario 1: The house party

Resource 2.1

A person receives an invitation to attend a party hosted by one of their friends. They know some people at the party will be using cannabis.

Decision 4: Attend the party and encourage others not to use cannabis.

Positive outcomes:

_____

_____

_____

Scenario 1: The house party

Resource 2.1

A person receives an invitation to attend a party hosted by one of their friends. They know some people at the party will be using cannabis.

Decision 4: Attend the party and encourage others not to use cannabis.

Negative outcomes:

_____

_____

_____

Activity 2 – Make a decision

Using credible resources to understand the consequences of alcohol and other drug use.

RESOURCE 2.1 – Print and cut out the Scenario cards below for students to use.

Scenario 2: Social dilemma
Resource 2.1

A person's close friend has shared that they are struggling with alcohol and other drug use and are experiencing drug dependence. They ask them not to tell anyone.

Decision 1: Keep their secret and offer support.

Positive outcomes:

_____

_____

_____

Scenario 2: Social dilemma
Resource 2.1

A person's close friend has shared that they are struggling with alcohol and other drug use and are experiencing drug dependence. They ask them not to tell anyone.

Decision 1: Keep their secret and offer support.

Negative outcomes:

_____

_____

_____

Scenario 2: Social dilemma
Resource 2.1

A person's close friend has shared that they are struggling with alcohol and other drug use and are experiencing drug dependence. They ask them not to tell anyone.

Decision 2: Keep their secret and encourage them to seek help from a professional.

Positive outcomes:

_____

_____

_____

Scenario 2: Social dilemma
Resource 2.1

A person's close friend has shared that they are struggling with alcohol and other drug use and are experiencing drug dependence. They ask them not to tell anyone.

Decision 2: Keep their secret and encourage them to seek help from a professional.

Negative outcomes:

_____

_____

_____

Activity 2 - Make a decision

Using credible resources to understand the consequences of alcohol and other drug use.

RESOURCE 2.1 – Print and cut out the Scenario cards below for students to use.

Scenario 2: Social dilemma
Resource 2.1

A person's close friend has shared that they are struggling with alcohol and other drug use and are experiencing drug dependence. They ask them not to tell anyone.

Decision 3: Seek advice on what to do from another trusted friend or family member.

Positive outcomes:

_____

_____

_____

_____

Scenario 2: Social dilemma
Resource 2.1

A person's close friend has shared that they are struggling with alcohol and other drug use and are experiencing drug dependence. They ask them not to tell anyone.

Decision 3: Seek advice on what to do from another trusted friend or family member.

Negative outcomes:

_____

_____

_____

_____

Scenario 2: Social dilemma
Resource 2.1

A person's close friend has shared that they are struggling with alcohol and other drug use and are experiencing drug dependence. They ask them not to tell anyone.

Decision 4: Report the situation to a trusted help seeking connection.

Positive outcomes:

_____

_____

_____

_____

Scenario 2: Social dilemma
Resource 2.1

A person's close friend has shared that they are struggling with alcohol and other drug use and are experiencing drug dependence. They ask them not to tell anyone.

Decision 4: Report the situation to a trusted help seeking connection.

Negative outcomes:

_____

_____

_____

_____

Activity 3

Refusal tactics.

RESOURCE 2.2 – Print and cut out the 8 Refusal tactic cards below for students to use.

Refusal strategies

Instructions:

Use a pen/pencil and a paper clip to create a spinner.

Part 1:

1. Take turns spinning the wheel.
2. Answer the 'offer questions' for the scenario that the paperclip landed on.

Part 2:

1. The person who spun the wheel picks a refusal tactic card from the pile.
2. Using the refusal tactic, practise saying 'no' to the scenario.
3. Discuss the positives and negatives of using that tactic for the scenario.

Offer questions:

After each spin of the wheel, discuss the following questions as a group.

1. What is the risk level of the scenario? High/medium/low
2. What feelings might be experienced in this scenario?
3. What decisions could be made? What are the positive and negative outcomes of each decision?
4. Who could you go to for help in this scenario?

Refusal tactics Resource 2.2	**Make a joke**	Refusal tactics Resource 2.2	**Explain your reason**
Refusal tactics Resource 2.2	**Change the subject**	Refusal tactics Resource 2.2	**Explain your reason**
Refusal tactics Resource 2.2	**Use assertive communication to say no**	Refusal tactics Resource 2.2	**Ignore**
Refusal tactics Resource 2.2	**Argue**	Refusal tactics Resource 2.2	**Distract**

Activity 3

Refusal tactics.

RESOURCE 2.2 – Print and cut out the Offers wheel below for students to use.

Offers wheel

You are at the beach with your friends. They keep offering alcohol and are teasing you for not having any.

Your cousin offers you a vape. They say it will help you relax before your test.

You are at a concert and your friend offers you MDMA saying you'll be able to dance all night and have a great time.

Refusal tactics

Resource 2.2

You are offered a lift home from a party and notice that the driver is someone you have seen drinking alcohol. You believe they are over the legal limit.

You are being pressured by your older sibling to try cannabis.

Some friends at a party are taking methamphetamine. They offer you some saying, 'No-one will find out'.

LESSON 3:

Reducing harms of alcohol and other drug use

🗣 Learning intentions

Students will
- Brainstorm healthier alternatives to alcohol and other drug use.
- Develop an understanding of practical strategies to reduce harm in situations involving alcohol and other drugs.
- Explain what creates a positive help seeking connection.

✔ Success criteria

I can:
- Generate healthier alternatives to alcohol and other drug use.
- Create a comprehensive list of practical and realistic harm reduction strategies for alcohol and other drugs related scenarios.
- Identify traits that create a positive help seeking connection and select one to personally work on improving in my relationships.

📖 Key terms

Harm reduction, strategies, MDMA, alcohol, cannabis, trait, support, help seeking.

✏ Key messages

1. Not using alcohol and other drugs is the safest choice.
2. There are several ways to reduce harm.
3. There are healthier alternatives to alcohol and other drugs use.
4. There are several ways to create a positive help seeking connection.
5. Positive connections are a protective factor against harms from alcohol and other drug use.

▤ Activities and required resources

Introduction: Harm reduction strategies	Image: Three pillars of harm minimisation (Australian Institute of Health and Welfare, 2025)
Activity 1: Finding healthy alternatives	• Access to videos: – Cannabis - Respect Your Brain (48 seconds) – Alcohol - Respect Your Brain (51 seconds) – MDMA - Respect Your Brain (49 seconds) • Possible answers to activity on Resource 3.1 - Resource 3.1.1 (1 per group)
Activity 2: Harm reduction scenarios	Possible answers to activity on Resource 3.2 - Resource 3.2.1 (1 scenario per group)
Activity 3: Help seeking strategies and supports	Trait cards – Resource 3.3
Conclusion:	Help seeking circles – Resource 3.4

Online learning component related to lesson 3:

Module 3 - Alternatives to alcohol and other drug use - Coping strategies (approximately 5 minutes to complete)

Module 4 - Harm reduction - Help seeking and in case of emergency (approximately 10 minutes to complete).

Student online learning

Reducing harms of alcohol and other drug use

Introduction
Harm reduction strategies

Key message/s	• Not using alcohol and other drugs is the safest choice. • There are a variety of strategies to reduce harm.

Explain to students that **no amount of alcohol and other drug use is safe**. More young people in WA are choosing not to use alcohol and other drugs. See results of the Australian Secondary School Students Alcohol and Drug Survey (ASSAD) (2025).

Share image: Figure HARM 1: Three pillars of harm minimisation (Australian Institute of Health and Welfare, 2025)

• As a class discuss what local community based strategies exist to reduce the harms of alcohol and other drug use. See examples in the table below:

	Demand reduction	Supply reduction	Harm reduction at a community level
Tobacco	• Labelling and health warnings • Excise tax increases	• Ban sales to people under 18 • Restrictions on temporary outlets and vending machines	• Smoke-free areas • Random drink and drug driver testing
Alcohol	• Enforced advertising standards and restrictions • Regulate price promotion • Regulate promotion at point of sale	• Limiting trading hours • Declaration of dry communities	• Promotion of responsible venue operations • Random drink and drug driver testing
Illicit and illicitly used drugs	• Targeted social marketing campaigns as part of a comprehensive response • Peer education networks	• Prevent or disrupt transnational supply of prohibited substances and precursors • Gather intelligence on all aspects of drug supply markets including identifying emerging drugs and manufacturing techniques	• Availability of free water at licensed venues • Diversion from the criminal justice system to treatment services • Random drink and drug driver testing

(Department of Health, 2017)

• Explain that there are also strategies that individuals can implement to reduce the harms of alcohol and other drugs.

Discussion: What strategies can someone implement at an individual level to reduce the potential harms of alcohol and other drug use? Write students' responses on the board.

For example: Being in a safe environment, being with people they know, avoiding polydrug use, staying hydrated, not driving.

When considering harm reduction, the Drug Use Triangle model is a good point of reference.
Classify the harm reduction strategies on the board into drug, person or the environment.

Activity 1
Finding healthy alternatives

Key message/s	• Not using alcohol and other drugs is the safest choice. • There are several ways to reduce harm. • There are healthier alternatives to alcohol and other drug use. • Possible answers can be found on Resource 3.1.1

Divide class into small groups. Allocate each group or individual a copy of Resource 3.1. Alternatively, run the activity as a class.

Students will be identifying harmful impacts and healthier alternatives to alcohol and other drug use. Prior to each scenario watch the NSW Health - Respect Your Brain clip.

Scenario 1:
• Watch: Cannabis - Respect Your Brain (48 seconds)
• Students consider the following scenario: A young person using cannabis to relax.
• Students identify the harmful impacts of cannabis use and identify healthier alternatives to unwind/relax.
• Discuss responses as a class. See Resource 3.1.1 for examples.

Scenario 2:
• Watch: Alcohol - Respect Your Brain (51 seconds)
• Students consider the following scenario: A young person drinking alcohol at a social setting because they want to fit in.
• Students identify the harmful impacts of alcohol use and identify healthier alternatives to fit in.
• Discuss responses as a class. See Resource 3.1.1 for examples.

Scenario 3:
• Watch: MDMA - Respect Your Brain (49 seconds)
• Students consider the following scenario: A young person taking MDMA at a concert/ festival to be energised during the event.
• Students identify the harmful impacts of MDMA use and identify healthier alternatives to be energised during the event.
• Discuss responses as a class. See Resource 3.1.1 for examples.

LESSON 3 - Reducing harms of alcohol and other drug use

📋 Activity 2
Harm reduction strategies

Key message/s   There are a variety of strategies to reduce harm.

Students will work in groups to brainstorm advice they could give to a friend, or things they could do for a friend in an alcohol and other drugs situation, which would decrease the potential of harm occurring from alcohol and other drug use. Encourage students to refer to the Drug Use Triangle from lesson 1.

Activity instructions

- Place students into small groups.
- Allocate each group one of the scenarios from Resource 3.2.
- Each group brainstorms and records harm reduction strategies for the scenario they have been provided.
- After an appropriate amount of time, groups rotate the scenarios around and add any extra strategies.
- Conduct a class discussion on each of the scenarios.
- Possible answers can be found on Resource 3.2.1.

📋 Activity 3
Help seeking strategies and supports

Key message/s
- Not using alcohol and other drugs is the safest choice.
- There are a variety of traits that make positive connections for seeking help.
- Positive connections are a protective factor against harms from alcohol and other drug use.

Having support and positive relationships are protective factors. There are traits that an individual or support agency has that assist with building a positive connection, increasing the likelihood of support being accessed by young people. It may be useful to display the help seeking support examples from previous lessons, Resource 1.3.

Allocate each student a 'Trait card'– Resource 3.3. Students walk around the room and trade for the trait that they think young people would look for when seeking out a positive help seeking connection. Alternatively, provide students with examples of traits and allow them to choose a trait that they think young people would look for when seeking a positive help seeking connection.

Discussion questions:

1. What card did you end up with? Were you happy with the final card that you got? Why or why not?
2. If it is not the card/trait you wanted, which card/trait did you want? Why?
3. What traits do you think are the top 3 traits of a positive help seeking connection? Why?

🔍 Review and assess

Students complete the help seeking connections worksheet – Resource 3.4.

Activity instructions

- Students refer to the help seeking resources discussed in lesson 1 – Resource 1.3. You may need to display these for students.
- On the inside circle, students write down the people or support agencies they would be most likely to go to first if needing help for their own or others' alcohol and other drug use.
- In the outside circle, students write down the people or support agencies they could go to after their inner circle.
- It is important to remind students that everyone's circles will be different. Who they place in this circle is going to be influenced by the nature of relationship they have with the people, and what they value or identify as their strengths and traits. When a person is faced with a challenge, they tend to call upon the person they feel most comfortable with and who has the traits that make them best suited to help navigate that particular challenge.
- Once the circles are completed students fill out the table writing down the traits that the people or support agencies in their inner circle have.

Activity 1

Finding healthy alternatives.

RESOURCE 3.1 – Print and cut out the Scenario cards below for students to use.

Scenario 1:

Resource 3.1

A young person using cannabis to relax.

Possible harmful impacts	Healthy alternatives
1	1
2	2
3	3

Scenario 2:

Resource 3.1

A young person drinking alcohol at a social setting because they want to fit in.

Possible harmful impacts	Healthy alternatives
1	1
2	2
3	3

Scenario 3:

Resource 3.1

A young person taking MDMA at a concert/festival to be energised during the event.

Possible harmful impacts	Healthy alternatives
1	1
2	2
3	3

Activity 1

Finding healthy alternatives.

RESOURCE 3.1.1 – Possible answers to activity on Resource 3.1

Scenario 1:

Resource 3.1.1

A young person using cannabis to relax.

Possible harmful impacts

- Feelings of anxiety
- Restless sleep
- Impaired thinking, memory and learning
- Impaired coordination and judgement
- Can lead to dependence.

Healthy alternatives

- Healthy alternatives to unwind/relax:
  – sport/ physical activity
  – music
  – art
  – mindfulness
  – sleep
- Reach out to a friend or trusted adult.

Scenario 2:

Resource 3.1.1

A young person drinking alcohol at a social setting because they want to fit in.

Possible harmful impacts

- Impaired judgement:
  – poor decision making
  – can lead to involving self in risky behaviours
- Clumsiness which may lead to injury
- Overdose can lead to:
  – nausea
  – vomiting
  – passing out.

Healthy alternatives

- Hang out with friends who don't drink alcohol
- Bring your own non-alcoholic drinks with you
- Choose hobbies and social events that don't involve alcohol.

Scenario 3:

Resource 3.1.1

A young person taking MDMA at a concert/festival to be energised during the event.

Possible harmful impacts

- Heat stroke
- Dehydration
- Hyponatremia
- Feeling down
- Feelings of anxiety
- Nausea and vomiting
- Irrational behaviour
- Irritability, paranoia and aggression.

Healthy alternatives/harm reduction

- Hydrate safely: 500ml (one small bottle or two cups) of water each hour
- Ensure you sleep well the night before
- Eat nutritious foods throughout the day
- Social interactions: socialising can be a natural energy booster
- Dance and keep moving: physical activity releases endorphins which keep you energised
- Take regular breaks.

Note:
- Caffeine: remind students that caffeine is not healthy for young people. Caffeine can also cause dehydration.

Activity 2

Harm reduction strategies.

RESOURCE 3.2 – Print and cut out the Scenario cards below for students to use.

Scenario 1: Cannabis

Resource 3.2

You have gone to a friend's house. They are using cannabis to relax.

You are worried about their health and wellbeing.

What could you do or what could you say to reduce the potential of harm occurring in this scenario?

Scenario 2: Alcohol

Resource 3.2

You are at a party and your friend is drinking spirits.

You are concerned for their safety, and you are worried they will do something they regret.

What could you do or what could you say to reduce the potential of harm occurring in this scenario?

Scenario 3: MDMA

Resource 3.2

Your friend has taken MDMA at a concert.

You are concerned for their safety. You know that it is against the law and that there are significant harms that may occur due to MDMA use.

What could you do or what could you say to reduce the potential of harm occurring in this scenario?

Activity 2

Possible responses for resource.

RESOURCE 3.2.1 – Possible answers to activity on Resource 3.2

Scenario 1: Cannabis

- Encourage them to only try small amounts: Always try a small amount first to feel the effects before using more, as every product will be different.
- Look out for your mate: If your friend experiences unwanted effects, try to keep them calm.
- Encourage them to avoid alcohol and other drugs: Mixing alcohol and other drugs with cannabis can cause increased and unwanted effects.
- Ensure they don't drive: Cannabis affects your driving ability, attention and reaction time. It's against the law to drive with cannabis in your system. Cannabis can still be detected when the effects wear off.
- If they aren't feeling well, get help.
- Don't leave them alone.

Scenario 2: Alcohol

- Encourage them to eat: Drinking alcohol on an empty stomach speeds up the time it takes for the body to absorb the alcohol. Space out drinks and be sure to eat before starting drinking.
- Ensure they stay hydrated: alcohol is a diuretic which means people can easily become dehydrated. Ensure enough water is drunk whilst consuming alcohol.
- Ensure they don't mix alcohol and other drugs (polydrug use): Mixing alcohol with other drugs, including prescriptions, increases the chance of something going wrong, and the effects can be unpredictable.
- Don't let them accept drinks from other people; don't accept drinks from other people (even if you know them) and don't leave your drink unattended.
- If they aren't feeling well, get help.
- Understand how many standard drinks are in different types of alcohol.
- Don't leave them alone.

Scenario 3: MDMA

- Ensure they hydrate safely: stick to 500ml (one small bottle or two cups) of water each hour. MDMA can cause your body to retain water, causing salt imbalances which leads to harmful effects such as your cells swelling and seizures.
- Encourage them to rest/chill out and take a break, especially if they are feeling hot, as it will help to cool them down.
- Give them salty snacks or sports drinks.
- Know the signs that they need help: feeling too hot, unusual amount of sweating, rapid breathing, headache, hallucination, reduced or loss of consciousness, seizures.
- Don't leave them alone; make sure you have a plan for how you can get them help if they need it.
- Don't mix with alcohol or other drugs.

Activity 3

Trait cards.

RESOURCE 3.3 – Print and cut out the Trait cards below for students to use.

Trait card Resource 3.3 — Trustworthy	**Trait card** Resource 3.3 — Honest
Trait card Resource 3.3 — Happy	**Trait card** Resource 3.3 — Responsible
Trait card Resource 3.3 — Supportive	**Trait card** Resource 3.3 — Caring
Trait card Resource 3.3 — Good communicator	**Trait card** Resource 3.3 — Loyal
Trait card Resource 3.3 — Exciting	**Trait card** Resource 3.3 — Sensitive
Trait card Resource 3.3 — Forgiving	**Trait card** Resource 3.3 — Patient
Trait card Resource 3.3 — Passionate	**Trait card** Resource 3.3 — Wealthy

Review and assess

Help seeking connections.

RESOURCE 3.4 – Use your own examples or the examples discussed in past lessons of Help seeking resources. Place each Help seeking resource in your inside or outside circle.
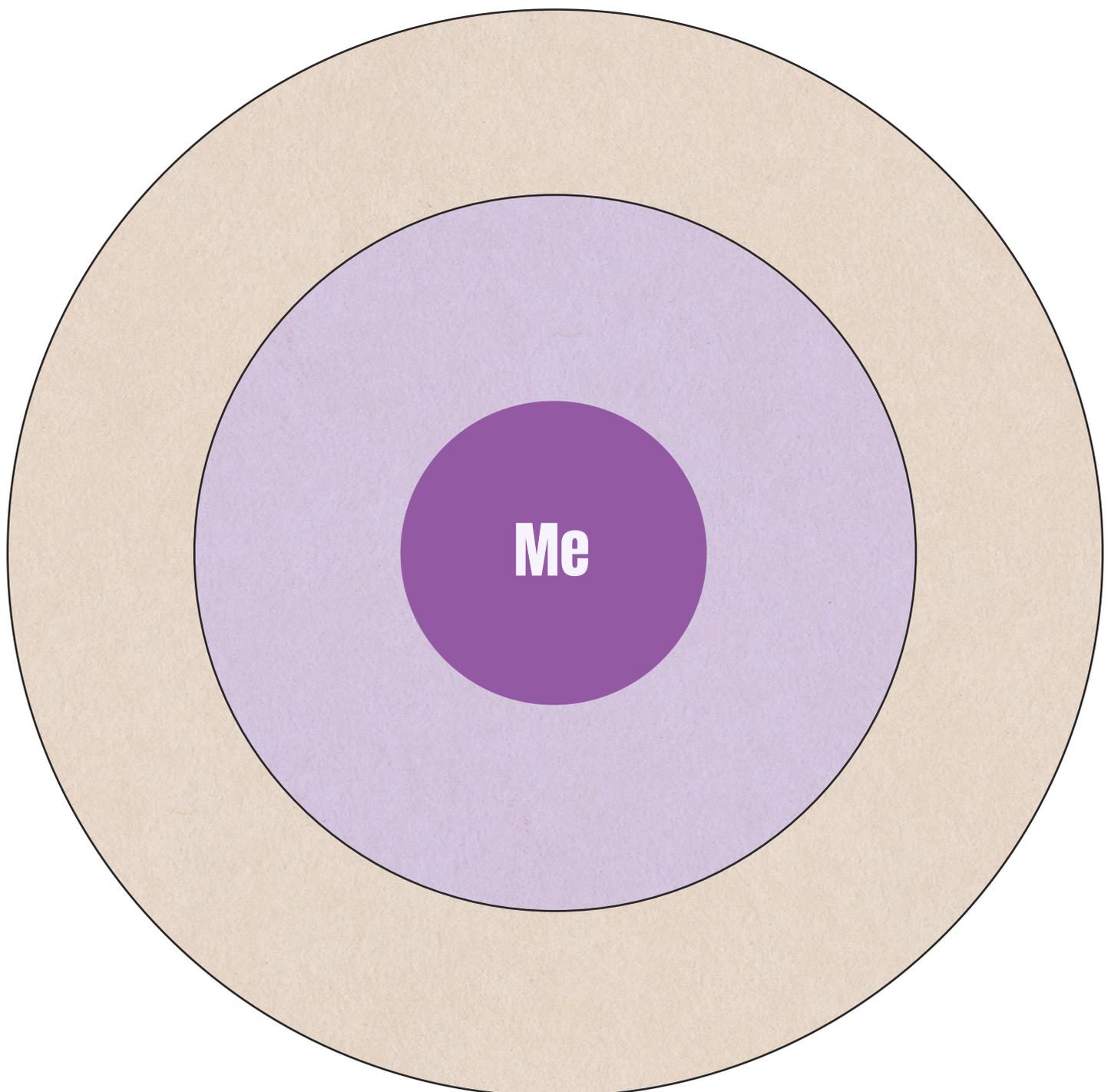
If you feel like you need help, there are people and support services who can help.

Inside circle
People or resources who you would feel most comfortable to go to first.

Outside circle
People or resources who you would go to after going to your inner circle but feeling you still need help.

Me

Review and assess

Help seeking connections.

RESOURCE 3.4 – In the table below write down the Help seeking resources that you placed in your inside and outside circle and reflect on what positive traits they have.

Inside circle

What traits do these connections have? e.g. Trustworthy	How can I connect with support?

Outside circle

What traits do these connections have? e.g. Trustworthy	How can I connect with support?

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