Unit Title:	8.4 Managing Risk			Stage/Year:	Stage 4 / Year 8
Strand(s):	Strand 1 Self and relationships, Strand 3 Individual and community health			Unit length:	10 lessons
Unit description:	This unit places focus on managing risks facing young people in relation to sexual health and drug use. Students explore the notion of positive and negative risk, and opportunities are created for students to recognise, assess and respond to risk situations.				

Major outcomes
A student:

- 4.2 - identifies and selects strategies that enhance their ability to cope and feel supported
- 4.3 - describes the qualities of positive relationships and strategies to address the abuse of power
- 4.7 - identifies the consequences of risk behaviours and describes strategies to minimise harm
- 4.8 - describes how to access and assess health information, products and services
- 4.12 - assesses risk and social influences and reflects on personal experience to make informed decisions

Contributing outcomes

- 4.15 - devises, applies and monitors plans to achieve short and long term goals
- 4.16 - clarifies the source and nature of problems and draws on personal skills and support networks to resolve them

Evidence of Learning
A student:

- expresses knowledge, understanding, values and attitudes visually on graffiti sheets and verbally through a debate (4.7, 4.12)

- designs and undertakes a drug survey and analyses results regarding reasons for drug use (4.12, 4.16)

- explores the roles and responsibilities of a range of people involved in drug education and sexual health (4.2, 4.8, 4.16)

- demonstrates the capacity to assess the actions of peers and provide constructive feedback (4.3, 4.7, 4.12)

- designs an action plan to promote safety within contexts (4.2, 4.12, 4.15)

Cross Curriculum Content	✓	Key Competencies	✓	Catholic Dimension:
ICT	✓	Collecting, Analysing	✓	Strand 1: This strand explores the interdependence between a sense of self and the health and wellbeing of themselves and others. An understanding is also reflected in the Catholic Christian tradition, in which the self or person is continually challenged to reach out beyond ourselves in relationships
Work & Employment		Communicating Ideas	✓	
Aboriginal & Indigenous		Planning	✓	
Civics & Citizenship	✓	Working with others	✓	
Difference & Diversity		Work mathematically		
Environment		Solving problems		Strand 3: This strand focuses on issues related to personal and community health in order to evaluate the health decisions and behaviours of young people, and to minimise harm to self and others. The Catholic Christian tradition teaches that health and wholeness are not only primary values for human beings but are basic conditions leading to human happiness.
Gender	✓	Work with ICT applications	✓	
Literacy	✓			
Multicultural				

Students learn about:	Students learn to:

• **Connectedness**
  - forms of connectedness
  - the importance of connections
  - forms of alienation
  - creating connections
  - attributes of being supportive
	• identify individuals, groups or places to which they feel a strong sense of belonging and explain how these help them to feel supported and connected
	
	• identify formal and informal school activities that promote a sense of belonging for students

• **Protective strategies**
  - recognising and assessing risk
  - responding in risk situations
  - reducing the risk
  - assertiveness
  - accessing help in the school and the community
	• propose and develop strategies to effectively manage personal safety, including
	  - trusting your feelings, thoughts and reading of the situation
	  - talking about it to someone
	  - taking control and using your own plan for becoming comfortable and safe

• **Drug use**
  - the classification of drugs, eg stimulants, depressants, hallucinogens
  - reasons people use and do not use drugs
  - influences on drug use
  - short-term and long-term effects of drugs on health and wellbeing
  - prevalence and patterns of adolescent drug use
  - legal and economic consequences
  - effects of other people's drug use
	• describe the short term and long term effects of
	  - misuse of prescribed and non prescribed medications
	  - tobacco
	  - alcohol
	  - cannabis
	  - analyse influences and reasons why people choose to use or not use drugs
	  - explore the relationship between the person, the drug and the environment in determining the impact of drug use

• **Sexual health**
  - acknowledging and understanding sexual feelings
  - expectations of males and females
  - rights and responsibilities in sexual relationships
  - sexually transmitted infections, blood-borne viruses and HIV/AIDS
	• explain how gender expectations influence sexual choices and options
	
	• evaluate standards of sexual behaviour considered appropriate by self, peers, family and community
	
	• identify behaviours that assist in preventing STI's, BBV's and HIV/AIDS and explore the interrelationships with drug use

• **Exploring risk**
  - positive and negative risk
  - settings or circumstances in which risk taking occur
  - factors influencing risk factors
  - outcomes of risk behaviour
	• explore the concept of risk by investigating the following
	  - what is a reasonable degree of risk
	  - why do people take risks
	  - influence of gender on risk behaviour
	
	• debate the positive and negative outcomes of engaging in risk behaviours

• **Strategies to minimise harm**
  - acquiring knowledge
  - safe attitudes, eg concerns for others, impunity, responsibility
  - developing personal skills, eg conflict resolution, assertive behaviour, problem-solving, refusal skills
  - safe and supportive environments, eg school, community, family and peer support networks
  - recognising, assessing and responding to risk situations
	• describe strategies to minimise harm in each of the following real life situations when
	  - travelling alone at night
	  - at a party
	  - experiencing unwanted sexual contact
	  - being offered or using drugs
	
	• explain how potential for harm can be increased as the result of an interaction of factors eg. peers, alcohol use and road safety
	
	• recognise potentially unsafe situations and respond by demonstrating personal skills
	  - to counteract the influence of others
	  - to influence others to modify their behaviour

• **Accessing health information, products and services**
  - sources of health information, eg family, peers, school, internet, media, GP
  - range of products, services and personnel available
  - factors influencing access, eg culture, location
  - reasons for preferred services and products
	• identify health information, products and services designed to address the health needs of young people eg. mental health, youth health services
	
	• examine strategies to improve access to health information, products and services

• **Assessing health information, products and services**
  - purpose of health information products and services
  - cues for reliability and accuracy
  - traditional and alternative approaches to health care
  - consumer protection
	• analyse electronic and print sources of information and describe specific cues that indicate their reliability and accuracy

Teaching, learning and assessment activities	Resources
• **Graffiti sheet:** To assist students in exploring positive and negative concepts of risk, a series of graffiti sheets are placed on the walls around the classroom, each with a question on the top of the page. In groups of 4, students move around the room and write their responses on the graffiti sheets. Questions may include: - *What is a risk?* - *Why do people take risks?* - *What risks are males more likely to take?* - *What risks are females more likely to take?* - *What influences our decisions to take risks?* - *What are the outcomes of risk taking behaviour?* • **(A) Debate:** Using the information outlined from the graffiti sheets, each group of 4 students joins with another group – one group assumes the affirmative position and the other group the negative position. Each person in the group speaks for up to one minute; an emphasis is placed on students being able to build on and respond to issues raised by previous speakers. Debate topic: "Positive outcomes outweigh negative outcomes when it comes to risk taking". A teacher led debrief is held following the debate. *FEEDBACK – peer feedback is received during the team preparation for the debate and during the debating process. Teacher provides feedback during the debrief following the debate.* • **Pre Quiz:** An oral quiz is used to test students' current knowledge on drugs (types of drugs, physical effects, legal ramifications etc) and sexual health (STIs, BBVs and HIV/AIDS; the issue of 'consent' and 'the age of consent', personal and community attitudes etc) • **Whole class discussion:** teacher led discussion on issues arising from the pre-quiz. Discussion focus is largely guided by issues from the pre-quiz however, the teacher may need to introduce specific issues if they do not arise naturally. For example: the potential for drug use to influence decision-making and sexual behaviour • **Internet research:** Using the website www.druginfo.org.au, complete the following tasks: - identify other names for each of the following drugs: prescription, non prescription medications, tobacco, alcohol, cannabis - construct a body map identifying physical effects of drug use - explore the potential for drug use to impact on aspects of an individual's life other than the physical - identify reasons why some people choose to use drugs and other choose not to do so	Butcher's paper, textas *Cannabis and Consequences* kit pg 49 www.druginfo.org.au

- **Survey:** In groups, brainstorm a list of questions which will assist in designing a survey to administer to a cross section of people in relation to their choice(s) to use drugs or not use drugs and the factors that influence their choices. As a class, collate these questions to design a survey. Using this questionnaire, survey 8 people from a cross section of groups (eg. 2 senior students, 2 adults, 2 elderly people, 2 Year 9 – 10 students' etc.) Collate results from questionnaire in the form of an EXCEL Spreadsheet and then transform results into graphical format. Students use their own survey results to analyse influences and reasons why people choose to use or not use drugs.

  Questions to guide analysis?
  - Do people have control over some / all of the factors that influence decisions – Why? / Why not?
  - What if circumstances were different?
  - What do you think about this? Make a judgement

- **Video Stimulus:** Using the video *How will you feel tomorrow?* students view the advertisements and make comments on their feelings relating to the advertisements. A line is placed across the classroom in the form of a continuum with the labels 'strongly agree, agree, unsure, disagree, strongly disagree". Students stand at a label in response to the following questions:
  - The advertisements in the video are realistic
  - The advertisements in the video make being drunk look fun
  - The advertisements in the video make clear links between alcohol consumption, risk and potential for harm
  Students are then asked to make groups and watch the advertisements again, this time answering questions from Activity 8 (p 42) relating to the video.

- **Pairs research:** working in pairs, students research 3 of the following issues relating to cannabis:
  - What is cannabis?
  - How many people use cannabis?
  - Is cannabis harmful?
  - How long does cannabis stay in the body?
  - Does cannabis cause mental illness? Why
  - What are the effects of combining cannabis with other drugs?
  - Are there any medical uses for cannabis? Example
  - Why is there so much confusion about cannabis?
  - Can cannabis use lead to addiction?
  - Does cannabis use lead to other illegal drugs? Why
  - What is the law relating to cannabis?
  - What does decimalisation mean?

How will you feel tomorrow kit
Middle Secondary Years p 42
Activity 8

Cannabis and Consequences
p 17-20
Jump into PDHPE Book 1 p 303
www.druginfo.org.au
www.adin.com.au

Each pair then joins 3 other pairs who researched different questions and all share their findings. A whole class discussion is held to use information from *Cannabis and Consequences* to confirm, oppose or clarify issues raised. Teacher presents current research and facts relating to cannabis use. • **(A) Panel –** Students form a panel adopting the following roles: - Student (age 14) - Parent - Principal - Police Officer - Doctor - School Counsellor Using the panel, pose a series of scenarios relating to drug use. Panel members present their points of view in the context of the role they are playing: Progressively incorporate into the panel discussion issues related to potential consequences of behaviour while under the influence of drugs. Specific focus should be given to sexual decisions. Scenarios may include: - A student at school is selling illicit drugs - You suspect a sibling is using cannabis - Your friend increasingly chooses to go drinking with his/her new boy/girl friend and their friends rather than socialise with long term friends - I am concerned my child is using cannabis - A friend feels very upset at participating in sexual behaviour while under the influence of cannabis Students not on the panel play an active role by being able to question the responses of panel members during the discussion and at the end by evaluating the choices made by each character. Undertake a debriefing process at the conclusion of the panel activity *FEEDBACK – peer feedback is provided during the panel discussion through questioning and at the conclusion through character evaluation* • **Open ended questions:** Topic: Gender issues in drug use and sexual health. Brainstorm gender expectations, stereotypes and influences on choices and options through the use of open ended statements such as: - Lots of boys drink and smoke because….. - Boys encourage girls to use alcohol and other drugs because….. - Lots of girls smoke tobacco cigarettes (tobacco) because….. - It is more dangerous for girls to be under the influence of alcohol and other drugs because….. - Young people should not become involved in intimate relationships until the age of 16 because…..	*Cannabis and Consequences* pg 16 *Cannabis and Consequences* Activity I1C pg 29-30

- **(A) Scenarios**: In small groups, students create scenarios that demonstrate a link between drug use and impacts on relationships. For each scenario:
  - Describe what is happening in the scene and the events leading to it
  - Name each character and explain their thoughts and actions
  - Predict what could happen next in this scene (Positive, negative and neutral suggestions)
  - Describe what might happen if this was you or your friend(s) in real life?

  Teacher introduces the concept of "constructive feedback" to the class. Each group demonstrates the scenario through a role play including a variety of strategies to minimise harm. Students will peer assess each group on the effectiveness of the strategies proposed. Students in their group, will assess and provide feedback to each of the others group in the following areas. Criteria includes:
  - Quality of performance
  - The likely effectiveness of the strategies proposed
  - Additional strategies that could be proposed for this scenario

  Criteria for teacher assessment are based on: quality of the group's performance; likely effectiveness of strategies proposed; and the quality and extent of feedback provided to peers.

FEEDBACK – Teacher and peers provide verbal feedback during the scenario creation and demonstration process. Teacher provides written feedback in accordance with criteria and assessment guidelines.

- **Brainstorm** – Review strategies to minimise harm that were raised as a result of the scenario role plays and explore any additional ones that did not arise during the role plays.

- **Action plan** – In scenario groups, students develop an Action Plan that would promote safety and well being at different stages of their scenario. Aspects to be addressed include:
  - Preparation factors to consider in advance
  - Management strategies for when risk situations arise
  - Dealing with the outcomes of a difficult experience
  - A process for evaluating an experience
  - A list of available support people and organisations

Trust, Talk, Take Control model