Unit Title:	10.2 Going Out Tonight	**Stage/Year:**	Stage 5/Year 10
Strand(s):	Strand 1 – Self and Relationships; Strand 3 – Community and Health	**Unit length:**	10 lessons

Unit Description:	This unit focuses on a range of significant issues affecting young people's health and safety in social situations. Students investigate and plan protective strategies to enhance their own and others' health and safety in relation to road safety, mental health, drug use and sexual health.

Major outcomes A student:	**Evidence of Learning** A student:
▪ 5.1 analyses how they can support their own and others' sense of self ▪ 5.3 analyses factors that contribute to positive, inclusive and satisfying relationships ▪ 5.6 analyses attitudes, behaviours and consequences related to health issues affecting young people ▪ 5.12 adapts and applies decision-making processes and justifies their choices in increasingly demanding contexts ▪ 5.15 devises, justifies and implements plans that reflect a capacity to prioritise, think creatively and use resources effectively	▪ Researches and creates a presentation on health issues affecting young people (5.6) ▪ Identifies risk taking behaviours and that young people may engage in designs protective strategies (5.6, 5.3,5.1) ▪ Identifies strategies for young to minimise harm when socialising and being road users/passengers (5.12,5.15) ▪ Predicts outcomes related to drug use and road use (5.6, 5.12, 5.15) ▪ Constructs a newspaper article related sexual behaviours and risk taking for young people to raise awareness of possible consequences (5.3,5.6,5.12)
Contributing outcomes	
▪ 5.7 analyses influences on health decision-making and develops strategies to promote health and safe behaviours ▪ 5.16 predicts potential problems and develops, justifies and evaluates solutions	

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. 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.
Work & Employment		Communicating Ideas	✓	
Aboriginal & Indigenous		Planning	✓	
Civics & Citizenship		Working with others	✓	
Difference & Diversity	✓	Work mathematically	✓	
Environment	✓	Solving problems	✓	
Gender	✓	Work with ICT applications	✓	
Literacy	✓			
Multicultural				

Students learn about:	Students learn to:
• **road safety** – major causal factors in road and traffic-related injuries, eg human (speeding, drug use, fatigue, occupant restraint), environmental, vehicular – consequences of unsafe road-use behaviour	▪ propose and present strategies designed to promote safe road-use attitudes and behaviours
• **mental health** – understanding mental health – maintaining connections – help-seeking behaviours – loss and grief: helpful and unhelpful strategies – reaching out: helping yourself and helping others	• challenge negative community perceptions of mental health and identify reasons why these have developed
• **drug use** – effects on relationships – influences on alcohol use and binge drinking – influences on cannabis use – polydrug use – other illicit drugs, eg opiates, hallucinogens, psychostimulants – consequences of illicit and unsanctioned drug use	• examine the consequences of alcohol use on the individual and community • describe the short-term effects and long-term consequences of illicit drug use on the individual and community
• **sexual health** – appropriately expressing and exploring sexual feelings – power, gender and risk-taking – sexual choices and their consequences – planning and managing sexual health	• identify and evaluate safe sexual health practices, including methods of contraception • examine personal values and attitudes related to sexual health and identify factors that have contributed to their formation • analyse how sexual attitudes, behaviours and sexuality are influenced by gender expectations and assumptions
• **recognising and responding to abusive situations** – recognising situations where abuse may occur – date violence – sexual harassment – practical personal safety strategies	• examine power, conflict and cooperation in different settings including friendship groups, in the school context, family and workplace • identify situations – such as in a crowd, at a party, going out with others in cars, at work – in which forms of abuse may occur and suggest possible protective strategies

– planning for safety or seeking help – importance of support and updating adult support networks	• practise *trust, talk, take control*, as a strategy for dealing with abusive situations
• **influences on health decision-making and risk behaviours** – individual factors, eg values and attitudes – sociocultural factors, eg family, peers, gender, culture – political factors, eg laws and regulations – economic factors, eg personal and community – environmental factors, eg pollution, weather, built environment	• recognise that health decisions and risk behaviours are not simply an individual responsibility but are shaped by a range of influences • analyse the range of influences that impact on an individual's ability to behave in healthy and safe ways in relation to: – drug use – sexual health – road use – personal safety – accessing support services
• **supporting yourself** – identifying 'put downs' – reframing negative thoughts and statements and positive thinking – effective stress and anger management – appropriate expression of needs and feelings – differentiating responsibilities • **supporting others** – valuing difference and diversity – supporting others to find their own solutions – identifying positive and negative behaviours that impact on others	• explore attitudes to, and the importance of peer support for, students with particular needs, eg those who are pregnant or young parents, those with a long-term illness

Teaching, learning and assessment activities	Resources
The Makings of a Great Party activity • Students in groups design the characteristics of a great party (e.g. food, music, friends…) • Think-pair-share activity: Identify the possible risks related to attending a party for young people. • Students create mind maps of the party risks and their consequences. • Video footage: watch a typical party scene from a teenage movie such as: - "10 Things I Hate About You." - "Can't Hardly Wait" - "16 Candles" - "Bend It Like Beckham" Use the videos to stimulate discussion about the risk-taking behaviour displayed. Students are to analyse the effect these risk-taking behaviours had on the main characters. Include discussion on possible long-term consequences as well as short term and long term consequences as a result of these behaviours. • In small groups, outline the considerations for hosting a "safe" party. Is it possible to have a safe but enjoyable party for young people? How can this be achieved? What guidelines could be formulated by young people for young to help them celebrate occasions safely? (graduating school, turning 18etc..) **Research and review to class** **(A)** Students research and design a presentation to assist youth in understanding an aspect of adolescent health and wellbeing (from within the content of this unit i.e. drug use, mental health, sexual health and road safety.) Students must use a variety of reliable resources to access their information, one of which must be the internet. The research must include: 1. factual information including up to date statistics 2. protective strategies 3. consequences of negative actions 4. help-seeking behaviours and useful hints Possible formats for presentation include: • multi-media presentation	Videos/DVDs e.g. "10 Things I Hate About You." "Can't Hardly Wait" "16 Candles" "Bend It Like Beckham"

Teaching, learning and assessment activities	Resources
Predicting Adolescent Drug Use • Brainstorm a list of drugs that may possibly be used by young people recreationally. • Teacher presents the basic facts about the major drug categories (stimulants, depressants and hallucinogens).Students to make a list of examples under each heading. Each group to place their information for each category on the wall. Allow students to do a walk and study poster information. Use this to create a class discussion about the categories and the examples. Discuss any discrepancies that may exist and how these respond differently in our body. • Place a statement on the board, such as "The majority of 16 year olds are involved in drug use at an unsafe level." Students are to then comment on this statement and develop a hypothesis to allow them to gain a picture of what is actually occurring in relation to 16 year old drug use in their class. This may then form the basis of a team debate that is based on factual information, as well as valued opinion. • Each student is to develop 5 questions for a mini-survey to test this hypothesis. Select the best 5 questions to design the class survey. Each student is then to complete this survey and enter their answers on a confidential database. • Complete an analysis of the class results and compare these to National data. • Literacy activity: Students are to complete the three questions - Is the class data reflective of the National data? - What differences exist? - Identify possible reasons for these differences.	Drug facts sheets available from: www.adf.org.au www.adin.gov.au REDI Resource "On The Edge"

Partying and Drug Use • Introduce the concept of the drug use triangle. Explain the various factors that impact on each of the three factors; - individual e.g. size, gender, age - social e.g. importance of situation, peer influence - environmental e.g. time of day, setting Teachers pose a number of examples and students stand on a continuum to indicate their view of the drug use from very harmful to not harmful. Some examples may be: a pregnant woman using analgesics regularly, a 25 year old man consuming several standard drinks per hour at a party, a year 12 student using stimulants to allow increased study hours prior to exams, etc.. • Students explore the term polydrug use and discuss the wider implications of polydrug use with a partner. • In small groups students identify the types of drugs that are likely to be used in conjunction with another drug; e.g. smoking and alcohol, cannabis and alcohol, analgesics and alcohol. (A) In pairs, students are to research polydrug use of two drugs and produce a fact sheet to make adolescents aware about the harmful effects. Present this to the class by sharing in small groups. *FEEDBACK:* . **Testing station circuit** Practical exploration of the effects of drug use. Students are to work in small groups to participate in a number of activities designed to raise their awareness of the consequences of drug use. Suggested activities: • Pouring activity to recognise standard drink sizes: from the Rethinking Drinking Kit • Beer Goggles: students are to wear the Beer Goggles and perform simple coordination activities • REDI "On The Edge" CD-Rom quiz. • Website review: students review website information and evaluate its effectiveness in relation to: - information source reliability - help-seeking strategies - relevance for adolescents	Useful website links: www.ndarc.med.unsw.edu.au www.adf.org.au Rethinking Drinking Kit – "On The Edge" CD-Rom the REDI Drug Resource kit www.redi.gov.au www.reachout.com.au www.kidhelp.com.au

Teaching, learning and assessment activities	Resources
Drive well, stay safe activities • Students and teacher brainstorm a list of factors that contribute to road accidents. Classify each factor as to its major cause (Human, Environmental or Mechanical). • Students to undertake an article/media search of stories that present findings on an accident situation. Explore all the possibilities that may have contributed to the accident event. Use a jigsaw approach using a variety of articles where students can act as crime scene investigators determining the real causes of the accident. Each group prepares a brief report about the accident stating the most likely causes and events that led to this. • Look at the statistics on road accidents available from the RTA website. Discuss the implications for young drivers. • Discuss the factors that impact on a person's decision to get home safely from a party. • Watch the Roadwhys videos(4 in set) and discuss the related questions in groups. Rotate groups through the groups or use a expert groups structure. • Students to research the road rules relating to Blood Alcohol Content and driving (e.g. Zero for L and P plate drivers) and describe what is a safe drinking limit for all drivers. • Watch the video "A Time To Choose" from Roadwhys and complete the related questions. • Select a students group to role play scenarios from the activity "Who will drive home?" from Roadwhys and discuss the implications for young people. • In small groups explore strategies to minimise risks in travelling home from parties. Share ideas with the class. • Introduce the "Home Safely" contract to students as one strategy to minimise risk.	• www.rta.nsw.gov.au/roadsafety/downloads/dynamic/monthly-accident-data • Roadwhys Kit RTA Roadwhys videos

Teaching, learning and assessment activities	Resources
• Strategies for assisting someone who has been injured: Divide students into small groups of 3-4. Create a realistic scenario based on a road accident. Research the first aid priorities and management principles for the scenario they have designed. Role play or oral presentations of each group's scenario and first aid management . Suggested lesson extension: • Organise for Youthsafe presenters to visit the class and workshop activities with ideally groups of 30 students or less. **Party Blues activities** • Ask students to write a play or story script for a party where young people could engagein risky behaviour. Describe the circumstances that can occur at a party and the consequences that may result for those directly involved ,as well as indirectly. In particular focus on violent, abusive behaviours and uninhibited behaviours that may lead to unplanned sexual encounters. • Outline the decision-making process and work through each stage as a class. • Use a case study relevant to the students to allow them to work through the process and identify the consequences of various decisions. Suggestions for case studies include: "Susie has just broken up with her steady boyfriend Jason and is quite upset about this. At her friend's party a boy she has never met, Zac, is flirting with her and keeps getting her drinks. Her friend Jackie's Mum has arrived to drive them both home, but Zac wants her to stay. What should Susie do?" • Consequence wheel: complete a consequence wheel on sexual behaviours. • Text-type activity: Complete a report on the factors that influence our decision making in relation to sexual behaviour. **Hidden repercussions of the party** • Students are to complete "Where's The Harm" activity individually. Discuss responses as a class. • Brainstorm words that come to mind when we talk about Sexually Transmitted Infections or STI's as they are commonly referred to. • Revise the major facts related to STI's by completing the questionnaire on STI's and reading the KISS Fact	Youthsafe 9809 4615 www.youthsafe.org "Talking Sexual Health" resource.

Thinking it through-The Crystal ball gazing! More repercussions…the unplanned pregnancy • Students view the first section of the video "Plumpton High Babies", then establish students into groups for next activity. • Thinking hats activity: students are to work in five groups. Each group is to take on the role of one of the following people that would be involved in an unplanned teenage pregnancy: - the new mother - the new father - the baby - the parents of the new mother - the immediate family of the new mother Within each group each person is to put on the role of one of at least one of the following thinking hats. The six hats are: 1. white hat – means to focus on the facts and information 2. red hat – means to focus on your heart and feelings 3. black hat – means to focus on the negatives of the situation 4. yellow hat – means to focus on the positives of the situation 5. blue hat – means to focus on the most logical solution/s 6. green hat – means to focus on other creative solutions or opportunities As a group discuss the implications of a teenage pregnancy. Include the following areas in your discussion: - social repercussions - life goal changes - financial problems - education - medical problems and costs Present findings to the class. • Conclude watch the conclusion to the Plumpton High video to revise the major implications of teenage pregnancy. • Students write a newspaper article imagining that they have become a pregnant teenager presenting the pros and cons of the situation.	• "Plumpton High Babies"ABC video

Teaching, learning and assessment activities **Feeling Good About Life** • Class perceptions chart on mental health; students are to brainstorm their ideas/perceptions about all the issues related to mental health • Using current music investigate the mental health issues that are reflected in the lyrics of songs such as: - Natalie Imbruglia's "Torn." • In small groups, students are to find songs/lyrics that reflect each of the "learn about" content areas in Mental Health e.g. reaching out: helping yourself and helping others. • Discuss the positive key phrases, messages that come from the music lyrics of popular music • Each student is to design a "poster of hope" containing messages that promote mental wellbeing. Display these around the room. *FEEDBACK: Teacher writtenfeedback using established criteia and peer verbal feedback.* • Create a graffiti board that is ongoing throughout this lesson containing positive strategies to enhance mental health; students may add to this continually. e.g. Use positive self-talk, look out for friends by being aware of behaviour changes, etc.	