Unit Title:	8.2 Out ‘n’ About	**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:	Students will assess risk situations and identify behaviours to stay safe when going out. Students will clarify the nature of problems and examine the influence that peers have on their decision making.

Major outcomes A student:	**Evidence of Learning** A student:
• 4.2 – identifies and selects strategies that enhance their ability to cope and feel supported • 4.7 – identifies the consequences of risk behaviours and describes strategies to minimise harm. • 4.6 – describes the nature of health and analyses how health issues may impact on young people. • 4.12 – assess risk and social influences and reflects on personal experience to make informed decisions.	• verbally responds to discussions and provides feedback when brainstorming (4.2, 4.6, 4.7) • evaluates advertising campaigns and web sites that minimise harm (4.7) • develops a mind map showing decisions young people make when going out, influences on decision making and the possible outcomes of their decisions (4.12, 4.16) • actively participates in case study discussions and role plays and is able to justify reasons for their answers and dialogue (4.3, 4.6, 4.7, 4.12, 4.16) • explains how effective communication can overcome barriers and resolve conflict (4.2, 4.6, 4.16) • justifies the importance of family and friends in decision making through the analysis of their own survey and research (4.3, 4.12, 4.16) • develops a safety plan related to a variety of contexts that promotes health of young people when going out. (4.6, 4.7, 4.12, 4.16) • develops a plan and draft for a story that describes going out in a safe, supportive environment. (4.3, 4.12, 4.16)
Contributing outcomes	
• 4.3 – describes the qualities of positive relationships and strategies to address the abuse of power. • 4.16 – clarifies the source and nature of problems and draws on personal skills and support networks to resolve them.	

Cross Curriculum Content	✓	**Key Competencies**	✓	**Catholic Dimension:**
ICT	✓	Collecting, Analysing		**Strand 1 -** Self and Relationships: 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 - Individual and Community Health:** This strand focuses on issues related to personal and community health in order to evaluate the
Work & Employment		Communicating Ideas		
Aboriginal & Indigenous		Planning	✓	
Civics & Citizenship		Working with others	✓	
Difference & Diversity		Work mathematically		

Environment		Solving problems	✓	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:**
• **Strategies to minimise harm** - safe attitudes - developing personal skills - safe and supportive environments - 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 - feeling depressed, - experiencing unwanted sexual contact - being offered drugs - as a pedestrian, passenger and user of wheeled devices • recognise potentially unsafe situations and respond by demonstrating personal skills: - to counteract the influence of others - to influence others to modify their behaviour
• **Drug use** - classification of drugs - prevalence and patterns of adolescent drug use - effects of other peoples drug use	• explain how the interaction of factors can increase risk eg: alcohol, road safety • explore the relationship between the person, the drug and the environment in determining the impact of drug use
• **Types and nature of relationships** - importance of family and peers - relating appropriately in different relationships - factors influencing relationships	• investigate the changing nature of one's sense of self and how it can be different in various social contexts, eg home, school, friends • appreciate that a variety of family structures exist and have the potential to provide supportive and caring environments. • explore the influence of family and peers as adolescents moves from dependence

• **Personal safety** - going out - strategies to keep safe - seeking further assistance	to independence • identify strategies and develop plans to keep themselves safe when going out • evaluate when it is appropriate to seek assistance from others.
• **Road safety** - defining risk behaviours in a range of road situations - influences on pedestrian and passenger behaviours - laws and rules	• explore road safety statistics to analyse reasons for gender differences • devise and demonstrate a plan to assume responsibility for their road safety and that of other road users. • examine the relationship between risk factors, environments and laws in determining road use behaviour.
• **Interpersonal communication** - the qualities of effective communication - overcoming barriers to communication - resolving conflict - changing modes of communication for young people	• explore and develop interpersonal skills as they: - identify barriers to communication - propose strategies to overcome barriers - resolve conflict in a range of contexts relevant to young people - evaluate popular modes of communication used by young people

Teaching, learning and assessment activities	**Resources**
• **Mind map**: students research and then create a mind map of decisions associated with situations such as going out to a friend's place, a birthday picnic, using the road or going to the movies. Students also show the factors influencing decisions and the possible outcomes of those decisions on their health. Individually students reflect on the type of skills needed to deal with these and other situations. Discuss these in a small group and identify other strategies needed to minimise harm. Use in conjunction with Activity 4 Risky Choices Handout 4.2 *Road Risks – Your Choice*	*Jump into PDHPE* Book 1, (2nd edition) Chapters 4, 6, 12 & 13.
• **Tricky triad:** students analyse the interaction and possible consequences of different characters and environments. They investigate the impact of adding different volumes and types of drugs to the mix. Students weigh up the potential for harm and strategies to decrease or eliminate the harm. Students evaluate the biggest potential harm facing young	*Road Risks – Your Choice* RTA (2004) p. 62

people. Eg: drink driving, smoking tobacco.	
• **Video analysis**: students watch and respond to the *Road Risks – Your Choice* passenger safety video. Students identify influences on road-risk behaviours and plans ways to prevent unsafe behaviours.	*Road Risks – Your Choice* RTA (2004) Video
• **The four imps**: students identify the four imps and ask students which health issues these could be related to. Discuss the impact of the four imps and debate the positive and negative effects on engaging in risk behaviours. Students watch the 4 imps – Future Driver Video 8 mins 07 sec. Use handout 9.1 to discuss the imps. Students identify any accidents that they have and the human factors involved. Show the video again and stop after each scenario. Students complete Part 1 of the worksheet and then use 'think-pair-share' to elaborate on ways and add to students' individual work. Each pair completes Part 2 together, suggest consequences and strategies. Students report back to the whole class. Students then join another pair and complete worksheet 9.2. Once again there is input from groups within the whole class and further discussion.	*Road Risks – Your Choice* RTA (2004), Handout 9.1, Worksheet 9.2
• **Statistics:** after examining the statistics students discuss the impact of gender on risk-taking behaviour. Students discuss how gender impacts on other health decisions and risk-taking behaviours in areas such as drug use and relationships.	*Jump into PDHPE Book 2* (2nd edition) p 128 and *Road Risks – Your Choice* RTA (2004), Startling stats Activity2, CD ROM 2
• **A-Z thinking keys:** using the letters of the alphabet students individually brainstorm all the words and terms that they can think of regarding communication for three minutes. In pairs students look for similarities and differences and add to their own list. Students then form a group of four and repeat the process. Students add terms and words to their own original lists and indicate their personal top 3 in regard to enabling them to be effective communicators. Discuss what it means to be an effective communicator and how different modes of communication are available to young people today.	
• **Real life dilemmas:** students evaluate the modes of communication available today in regard to specific situations such as communicating with a GP, email bullying, SMS text messaging, letting a friend know you're angry, disagreeing with your parents, making a new friend, staying in contact with someone who lives a long way away, resolving a conflict, every day communication . Students investigate the advantages and disadvantages of each mode and consider how each could contribute to health.	
• **(A) Personal skills success kit:** in a small group students plan a design for a personal skills success kit. This includes justifying the contents and presenting a draft for their peers. Over the course of the unit students reflect on how well they are able to apply these skills and keep a journal showing when, where, what and how the personal skills were used.	

FEEDBACK – students evaluate their own ability to apply personal skills and to contribute to the small group task. Students provide feedback to their peers in relation to the personal skills success kit. Teacher provides feedback based on the group design and journal that is submitted at the end of the unit.	
• **Brainstorm and discussion:** students brainstorm expectations of others in a variety of social settings. Students predict how their expectations may increase or decrease possible harm. • **Survey:** conduct a survey of places people their age prefer to go when going out and the any possible harm that could result. • **Role play**: in small groups students role play situations demonstrating strategies to minimise harm associated with a variety of scenarios. Eg: going to the movies, travelling home from sport, a day at the beach. Each role play needs to demonstrate a particular style of communication eg: aggressive, assertive, passive as well as conflict resolution strategies such as negotiation and compromise. Students need to show how these skills could counteract the influence of others and influence others to modify their behaviour.	
***FEEDBACK** – students provide each other with comments about other strategies and suggest other strategies that could be used to minimise harm*	
• **Group activity**: identify advertising campaigns and related web sites that minimise harm for young people. Students rate the way in which they believe the campaign / website would influence the attitudes, knowledge and behaviour of other young people. Discuss other types of support which may be of benefit to young people. The websites supplied may also be used to support the learning outlined through other activities in this teaching unit. Discuss as a class when a person needs to gets help or support in regard to drug use.	*http://www.drinkingchoices.gov.au/* *http://www.nationalalcoholcampaign.health.gov.au/* *http://www.youthoffthestreets.com.au/getreel/index.html* www.rta.nsw.gov.au www.police.nsw.gov.au/Campaigns/yoa.cfm www.healthinsite.gov.au/topics/Alcohol_and_Young_People
• **Focus question:** What if each Friday afternoon we didn't have any road rules? In a group of 4 students explore this using 10 track thinking. Tracks are written on cards and these are distributed to the group. In turn students discuss their track and in so, lead the discussion and record what is said on a large sheet of butcher's paper.	*Bounce back* McGrath, H. & Noble T. (2003)

Track 1 What is it? Track 2 Knowledge Track 3 Bright side Track 4 Down side Track 5 Feelings Track 6 Improvements Track 7 Thought police Track 8 Is it fair? Track 9 I think Track 10 We think Groups report back and share what they have recorded. Discuss in light of existing road laws and rules.	
• **Case studies**: students examine current newspaper / magazine articles about road safety, drug use and relationships to recognise the nature of young peoples' health. Students develop a dossier with commentary about one particular health issue to demonstrate their understanding of the issue.	*Meeting New Challenges* Deanna Stone
• **Snap decisions**: students respond quickly to a given situation that use a variety social contexts such as home, school etc	*Child Protection* Stage 4, Dept of Education and training
• **Research**: students conduct research on the values, attitudes and expectations of their family and compare this to that of another student in the class. Students record as part of their research the following: - one favourite family memory - a song best suited to their family - one item kept from being a baby - one place you like to be with family members - changes occurring for you as you get older in your family	*Focus on Health Education: personal Relationships* Hunter & Philips
• **Knowing me, knowing you:** play the song *Knowing me, knowing you* by Abba. Discuss with students how our sense of self is influenced by who we are with and the nature of that relationship. Ask students to draw three circles. One representing teachers, one representing friends and one representing family. Inside each circle students write words to describe how each of these groups see him / her. Students reflect on the differences and the overall impressions expressed.	*Knowing me, knowing you* Abba
• **Create a safety plan**: through a range of scenarios, students plan ways to minimise harm and promote personal safety in regard to road use and drug use. Within the safety plan students need to explain when and how to seek help.	
• **Walk in my shoes:** after viewing the video *My TV* from the Lower Secondary *REDI* resource students identify all the health issues that were raised through the video. Students then watch the video from the perspective of a particular character and see what it would be like to be that character. Students discuss the allocated character and propose further strategies to minimise harm at the party.	*Resilience education and drug information (REDI)* video and resource (2003)

• **Story telling**: students listen to a variety of short stories that address the influences on a person's choices. • **(A) Story writing:** students create their own stories about going out in a safe, supportive environment that allows for fun, excitement and positive relationships. After developing a plan students write a draft. *FEEDBACK –students submit their draft story and receive written and verbal teacher feedback. Students also have the opportunity to share their draft with peers and discuss their draft stories informally.*	