



# Street Smart ► and Savvy

PDHPE Stage 4 Term 2 2020

Weeks 1-2

what are other  
words for  
street-smart?



experienced, shrewd, streetwise,  
worldly, savvy, seasoned,  
cunning, astute, hardened,  
on the ball



## Essential Question

What skills do I need to  
stay safe in different  
environments?

# What Are We Learning About?

- ▶ Positive and negative risk in a variety of settings such as at parties, on the road and in outdoor environments.
- ▶ Various dangers and creating positive alternatives or ways to minimise the chance of harm.
- ▶ Specific skills and strategies needed to seek or offer support to others.

# Lesson 1- Risk Taking

**Lesson Intention:** What factors (positive and negative) contribute to risk taking for young people?

**Success Criteria:** I can explain the positive or negative impact of risk taking behaviours

# Introduction

1. Watch “Staying Safe” (Jacaranda Login required)  
<http://www.jacplus.com.au/secure/Searchlight?searchbox=eles-2949>
2. Read “Key terms glossary”
3. Research any words that you are unsure of.
4. What is your definition of risk taking?
5. Video on risk taking  
<https://www.youtube.com/watch?v=BUIRWbBdfMY>

## Key terms glossary

**binge drinking** drinking large amounts of alcohol in a short period of time or drinking constantly for a number of

days.

**cannabinoid** a type of chemical that acts on particular receptors in the brain

**cardiopulmonary resuscitation (CPR)** an emergency life support procedure using a combination of rescue

breathing and chest compressions

**defibrillator** a device that provides an electric shock to a patient whose heart has stopped beating

**dependence** reliance on or needing the drug to function; many of your thoughts, emotions and actions focus on

the drug

**depressant** a drug that slows the activity of your nervous system

**drug** a substance that changes the way in which your nervous system and body work

**endorphin** a chemical naturally released in the brain to reduce pain, that in large amounts can make you feel

relaxed or full of energy

**first aid** the initial care or treatment of someone who is ill or injured

**first aid kit** a collection of supplies such as bandages, plasters, and antiseptic wipes for use in giving help to a sick or injured person until full medical treatment is available

**hallucinogen** a drug that works on the brain to cause hallucinations

**interpersonal** a person's ability to relate to other individuals

**passive smoking** a non-smoker breathing in the second-hand smoke from a burning cigarette

**recovery position** the position in which to place someone (on their side) to protect the airway from being blocked by the tongue or by vomit

**rescue breaths** given to a victim who is not breathing. The breath will take one second to deliver and will make

the victim's chest rise.

**rip** a stretch of turbulent and dangerous water at sea or in a river

**sign** something experienced that you and others can see or measure, such as a rash or elevated heart rate

**stimulant** a drug that stimulates or speeds up your brain and nervous system

**symptom** something experienced that is known only if you tell someone, such as a headache or blurry vision

**tolerance** the higher the tolerance, the more of the drug is needed for the same effect

**unstander** a person who witnesses or is aware of a situation where someone is being treated unfairly and takes

action to correct the situation. This is usually in the form of support of the victim.

# Activity 1: Brainstorm

1. In your own words, write what a positive and negative risk is.
  - ▶ (A risk is an uncertain event or condition that, if it does occur, can present a positive or a negative effect on one or on the situation or the objectives. **Positive risk-taking is about learning new things and exploring unfamiliar territory.** The risk is positive because, while it still evokes a feeling of uncertainty or fear, you develop a new skill or **there's a possibility of a positive outcome.** **A negative effect on the situation would be considered a threat.**)
1. Brainstorm reasons why young people engage in positive and negative risk taking behaviour.
  - ▶ Examples could include: Positive: putting your hand up in class to answer a question, trialling for a sport team. Negative: taking drugs, drinking before 18, cheating on an exam.

# The POOCH model of decision making

- Decision making involves thinking skills that compare a range of options to reach a conclusion or choice. By following a simple process when you encounter an unfamiliar situation in which you have to make a decision, you will have more confidence knowing that you have considered all options.

The POOCH model of decision making can help you work through your options.

Problem	Assess what the problem is and what decisions need to be made.
Option	Work through all the possible options.
Outcome	What are the outcomes of these options, positive and negative?
Choices	Decide on the best choice to minimise risk to yourself.
How did it go?	You can evaluate your decision by reflecting on the outcome.

## Activity 2: Risk Taking scenarios



1. Complete worksheet on risk taking.
  - ▶ Discuss your responses with someone engage in 1 minute of peer-feedback.



# Exit Ticket - Stand up, pair up and share

**Lesson Intention:** What factors (positive and negative) contribute to risk taking for young people?



**Success Criteria:** I can explain the positive or negative impact of risk taking behaviours



Stand up, high five one other person and share one example of a positive and negative risk with each other.

# Lesson 2 - What are drugs?

**Lesson Intention:** What is a drug? Why do people use drugs?

**Success Criteria:** I can explain the reasons behind drug use and discuss safer alternatives

# Introduction - Word cloud

- ▶ In pairs or groups of 3 to create a word cloud of all the 'drugs' you can think of.
- ▶ <https://wordart.com/create>



# Activity 1: Thinking Out Loud



- Think - Define the term drugs, individually.

Write this definition in your workbook -

*A drug is any substance which, when taken into the body, alters its function physically or psychologically, excluding food, water and oxygen.*

# Activity 2 - Legal vs Illegal



- ▶ You will be given 30 seconds to add to your word cloud, any other drugs you have missed.
- ▶ What's the difference between 'Legal' and 'Illegal' ?

Accepted by the law or not accepted by the law.

# Can you guess?

Different countries/states have different laws around minimum legal drinking age.

- ▶ Australia - 18
- ▶ Central African Republic - 10-15
- ▶ America - 21
- ▶ Serbia - 16
- ▶ China - no minimum legal drinking age
- ▶ Japan - 20
- ▶ Afghanistan - Alcohol prohibited

# Healthy decisions

- Understanding why people do or don't use certain drugs, their effects and health impacts allows you to make informed decisions for your own health and wellbeing and to understand the issues surrounding drug use within your community.

# Why some people take drugs

There are many reasons why people take drugs including:

- ▶ to treat an illness
- ▶ to improve performance
- ▶ as a form of relaxation
- ▶ out of curiosity
- ▶ due to parent or family use
- ▶ to be part of a celebration (for example, a party)
- ▶ to experiment (for example, to try something new)
- ▶ as an act of rebellion (for example, against parents)
- ▶ due to pressure from peers, or to fit in with the peer group
- ▶ as a form of escape from stress or emotional upset (for example, after an argument with a family member).





# Why people don't use drugs

Just as there are many reasons for people using drugs, there are also many reasons why people don't use drugs. These may include:

- ▶ Their family values and attitudes are against drug use.
- ▶ It is against the beliefs of their religion or culture.
- ▶ Some drugs are illegal.
- ▶ It is too expensive.
- ▶ They value personal health.
- ▶ They are athletes.
- ▶ They do not want to feel out of control.
- ▶ There are age limits.



# How drugs affect your health

Drugs affect people differently. Two people can use the same drug at the same time but experience different effects. How drugs affect a person is influenced by a number of factors, including:

- ▶ how much is used
- ▶ height and body weight
- ▶ past experience with the drug
- ▶ mood
- ▶ the strength of the drug
- ▶ state of health when taking the drug
- ▶ whether the drug is used on its own or with other drugs
- ▶ the environment – whether used alone or with others, at home or at a party.

All drugs, including prescription medicines, have the potential to negatively affect your health if not used correctly. Long-term misuse or abuse of a drug can lead to damage to your body and even death.

# Activity 3 - Drugs in Australia

1. Go to:  
<https://drinkingage.procon.org/view.resource.php?resourceID=004294> to identify the legal drinking age of China, Germany, Japan, Greece, Indonesia, United Arab Emirates, and Thailand.
2. What is the difference between alcohol purchase age and legal drinking age?
3. Highlight the legal and illegal drugs in different colours on your word cloud. Underline the ones that you are unsure of.
4. Complete “Drugs in Australia” Worksheet. Go to <https://www.healthdirect.gov.au/drugs-and-alcohol> (for guidance and info).

## Drugs in Australia

Drugs	Why might people take this drug?	Short Term Effects	Long Term Effects	Amount considered safe for Adults/ Children	Legal or illegal in Australia	Impact on health
Caffeine						
Tobacco/ Cigarettes						
Alcohol						
Cannabis						
Ice						
Speed						
Ecstasy						
Prescription Medication						
Steroids						

## Activity 4: Lightening Writing



1. What are 3 positive influences on stopping young people from drinking alcohol, smoking or taking drugs?

# Activity 5: Be an expert

- ▶ Choose one article and read the article to discuss the main points.
- ▶ Question: What changes would you make to media or social media to encourage safe and healthy behaviours towards drugs and alcohol (eg. not smoking)?
- ▶ Article 1: <https://www.theguardian.com/society/2019/jun/18/reality-tv-encourages-children-to-drink-and-smoke-experts-warn>
- ▶ Article 2: <https://www1.racgp.org.au/newsgp/clinical/smoking-and-drinking-rates-plunge,-but-some-illici>
- ▶ Article 3: <https://www.abc.net.au/triplej/programs/hack/big-tobacco-using-instagram-influencers-advocates-warn/10195712>
- ▶ Article 4: <https://www.theguardian.com/australia-news/2018/jan/12/sharp-drop-in-australian-teenagers-use-of-drugs-alcohol-and-tobacco>

- ✓ **Lesson Intention:** What is a drug? Why do people use drugs?
- ✓ **Success Criteria:** I can explain the reasons behind drug use and discuss safer alternatives

## Exit Ticket



Respond in a positive way to the following statement:



“More and more young people are drinking and smoking. They are reckless and unsafe.”

# Lesson 3 - Types of Drugs

**Lesson Intention:** Recognising various types of drugs and their impact on health. Explore protective behaviours to prevent drug use.

**Success Criteria:** I can categorise drugs and explain their impact on health. I can use effective strategies to not use drugs.

# Classifying Drugs

- ▶ One of the most common and useful ways of classifying a drug is by the effect that it has on a person's central nervous system. The brain is the major part of the central nervous system, and this is where psycho-active drugs have their main effect.
- ▶ Major classifications of drugs including:
  - ▶ Stimulants
  - ▶ Depressants
  - ▶ Hallucinogens.
- ▶ The group 'others' includes those psycho-active drugs that do not fit neatly in any other category.
- ▶ Drug Wheel - <https://adf.org.au/drug-facts/#wheel>



# Stimulants

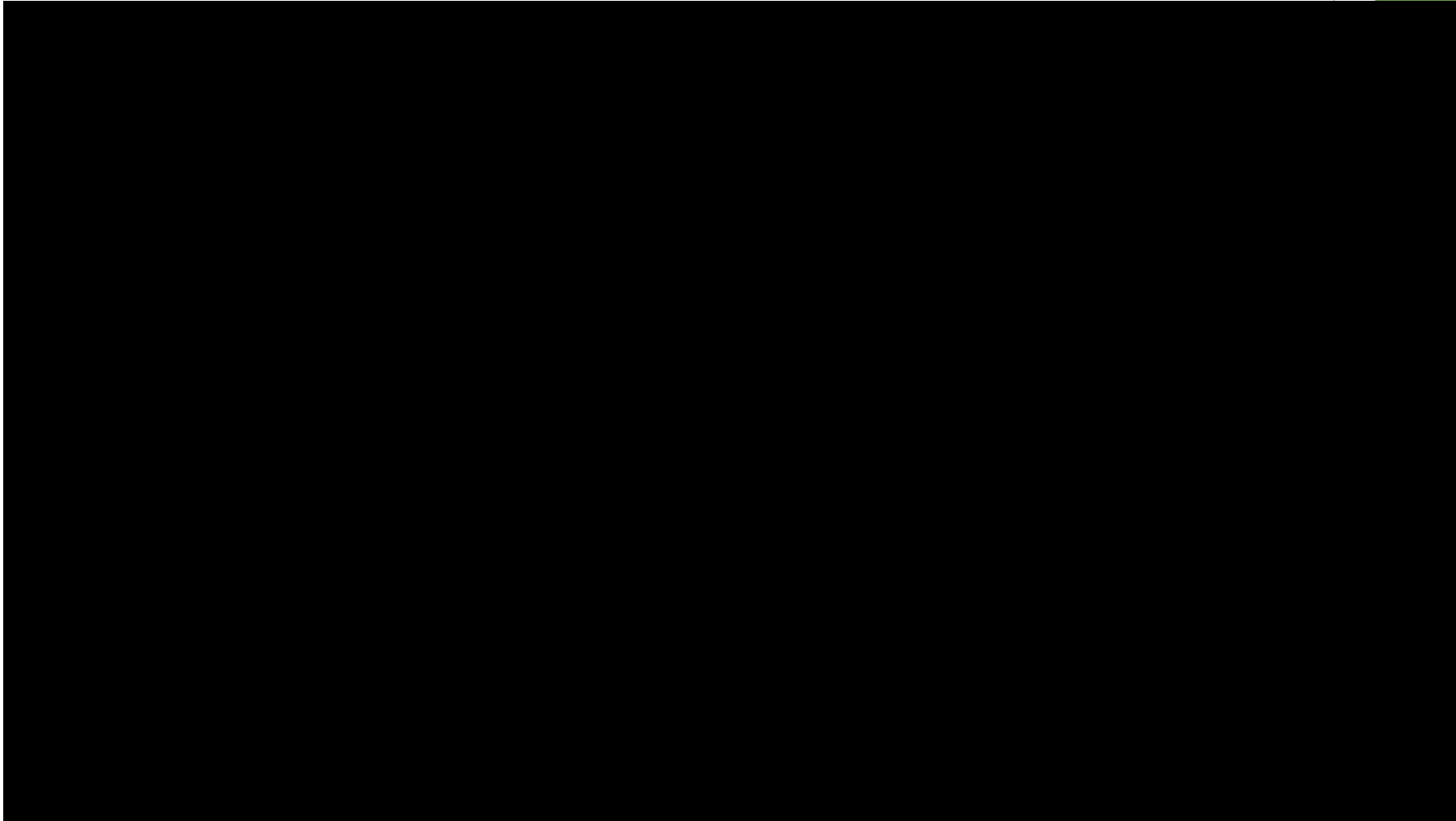
- ▶ *Speed up* the activity of a person's central nervous system (CNS) including the brain.

These drugs often result in the user feeling more alert and more energetic.

## **Examples include:**

- ▶ Amphetamines
- ▶ Cocaine
- ▶ Pseudoephedrine (found in medications such as Sudafed, Codral Cold and Flu)
- ▶ Nicotine
- ▶ Caffeine

# Effects of Smoking (nicotine)



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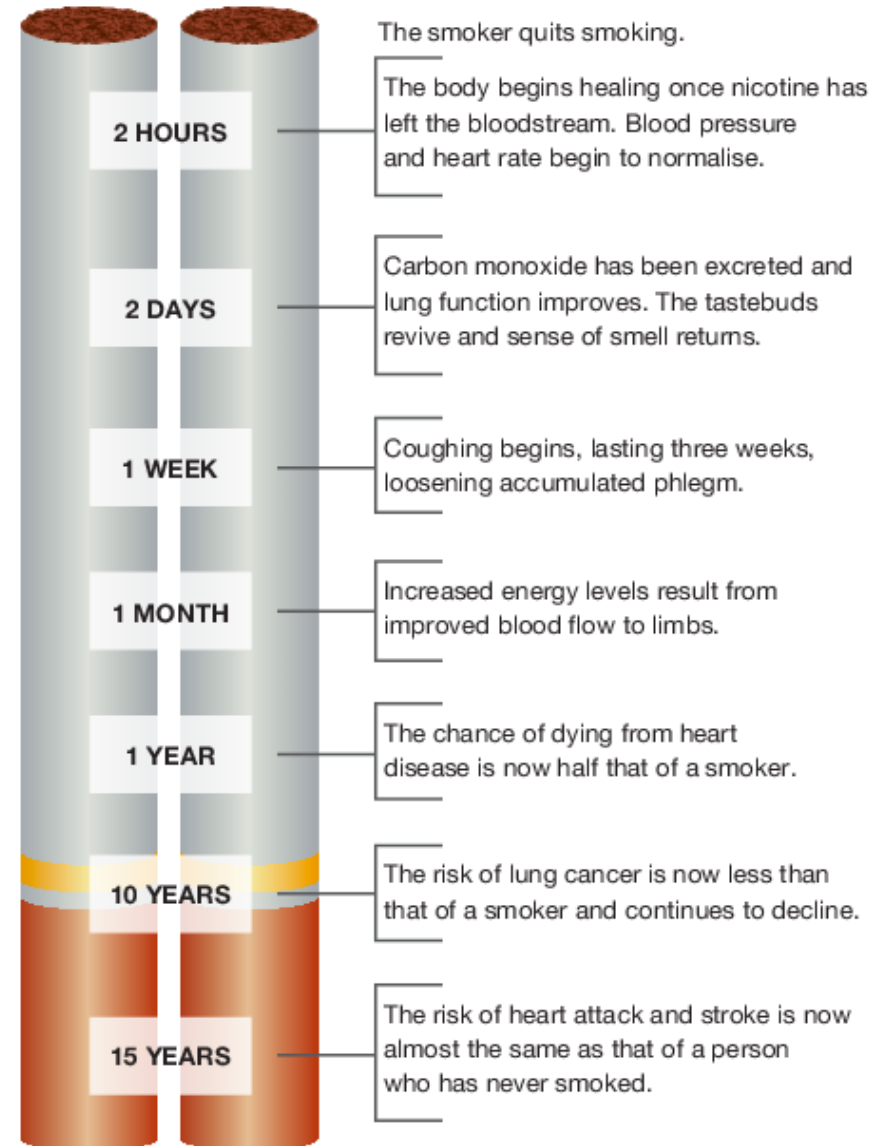
## Short-term effects of smoking

- Reduced fitness levels
- Smelly clothes and breath
- Irritated eyes from smoke
- More coughing
- More prone to chest infections

## Long-term effects of smoking

- Cancer of the lung, throat, mouth, lips, tongue, nose, nasal sinus, voice box, oesophagus, pancreas, stomach, kidney, bladder, urethra, cervix and bone marrow
- Heart disease
- Emphysema and/or bronchitis
- Peripheral vascular disease — a narrowing of the arteries in the leg, which can cause a blockage and possible amputation

Once a smoker quits, the body begins to repair itself immediately.



# Depressants (*also known as relaxants*)

- ▶ *Slow down* the activity of the CNS, which often results in the user feeling less pain, more relaxed and sleepy.

These symptoms may be noticeable when a drug is taken in large amounts.

It is important to note that the term 'depressant' is used to describe the effect on the CNS, not mood.

CNS depressants are more likely to result in euphoria than depression, especially in moderate use.

## **Examples include:**

- ▶ Alcohol
- ▶ Major tranquillisers
- ▶ Benzodiazepines (e.g. Valium, Temazepam) Opioids (heroin, morphine)
- ▶ Volatile substances (can also be classified as 'other' (glue, petrol, and paint)).

# Effects of Alcohol on the body

- ▶ <https://drinkwise.org.au/alcohol-and-your-health/#app>
- ▶ <https://www.blurredminds.com.au/students/>

# Hallucinogens

- ▶ Have the ability to alter a user's sensory perceptions by distorting the messages carried in the CNS. A common example is LSD (trips).

Hallucinogens alter one's perceptions and states of consciousness.

**Examples include:**

- ▶ LSD
- ▶ Psilocybin (magic mushrooms)
- ▶ Mescaline (peyote cactus)

# Others

- ▶ Includes psycho-active drugs that do not fit neatly into one of the other categories, but which are clearly psycho-active, such as antidepressants (e.g. Zoloft) and mood stabilisers (e.g. Lithium).

## **Examples include:**

- ▶ MDMA (ecstasy)
- ▶ Cannabis
- ▶ Volatile substances (petrol, glue, paint)

# Activity 2: Anti Drug Campaign

Drugs are everywhere and learning about the dangers of drugs at a young age will support young people to make informed decisions about their health.

Watch the following campaigns and write down what you liked or disliked.

- ▶ Clip 1: [https://www.youtube.com/watch?v=RRx\\_eCa4aPU](https://www.youtube.com/watch?v=RRx_eCa4aPU)
- ▶ Clip 2: <https://www.youtube.com/watch?v=3ufdWeBGW9g>
- ▶ Although clip 2 can target a general audience, it was also created to encourage positive lifestyle choices within the Indigenous community. Questions: What did Ted say, which might give you the impression this campaign specifically targets young Indigenous Australians? Why would it be important for Ted to talk to an Aboriginal counsellor?



# Exit Ticket:



**Lesson Intention:** Recognising various types of drugs and their impact on health. Explore protective behaviours to prevent drug use.



**Success Criteria:** I can categorise drugs and explain their impact on health. I can use effective strategies to not use drugs.



Students stand up, high five one other person, share one example of a drug and explain the short and long term effects of this drug.