

9 HPE: Drug Education

Achievement Standard: [insert year level achievement standard. Bold the statements that will be assessed in the unit]

By the end of Year 10, students critically analyse contextual factors that influence identities, relationships, **decisions and behaviours**. They analyse the impact attitudes and beliefs about diversity have on community connection and wellbeing. They evaluate the outcomes of emotional responses to different situations. **Students access, synthesise and apply health information from credible sources to propose and justify responses to health situations.** Students propose and evaluate interventions to improve fitness and physical activity levels in their communities. They examine the role physical activity has played historically in defining cultures and cultural identities.

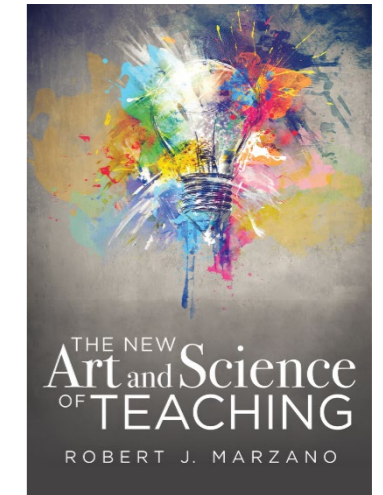
Students demonstrate leadership, fair play and cooperation across a range of movement and health contexts. They apply decision-making and problem-solving skills when taking action to enhance their own and others' health, safety and wellbeing. **They apply and transfer movement concepts and strategies to new and challenging movement situations.** They apply criteria to make judgements about and refine their own and others' specialised movement skills and movement performances. They work collaboratively to design and apply solutions to movement challenges.

Unit Specific Information *[various forms e.g. assessment focus, context, etc]*

In this unit, students explore public health and advertising campaigns to determine their effectiveness on adolescent choices about using alcohol and other drugs. Students examine norms and stereotypes surrounding adolescent alcohol and drug use. They investigate information about alcohol and other drugs; standard drinks; blood alcohol concentration and alcohol and drug laws. Students also examine advertisement campaigns and use the decision making process to be able to recommend solutions to reducing alcohol and other drug use.

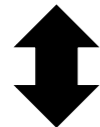
Assessment Details:

- Problem-solution Report
- (600-800 words)
- Due end Week 9
- 'How can the prevalence of alcohol/tobacco/methamphetamine (select one) be reduced in Australia?'

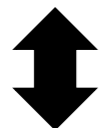


READING / VIEWING / LISTENING:
Australian Ad Campaigns

COMPREHENSION SKILL FOCUS:
Mind Maps
Double Bubbles



THINKING:
Analyse, Synthesise, Propose, Justify, Apply



WRITTEN / SPOKEN / MULTI-MODAL TEXT
Written: Problem-solution Report

HIGHLY VALUED LANGUAGE FEATURE FOCUS:
Implication Sequences

Priority Standards

4	Production of high quality responses to propose solutions to reduce the use of alcohol/tobacco/methamphetamines in Australia.
3	Increased understanding of how drugs can have short and long-term effects on people, and able to apply this knowledge to everyday situations in order to improve the health of self and others.
2	Recognise and recall specific terminology for drug education (alcohol, tobacco, methamphetamine)
	Performs basic process such as: <ul style="list-style-type: none"> • Identify short-term effects of drug use • Identify long-term effects of drug use • Analyse statistics of drug use • Analyse current campaigns in Australia to reduce drug use • Apply knowledge of drug education to developing solutions to reduce use of drugs • Evaluate effectiveness of current campaigns • Propose solutions to reduce drug use in Australia

Learning Goals:

Strands and Sub-Strands	Australian Curriculum Content Descriptors	Kirwan High Learning Goals
<p>Being healthy, safe and active</p>	<ul style="list-style-type: none"> Propose, practice and evaluate responses in situations where external influences may impact on their ability to make healthy and safe choices (ACPPS092) 	<ul style="list-style-type: none"> I can discuss my prior knowledge of drugs and alcohol. I can identify internal and external influences on drug use. I can create solutions for motives of drug use. I can evaluate the effectiveness of existing campaigns. I can evaluate the effectiveness of existing campaigns. I can evaluate the effectiveness of existing campaigns.
<p>Communicating and interacting for health and wellbeing</p>	<ul style="list-style-type: none"> Critically analyse and apply health information from a range of sources to health decisions and situations (ACPPS095) 	<ul style="list-style-type: none"> I can determine important information from a text. I can interpret and analyse a range of statistical information on alcohol consumption. I can interpret and analyse a range of statistical information on alcohol consumption. I can interpret and analyse a range of statistical information on methamphetamine consumption.
<p>Contributing to healthy and active communities</p>	<ul style="list-style-type: none"> Critique behaviours and contextual factors that influence health and wellbeing of diverse communities (ACPPS098) 	<ul style="list-style-type: none"> I can list reasons why teenagers use drugs. I can understand the short and long-term effects of alcohol consumption. I can understand the short and long-term effects of smoking tobacco. I can understand the short and long-term effects of methamphetamine.

Possible Habit of Mind:

<p>Exploring Meaning of the HOM By the end of this unit students will be able to: Question and pose problems</p>	<p>Expanding Capacity for using the HOM By the end of this unit students will be able to: Use their questioning to propose solutions</p>	<p>Increasing Alertness for the HOM By the end of this unit students will be able to: Be aware of the number of problems that require solutions</p>	<p>Extending Values of the HOM By the end of this unit students will be able to: See the value in posing questions</p>	<p>Building Commitment towards the HOM By the end of this unit students will be able to: Confidently pose problems for solutions to be found</p>
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General Capabilities: This unit provides opportunities for students to engage in following capabilities:

<p>Literacy</p> <ul style="list-style-type: none"> <input type="checkbox"/> Comprehending texts through listening, reading and viewing <input type="checkbox"/> Composing texts through speaking, writing and creating <input type="checkbox"/> Text knowledge <input type="checkbox"/> Grammar knowledge <input type="checkbox"/> Word knowledge <input type="checkbox"/> Visual knowledge <p>Numeracy</p> <ul style="list-style-type: none"> <input type="checkbox"/> Estimating and calculating with whole numbers <input type="checkbox"/> Recognising and using patterns and relationships <input type="checkbox"/> Using fractions, decimals, percentages, ratios and rates <input type="checkbox"/> Using spatial reasoning <input type="checkbox"/> Interpreting statistical information <input type="checkbox"/> Using measurement 	<p>ICT</p> <ul style="list-style-type: none"> <input type="checkbox"/> Applying social and ethical protocols and practices when using ICT <input type="checkbox"/> Investigating with ICT <input type="checkbox"/> Creating with ICT <input type="checkbox"/> Communicating with ICT <input type="checkbox"/> Managing and operating ICT <p>Critical and creative thinking</p> <ul style="list-style-type: none"> <input type="checkbox"/> Inquiring - identifying, exploring and organising information and ideas <input type="checkbox"/> Generating ideas, possibilities and actions <input type="checkbox"/> Reflecting on thinking and processes <input type="checkbox"/> Analysing, synthesising and evaluating reasoning and procedures 	<p>Personal and social capability</p> <ul style="list-style-type: none"> <input type="checkbox"/> Self-awareness <input type="checkbox"/> Self-management <input type="checkbox"/> Social awareness <input type="checkbox"/> Social management <p>Ethical understanding</p> <ul style="list-style-type: none"> <input type="checkbox"/> Understanding ethical concepts and issues <input type="checkbox"/> Reasoning in decision making and actions <input type="checkbox"/> Exploring values, rights and responsibilities <p>Intercultural understanding</p> <ul style="list-style-type: none"> <input type="checkbox"/> Recognising culture and developing respect <input type="checkbox"/> Interacting and empathising with others <input type="checkbox"/> Reflecting on intercultural experiences and taking responsibility
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Cross Curriculum Priorities:

<ul style="list-style-type: none"> <input type="checkbox"/> Aboriginal and Torres Strait Islander histories and cultures 	<ul style="list-style-type: none"> <input type="checkbox"/> Asia and Australia's engagement with Asia 	<ul style="list-style-type: none"> <input type="checkbox"/> Sustainability
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Differentiation [for small groups or individuals]:

Due to demands on physical resources and facilities, classes will be allocated a practical unit of either orienteering/recreation, swimming or throwing and catching. Each class will complete each unit over the remaining 3 terms of the school year.

Lesson Overview

Week	Lesson 1	Lesson 2
1	Introduction to drug education unit	Practical (refer to relevant practical unit plan: Orienteering/recreation, swimming, or throwing and catching)
2	Internal and external influences	Practical (refer to relevant practical unit plan: Orienteering/recreation, swimming, or throwing and catching)
3	Alcohol	Practical (refer to relevant practical unit plan: Orienteering/recreation, swimming, or throwing and catching)
4	Smoking (tobacco)	Practical (refer to relevant practical unit plan: Orienteering/recreation, swimming, or throwing and catching)
5	Methamphetamine (ice)	Practical (refer to relevant practical unit plan: Orienteering/recreation, swimming, or throwing and catching)
6	Assessment Handout and Exemplar breakdown	Practical (refer to relevant practical unit plan: Orienteering/recreation, swimming, or throwing and catching)
7	Assessment	Practical (refer to relevant practical unit plan: Orienteering/recreation, swimming, or throwing and catching)
8	Assessment Draft Due	Practical (refer to relevant practical unit plan: Orienteering/recreation, swimming, or throwing and catching)
9	Assessment Due	Practical (refer to relevant practical unit plan: Orienteering/recreation, swimming, or throwing and catching)
10	Real world connections	Practical (refer to relevant practical unit plan: Orienteering/recreation, swimming, or throwing and catching)