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| **COPY TEMPLATES** **Alcohol and other drugs** A resource of teaching and learning activities for teachers of students in Years 9-13 To support learning in Health Education in *The New Zealand Curriculum*New Zealand Health Education Association (NZHEA)2020 |

Alcohol and other drugs: A resource of teaching and learning activities for teachers of students in Years 9-13.

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| Contents |

These are the copy templates that accompany the teaching and learning activities in the resource *Alcohol and other drugs: A resource of teaching and learning activities for teachers of students in Years 9-13.*

Teachers may use these template as is or reword the text to reflect student learning needs, and reformat the templates for improved usability. The templates can be printed, or the text can be provided as part of the learning resources on the schools e-learning platform which then becomes part of students’ learning journals.

|  |  |  |
| --- | --- | --- |
| Activity number  | Activity title  | Page  |
|  | PART 1 |  |
|  | Programme planning – offering students choice in their learning | 5 |
|  | Class safety guidelines for AoD education  | 6 |
|  | AoD knowledge and values continuum  | 8 |
|  | Post boxes, graffiti sheets and pass-the-paper activities | 11 |
|  | QR code treasure hunt | NA |
|  | Dominoes | 13 |
|  | True or false? AoD behaviours in New Zealand | 18 |
|  | Alcohol knowledge race | 20 |
|  | Alcohol knowledge skits | NA |
|  | Defining and classifying drugs | 21 |
|  | PART 2  |  |
|  | Drug and alcohol language | NA |
|  | Effects of alcohol on the body | NA |
|  | Alcohol, cannabis and well-being | 22 |
|  | Who else is affected by AoD incidents?  | NA |
|  | AoD and resilience  | 24 |
|  | Recognising unsafe situations | 30 |
|  | More or less risky?  | 31 |
|  | Documentary evidence | 32 |
|  | Investigating ethical issues relating to alcohol and drugs | 33 |
|  | Alcohol and sex - what’s the concern?  | 34 |
|  | Critical thinking – alcohol and culture | NA |
|  | Legal matters related to drugs and alcohol – and how these affects well-being  | 36 |
|  | Influences on drug use – legal issues | 37 |
|  | Between the headlines | NA |
|  | AoD in the media - fact or opinion?  | 38 |
|  | Who benefits from alcohol advertising? | 39 |
|  | Does alcohol advertising give mixed messages? | 40 |
|  | Analysis of Health Promotion Campaigns  | 41 |
|  | Reading about AoD issues - supporting student literacy - expert jigsaw | NA |
|  | AoD and the media - supporting student literacy – reciprocal teaching  | 42 |
|  | What the statistics say - young people, alcohol and other drugs | 45 |
|  | Pouring standard drinks | NA |
|  | Investigating drugs and sport – what’s the well-being issue? | 55 |
|  | Hearing from the experts (guest speakers) | NA |
|  | Investigating an AoD issue | 57 |
|  | PART 3 |  |
|  | Being assertive in AoD situations | 58 |
|  | Responsible decision making in AoD situations  | 60 |
|  | Resolving problems in AoD situations | 61 |
|  | Host responsibility: planning a safe party | 63 |
|  | Contributing school wide – reviewing the school alcohol policy | NA |
|  | Agony Aunt  | 64 |
|  | Designing a health promotion advertisement | NA |
|  | Advocacy and alcohol advertising | 65 |
|  | Taking health promoting action using the Action Competence Learning Process (ACLP) | 68 |

Copy template for Activity 1.

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| **Possible topics for alcohol and other drug education**  |
| Why do many New Zealanders use alcohol and other drugs? |
| Are New Zealand adults helpful or unhelpful role models on matters to do with alcohol use?  |
| How can I be assertive in drug-related situations? |
| What is host responsibility and how do we have safe and successful parties?  |
| How does alcohol and drug use affect well-being?  |
| How does alcohol and drug use affect our community and NZ overall?  |
| What can we do to address an issue relating to alcohol in our community? |
| Do we have a ‘kiwi drinking culture’?  |
| What does the law say about alcohol and drugs in NZ that I need to know about?  |
| How can I be a positive influence on others and a supportive friend in situations where alcohol and drugs are being used?  |
| How do I make healthy decisions regarding alcohol or other drugs in social situations?  |
| What’s the issue around alcohol and sporting culture in NZ?  |

Copy template for Activity 2.

|  |  |  |
| --- | --- | --- |
| **Possible classroom situation**  | **What sort of class safety guideline would be required?** | **Do our class safety guidelines state this?** *Add new guidelines if needed* |
| 1. Some students in the class come from cultural backgrounds where alcohol is not used.
 |  |  |
| 1. The teacher asks students to draw on ideas related to alcohol or another drug (either their own use or someone else’s) and share something of their experiences.
 |  |  |
| 1. A student starts to tell the class about some of their personal experiences with alcohol or another drug which had damaging results for them.
 |  |  |
| 1. Some students in the class don’t use alcohol or other drugs for personal reasons (eg health reasons, personal values and beliefs).
 |  |  |
| 1. A group of students in the class thinks alcohol and drug education is bit of a joke and are making unhelpful and disrespectful comments.
 |  |  |
| 1. A student starts to tell the class about other people’s (eg other students, or family) experiences with alcohol or another drug which had damaging results.
 |  |  |
| 1. Students in the class have family members who have alcohol or other drug-related health problems (*but you don’t know this*).
 |  |  |

|  |  |  |
| --- | --- | --- |
| 1. Students in the class have friends or family who have been seriously hurt (or have died from) alcohol-related causes.
 |  |  |
| 1. *Add ideas relevant to class and community.*
 |  |  |
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|  |  |  |
|  |  |  |

Copy template for Activity 3.

|  |  |
| --- | --- |
| Absolutely agree | Unsure / don’t know |
| Neutral  | Completely disagree |

Alcohol statements for values continuum

|  |
| --- |
| We have a binge drinking culture in New Zealand  |
| Alcohol is not a harmful drug |
| If the alcohol purchase age was raised to 20, alcohol-related harm to teenagers would be reduced |
| Alcohol and sport go together in New Zealand  |
| It is easy for teenagers to access alcohol  |
| Science shows alcohol can be good for your health and well-being  |
| Teenagers can only have fun at a party when there is alcohol  |
| Young people are more likely to drive drunk than are older people  |
| Alcohol sponsorship of sporting events and sports teams should be banned  |
| Alcohol advertising encourages young people to try alcohol  |
| It is difficult for teenagers to buy alcohol  |
| Trying alcohol at a young age is just a normal part of growing up in New Zealand  |
| There is a strong link between alcohol and domestic violence in New Zealand  |
| All teenagers drink alcohol with the aim of getting drunk  |
| Many teenagers drink alcohol because they want to fit in  |
| Supermarkets should not be allowed to sell alcohol |
| Drinking alcohol should be allowed anytime and in all public places  |
| Alcohol companies persuade young people to drink their brand with low pricing and appealing packaging of their drinks  |
| Dairies near schools should not be allowed to sell alcohol  |

Cannabis statements for values continuum

|  |
| --- |
| Cannabis is a harmful drug  |
| New Zealand doesn’t have a cannabis problem  |
| All cannabis products have the same potency  |
| Cannabis is a ‘gateway’ drug to other drugs  |
| Getting caught with cannabis isn’t as bad as getting caught with a drug such as “P”  |
| New Zealand should decriminalise cannabis  |
| Dealing in cannabis is more of a crime than possessing cannabis  |
| The active ingredient in cannabis is called THC (tetrahydrocannabinol) |
| Cannabis causes cancer much like tobacco smoking  |
| Most teenagers try cannabis at some time  |
| Unlike alcohol cannabis does not impair the ability to drive safely  |
| Use of cannabis can lead to the development of mental health problems  |
| New Zealand should not legalise cannabis  |
| Signs of cannabis use includes red eyes, increased appetite, impaired thinking and increased paranoia  |
| People who use cannabis for medical reasons (like pain relief) should be able to grow their own without criminal conviction  |
| Cannabis grows in many places all around the world  |
| Some varieties of the cannabis plant (*Cannabis sativa*) have uses other than as a recreational drug  |
| The majority of adults in New Zealand have tried cannabis at some time in their lives  |

Copy template for Activity 4.

Pass-the-paper or postbox questions about alcohol use

|  |  |
| --- | --- |
| 1. What are the **benefits** for teenagers who: * Do not drink alcohol
* Do drink alcohol
 | 2. What are the **disadvantages** for teenagers who: * Do not drink alcohol
* Do drink alcohol
 |
| 3. Do you think alcohol use is a problem for some New Zealand teenagers? Yes/No Why/why not? | 4. Do you think teenage alcohol use is an issue for all New Zealanders? Yes/No Why/why not? |
| 5. Which laws (or legal situations) related to alcohol do you think teenagers need to know about? Even if you’re not sure what the law says but you know it is something you should be aware of.  | 6. What do you think ‘binge drinking’ means? Do you think NZ teenagers have a binge drinking problem? Why or why not?  |
| 7. Why do you think some teenagers pressure their friends into drinking alcohol?What thoughts and feelings do you have about teenagers who pressure other teenagers to drink? | 8. Describe what you would do if you had a drunk person trying to make unwanted sexual advances (*come onto you*) at a party.  |
| 9. Describe what you would do if you found your friend at a party really drunk (and they were doing things like crying or fighting, being sick or passed out). | 10. Describe what you would do if you got into a car with a driver who, at first, you didn’t realise was drunk. |
| 11. Do you think alcohol advertising should be allowed at sports events, for sponsorship of sports teams, or be allowed to be advertised on TV?Why or why not?  | 12. Do you think that alcohol advertising should be allowed on billboards or on shop fronts near schools? Why or why not?  |

Examples of questions for an anonymous postbox activity.

|  |  |
| --- | --- |
| 1. Have you ever tried alcohol? YES / NO*If NO write this on your paper, post it and go to the next question.*If yes, about how old were you when you first tried alcohol?ANDIn what situation did you first try alcohol?  | 2. Have you ever been drunk? YES /NO *If NO write this on your paper, post it and go to the next question.*If yes, about how old were you the first time you got drunk?ANDIn what situation did you get drunk this first time? |
| 3. If you have NEVER had alcohol before, what are the reasons for this? If you have had alcohol, even just once, put an X on your paper, put it in the box and go to the next question.  | 4. If you have used alcohol this year, what was the main reason for this? If you have NEVER had alcohol before, OR you haven’t used alcohol this year, put an X on your paper, put it in the box and go to the next question. |
| 5. What do you think or feel when you see drunk teenagers?What do you think or feel when you see drunk adults (people that you know like family and friends)? | 6. Have you ever seen or known someone else harmed by the use of alcohol? YES / NO If yes, what sort of harm did they experience? |
| 7. Have you ever been harmed by your own alcohol use? YES / NO\*If yes, what sort of harm did you experience?\*If you have NEVER had alcohol before, put an X on your paper, put it in the box and go to the next question. | 8. What is your opinion about teenagers the same age as you who drink alcohol? What is your opinion about teenagers the same age as you who don’t drink alcohol? |

Copy template for Activity 6.

**Alcohol dominoes**

|  |  |
| --- | --- |
| For young people aged 15 to 17 years, the safest option is to delay drinking for as long as possible | How much pure alcohol is in one standard drink? |
| 10mL | How old do you have to be to purchase alcohol in NZ? |
| 18 | What is the name of the condition that babies may be born with if a mother drinks while she is pregnant? |
| Foetal alcohol syndrome  | What is the volume of vodka or other spirit that equals one standard drink? |
| 25mL  | What are some alternative drinks to alcohol? |
| Soft drinks, hot chocolate, fruit juice, water, tea, coffee  | What do we call it when others tell us we have to drink to fit into the group? |
| Peer pressure  | What is a possible consequence of excessive alcohol consumption? |
| Unsafe sex, pregnancy, fights, injuries, accidents | What is the legal alcohol limit for a driver under the age of twenty? |
| Zero | What alcohol intake guideline does the NZ Ministry of Health recommend for adult women?  |
| 2 standard drinks a day and no more than 10 standard drinks a week; at least 2 alcohol-free days every week | What is the organ in the body that breaks down alcohol?  |
| Liver | What it is called when a person consumes 5 or more drinks in a session? |
| Binge drinking | What organ of the body, when affected by alcohol, leads to poor coordination? |
| Brain | What should be consumed with alcohol to slow the absorption into the blood stream? |
| Food  | What alcohol intake guideline does the NZ Ministry of Health recommend for adult men? |
| 3 standard drinks a day and no more than 15 standard drinks a week; at least 2 alcohol-free days every week | What type of drug is alcohol classified as? |
| Depressant  | What do we call the behaviour when a person stands up for themselves and says ‘no’ to alcohol? |
| Assertiveness | What do we call it when people plan safe parties? |
| Host responsibility  | What do we call someone who doesn’t drink and who can drive others home safely? |
| Sober or designated driver  | Which has more alcohol by volume – wine or beer? |
| Wine  | Who is able to supply teenagers under the age of 18 with alcohol?  |
| Parent or legal guardian (only) | What are possible long term effects of excessive alcohol use?  |
| Liver problems, addiction, brain damage, and heart problems  | What does the NZ Ministry of Health recommend as a guideline for young people’s intake of alcohol?  |

**Cannabis dominoes**

|  |  |
| --- | --- |
| Yes - New Zealand Health Survey 2012/13 showed that 8% of young cannabis users found cannabis had a harmful effect upon their mental health at least once in the past year, this was more common for younger age groups | What is the name of the active ingredient in cannabis that produces psychoactive effects?  |
| THC (tetrahydrocannabinol)  | What does cannabis (and cannabis products) come from?  |
| A plant (*Cannabis sativa*)  | Apart from marijuana, what other forms of cannabis are commonly used?  |
| Hash and hash oil  | What are the penalties for dealing marijuana (as a Class C drug)? |
| The maximum penalty for importing, cultivating and/or supplying marijuana is eight years imprisonment | What are some examples of NZ organisations that can help people who want help to manage drug-related problems?  |
| DrugHelp, The Alcohol Drug Helpline  | What is the most common and least powerful form of cannabis?  |
| Marijuana  | What are some popular names for marijuana – now and in the past?  |
| Dope, grass, weed, MJ, electric puha, ganja  | What are some possible long term chronic effects of heavy cannabis use?  |
| Respiratory illness (lung diseases), reduced brain function, and mental illness (especially for those already susceptible)  | What does it mean to ‘decriminalise’ cannabis?  |
| The substance would still be illegal but (depending on what the law then said) it is likely that small amounts for personal use or distribution would not be considered a crime | Is cannabis physically and/or psychologically addictive?  |
| Both  | What is the common name of the variety of cannabis plant used to make rope and cloth?  |
| Hemp  | What are the penalties for dealing in forms of cannabis that are classified as Class B drugs? |
| The maximum penalty for dealing (importation, manufacture and supply) a Class B drug (hashish and oil), is 14 years imprisonment | Most New Zealanders have tried cannabis – true or false?  |
| False – the New Zealand Health Survey 2012/13 reported that nearly half (42%) of all adults over 15 have tried it and 11% of people aged over 15 had used cannabis within the past 12 months | What do some people with chronic and long term illnesses use ‘medicinal marijuana’ for?  |
| Managing pain, increasing appetite | What is a ‘joint’ when referring to cannabis use? |
| Marijuana leaves (and flowers) rolled into a cigarette form that is then smoked  | If a person has a conviction for a drug offence, how might this affect them later on? |
| May not be able to travel to some countries, or may not be able to apply for certain jobs | What class of drug is cannabis? |
| Marijuana is a Class C drug and stronger forms, like hash oil, are Class B drugs (which means they have more serious penalties)  | What parts of cannabis are used in marijuana that is smoked?  |
| Leaves (and flowers)  | What are some common short term effects of cannabis use?  |
| Red or bloodshot eyes, increased appetite (munchies), relaxation and loss of inhibition  | Young people are more likely to be regular users of cannabis than older people – true or false?  |
| False - weekly use (or more) was most common for people aged 55 or older (44%), this frequent use was least common among people aged 15-24 (older people were more likely to say it was for medicinal use)  | What would it mean if cannabis was ‘legalised’?  |
| It would mean that it would no longer be a criminal act to grow, sell, possess or use cannabis products  | What are the penalties for being in possession of marijuana? |
| The maximum penalty for possession or use of marijuana (as Class C drug) is three months jail and/or a $500 fine | Who is more likely to use cannabis in NZ – men or women?  |
| Men - New Zealand Health Survey 2012/13 showed men were 1.8 times more likely to report use of cannabis in the past year compared to women | Can cannabis use be harmful for young people? |

Copy template for Activity 7

**True or false statements**

|  |  |
| --- | --- |
| **Question – true or false?** | **Answer**  |
| 1. Teenage males smoke tobacco (cigarettes) more often than females
 | False – Youth ‘12 data indicates that of the 11% of all teenagers that currently smoke tobacco, 11.6% were female and 10.6% were male.  |
| 1. Teenagers living in rural (country) areas are more likely to drink alcohol
 | True – Youth/12 data showed that, 43.5% of teens who live in cities currently drink and 56.2% of teens who live in rural areas currently drink.  |
| 1. New Zealand’s drinking problem is getting worse in some categories
 | True - New Zealand Health Survey 2015/2016 shows that the hazardous drinking rate has increased since 2006/07. |
| 1. Adults aged 25-65 are more likely to drink that young adults aged 18-24
 | False - New Zealand Health Survey 2015/2016 shows that 84.4% of 18-24 year olds have had an alcoholic drink in the past 12months whereas between 81.4 and 83.4% of older people had. (However if the age group of 15-24 is compared with older adults, it is less as 76.2% of this age group had drunk alcohol in the past year).  |
| 1. Most young people attending school have tried cannabis
 | False - Youth’12 reported that 23% of all students completing the survey (in total 8,117 students) had ever tried cannabis.  |
| 1. Speed is a main cause of more fatal crashes than alcohol and drugs
 | True - Ministry of transport crash statistics in 2015 showed that driver’s use of alcohol/drugs were a contributing factor in 88 fatal traffic crashes, 324 serious injury crashes and 850 minor injury crashes and speeding was a contributing factor in 93 fatal crashes, 410 serious injury crashes and 1,286 minor injury crashes. |
| 1. Methamphetamine (or “P”) use is now more common than cannabis use in NZ
 | False – The NZ Drug Foundation report that 11% of people aged over 15 had used cannabis within the past 12 months, one third of this group used it at least weekly. The 2014/15 Health Survey report indicated that the number of people who used methamphetamine in the past year (aged 16-64) has gone down from 2.7% in 2003 to 0.9% in 2015. *Although it is noted that the way this information was collected has also changed over time which may have had an impact on the numbers.* |
| 1. Young teenagers are more likely to smoke tobacco (cigarettes) than older teenagers
 | False –Youth’12 data reported that among teenagers who currently smoke, 5.1% were 13 years old or less, 8.1% were 14 years old, 12.6% were 15 years old, the highest level was 16 year olds (16.7%) and it dropped off to 15% for 17 year olds and older. |
| 1. Although more young people have used cannabis in the past 12 months, it is older people who use it more regularly
 | True - NZ Drug Foundation - cannabis is most commonly used by people aged 15-24 with around 23% having used it in the past year. Using it at least weekly use was least common among people aged 15-24. And most common for people aged 55 or older (44%). |
| 1. The more severe a road crash, the greater the contribution of drugs/ alcohol
 | True - Ministry of Transport crash statistics showed that over the years 2013–2015, alcohol/drugs were a factor in 29 percent of fatal crashes, 19 percent of serious injury crashes and 11 percent of minor injury crashes. |
| 1. Smoking rates for teenagers is decreasing
 | True - New Zealand Health Survey 2015/2016 shows that the smoking rate has decreased since 2006/07. The most substantial reduction in current smoking since 2006/07 has been for 15–17 year-olds, 6% of whom smoked in 2015/16, compared with 16% in 2006/07. |
| 1. Older people are more likely to report harmful effects of cannabis use than younger people
 | False – New Zealand Health Survey reported by the NZ Drug Foundation - 9% of young cannabis users (aged 15-24 years) reported that their use had a harmful effect on their work, studies or employment, which was 3 times more likely than older groups.  |
| 1. It is illegal to have sex with someone who is wasted on drugs or alcohol
 | True - Family Planning (reporting NZ law) states that if a person is too drunk, or intoxicated, by alcohol and/or drugs and is unable to consent to sexual activity, it is illegal to have sex with them. The law calls this stupefied - when someone is this intoxicated. |
| 1. In NZ, alcohol use is linked with domestic (or intimate partner) violence and maltreatment of children
 | True – SUPERU (Social Policy Evaluation and Research Unit, 2015) report that alcohol plays a role in family violence in New Zealand: 25% of the most severe intimate partner aggression incidents in New Zealand involved alcohol. |
| 1. Binge drinking is getting worse among NZ teenagers
 | False – Youth’12 data showed that in 2000, 40.1% of teenagers at school had been binge drinking in the previous 4 weeks, in 2007 that dropped to 34.4% and in 2012 to 22.6%  |

Copy template for Activity 8.

**Year 9&10:** Make multiple copies - about 30 cards in total for each set

Set 1.

|  |  |
| --- | --- |
| Physical well-being*Taha tinana*  | Mental and emotional well-being (thoughts and feelings)*Taha hinengaro* |
| Social well-being *Taha whanau* | Spiritual well-being*Taha wairua* |

Set 2

|  |  |  |
| --- | --- | --- |
| Not drinking alcohol | Drinking in moderation | Binge drinking |

**Year 11:** Make multiple copies - about 30 cards in total for each set

Set 1

|  |  |  |
| --- | --- | --- |
| Alcohol  | Tobacco  | Cannabis  |

Set 2

|  |  |  |
| --- | --- | --- |
| Personal  | Interpersonal  | Societal  |

Copy template for Activity 10.

|  |
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| ***Definition of a drug for health education*** *The term drug includes legal drugs (such as caffeine found in coffee, tea, and some energy, soft drinks, tobacco, and alcohol), illegal drugs (such as cannabis, ecstasy, amphetamines and magic mushrooms), volatile substances (such as petrol, solvents and inhalants), other substances used for psychoactive effects, recreation or enhancement (‘legal highs’), culturally significant substances (kava), as well as prescription and pharmacy-only drugs used outside medical or pharmaceutical advice.*Ministry of Education, 2004. |

Copy template for Activity 13.

|  |  |
| --- | --- |
| **Alcohol situations**  |  |
| Throwing up after drinking too much alcohol  | Learning the skills needed for making healthy decisions about the use of alcohol |
| Lying to parents about going to a party where alcohol will be available  | Drinking too much at a party and doing or saying something really embarrassing in front of people you know |
| Getting caught drinking alcohol at school or on a school camp | Being pressured by friends to drink alcohol with them at a local beach or park |
| Having an honest conversation with parents about their expectations of your use of alcohol | Drinking too much and getting into a fight or major argument  |
| Drinking too much and having a serious accident  | Getting caught drinking on licensed premises under the age of 18  |
| **Cannabis situations**  |  |
| Saying no to smoking cannabis when it is offered to you at a party  | Sneaking out of school to go and smoke cannabis at a mate’s place  |
| Being caught at school with a joint in your bag | Walking past a group of people in a park who are smoking cannabis  |
| Being with a friend when the police find them in possession of cannabis  | Smoking cannabis on a weekly basis  |
| Being at a party where lots of people are smoking cannabis (and you are not)  | Smoking cannabis at a party that has been offered to you by people you don’t know  |
| Smoking cannabis regularly from a young age and over many years  | Using much stronger forms of cannabis after having only ever smoked a joint (marijuana) |

**Dimensions of well-being chart**

|  |
| --- |
| **Selected situation:** |
|  |
| **Social well-being / Taha Whānau**  | **Physical well-being / Taha Tinana** |
| PositiveNegativeImmediate and short term (now, today, this week) Longer term (months or years) | PositiveNegativeImmediate and short term Longer term  |
| **Mental and emotional well-being / Taha Hinengaro** | **Spiritual well-being / Taha Wairua**  |
| PositiveNegativeImmediate and short term Longer term  | PositiveNegativeImmediate and short term Longer term  |
| **Is there one dimension that appears to be more affected than others in this situation? Why do you think this is the case?**  |
|  |
| **How do some or all of the ideas above link together to harm or enhance well-being?**  |
|  |

Copy template for Activity 15.

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| Resilience – reading Summary and excerpts from the *Youth Development Strategy Aotearoa* (Ministry of Youth Development, 2002) For health education purposes it is useful to think about resilience as our capacity to bounce back after experiencing significant and stressful changes or losses in our lives.These changes could include changing school or moving house, the break-up of a friendship or romantic relationship, parents separating, the death of a family member of friend, serious injury or illness, being the victim of a crime, or experiencing the destruction of a major natural disaster. Some young people live continuously in stressful situations like those living in poverty, or in countries where there is war and conflict. Despite experiencing major stressful changes or losses, many people manage, they cope, they ‘bounce back’ and find ways to get on with their lives. Social scientists have spent decades studying the factors that help us develop resilience. They have come up with a list of ‘risk factors’ – those things that tend to prevent us from bouncing back, and ‘protective factors’ – those things that help us deal with the changes and the stresses of the situation. One of the ‘risk factors’ is the heavy use of alcohol and/or other drugs.Everyone will experience stressful life changes at some point in their lives. Some teenagers experience many changes, losses and stresses during their adolescent years while others experience very few. If we never experience major change or losses, how do we know if we’re resilient?We probably don’t know. But building resilience is what we want all young people to do. Building resilience is about developing knowledge and skills we can later use (also called our capabilities), and working together to create supportive environments. This means that if, and when, major changes or losses happen in our lives, we have the capacity and a range of capabilities to draw on from our previously learned knowledge and skills, to manage and cope with the situation. This is not to say that a major loss is easy to deal with, and being resilient doesn’t mean we don’t grieve over the loss of someone special to us, nor it doesn’t mean a major loss won‘t hurt (in the emotional sense). These are all healthy responses to major changes and losses. What building resilience is about is making sure young people have as many protective factors and as few risk factors as possible, to help them manage the stress of these changes if, or rather when, when they occur.  **Common protective factors listed in the YDSA report include:**Knowledge, skills and disposition (the nature or character) of the person – personal factors: * Thinking skills, including problem solving and seeing things from others’ perspectives
* Faith that life has meaning, optimism, aspirations, hopes and plans for the future
* Involved in extracurricular activities and having many interests and hobbies
* Meaningful employment (especially for older teenagers)
* Attachment to the community and one’s culture
* Staying longer at school and achieving well.

Their interpersonal relationships with others* Parenting that combines warmth with clear limits and firm consequences
* At least one close friend
* Mainly law-abiding friends with positive interests
* Large network of social support from wider family, teachers, school, workplace, church, youth organisations and leaders
* Positive social interactions with other people.

The supportiveness of their school, neighbourhood and community* Safe, supportive neighbourhoods
* A crime-free environment
* Neighbours and local people who watch out for young people and provide supervision, informal limit setting and support (this can include local businesses and services such as police, church and youth organisations)
* Local people who provide work opportunities after school and recreational opportunities.
 |

Talking frame for the discussion activity

|  |  |
| --- | --- |
| Read your scenario. 1. What happened - what is the change, loss or highly stressful situation the named person has experienced?
 |  |
| 1. Underline in one colour all of the things that appear to be protective factors, and in another colour underline the things that might prevent them from managing and coping with the situation in a helpful or healthy way (possible risk factors).
2. Do you think this person is going to have a healthy outcome and achieve a holistic sense of well-being in the weeks and months (and maybe years) ahead? Why or why not?
 |  |
| 1. Overall, would you say the person is ‘resilient’? Why or why not?
 |  |
| 1. Identify 3 things that need to happen to increase the likelihood that the person will manage and cope with their change. A least one of these things should relate directly to their alcohol or drug use. Try to identify one action they could take on their own, one action someone else could take to help them, and one action their school or neighbourhood or community could take to help. (*You might need to add some of your own ideas into the scenario to answer this*).
 |  |

**Scenarios for the discussion activity**

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| --- |
| **Chloe** broke up with her boyfriend three months ago – he dumped her because he wanted to go out with another girl in the school. Whenever she went to a party or other event in the few weeks after the breakup she always ended up getting really drunk, especially if her ex and his new girlfriend were there. When she still felt upset after these parties she would sometimes sneak alcohol from the liquor cabinet at home and drink in her bedroom. At school Chloe has several good friends who have stuck by her and made sure she kept up with all her school work. They are always prepared to listen to her when she wants to let off steam. One of her teachers noticed she was a bit withdrawn and asked if she was ok. Chloe said she was (without telling the teacher about her break up). The teacher has been really kind and asks how she is but without prying and makes sure she knows she can talk if she needs to. At home mum and dad just say well-meaning things like ‘it will get better’, ‘we’ve all had our hearts broken – we all learn from it’ which don’t really help. It’s Chloe’s nan that gives her big hugs and lets her cry - without any judgement.  |
| **Jayesh’s** parents separated recently. He thought this wasn’t common for adults in his culture and none of the adults in his family will talk about it which has made him even more angry and frustrated. When he was around at his friends place soon after it happened, his friend – whose parents were already divorced - offered Jayesh alcohol to help him calm down and ‘chill out’. Jayesh got a bit drunk and it just made him talk more and he got even angrier. His friend said he knew what it was like and it would get worse before it got better and he reckoned alcohol helped him cope when his parents were arguing. Jayesh wasn’t sure about that, his parents didn’t drink alcohol at home, and he didn’t look old enough to buy it so wasn’t sure how he would get it. His friend said to steal it but as Jayesh had always been taught to be law abiding and respectful of others he couldn’t see himself doing that. Anyway, he found that playing music calmed him down and allowed him to focus on other things besides his parents’ problems. He was continuing to do really well at school and knew he had to keep his achievement grades up to get into university.  |
| **Anahera’s** grandma died several weeks ago. Gran had been her ‘rock’ – she never judged or yelled and was always kind and helpful – she had taught Anahera many things like traditional weaving, gardening and cooking. Family members were often commenting about the wonderful things they made and did together. After the tangi things got worse at home - mum was getting angry all the time and ended up arguing with her dad and then ended up crying. Anahera’s aunty said her mum was just grieving and to give her time. At school most of her friends left her alone when she didn’t want to join them although one friends said she was sorry about her grandma and she knew how much it hurt to lose someone so close. At a recent family gathering a cousin had noticed she was moody and depressed and offered her marijuana – he said it would help take her mind off things and block out the adults arguing – he made it sound very tempting but she didn’t accept it. She didn’t like what she had seen marijuana do to some of the kids at school.  |
| **Lucas** was in a major car accident six months ago along with three other boys from school. He was a passenger and the one who came off worse because his side of the car smashed into a pole. He knows he will have a permanent injury and he will never be able to achieve the tennis scholarship and career that he was aiming for. After the wounds and breaks healed he couldn’t walk by himself and although he is having therapy and gradually getting his mobility back, progress is very slow. He is reliant on others to transport him wherever he needs to go, (at first this included going to the toilet)! After the accident his school mates came around regularly but that is getting less – they seem to have little to talk about. His best friend, who was the driver of the car, has had to go to court because he caused the accident and is having to deal with all sorts of conflict at home because of the legal problems. To manage the considerable pain Lucas has been left with he takes strong pain killers prescribed by his doctor. Soon after he got out of hospital he discovered that if he took twice the dosage of pain killers it not only relieved his pain but also relaxed him, and some days he would take three times the dose. His doctor wouldn’t prescribe more painkillers but he found another way to get some so he takes them whenever he feels like it. Mum and dad had to go back to work and can’t afford to take any more time off to look after him so he’s left at home most of the day with nothing to do except watch TV and play video games. His school have been sending work home for him to do but he’s lost interest. Everything else he used to do was based around tennis. |
| **Fetu** had to move schools a few weeks ago when his dad – who earned most of the household money - was made redundant (he lost his job when the company was sold). Although he found another job it was way across the other side of the city and because the family were renting and they owned only one car - which mum used for her work which was also a distance away, and dropping his siblings off at school, and doing all the family shopping - it made sense to move across town where they could get a bigger house for the same rent. But this meant Fetu had to say goodbye to all of his friends, give up his leadership of the cultural group and leave the sports team who were at the top in the inter-school championship that year. Fetu’s school had sent a file of all his achievements to his new school which the dean had read and then made sure he was introduced to the sports coach and the leader of a similar cultural group at the school. Fetu also found he could pick up a subject he had to drop at his old school when he had a timetable clash. The family also found they knew others at their new local church. While all this helped Fetu fit in he found that being the eldest child with responsibilities at home, and with busy parents out working all of the time, he wasn’t sure who he could talk to about the sense of loss he still felt. As an introduction to his new school the boys in his sports team took him out after a game they won to celebrate and got him really drunk as an ‘initiation’ – he had never really had much alcohol before . Not only did his new mates give him alcohol, they also spiked his drink with another drug. His only recollection of the night was feeling totally free of all his problems – even though he was really sick next day. Now after every game he gets absolutely hammered [really drunk] and is getting a reputation for being a hard out drinker, although finding money to pay for alcohol is a problem.  |

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| **Mei** moved countries a few years ago. Her parents wanted to live somewhere where they thought she would have a better and safer life and access to a good education. She was still at primary school when she immigrated and learned to speak English quickly. Her parents often return to their home country to look after their business interests and to see other family members leaving Mei to look after herself. However as she has got older she feels she is not fitting in as well – she doesn’t have any interests beyond her school work. At high school she has never made really close friends although she knows lots of the girls at her school and gets on OK with them. She does quite well at school but she thinks some of her teachers don’t even know she exists so she doesn’t contribute much in most classes – she finds it easier to blend in and not make herself known. Her parents are quite sociable and have a circle of friends they see often – when they are in the country. But these events seldom include other children. Although her parents don’t drink much alcohol, they have a well-stocked wine cellar and liquor cabinet to make sure their guests are well catered for and Mei had always been taught that alcohol was only for adults. She was persuaded to attend a birthday party for one of the girls from school - and since she was feeling lonely with her parents away, she thought she may as well go. It turned out that the party was for an older brother of one of the girls and there was a lot of alcohol and some drugs at the party. It didn’t take much for one of the girls to convince Mei to have a drink and join in. Since then Mei has been getting drunk most nights on the alcohol her parents have left at home, and if she’s feeling too hungover in the morning, she doesn’t bother getting up and going to school.  |
| **Daniel** was the victim of a vicious crime a few weeks ago. Although burglaries are sometimes reported around his neighbourhood, they usually happen when people are at work. But in his case, the home invasion happened at night when he was home with his family. The burglar came in though his bedroom window that was open. He was surprised to see Daniel, and hit him several times until he passed out. He found out afterwards that when his parents came to see what all the noise was about they were also assaulted, and the burglar got away with money, jewellery and some electronic goods. Since then Daniel has had trouble sleeping, his mum is a ‘nervous wreck’ (her words) and insists on keeping all of the doors and windows locked, curtains closed and the lights on, and dad goes off to work downplaying the seriousness of the incident almost as though nothing has happened. The burglar has not been caught despite a lot of police attention. Daniel is scared walking along the street during the day, and won’t go outside the house at night. He can’t concentrate at school although he’s only been to school a few times since the break in. The victim support counsellor has been to the house several times which is helpful for mum but Daniel still has trouble talking about the incident. A couple of years back Daniel made friends with a group of boys who often smoke marijuana when they hang out - one of the boys has a family member who can access it easily so it’s always cheap and available. Daniel is smoking it every day – he thinks it helps him be less scared and allows him to get to sleep.  |

Copy template for Activity 16.

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| Analysing unsafe situations involving alcohol or other drugs 1. What is ‘unsafe’ about the situation? Who is unsafe and why?
2. What are (at least) 3 possible ways (scenarios) that this scene could play out from this point (include both safe and unsafe outcomes)?
3. How could the well-being of the person in the unsafe situation be affected in each of these possible scenarios?
4. What do you think needs to happen at this point to achieve a safe and healthy outcome for the young person?
 |

Copy template for Activity 17.

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**Risk situations - High, Medium or Low risk?**

|  |  |  |
| --- | --- | --- |
| **Situation**  | **My views** | **The views of my parent (or other adult)**  |
| **Low risk** | **Medium risk** | **High risk**  | **Low risk** | **Medium risk** | **High risk**  |
| 1. Getting into a car with a driver who has been drinking alcohol or using other drugs
 |  |  |  |  |  |  |
| 1. Having a false ID to get into a bar or nightclub
 |  |  |  |  |  |  |
| 1. Going to a party with no adult supervision and where alcohol and drugs are being used
 |  |  |  |  |  |  |
| 1. A person is so drunk they pass out
 |  |  |  |  |  |  |
| 1. Being given alcohol by a friend’s parent at their house
 |  |  |  |  |  |  |
| 1. Being pressured to drink or smoke cannabis by others
 |  |  |  |  |  |  |
| 1. Going to a party without arranging transport home
 |  |  |  |  |  |  |
| 1. A parent comes home drunk
 |  |  |  |  |  |  |
| 1. Being caught in possession of cannabis by the police
 |  |  |  |  |  |  |
| 1. Going to a party where alcohol is supplied by others
 |  |  |  |  |  |  |
| *Ask your parent (or adult) to choose 3 of these situations – try to include one low, medium and high risk situation.*What do they think are the risks in these situations?  | (i) |
| (ii) |
| (iii) |
| What concerns you most about young people’s alcohol and drug use at the moment? |  |
| What were the concerns about alcohol and drug use when you were a teenager? |  |

Copy template for Activity 18.

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| Analysing unsafe situations involving alcohol or other drugs Discuss and answer all questions that are relevant to the video – *some questions may not be able to be answered*. 1. Who is this video aimed at / who is the intended audience?
2. What was the overall message or story the video was telling?
3. Which aspects of **well-being were obvious** in the video – the impact of alcohol or other drug use on a person’s (or peoples) physical, social, mental and emotional, or spiritual well-being? Give an example of these obvious impacts.
4. Which aspects of **well-being were less obvious** or absent in the video? What could you *assume* would be an impact on this aspect of well-being for a person using alcohol or another drug?
5. What **personal factors** did the video suggest led to the person (or people) abusing alcohol or using another drug – think of things a person has control over.
6. What **interpersonal factors** did the video suggest led to the person (or people) using alcohol or another drug – think of things other people do or say that in some way leads to someone abusing alcohol or using other drugs?
7. What **societal factors** did the video suggest led to the person (or people) abusing alcohol or using another drug? Think of things a like cultural attitudes and values, advertising, or messages in popular media.
8. What did the video show people could do to change their alcohol or drug use and have healthier lives?
9. What **didn’t** the video show people could do to change their alcohol or drug use and have healthier lives? Use your own ideas to answer this.
10. Do you think it is easy for people who abuse alcohol or use other drugs to change their behaviours – why or why not?
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Copy template for Activity 19.

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| **Continuum statements** * Parents/caregivers have the right to make all medical decisions for under 16 year olds
* Anybody has the right to consume alcohol or drugs, if they choose to do so
* Cycle helmets should not be compulsory
* The school leaving age should be raised to 18
* Schools should use internet filtering software to avoid students accessing inappropriate content
* The only drink that should be sold or consumed at school is water.
 |

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| **Investigating ethical issues relating to alcohol and drugs – ideas for inquiry questions** * Develop a statement from your drug-related topic that creates an ethical (controversial) issue. For example, [the AoD issue] should be legal in New Zealand
* Find two groups of people who agree with this ethical issue – what are their beliefs about this and why do they agree?
* Find two groups of people who disagree with this ethical issue – what are their beliefs about this and why do they disagree?
* How does this ethical issue link to well-being in New Zealand?
* Who is advantaged by the current situation relating to this issue? How?
* Who is disadvantaged by the current situation relating to this issue? How?
* Does this issue result in a fair and just situation in New Zealand – how/why (or not)?
* What are people’s rights and responsibilities in relation to this issue?
* What alternatives are there for a more fair and just situation that would enhance well-being for people in New Zealand?
 |

Copy template for Activity 20.

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| **Script for student as investigative reporter** “So this problem about teenagers getting drunk and having sex that everyone is talking about, I’m wanting your views on this.” Select 3-4 questions - you may add ideas to these depending on what people say – challenge them, ask them to explain why they say that. Some people say that if a girl is at a party and she’s really drunk she’s just asking for it [have sex]. What’s your opinion on that?If one of your friends says … ‘*if I’m drunk and it (having sex) happens to me then it’s not my fault*’ or they think ‘*everyone is having sex and if I get drunk I just do it and I don’t care who it is with’*, what do you say to them? If you know some kids at school are taking photos of other kids at school in sexual situations, having sex, or photos when drunk and naked, and posting them on social media or sending them around by text, what do you think should be done about that? It’s been suggested that every teenager should set a limit of how many drinks they will have at a party and that they buddy up with a friend and make sure they each have no more than this. What do you think about that idea? Do you think it would work? Why or why not?What about parents who give their kids alcohol (a bottle of spirits or a dozen beers) so they are not being given alcohol by others which could be spiked with a date rape drug? What’s your opinion about that? Do young people take whatever alcohol they are offered even if they don’t know where it’s come from? What do young people know about drinks being spiked and what to look out for? What’s your view on that? All reporters - finish with this question What would advice would you give to someone going to a party, about being sexually safe, where there is likely to be alcohol (and drugs)?Thank your focus group for their honest and insightful answers.  |

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| **My character that I am going to use in the focus group role play** * Circle ONE option in each row to make up your profile – **remember you are making this up so you can play a role – *this is not about who you really are****.*
* You need to be prepared to ‘stand in this person’s shoes’ and think and say the sorts of things that a person with this profile would probably say, based on their attitudes and experiences.
* You can change some of the items slightly if it helps to make up your overall profile.
 |
| Name (made up): |  |
| 1. My attitude to alcohol
 | I don’t really like it so I don’t drink or I hardly ever touch it  | I like alcohol but I can take it or leave it – I have a drink when it’s offered to me  | I drink to get drunk whenever I can  |
| 1. My experience with alcohol
 | Never drink or very little experience with alcohol  | Drink sometimes and in moderation  | Drink alcohol often and/or drink heavily  |
| 1. Sexual history
 | No sexual experience or at most have been kissed  | Some sexual experience e.g. felt someone in a sexual way – but have not had sexual intercourse  | Have had sexual intercourse  |
| 1. Experiences of sexual behaviour while under the influence of alcohol
 | No experience of this  | Have had some sexual experiences after drinking alcohol but this did not result in anything I didn’t want to do  | Had unplanned or unwanted sex while drunk  |
| 1. The sort of person I am
 | I am quite shy, quiet and don’t make friends easily  | I am assertive, confident, and popular with lots of friends  | I am loud, pushy, a bit aggressive at times and get my own way  |
| 1. What is important to me in a romantic or sexual relationship
 | I don’t really know, I haven’t thought about it  | Love, trust, honesty, care and respect  | I don’t have relationships, I’m just out for the sex  |
| Optional: Add one or two other characteristics to complete your profile  |  |

Copy template for Activity 22.

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| **Situation**  | **Who is breaking the law or in breach of school policy? *Not sure? Find out.*** | **Which dimension(s) – if any - of the young person’s well-being are affected at the time of the incident? Why?**  | **How might this lead to other effects on well-being for either the young person and/or other people in the situation?**  |
| Teenager caught trying to buy alcohol in a bar when under the age of 18 (and using a false ID) |  |  |  |
| Teenager under the age of 18 who has been sold alcohol in bar (or an off license or supermarket) |  |  |  |
| Drinking with a group of friends at a local beach or park  |  |  |  |
| Being supplied alcohol by a parent  |  |  |  |
| Being supplied alcohol by another adult like a relation or the parent of a friend  |  |  |  |
| Getting caught drinking and/or being drunk at school or on a school trip  |  |  |  |
| Coach or other adult supplying alcohol for the sports team  |  |  |  |
| Teachers and parents drinking while supervising students on a school trip or camp |  |  |  |
| A teenager who gets an adult to buy alcohol for them  |  |  |  |
| A teenager having sex when drunk ……. |  |  |  |
| *Add other situations suggested by students*  |  |  |  |
|  |  |  |  |
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Copy template for Activity 23.

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| Mix and match: What is personal, interpersonal and societal?  |
| **Situation/influence**  | **Personal, interpersonal or societal?** |
| Your friend puts pressure on you to do something  |  |
| You enjoy having fun and relaxing  |  |
| Expectations on you from parents/family members  |  |
| You live in a safe neighbourhood  |  |
| Your local council has events/groups for teenagers  |  |
| You have set yourself goals for the future  |  |
| The local bottle store is known for selling alcohol to young people without ID  |  |
| You are feeling stressed out at the moment |  |

Copy template for Activity 25.

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| **Fact or opinion – what, so what, now what?** |
| **What?**  | How does this headline make you feel? Why is this the case? What’s going on here – is this fact or opinion? If you don’t have enough information, what more do you need to know?  |
| **So what?**  | What attitudes, values and beliefs are reflected in this headline? What assumptions does this headline lead us to make? Who do these assumptions favour/benefit (who holds the power)?What are the positive and negative consequences of accepting this assumption? |
| **Now what?**  | How we overcome this assumption? What can we do now to speak up for (or advocate) fair and inclusive news headlines?  |

Copy template for Activity 26.

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| Analysing alcohol ads – who really benefits?  |
| 1. What is the product being advertised? |  | 2. Where was the advertisement screened and viewed?  |  |
| **3. What strategies used to encourage the viewer to buy the product?** Tick () all that apply and add any other strategies used in the ad you view. | 4. Overall, how is the advertiser trying to make this alcohol product appeal to young people? |
| Fashion – what’s ‘in’ |  |  |
| Male bonding / mateship |  |
| Female attractiveness  |  |
| Popularity or acceptance |  |
| Humour  |  |
| Young models |  |
| Relaxation  |  |
| Flavour of product |  |
| Class and sophistication  |  |
| Choice of music  |  |
| Young people (not older people)  |  |
| Successful people  |  |
| Interesting visuals e.g. animation, scenery  |  |
| Other?  |  |
|  |  |
|  |  |
|  |  |
| 5. After the class discussion, what can you conclude about the strategies are used to market alcohol to young people? What ‘devices’  |
| 6. Who do you think benefits from this advertisement? Why do you say this? How do you know this? |
| 7. Who do you think is disadvantaged by this type of advertising? Why do you say this? How do you know this? |
| 1. **Find out:** (select ONE of the questions)
2. Search for the NZ Broadcasting Standards Authority (BSA). What does the BSA have to say about advertising to young people? If you thought an ad breached these rules, what could you do about it?
3. How much money do alcohol companies make from the sales of alcohol? What do they spend on advertising? Try to find one NZ example.
4. What are the rules about the time alcohol can be advertised on NZ TV? What are the rules about alcohol sponsorship at sports grounds?
 |

Copy template for Activity 27.

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| 1. You are a 16 year old girl and all your friends drink a lot of alcohol at parties every weekend.
 | 1. You are the dad of a teenage boy. You were in a serious car accident because of a drunk driver.
 |
| 1. You are a 15 year old girl who is worried about putting on weight and you have negative thoughts about your body.
 | 1. You are the mum of a teenage girl. You know what goes on at teenage parties because as a teenager you partied a lot.
 |
| 1. You are 14 years old and have only tried a small amount of alcohol at family gatherings.
 | 1. You are a teenager from a cultural group who don’t drink alcohol for religious reasons.
 |
| 1. You are a 14 year old boy and you look young for your age. You are having trouble fitting in with other boys the same age as you.
 | 1. You are a young male who has recently immigrated to New Zealand from an Asian country. You’re trying to ‘fit in’ with other males.
 |
| 1. You are one of the top sports people at our school. Everyone looks to you to be a good role model for the school and to win at your sport.
 | 1. You are a young female who has recently immigrated to New Zealand from one of the Pacific Islands. Your family don’t drink alcohol.
 |
| 1. You are 16 and have a reputation for being the ‘party-girl’ among your friends. People think you have a good time and that it’s ‘cool’ when you behave badly when you’re drunk.
 | 1. You are a young adult who has just started working after finishing university. You haven’t had much experience with alcohol and your workmates expect you to go out for drinks after work.
 |
| 1. You are a 15 year old who recently drank too much at a party and it made you so sick that you ended up in hospital. Afterwards you couldn’t remember what you had done.
 | 1. You are a dad with teenage children. You were badly beaten up when you were young after a drinking binge with mates got out of hand.
 |
| 1. You are 13 and recently tried alcohol for the first time at a party. You got really drunk and now all your classmates laugh about you and what you did at the party (you can’t remember what it was and they won’t tell you).
 | 1. You are a parent who drinks alcohol regularly at home and when you go out to socialise with friends. You let our children drink alcohol at home and provide them with alcohol if they ask for it when going to a party.
 |

Copy template for Activity 28.

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| **Health Promotion campaign - Analysis sheet** |
| **PART ONE – the TV advertisement**  | **Your responses**  |
| 1. Name the alcohol or drug related health promotion campaign |  |
| 2. Which organisation is running the campaign?  |  |
| *3. View the TV advertisement* Briefly describe the advertisement (the images and characters, the situation or scenario) and the MAIN health promotion message.  |  |
| 4. Who is the health promotion campaign mainly aimed at? What is your reason for saying this?  |  |
| 5. Do you think the campaign applies to teenagers? Why or why not? |  |
| 6. Which dimension(s) of well-being is the health promotion campaign trying to improve – what’s your evidence for saying this? |  |
| **PART TWO – the support materials on the website** *Navigate your way around the part of the organisation’s website related to the campaign*  |  |
| 7. Are there any aspects of the campaign on the website aimed at young people? If yes, describe these. |  |
| 8. Does this extra website information about the campaign change your ideas from (5) above? If so, how? |  |
| 9. How helpful do you think the website is for young people? State your opinion and why you say this. E.g. how it provides direct help for young people and/or help for their friends or family. |  |
| 10. Find two other websites where young people could get information about alcohol or other drug use – name these, record the web address and say how useful these are for young people.  |  |

Copy template for Activity 30.

**Cooperative Reading – Role Cards**

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| **Student 1 - Your role in your group is to PREDICT WHAT THE ARTICLE IS ABOUT:**1. Use the headline of the article, the sub headings, and any pictures to predict what you think the newspaper article will be about *before* the group starts to read it. Share this prediction with the group.

*[The group then reads the article as directed by the teacher]* 1. As you read the article you need decide whether your prediction was more or less ‘right’ (or whether it wasn’t). Explain your thinking to the group once they have finished reading – why was your prediction about right? Or why or how was it different?
 |

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| **Student 2 - Your role in your group is to GENERATE QUESTIONS ABOUT THE ARTICLE:**1. Ask a question about the newspaper article that the rest of the group need to answer. Ask a question about the overall meaning of the article rather than a question about the meaning of individual words. Each person in your group (one at a time) will answer the question as best they can.
2. Once your question has been answered, you then invite the next person to ask a question about the article and the rest of the group then answer this new question. Repeat this process until everyone in the group has had a turn asking a question and having it answered.

Note: It may be useful to write a summary of these questions and answers on a big sheet of paper that all the group can see.  |

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| **Student 3 - Your role in your group is to CLARIFY WORD MEANINGS:**1. Identify a key word in the article and explain the meaning of it as best you can. If it is a word you don’t know, you can ask your group what it means and, if no one knows, your group will need to look it up.
2. Once your word meaning is explained, your role is to ask each of the others in the group to identify and explain more key words, until the group has a list of about 8 words.
3. Make sure these words and meanings are recorded on the summary sheet.
 |

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| **Student 4 - Your role in your group is to SUMMARISE THE ARTICLE:** 1. Retell or summarise all of the information provided by the group in your own words. Overall, you will be giving your version of what the article was about. Use ideas from the summary sheet as a reminder and try to include all of the key words in your summary.  2. Ask the group if they agree with your summary. Ask them to explain why and say what else they would add to your statement. *[At this stage your teacher may ask what questions you each asked, what your answers were for a list of the words you each identified, and what your explanations were, along with your summary ideas.]* |

|  |  |
| --- | --- |
| **Critical thinking questions** | **Your responses**  |
| **Thinking about the person or people in the alcohol-related article you read:**  |  |
| 1. What do I know about the people in this alcohol related situation?
 |  |
| 1. How do I know this?
 |  |
| 1. What do I assume about the people in this alcohol related situation?
 |  |
| 1. Why do I assume this?
 |  |
| 1. What do I feel about this situation?
 |  |
|  |  |
| 1. What information is missing from this article?
 |  |
| 1. Why do you think this information is missing from the newspaper article?
 |  |
| 1. Why do you think the newspaper reported the story this way?
 |  |
| 1. Who benefits (or gains something) from a newspaper story like this? How or why?
 |  |
| 1. Who might be hurt or somehow disadvantaged by a newspaper story like this? How or why?
 |  |
|  |  |
| 1. What sort of message might a teenager take from this article?
 |  |
| 1. Is it a helpful or healthy message or an unhelpful/unhealthy one?
 |  |
| 1. If the message is unhelpful/unhealthy, what could have been included in the article to give more helpful/healthy messages?
 |  |

Copy template for Activity 31.

Question 1: Is there a difference between the use of alcohol by teenage males and females?

Introductory discussion:

* What would you predict about how many teenagers have ever drunk alcohol?
* Do you think teenage male and female use of alcohol is similar or different – why?

Use the alcohol use statistics from the Youth 2012 survey below to answer the questions that follow. A total of 8,194 secondary school students answered this section of the survey.

|  |  |  |  |
| --- | --- | --- | --- |
| **Secondary school students who ….**  | Total | Male | Female |
| N | % | N  | **%** | N = | **%** |
| Have ever drunk alcohol | 4,670 | **57.1** | 2,151 | **58.4** | 2,517 | **56.0** |
| Currently drink alcohol | 3,704 | **45.4** | 1,662 | **45.3** | 2,040 | **45.5** |
| Drink alcohol at least once a week | 681 | **8.3** | 358 | **9.7** | 322 | **7.2** |
| Binge drinking in the last 4 weeks  | 1,843 | **22.6** | 846 | **23.0** | 995 | **22.2** |

N = the number of students who answered this part of the survey. The % shows the proportion of the total number of students.

Binge drinking means 5 or more alcoholic drinks in one session of 4 hours.

**Understanding what the data is showing:**

1. Have more males or more females ‘ever drunk’ alcohol? What is the difference?
2. Is there much difference between males and females who currently drink alcohol? What are the % values that led you to this conclusion?
3. Who is more likely to drink alcohol once a week – males or females? What are the % values that show this?
4. Who is more likely to have been binge drinking in the last 4 weeks – males or females?

**Thinking about the well-being of teenage males and females who drink alcohol:**

1. Overall, do you think the data is showing that there is a big or small difference in the patterns of alcohol use by males and females? Why?
2. What impact on well-being might there be for the 22.6% of young people who have been binge drinking in the past four weeks?
3. Why do you think researchers are interested in the difference between teenage male and teenage female patterns of drinking?
4. [Tricky question] What is the point of being able to see actual numbers as well as percentages from surveys like this?

**Extra:** Locate the ‘Youth’12 Prevalence report’ document. Your teacher can direct you to this. Find page 103. Identify one other piece of information you think is interesting about teenage alcohol use related to whether they live in an urban or rural area, OR if they live in low, medium or high socio-economic communities.

Question 2: Do the patterns of alcohol use change between 13 years and 17 years?

Introductory discussion:

* At what age do you think most children or young people in New Zealand first try alcohol? Why do you think this?
* Do you think the patterns of alcohol use between 13 year old and 17 year old teenagers change or remains the same – why?

Use the alcohol use statistics from the Youth 2012 survey below to answer the questions that follow. A total of 8,194 secondary school students answered this section of the survey. All values are shown as percentages (%).

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Secondary school students who ….**  | **Total****%** | 13 years and younger | 14 years | 15 years | 16 years  | 17 years and older |
| Have ever drunk alcohol | **57.1** | 29.5 | 47.1 | 61.4 | 74.9 | 80.8 |
| Currently drink alcohol | **45.4** | 18.5 | 34.8 | 48.8 | 64.1 | 69.2 |
| Drink alcohol at least once a week | **8.3** | 1.8 | 4.7 | 8.0 | 13.2 | 16.7 |
| Binge drinking in the last 4 weeks  | **22.6** | 6.4 | 13.2 | 21.4 | 37.4 | 41.0 |

Binge drinking means 5 or more alcoholic drinks in one session of 4 hours

**Understanding what the data is showing:**

1. Which age group is more likely to have ‘ever drunk’ alcohol? Did this match your prediction above?
2. Is there any difference in the pattern of drinking for any of the data collected (in other words are there any situations above where a younger group shows higher levels of alcohol use)? Why do you think this is the case?
3. [Tricky question] This data set only shows secondary school students. Where do you think you might find information about how old some NZ children are when they first try alcohol? See if you can find out.

**Thinking about the well-being of teenagers across the year groups who drink alcohol:**

1. Based on this information, who do you think will be more likely to have problems with alcohol – older or younger teenagers? Which row(s) and column(s) lead you to think this?
2. Do any of these results surprise you? If so which? If not, why not?
3. Why do you think the numbers for ‘currently drinking alcohol’ are less than ‘ever drunk’ alcohol?
4. Thinking about how old you are now, do you think the percentages for your age group are about the same for the people you know the same age as you? What leads you to think they are similar or different?

**Extra:** Locate the ‘Youth’12 Prevalence report’ document. Your teacher can direct you to this. Find page 103. Identify one other piece of information you think is interesting about teenage alcohol use related to whether they live in an urban or rural area, OR if they live in low, medium or high socio-economic communities.

Question 3: Is there a difference between how much alcohol male and female teenagers drink in a session?

NB. For the purpose of the survey a session was about 4 hours.

Introductory discussion:

* Who do you think would drink more in alcohol in a session - males or females? Why do you say this?

Use the alcohol use statistics from the Youth 2012 survey below to answer the questions that follow. A total of 3,665 secondary school students answered this section of the survey. All values are shown as percentages (%).

|  |  |  |  |
| --- | --- | --- | --- |
| **Drinks in a session**  | Total% | Male**%** | Female**%** |
| 1 drink | 17.3 | 20.0 | 15.2 |
| 2 drinks | 13.9 | 12.7 | 15.0 |
| 3-4 drinks | 25.3 | 20.0 | 29.7 |
| 5-9 drinks | 29.1 | 27.5 | 30.3 |
| 10 or more drinks  | 14.3 | 19.8 | 9.8 |

**Understanding what the data is showing:**

1. How many drinks are considered ‘binge drinking’? (You might need to ask another group for this or look up what the report says.)
2. According to these statistics, how many drinks are males and females most likely to drink in a session?
3. There are similarities and differences between the patterns of how many drinks are consumed in a session by males and females. Describe one way these statistics are similar and one way they are different

**Thinking about the well-being of teenagers who drink alcohol:**

1. Do any of these results surprise you? Why or why not?
2. Why would 5-9 drinks or 10 more drinks in a session be cause for concern? Answer this in relation to the well-being of teenagers using this amount of alcohol.
3. Do you think adult drinking keeps increasing or decreasing? Why do you say this? Where could you find this out? (Hint: alcohol.org.nz or Ministry of Health)

**Extra:** Locate the ‘Youth’12 Prevalence report’ document. Your teacher can direct you to this. Find page 105. Identify one other piece of information you think is interesting about teenage alcohol use related to whether they live in an urban or rural area, OR if they live in low, medium or high socio-economic communities.

Question 4: Is there a difference between how much alcohol teenagers of different ages drink in a session?

NB. For the purpose of the survey a session was about 4 hours.

Introductory discussion:

* Who do you think would drink more in alcohol in a session – younger or older teenagers? Why do you say this?

Use the alcohol use statistics from the Youth 2012 survey below to answer the questions that follow. A total of 3,665 secondary school students answered this section of the survey. All values are shown as percentages (%).

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Drinks in a session**  | **Total****%** | 13 years and younger | 14 years | 15 years | 16 years  | 17 years and older |
| 1 drink | 17.3 | 40.2 | 27.4 | 20.6 | 9.3 | 8.6 |
| 2 drinks | 13.9 | 16.6 | 16.1 | 16.3 | 12.1 | 11.5 |
| 3-4 drinks | 25.3 | 19.5 | 22.6 | 25.3 | 27.5 | 27.0 |
| 5-9 drinks | 29.1 | 15.0 | 21.9 | 25.1 | 34.9 | 35.8 |
| 10 or more drinks  | 14.3 | 8.7 | 12.1 | 12.7 | 16.2 | 17.1 |

**Understanding what the data is showing:**

1. What can you conclude about the ‘trend’ of how many drinks are consumed in a session by all teenagers (the total column)?
2. Who drinks more heavily – younger or older teenagers? Which data tells you this?

**Thinking about the well-being of teenagers across the year groups who drink alcohol:**

1. Do any of these results surprise you? Why or why not?
2. Why do you think the number of drinks in one session peaks for most age groups at 5-9 drinks?
3. Look at the column of data for students your age, do you think these percentages are about right for your age group? Why or why not?
4. Although teenagers drinking 10 or more drinks in one session decreases from those drinking 5-9 drinks, why are these percentages still cause for concern? Answer this in relation to the well-being of teenagers using this amount of alcohol.

**Extra:** Locate the ‘Youth’12 Prevalence report’ document. Your teacher can direct you to this. Find pages 105. Identify one other piece of information you think is interesting about teenage alcohol use related to whether they live in an urban or rural area, OR if they live in low, medium or high socio-economic communities.

Question 5: Where do teenagers of different age groups obtain alcohol?

Introductory discussion:

* What would you predict about where younger and older teenagers get alcohol? Do you think there is a difference between the age groups? Why or why not?
* How old do teenagers have to be to buy alcohol in NZ?

Use the alcohol use statistics from the Youth 2012 survey below to answer the questions that follow. A total of 3,681 secondary school students answered this section of the survey. All values are shown as percentages (%).

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Source of alcohol**  | **Total****%** | 13 years and younger | 14 years | 15 years | 16 years  | 17 years and older |
| Parents buy give or let student take from home with permission | 60.1 | 51.8 | 52.8 | 58.1 | 65.1 | 64.1 |
| Friends give it to student | 43.8 | 32.1 | 43.5 | 46.6 | 44.8 | 44.3 |
| Student buys their own alcohol  | 10.8 | 2.5 | 5.2 | 4.8 | 9.0 | 24.0 |
| someone else buys alcohol for student | 29.7 | 13.2 | 24.3 | 29.6 | 36.6 | 31.8 |

**Understanding what the data is showing:**

1. From where do younger teenagers mostly get their alcohol?
2. From where are younger teenagers least likely to get their alcohol?
3. From where do older teenagers mostly get their alcohol? Why do you think the percentage is higher compared to younger teenagers?
4. Overall, what are the main differences about where younger and older teenagers get alcohol?

**Thinking about the well-being of teenagers across the year groups who drink alcohol:**

1. Since most teenagers say their ‘parents buy give or let student take from home with permission’, what does this suggest needs to be included in health promotion campaigns aimed at promoting safe drinking messages?
2. [Trick question] Does NZ have a legal ‘drinking age’? What makes you say this? Not sure? Find out. (Hint: try alcohol.org.nz). How is this similar or different to other countries?

**Extra:** Locate the ‘Youth’12 Prevalence report’ document. Your teacher can direct you to this. Find pages 108. Identify one other piece of information you think is interesting about where teenagers who buy alcohol usually buy it from.

Question 6: Is there a difference between the alcohol-related problems experienced by male and female teenagers?

Introductory discussion:

* What would you predict about the sort of health and well-being problems teenagers say they have related to alcohol use?
* Do you think alcohol related health and well-being problems are the same or different for males and females – why?

Use the alcohol use statistics from the Youth 2012 survey below to answer the questions that follow. A total of 3,621 secondary school students answered this section of the survey. All values are shown as percentages (%).

|  |  |  |  |
| --- | --- | --- | --- |
| **Alcohol related problems**  | Total% | Male**%** | Female**%** |
| Friends or family have told students to cut down | 10.7 | 9.1 | 11.9 |
| Performance at school or work was affected | 5.9 | 5.3 | 6.3 |
| Had unsafe sex (no condom) | 11.6 | 9.5 | 13.3 |
| Had unwanted sex | 4.6 | 3.6 | 5.4 |
| Did things that could have got them into trouble (e.g. stealing etc)  | 12.8 | 13.7 | 12.0 |
| Was injured | 15.4 | 12.8 | 17.6 |
| Was injured and required treatment by doctor or nurse  | 3.1 | 3.0 | 3.2 |
| Injured someone else | 4.6 | 5.6 | 3.7 |
| Had a car crash when drinking  | 1.4 | 2.0 | 1.0 |

**Understanding what the data is showing:**

1. What form of problem is most common for males? For females?
2. What form of problem is least common for males? For females?
3. Where were the differences between males and females the greatest? Why do you think this is the case?

**Thinking about the well-being of teenagers who drink alcohol:**

1. What other sorts of problems or forms of harm might young people experience from alcohol use? Think of all dimensions of hauora and include ideas not listed in the survey.

**Extra:** Locate the ‘Youth’12 Prevalence report’ document. Your teacher can direct you to this. Find pages 110-111. Identify one other piece of information you think is interesting about teenage alcohol use related to whether they live in an urban or rural area, OR if they live in low, medium or high socio-economic communities.

Question 7: Is there a difference in the alcohol-related problems experienced by teenagers of different age groups?

Introductory discussion:

* What would you predict about the sorts of alcohol-related problems teenagers of different ages might experience? For example, which problems would you expect to see across all ages, which might only affect younger or older teenagers? Why?

Use the alcohol use statistics from the Youth 2012 survey below to answer the questions that follow. A total of 3,621 secondary school students answered this section of the survey. All values are shown as percentages (%).

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Alcohol related problems** | **Total****%** | 13 years and younger | 14 years | 15 years | 16 years  | 17 years and older |
| Friends or family have told students to cut down | 10.7 | 8.3 | 9.9 | 10.8 | 10.6 | 11.9 |
| Performance at school or work was affected | 5.9 | 6.4 | 5.0 | 5.5 | 5.7 | 6.6 |
| Had unsafe sex (no condom) | 11.6 | 7.3 | 9.2 | 10.5 | 12.4 | 14.9 |
| Had unwanted sex | 4.6 | 4.4 | 3.6 | 4.6 | 4.7 | 5.4 |
| Did things that could have got them into trouble (e.g. stealing)  | 12.8 | 13.3 | 14.1 | 12.0 | 13.3 | 11.8 |
| Was injured | 15.4 | 8.2 | 11.1 | 13.7 | 19.5 | 17.9 |
| Was injured and required treatment by doctor or nurse  | 3.1 | 2.6 | 4.4 | 3.3 | 2.9 | 2.1 |
| Injured someone else | 4.6 | 5.7 | 4.8 | 4.5 | 4.4 | 4.2 |
| Had a car crash when drinking  | 1.4 | 2.3 | 2.8 | 1.3 | 0.7 | 1.1 |

**Understanding what the data is showing and thinking about the well-being of teenagers across the year groups who drink alcohol:**

1. What form of problem is most common for younger teenagers? For older teenagers? Why do you think there is a difference?
2. What form of problem is least common for younger teenagers? For older teenagers? Why do you think there is a difference?
3. Where were the differences between younger and older teenagers the greatest? Why do you think this is the case?

**Extra:** Locate the ‘Youth’12 Prevalence report’ document. Your teacher can direct you to this. Find pages 110-111. Identify one other piece of information you think is interesting about teenage alcohol use related to whether they live in an urban or rural area, OR if they live in low, medium or high socio-economic communities.

Question 8: Is there a difference in the reported use of marijuana between male and female teenagers?

Introductory discussion:

* What would you predict about how many teenagers have tried marijuana?
* Do you think teenage male and female use of marijuana is similar or different – why?

Use the marijuana statistics from the Youth 2012 survey below to answer the questions that follow. A total of 8,117 secondary school students answered this section of the survey. All values are shown as percentages (%).

|  |  |  |  |
| --- | --- | --- | --- |
| **Secondary school students who ….**  | Total% | Male**%** | Female**%** |
| Ever smoked marijuana | 23.0 | 24.2 | 22.0 |
| Currently use marijuana  | 12.8 | 14.4 | 11.5 |
| Weekly or more often use marijuana | 3.2 | 4.6 | 2.0 |

**Understanding what the data is showing:**

1. Have more males or more females ‘ever smoked marijuana? What is the difference?
2. Is there much difference between males and females who currently smoke marijuana? What are the % values that led you to this conclusion?
3. Who is more likely to use marijuana weekly or more often – males or females? What are the % values that show this?

**Thinking about the well-being of teenage males and females who smoke marijuana:**

1. Overall, do you think the data is showing that there is a big or small difference in the patterns of marijuana use by males and females? Why?
2. What impact on well-being might there be for the 3.2% of young people who use marijuana weekly or more often?
3. Do these results surprise you? Why or why not?

**Extra:** Locate the ‘Youth’12 Prevalence report’ document. Your teacher can direct you to this. Find pages 112-113. Identify one other piece of information you think is interesting about teenage marijuana use related to whether they live in an urban or rural area, OR if they live in low, medium or high socio-economic communities OR problems associated with marijuana use experienced by teenagers.

Question 9: Is there a difference in marijuana use by younger and older teenagers?

Introductory discussion:

* What would you predict about the patterns of marijuana use by younger and older teenagers? E.g. What age group uses it the most, how often it is used? Why do you say this?

Use the marijuana statistics from the Youth 2012 survey below to answer the questions that follow. A total of 8,117 secondary school students answered this section of the survey. All values are shown as percentages (%).

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Secondary school students who ….** | **Total****%** | 13 years and younger | 14 years | 15 years | 16 years  | 17 years and older |
| Ever smoked marijuana | 23.0 | 7.8 | 16.8 | 24.6 | 34.2 | 36.1 |
| Currently use marijuana  | 12.8 | 4.0 | 9.7 | 13.0 | 19.6 | 20.2 |
| Weekly or more often use marijuana | 3.2 | 1.1 | 2.9 | 3.9 | 4.7 | 3.7 |

**Understanding what the data is showing:**

1. Which age group is more likely to have ‘ever smoked marijuana’? Did this match your prediction above?
2. Is there any difference in the pattern of marijuana for any of the data collected (in other words are there any situations above where a younger group shows higher levels of marijuana use)? Why do you think this is the case?
3. [Tricky question] This data set only shows secondary school students. Where do you think you might find information about patterns of marijuana use by NZ adults? See if you can find out. [Hint: try the NZ Drug Foundation]

**Thinking about the well-being of teenagers across the year groups who use marijuana:**

1. Based on this information, who do you think is likely to have more problems with marijuana use – older or younger teenagers? Which row(s) and column(s) of data leads you to think this?
2. Do any of these results surprise you? If so which? If not, why not?
3. Thinking about how old you are now, do you think the percentages for your age group are about the same for the people you know the same age as you? What leads you to think they are similar or different?

**Extra:** Locate the ‘Youth’12 Prevalence report’ document. Your teacher can direct you to this. Find pages 112 -113. Identify one other piece of information you think is interesting about teenage marijuana use related to whether they live in an urban or rural area, OR if they live in low, medium or high socio-economic communities, OR problems associated with marijuana use experienced by teenagers.

Question 10: How common is ‘other’ drug use by teenagers?

Introductory discussion:

* What other drugs (besides alcohol and marijuana) do you think some teenagers might use?
* How common do you think it is for teenagers to use these ‘other drugs? Why do you say this?

Use the ‘other drug’ statistics from the Youth 2012 survey below to answer the questions that follow. A total of 8,121 secondary school students answered this section of the survey. All values are shown as percentages (%). As these numbers were very small, they are not broken down by gender and age.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Ever used% | Used once% | Used 2-3 times % | Used 4 or more times % |
| Inhaled glue/gas or paint to get high  | 1.2 | 0.7 | 0.2 | 0.3 |
| Inhaled nitrous gas or laughing gas to get high | 1.3 | 0.7 | 0.3 | 0.3 |
| Party pills and smokable products  | 3.8 | 1.5 | 1.4 | 1.0 |
| Acid, LSD, mushrooms | 1.7 | 0.9 | 0.4 | 0.4 |
| Morphine, heroin, smack etc. | 0.6 | 0.3 | 0.1 | 0.2 |
| ‘P’ or pure methamphetamine  | 0.6 | 0.3 | 0.1 | 0.2 |
| Speed, uppers, etc. | 1.1 | 0.7 | 0.2 | 0.3 |
| Ecstasy or ‘E’ | 3.1 | 1.5 | 0.8 | 0.7 |
| Cocaine, including powder, crack or freebase etc. | 0.8 | 0.4 | 0.1 | 0.3 |
| Steroid pills or shots (without a doctor’s prescription)  | 0.5 | 0.2 | 0.1 | 0.2 |
| Used a needle to inject illegal drugs into the body  | 0.4 | 0.2 | 0.1 | 0.1 |

**Understanding what the data is showing:**

1. Of all the ‘other drugs’, which drugs have slightly higher rates of usage?
2. Which drugs have the lowest rates of usage?

**Thinking about the well-being of teenagers across the year groups who use other drugs**

1. Why do you think these rates of ‘other’ drug use are very low for teenagers?
2. Even though these rates of use are low, why are these results still a concern? Answer this in relation to the well-being of the teenagers who might be using them?
3. How prevalent do you think the use of these drugs is among the adult population? Where could you find out this information?

**Extra:** Locate the ‘Youth’12 Prevalence report’ document. Your teacher can direct you to this. Find pages 115-116. Identify one other piece of information you think is interesting about teenage drug use trends across 2001-2012.

Copy template for Activity 33.

|  |  |
| --- | --- |
| **Drugs in Sport Quiz** | Answers  |
| 1. Which international organisation is responsible for making the rules about drugs in sport? What is the acronym they use (the letters for the organisation’s name)?
 |  |
| 1. This organisation lists three categories of drugs. Find ONE example for each of the drugs that are:
* Prohibited at all times
* Prohibited in-competition
* Prohibited in particular sports
 |  |
| 1. What is ‘blood doping’ when used in sport?
 |  |
| 1. Why would a sportsperson take stimulants?

What are three health risks that might be experienced from taking stimulants to enhance performance?  |  |
| 1. Name one sportsperson (and their sport) that has been in the news in the past year for being tested positive for using performance enhancing drugs.
 |  |
| 1. Why would a sportsperson take anabolic steroids? What are three health risks that might be experienced by men OR women from taking anabolic steroids to enhance performance?
 |  |
| 1. Even with widespread drug testing, what are organisations that regulate drugs in sport concerned about for the future?
 |  |
| 1. Name one sport that is more regularly in the news for the level of performance enhancing drug use by sportspeople who play or compete in this field.
 |  |
| 1. What is the web address of New Zealand’s ‘*national anti-doping organisation committed to protecting and promoting a culture of clean, drug-free spor*t’?
 |  |
| 1. What is one reason why sports bodies want to maintain the ban and remain concerned about the use of performance enhancing drugs?
 |  |

|  |
| --- |
| **Effects of performance enhancing drugs (or methods) on well-being** |
| 1. How might each dimension of the well-being of a sportsperson using performance enhancing drugs (or methods) be affected?
 |
| Physical effects on the body for enhancing performance, and any negative health effects  | Possible effects on mental and emotional well-being as a direct effect of the drug, or as a result of the physical effects  |
|  |  |
| Possible effects on social well-being as a result of the physical or mental effects | Possible effects on spiritual well-being as a result of the physical, social or mental effects |
|  |  |
| 1. How might other people be affected by a sportsperson’s use of performance enhancing drugs? Others could include other sportspeople, family and friends, workmates. (Think about this in relation your answers above.)
 | 1. Do you think the well-being communities (e.g. a sports community, a local geographic community – town or city), or the well-being of a nation is affected by sportspeople’s use of performance enhancing drugs? Why or why not?
 |
|  |  |

Copy template for Activity 35.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Step 1Decide how you want to work |  | Step 2Select a topic  |  | Step 3Decide who your audience is – select a presentation method suitable for this audience  |
| Work on your own  | How can teenagers stay safe when attending parties?  | 500 word magazine article  |
| How can drug and/or alcohol use by teenagers affect well-being (P, IP and S) now and in the future?  | TED-style talk to the class  |
| Work with a partner | Find out how alcohol use can affect the teenage brain.  | Short documentary  |
| Investigate how advertising of alcohol influences people in NZ.  | Prezi  |
| Work in a group of three  | Investigate ‘Smokefree Aotearoa 2025’. What has it already achieved? What work is still needed? How does this link to well-being for NZers?  | Page for a website  |
| Explore the two sides of the medical marijuana debate – who wants this available and why? Who doesn’t want this available and why?  | Other  |

Copy template for Activity 36.

**Assertiveness scenarios**

|  |
| --- |
| Kent is sitting with his friends at lunchtime when one of the group produces from his bag a drink bottle that contains a mixture of vodka and fruit juice and passes this around the group. Although his other friends are trying the drink, Kent does not want any.  |
| Tracey is at a party with some friends from school. Most people at the party are drinking alcohol but she is a non-drinker. During the party, several of her school mates continue to offer her a drink and some are getting quite insistent and pushy about it.  |
| Max got a ride to a party with his older cousin who had been given the responsibility of looking after Max at the party and driving him home safely. Max noticed early in the night that his cousin was drinking RTDs and felt that he needed to say something to him.  |
| Sally was at her friend’s house for dinner and her friend’s mum (*or dad*) has offered to drive her home. However she noticed that her friend’s mum (*or dad*) had drunk at least half a bottle of wine at dinner and had been drinking beforehand.  |
|  Grant has been invited to a class party and it’s expected that everyone will bring alcohol. His mate is telling him ‘just ask your parents and if they won’t give it to you just take it from the cupboard’. Grant isn’t keen on this as he doesn’t want to get into trouble. He doesn’t even want to drink alcohol at the party, but his friend is being really insistent that he brings some alcohol along.  |

|  |
| --- |
| **Peer assessment sheet for demonstration of assertiveness skills** |
| Assertive communication skill that you as the ‘speaker’ need to demonstrate**Verbal skills** | Assessor’s judgement (tick this column when you see the skill being used by the speaker)  | Comments about skills that were done well or ways the speaker could improve their skills |
| Use an ‘I’ statement to express your feelings  |  |  |
| State confidently what it was that upset you or you didn’t like  |  |
| State what you want from the situation in a polite but firm way  |  |
| **Non-verbal skills** |
| Use a confident tone of voice  |  |  |
| Make appropriate eye contact |  |
| Upright posture |  |
| Facial expression matches with what you are saying  |  |

Copy template for Activity 37.

**Steps to decision making**

|  |
| --- |
| **Name of character:**  |
| **Why (s)he might choose to drink** | **Why (s)he might choose NOT to drink** |
| 1 | 2 | 3 | 4 |
| **Consequences of these choices** | **Consequences of these choices** |
| 1 | 2 | 3 | 4 |
| **Feelings about these consequences** | **Feelings about these consequences** |
| 1 | 2 | 3 | 4 |
| Overall decision: |
| Why was this a healthy choice? |

Copy template for Activity 38.

|  |
| --- |
| **Problem solving scenario** Two friends have been invited to a class party. Their names are xxxxx and xxxxx. Everyone is going. Chris/Christine (who is hosting the party) has been going around telling everyone to make sure they bring some alcohol because his/her parents said it’s OK if other people bring it but they won’t provide alcohol for other kids. Also, anyone who wants to can sleep over. Xxxxx (one of the friends) does not drink and isn’t sure about going if there’s going to be alcohol. Xxxxx (the other friend) is putting on the pressure saying that it will be fine, (s)he can pinch some alcohol without her/his parents knowing, or get her older brother or sister to buy some.  |

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| **Problem solving model**  | **Your script to resolve the problem** |
| * Describe what each of the friends think the problem is that is causing the conflict and how the situation is making them feel (using “I” statements) while the other person listens.
 |  |
| * The friends identify a range of possible solutions *(a bit like the first stage of a decision-making process).*
 |  |
| * Between them the friends decide upon one solution that suits both of them making sure they have thought through the consequences of their choice *(again like the way it is done in a decision-making process).*
 |  |
| * The friends then agree to try out their decision and plan when or how they will do this.
 |  |
| * After the actions have been taken, the friends weigh up how well the conflict was managed (and if there are still tensions or problems between them, what they will do about it).
 |  |
| * + 1. *Why do you think this is called a ’joint’ problem solving model?*
 |  |

Copy template for Activity 39.

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| **Features of safe parties** | **Examples**  | **Why is this feature included?** |
| Food |  |  |
| Drink |  |  |
| Security |  |  |
| Transport |  |  |
| Entertainment |  |  |
| Other features  |  |  |
| Summary questions:  |  |
| Why is this party likely to be safe and positive for **both** the host and partygoers? |  |
| How do these features **in combination** create a positive party environment? |  |
| How people can **work together** to ensure that this party will be safe and positive? |  |

Copy template for Activity 41

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| Dear Aunty,My friends and I have started to go to parties and sometimes I see others get really drunk and out of control. What kinds of things can others and I do to stay in control, enjoy ourselves and have a good time at parties? Yours truly, worried teenager.  |
| Dear Aunty,My friend Sam’s brother recently offered to give us some of his synthetic cannabis to try. I am not interested in trying it, but I think Sam is quite keen to give it a go. What should I do? Yours, confused teenager.  |
| Dear Aunty,At lunchtime recently at school, one of my friends pulled out a packet of cigarettes and started handing it around. A couple of others took one and lit up but I wasn’t interested. Ever since I have felt uncomfortable sitting with them, in case they start pressuring me or if we are caught. Yours, anxious teenager.  |

Copy template for Activity 43.

**What – so what – now what?**

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|  | **Instructions**  | **Your responses**  |
| **What?**  | Using the information and principles outlined in Resource one: * Explain why your **advertisement** may not adhere to the Code for Advertising and Promotion of Alcohol.
* Choose one **scenario** and explain why the situation may not adhere to the Code for Advertising and Promotion of Alcohol.
 |  |
| **So what?**  | If alcohol advertising or promotion doesn’t meet the code, who is likely advantaged and disadvantaged? Who holds the power in this situation and how might they use it for economic (or other) gain? How might this impact on young people’s well-being? What social injustices are raised?  |  |
| **Now what?**  | What advocacy actions can we take? For each action, describe ‘what’ is involved and justify ‘why’ this would enhance people’s well-being and address the injustices you considered in the ‘so what?’ section above. * Personal actions…
* Interpersonal actions…
* Societal actions…
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| **Resource one: Advertising Standards Authority Code for Advertising and Promotion of Alcohol**This code is designed to ensure that alcohol advertising and promotion is consistent with the need for responsibility and moderation, and does not encourage consumption by minors. Principle 1 – Alcohol advertising and promotions shall observe a high standard of social responsibility.This means that alcohol advertising shall not link alcohol to/promote alcohol as: anti-social, aggressive, dangerous behaviour, including tobacco and other drug use, use of weapons, use of machinery, driving or playing sport after having been drinking. a better lifestyle or social environment, or lead to sexual, social, sporting, business success or enhanced social status. needed for relaxation or other exaggerated claims. Principle 2: Alcohol advertising and promotions shall be consistent with the need for responsibility and moderation in alcohol.This means that alcohol advertising shall not feature or encourage: Irresponsible drinking, or drinking to excess (how alcohol is being consumed and how much is being consumed). A prize of a large quantity of alcohol supplied in one delivery. Principle 3 – Alcohol advertising and promotions shall be directed at adult audiences. This means that alcohol advertising and promotions shall not be directed at minors nor have strong or evident appeal to minors in particular – alcohol advertising shall: Not use identifiable heroes or heroines of the young. Not use designs or cartoon characters that have strong or evident appeal to minors or that create confusion with confectionary or soft drinks.Use actors/models who obviously look over 25 years of age. Minors may appear in alcohol advertising only in situations where they would naturally be found, e.g. a family barbecue, provided that there is no direct or implied suggestion that they will serve or consume alcohol.* Not be shown on television between 6.00 am and 8.30 pm.
* Not exceed six minutes per hour (TV advertising), and there shall be no more than two advertisements for alcohol in a single commercial break.

Principle 4 – Sponsorship advertisements shall clearly and primarily promote the sponsored activity, team or individual.Sponsorship advertisements shall/can: * Not contain a sales message or show a product or its packaging
* Not use any parts of product advertisements from any media.
* Not portray consumption of alcohol
* Only briefly and in a subordinate way mention or portray the sponsor’s name and/or brand name and/or logo.
* Be broadcast at any time except during programmes intended particularly for minors.
* Not engage in sponsorship where those under 18 years of age are likely to comprise more than 25% of the participants, or spectators.
* Not feature alcohol branding on children’s size replica sports kit or on any promotional material distributed to minors.

This code has been adapted (for a year 10/11 audience) from <http://www.asa.co.nz/codes/codes/code-for-advertising-and-promotion-of-alcohol/> |

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| **Advertising and promotion of alcohol scenarios**  |
| Alcohol is promoted by a bar using names such as shooters, slammers, test tubes and blasters in order to appear more attractive to customers.  |
| A bar offers a ‘National Crate Day’ promotion. Customers who get their card filled with stamps from the day’s consumption of a crate of beer receive a clothing prize.  |
| A student pub offers a happy hour special for one hour on a Friday night: Marketed at males are $5 jugs of beer and promoted to females are $1 glasses of wine.   |
| The weekly supermarket mailer, in the lead up to Christmas, has a significant feature on wine, cider and beers. These are shown as having “crazy” prices, with some discounts of over 25%.  |
| A large NZ brewing company advertises widely on social media with catchy phrases and colourful pictures. Their ads start appearing in people’s Facebook newsfeeds.  |
| A popular NZ brewing company promotes a competition via social media and TV advertising – to enter, you need to send in five barcodes from boxes of beer purchased. The prize is a year’s supply of beer, delivered weekly.  |
| 10 bars located near each other create an ‘Amazing Race’ pub crawl challenge. Groups of people have to go to each bar, buy a drink and complete a game to get their game passport stamped. All groups who complete the race go into the draw to win prizes ranging from MP3 players, clothing vouchers and bar tabs.   |

Copy template for Activity 44.