## Celebrating safely

## This learning activity sequence aims to develop student interpersonal and self management skills in drug related situations. The sequence explicitly uses the skill development model to build opportunities for students to identify, practice and evaluate skills to reduce harms associated with drug use, sexual behaviour and travel to and from parties. The PDHPE skills in focus in this learning sequence are refusal, assertiveness, negotiation/conflict resolution, self-awareness, decision making and problem solving.

## Duration: 2 to 3 lessons (based on 60 minute lessons).

## PDHPE syllabus content

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| Sequence features | Description |
| Big idea (Why is this learning important, e.g. evidence, research, student need)? | Development of assertiveness and decision making skills in a wide variety of drug related situations is important to the safety and development of all young people.Students need support to devise, practice and evaluate strategies to reduce harms associated with drug use, sexual behaviour and travel to and from parties.  |
| Syllabus learning context | Alcohol and drugs |
| Syllabus outcomes | assesses and applies self-management skills to effectively manage complex situations PD5-9PD5-10 critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts |

## PDHPE skills focus

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| Skill domain and skills | Evidence of learning - what do we want students to be able to do? |
| Self management skills* Self awareness
 | * regulate personal reactions to challenging or difficult situations or events
* collect thoughts before saying or doing anything
* monitor emotions in difficult situations
* control desires and destructive impulses
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| Self management skills* Decision making/problem solving
 | * identify risks/ challenges, alternatives, solutions and positive outcomes
* use their knowledge and understanding to identify and assess the implications of the options available
* choose from a range of options with confidence
* make decisions
* act to protect/support self and others, even if plans change
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| Interpersonal skills* Refusal
 | * reflect their views through their behaviours and actions
* say no and able to resist peer pressure
* distract people from what they are about to do, to keep themselves and others safe
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| Interpersonal skills* Assertive
 | * respectfully state their needs, wants and feelings
* say no and able to resist peer pressure
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| Interpersonal skills* Negotiation/conflict resolution
 | * apply strategies to avoid or negotiate conflict for positive outcomes
* reflect on the steps taken to resolve conflict and how these might be improved if the situation arises again
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## Syllabus content

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| Key inquiry question | Relevant syllabus content (dots and dashes) |
| What strategies can I plan and prioritise in my community to empower individuals to lead healthy, safe and active lifestyles for the benefit of my own and others’ wellbeing? | Students:* plan, rehearse and evaluate options for managing situations where their own and others’ health, safety and wellbeing may be at short-term or long-term risk (ACPPS091)
	+ practise self-management and interpersonal skills to manage and respond to a variety of challenging or unsafe situations, eg sexual relationships **S** **I**
	+ propose and practise a range of realistic responses to scenarios where peers are encouraging them to behave in unhealthy or unsafe ways in a variety of contexts, eg drug use, sexual behaviours, sexting, gambling, road use **S** **I**
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### Assumed knowledge and understanding

To participate in this activity, it is assumed that students have a sound understanding of the following PDHPE content:

* analyse factors that influence young people’s attitudes/behaviours when partying
* possible consequences of unsafe alcohol use, sexual behaviour and road use behaviour on their health and wellbeing and the health and wellbeing of others.

This learning can be developed through the following PDHPE K-10 syllabus content:

* analyse situations where external influences may have an impact on their ability to make healthy and safe choices
	1. investigate the influences on risk-taking and decision-making and assess their impact on individual health, safety and wellbeing, eg drug use, road safety, physical activity, personal safety, pregnancy
* evaluate strategies and actions that aim to enhance health, safety, wellbeing and physical activity levels and plan to promote these in the school and community
	1. assess the costs and impact of drug use to the community and recommend strategies that support individual health and safety, eg responsible service of alcohol, random breath testing, mobile drug testing.

## Educative purpose

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| --- | --- |
| Learning intentions | Success criteria |
| Devise appropriate strategies to reduce harms associated with drug use, sexual behaviour and travel to and from partiesPropose appropriate strategies to use in response to situations where their personal safety or the safety of others is at risk | Identify and evaluate the suitability of strategies to reduce harms associated with drug use, sexual behaviour and travel to and from partiesIdentify the skills needed to deal with challenging or risky situationsDescribe how to adopt and assertive approach as a bystander in a drug and alcohol situation whilst supporting self and othersDemonstrate assertiveness in a drug and alcohol situation to promote positive, healthy and safe outcomes |

## Learning experiences

Introduce the learning and develop a supportive environment within your classroom. As a class, brainstorm some clear expectations which will be in place during the unit. For example, always support each other, respect other’s cultural traditions, beliefs, values and languages, everyone has the right not to offer an opinion.

Focus: Strategies to minimise harm

1. Explain to students that the focus of the learning is to propose and evaluate strategies to minimise harm in risky situations at parties and practise ways to respond.
2. Introduce the skills which will be used throughout the lessons. For example, refusal, assertiveness, negotiation, conflict resolution, decision making and problem solving. Use a think, pair and share to whole class strategy to explore what the skill(s) look like, feel like and sound like.
3. Students may reflect on their own understanding of the potential risks involved while partying or the teacher can provide a set of scenarios (see scenarios below).
4. Divide the class into small groups (2-3) and allocate each group a scenario/ butcher’s paper.
5. Use the hot potato strategy (see details below).
6. Copy each scenario onto a different piece of butcher’s paper as well as the following two columns:
	1. strategies to minimise harm in this situation
	2. ways to respond in the situation.
7. Give each group 2 minutes to develop two strategies to minimise the harm and two ways to respond to the scenario allocated.
8. Record strategies on the paper.
9. After two minutes move in a clockwise direction to another scenario/butchers’ paper and repeat the process until every student has looked at each scenario.
10. Students return to their original scenario and review the responses given.
11. Teacher facilitates discussion around strategies to minimise harm and responses to situations.

**Evaluation/ Discussion questions**

* When looking at the suggested strategies which ones are most realistic? Why? What would make the others more realistic?
* What makes it easier for young people to use these strategies at a party (enablers)?
* What might be a barrier to using these strategies at a party?
* Looking at the barriers proposed, what strategies would you be comfortable using in order to reduce harm for themselves and friends?
	1. Aggression: If you find yourself in a threatening situation, back off or bail out.
	2. Sexual risk: Be clear about what you are comfortable with in close relationships with others and practice what you will say if you need to.
	3. Personal safety: Don’t attempt anything that is physically challenging such as driving, climbing, swimming or jumping from a height after drinking.
	4. Other drugs: Avoid combining alcohol with any other substance
* What role do you play in reducing the harms? Explain.
* When in a difficult situation, how do you warn your friends when they are engaging in risky behaviours e.g. excessive drinking, unsafe sex?
* What can you say or do to help others and keep them safe and enjoying themselves in party situations? For example, if a fight breaks out.
	1. Know the warning signs for your situation (increased yelling, shouting, gate crashers can trigger).
	2. Keep a respectful distance and don’t make eye contact with gate crashers.
1. Provide students with the [Kid helpline website](https://kidshelpline.com.au/kids/issues/staying-safe-parties) details for them to explore how to stay safe at parties.

**Focusing on skills**

1. Ask students to brainstorm what skills are needed to deal with challenging or risky situations? For example, ability to be assertive, refusal skills, negotiate and conflict management, decision making. Students record what these skills look like, sound like and feel like in a party scene.
2. For this lesson, we will focus on the skill of assertiveness.

Being assertive means being able to stand up for your own or other people’s rights in a calm and positive way, without being either aggressive, or passively accepting ‘wrong’.

Assertive individuals are able to get their point across without upsetting others or becoming upset themselves.

Characteristics of assertiveness include: asserting your own point of view, reflecting your views through your behaviours and actions, respectfully stating your needs, wants and feelings and saying no and being able to resist peer pressure.

Assertiveness is important as it is a healthy way of communicating. It's the ability to speak up for ourselves in a way that is honest and respectful. Assertiveness links to other important skills we develop, such as communication, expressing our feelings, conflict management, help seeking, refusal skills and negotiation skills. These skills are applicable to all life situations.

1. Watch the [Get Ready Year 9 trigger video](https://fuse.education.vic.gov.au/Resource/LandingPage?ObjectId=3e46d909-d12c-46f7-be47-6a0aa3bc0434&SearchScope=Teacher) accessible through the [Positive Choices website](https://positivechoices.org.au/teachers/get-ready). The video allows for the skills to be modelled and demonstrated. Ask students to identify various skills, but focus specifically on the characteristics of assertiveness in each character.
* Students complete a character analysis highlighting which characters had what skills and which characters made good decisions.
* Once complete, choose a character who made some choices that you felt may have put them in danger.
* Record what skills that character needs. Explain how the character could demonstrate these skills through their words, actions and behaviours.
* Identify characteristics of assertiveness in each character where possible.

**Refection questions**

1. Why is assertiveness and related skills so important in drug and alcohol situations? For example, the ability to be able to reflect their views through their behaviours and actions is important as you are less likely do something you regret. It helps you maintain your sense of self.
2. Now knowing these skills, would you handle any of the above scenarios differently? For example, drinking games. Students might suggest they would ensure the language they use is assertive, e.g. “no thanks, I’m not keen on drinking tonight because I’ve got training tomorrow. But I am happy to watch and have a laugh with you guys” and not passive, e.g. not say anything and drink along and regret it.
3. In what ways can you plan to manage yourself and others in social situations?
4. How can you adopt an assertive approach as a bystander whilst supporting self and others?

**Practising the skills**

1. Partner activity. Ask pairs to join another pair to make a group of four. One pair will act out the scenario and one will provide feedback on what could have been done differently in the scenario to respond to the situation to demonstrate assertiveness and to promote positive, healthy and safe outcomes.
	1. Use the original scenario cards.
	2. Ask students to adopt a role in the scenario and act out the scenario.
	3. Each pair within the group takes 3-4 minutes to role play the scenario and develop or apply the skill.
	4. Allow 2-3 minutes for the pairs to share feedback on what could have been done differently in the scenario to demonstrate assertiveness and to respond to the situation to promote positive, healthy and safe outcomes.
	5. Swap to allow both pairs to adopt both participant and feedback roles.

Debrief questions for the groups (post role plays)

* What makes it easier for young people to be assertive when faced with challenging situations (enablers)?
* In what ways can you support yourself and others in social situations whereby you are feeling unsafe, concerned, threatened, uncomfortable, challenged?
* How can you adopt an assertive approach to risky, threatening or unsafe situations as an upstander?

**Hot potato strategy**

This strategy involves the use of a round robin format in developing and sharing information within a group. It encourages team members to pass their work onto other people in their group.

Divide into teams containing an equal number of members, if possible.

Ask each of the teams to sit in a circle, so that sheets of paper can be easily passed from one person to the next.

Provide each team member with a sheet of paper for recording their ideas.

Assign a particular task to all teams e.g. develop a list of proposals for beautifying the school grounds.

Each team member then records as many ideas as possible in a set time e.g. two minutes.

On the appointed signal e.g. a ringing bell, they pass their sheet to the next person.

That person then reads the ideas in front of them, and proceeds to add some more ideas to that sheet, again within two minutes.

This process of passing the ‘hot potato’ continues until each team member ends up with their original sheet. All students should be reminded that once an idea has been recorded, or an idea has been read on another sheet, it cannot be written down a second time. No repeats are allowed. Although groups of four or five students tend to work best, this structure is capable of working with virtually any group size.

**Variations**

Instead of allowing one piece of paper for each team member, give a single sheet to the entire team. The first person then writes an idea onto the sheet, and passes it onto the next person, who does the same. This then continues all of the way around the group.

* Ideas can also be rotated between different teams rather than the individuals in each team. To establish this rotation:
* Appoint a recorder for each team, who is responsible for writing down all of the ideas given by their team.
* Each team can then brainstorm ideas on a particular topic e.g. how to get Frisbees down from the roof. This can be undertaken in a set period of time, perhaps three minutes.
* At the end of this time, each team rotates their ideas onto the next team. After reading out the ideas on that sheet, the team then attempts to add some further ideas.

## Possible scenarios

Two people are involved in a physical fight, one of them is your friend. They ask you to back them up.

You see a friend put alcohol into a non-alcoholic drink that your partner is drinking. You have heard that your friend really likes your partner.

A close friend puts details of your party on social media. More people than expected arrive at the party.

Someone you don’t know offers you some marijuana. You have never taken any drugs before.

Your peer group is engaged in drinking games which promotes consuming lots of alcohol. They want you to join in.

You arrive at a party and realise there is no adult supervision and you have never attended a party before without adults being present. You witness a lot of underage drinking and risk taking.

Your best friend has been drinking heavily and goes to a room with someone he/she has just met. It looks like they are pulling them along as your friend is not walking straight.

Two people have been kissing on the couch, one suggests they go outside. The other is not so keen to.

You notice the designated driver in your group has begun drinking at the festival.

You arrive at a 16th birthday party where alcohol is being provided by parents who are supervising the party.

You have invited your 6 best friends over for a gaming night and you are expected to be home by 10.30pm. You just realised it is already 11pm.

You notice your friend has been drinking quickly and is now sleeping it off under a tree.

Design your own scenario