Navigating safely through risky business – Stage 5

## Duration: 4-6 lessons (50-60 minutes in duration)

## Educative purpose

Through this learning sequence and assessment task, students will recognise and develop an understanding of the skills, strengths and knowledge they have within themselves to assist in responding to challenging situations in relation to alcohol and drug use. They will look at data to unpack the priorities and concerns that young people have around alcohol and explore how language can influence the attitudes and behaviours they have towards it. Students will develop a bank of strategies that when combined with their own knowledge, strengths and skills, will assist them with managing future life challenges.

## Learning goals

* Recognise the skills, strengths and knowledge within themselves to ensure their own and others safety in challenging situations.
* Have the ability to formulate a safety plan that utilises their strengths, skills and knowedlge to make the best choice for their health, safety and wellbeing.

## Required resources and materials for preparation

Student activities are set around:

* Whole group/ small group/ Individual activities
* Offline activites to be done at home/ in the classroom or online

Worksheets required:

* Priorities and concerns
* Examine the photos
* What skills and strengths do I already have
* Character challenge cards
* Resources card
* Student reflection
* Short term effects cards
* Alcohol effect on the body
* Putting strategies to good use

## Mode of delivery and digital learning

Consider using an online platform such as [Google Classroom](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/27) or [Microsoft Teams](https://teams.microsoft.com/start) to deliver the follow lessons for students, supporting differentiation formative assessment (teacher and peer feedback and student reflection) and collaboration. Students can brainstorm using [Microsoft OneNote Class Notebook](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/101), [Bubbl.us](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/591), [Google Jamboard](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/593) or [Padlet](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/592)

For online delivery these messages can be audio recorded using [Audacity](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/186) and visually with [PowerPoint](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/116). See the department’s [Digital learning Selector](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Browser?cache_id=ed601) for more options.

## Suggested syllabus content

**Outcome PD5-9 assesses and applies self-management skills to effectively manage complex situations.**

All outcomes referred to in this unit come from the [PDHPE K-10 Syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/pdhpe/pdhpe-k-10-2018) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2018.

|  |  |
| --- | --- |
| Key Inquiry Question | Content |
| 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. | * 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**   + formulate a safety plan to meet the particular needs of a challenging situation, listing choices and consequences and making a decision about the best choice for their own health, safety or wellbeing **S** **I** |

|  |  |
| --- | --- |
| Self management | Interpersonal |
| * Strengthening personal identity * Self awareness * Decision-making and problem solving | * Collaboration, inclusion and relationship building * Social awareness |

## PDHPE skills

## Teaching notes

### Creating a safe and supportive learning environment

There are a number of strategies that can be used to create a supportive learning environment which enables students to feel safe to learn and ask questions. They include:

* making students aware at the beginning of PDHPE sessions that disclosing personal information that indicates they may be at risk of harm will be reported to the school principal in all instances. This includes personal disclosures related to instances of abuse, drug use, neglect or sexual activity under the legal age of consent.
* being aware that some parts of PDHPE can be confronting and sensitive for some students.
* enabling students to withdraw if they find issues personally confronting to protect them from making harmful disclosures. Equally, it is important to be prepared for issues that arise as a result of a student making a public disclosure in the classroom.

More information on creating a safe and supportive learning environment can be found on the [PDHPE website](https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/pdhpe/life-ready).

### Evaluating resources before use

Preview and evaluate all strategies, resources and teaching and learning approaches in full before use with students to determine suitability for student learning needs, stage of development and local school context. Consider the age, maturity, cultural background, sexuality, gender, sex, health and other characteristics of students in your care. Apply professional judgements to all strategies, teaching and learning approaches and resources including audio visual materials (for example videos, media clips and YouTube), interactive web-based content (for example games, quizzes and websites) and texts.

Use the [resource review flowchart](https://schoolsequella.det.nsw.edu.au/file/083acd3a-daca-4307-9afe-bc6c888f694a/1/final-resource-flowchart-html5.zip/index.html) to decide about the suitability of teaching and learning resources.

Materials should be reviewed in full and endorsed by the school principal before use in NSW government schools.

### Communication with parents and caregivers

Some aspects of PDHPE may be viewed as sensitive or controversial, such as learning about abuse, child protection, drugs, respectful relationships, sexual health, sexuality and violence. Inform parents and carers, prior to the occasion, of the specific details of the PDHPE program, so that parents and caregivers have time to exercise their rights of withdrawing their child from a particular session. In this regard, a parents or caregiver’s wish must be respected.

Establishing how parents and caregivers will be informed about programs and involved in consultation is a school-based decision. Where parents and caregivers indicate they wish to withdraw their child from a program it is useful to negotiate which parts of the PDHPE program they are concerned about. A sample information letter is available on the [PDHPE website.](https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/pdhpe/life-ready)

## Learning experiences

### Focus: Priorities and concerns

**Learning intention:** To explore the priorities and concerns young people have and predict and anticipate risks or challenges they may face in relation to drug use.

Explain to students that in Australia in 2017 more than 45000 young people (aged 11-24 years) took part in the [Mission Australia, National Survey of Young Australians.](https://www.missionaustralia.com.au/what-we-do/research-impact-policy-advocacy/youth-survey) As part of this survey they were asked questions about what they valued and what they were concerned about.

1. Students individually complete the **priorities and concerns worksheet***.*
   1. In your own words, why do you think drugs and alcohol might be in the top 10 list of concerns for young people aged 11-24 years?
   2. Why might drugs and alcohol be in the top 5 for males?
2. Students complete the **examine the photos worksheet***.*
   1. What are some of the risks or challenges being faced in these pictures?
   2. Compare and contrast the top and bottom images. What similarities and differences do you see?
   3. What strengths do you think the person in the bottom image possesses?

### Focus: What skills and strengths do you already have?

**Learning intention:** To reflect on their own strengths to understand how the skills, knowledge and strengths they possess can be used to assist in managing challenging situations in relation to drug and alcohol use. Students will be able to recognise the value in using or developing their own knowledge, skills and strengths to best support them to manage future challenges.

Explain to students that predicting and anticipating risks or challenges like in the previous activity is important. However, being able to identify and use our own personal and social attributes/skills to make good decisions are just as important. This next activity will be used to see how our skills, knowledge and strengths can be used to assist in managing challenging situations.

1. Students complete the **What skills and strengths do you already have? worksheet.**
   1. Record your skills and strengths inside the image. These are skills and strengths you possess and could draw on if faced with a challenging alcohol or drug related situation.
   2. What external factors might influence your behavior? Add these factors to the outside of the image.

Note: The following activity has been adapted from the [positive schools drug and alcohol resources](https://positivechoices.org.au/teachers/get-ready). This activity can be done individually at home or in a shared document online. For example Google docs.

1. Assign a character card from the **character challenge card worksheet***.*
2. Students choose two items from the resource card from each of the three categories: strengths, skills and knowledge.
3. Students select items that they feel best equip their character to negotiate through their particular challenge in such a way as to minimise or prevent harm.
4. Students justify or explain their choices using the questions below by highlighting how that person or practical resource can be put to good use in the situation. Use the student reflection worksheet to assist.
   1. What was your character/challenge?
   2. Which two strengths did you choose to equip your character with?
   3. Explain how they could be used to help the character deal with the situation.
   4. Which two skills did you choose? Explain how they could be used to help your character deal with the situation.
   5. What two pieces of knowledge did you choose? Explain how you think they could be used to help your character deal with the situation.
   6. Were there any situations in the selection in which you thought your character would need different knowledge and skills than those available to make a good choice about what to do?
   7. Do you think there are strengths, skills or knowledge that are chosen more than others? Can these be applied to all characters/challenges? What does this tell you about the more common skills and strengths chosen?
   8. If the characters were to face challenges relating to road safety, sexting, online and personal safety would these skills and strengths transfer, or would the character need to draw upon different skills and strengths?
   9. Ask students to think privately; which four strengths and skills would they choose for themselves that they would like or need that would best support them to manage future challenges.

### Focus: What do we mean by the term drunk?

**Learning intention:** To understand that the language we use in relation to alcohol and drug use can influence the attitudes and behaviours we hold towards it.

Note: The following activity has been adapted from the [positive schools drug and alcohol resources](https://positivechoices.org.au/teachers/get-ready). This activity can be done individually at home or in a shared document online. For example Padlet or Google docs.

Explain to students that drinking alcohol does not always equal getting drunk. There are many points on the scale between sober and drunk.

Students will begin to create the scale of sober to drunk using their previous knowledge of short term effects and then build on this to have an understand that the terms we often used can be influencing the attitudes and ways we behave when engaging with alcohol.

1. Students using previous knowledge are to brainstorm all the short term effects of alcohol or use the **short term effects cards** provided
2. Using the alcohol effect on the body worksheet, place the alcohol effects next to the number of drinks they feel would take the effect to occur. This is to establish a scale from sober to drunk.

* 6+
* 5-6
* 3-4
* 1-2 drinks

1. Pose the following question:
   1. Why do the effects of alcohol across people vary? What influences the effect that alcohol has on the body?

Students will extend on their understanding by exploring the language we use when we describe someone who has drunk alcohol.

1. Students brainstorm all the terms that are used to describe the effect that alcohol has on somoene’s body. For example tipsy, off your face, plastered.
2. Students place these terms on the scale where they feel these terms fit in relation to the effects previously described.
3. Students answer the discussion questions:
   1. Why do you think there are a greater number of terms on the list relating to higher levels of inebriation?
   2. How does this reflect the way alcohol is discussed and therefore the attitudes we hold about it?

### Focus: Putting strategies to good use

**Learning intention:** Students develop a strategy bank that can be called upon when knowing alcohol may be present. They will use these strategies with their knowledge, strengths and skills to support themselves and others in an alcohol related setting.

Explain to students that knowing and preparing for alcohol or drugs being present at a function you are attending is a good thing. It allows them to have a list of strategies in mind to reduce risk and gives them an opportunity to think about their knowledge skills and strengths to keep us safe.

1. Students create a strategy bank or tool kit of advice for young people to draw upon if they know that alcohol will be present.
2. Students write a response to an enquiry received from the kids helpline using the **putting strategies to good use worksheet** to formulate their response.

Kids helpline inquiry - Hey I’m going to this party on Saturday night and my friends have been talking about it all week. Everyone is super pumped for it. I am keen to go and maybe have a few drinks but I don’t want to get drunk as I’ve seen the way it has affected members of my family before. What would you suggest? Should I still go? Thanks for your help in advance, Jordy.

1. In their response, students:
   1. Draw on the bank of strategies they have formulated in question 1.
   2. Include the potential knowledge, skills and strengths that the character may have to use to make a good decisions. Suggestions from the **Resource card worksheet**may support this.
   3. Provide any other practical advice.

## Worksheets

### Priorities and concerns

In Australia in 2017 more than 45000 young people (aged 11-24 years) took part in the Mission Australia, National Survey of Young Australians. As part of thie survey they were asked questions about what they valued and what they were concerned about.

This survey identified the top 5 issues that young people think are most important in Australia today (11-24years).

* the environment
* alcohol and drugs
* the economy and finances
* population issues
* crime, safety and finances.

Top 5 personal concerns of young people based on gender

| Males 11-24 | Females 11-24 |
| --- | --- |
| school and study problems | body image |
| coping with stress | coping with stress |
| family conflict | school and study problems |
| bullying/emotional abuse | family conflict |
| drugs | bullying/emotional abuse |

The top 10 things that young people aged 11-24 years are concerned about.

1. Schools and study problems
2. Coping with stress
3. Body image
4. Family conflict
5. Bullying and emotional abuse
6. Personal safety
7. Depression
8. The environment
9. Drugs
10. Alcohol

In your own words, why do you think that drugs and alcohol might be in the top 10 list of concerns for young people aged 11-24 years? Why might it be in top 5 for males?

### Examine the photos

Examine the three pictures below and answer the questions that follow.

Image 1 taken from [dailymail.co.uk/health/article-2277605/Teenagers-ADHD-likely-abuse-drugs-alcohol-theyre-given-medication.html](https://www.dailymail.co.uk/health/article-2277605/Teenagers-ADHD-likely-abuse-drugs-alcohol-theyre-given-medication.html)



Image 2 taken from [parents.au.reachout.com/common-concerns/everyday-issues/alcohol-and-teenagers](https://parents.au.reachout.com/common-concerns/everyday-issues/alcohol-and-teenagers)



Image 3 taken from [drugfree.org/learn/drug-and-alcohol-news/growing-proportion-teens-abstain-drugs-alcohol/](https://drugfree.org/learn/drug-and-alcohol-news/growing-proportion-teens-abstain-drugs-alcohol/)



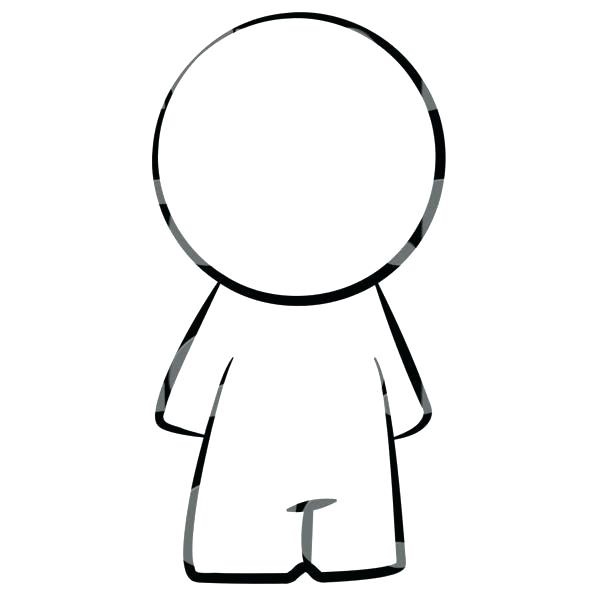
What are some of the risks or challenges being faced in these pictures?

Compare and contrast Image 1 and Image 2 with Image 3. What similarities and differences do you see?

What strengths do you think the person in image 3 possesses?

### What skills and strengths do I already have?

As a young person you already possess so much knowledge and many strengths and skills to keep yourself safe. You have developed many skills to be healthy, safe and active without drug or alcohol use. The following activity is designed to see how the skills, knowledge and strengths you already have, can be used to assist in managing challenging situations.

Record your skills and strengths inside of the image. These are skills and strengths you possess and could draw on if faced with a challenging alcohol or drug related situation. 

What external factors might influence your behaviour? Add these factors to the outside of the image above.

### Character challenge cards

The following table contain challenges that young people are facing in relation to drugs and alcohol.

* Assume the role of one character from the characters below.
* Use the resource card on the following page to assist with this challenge card.

Tim is walking home from a party with James who passes out beside the road after heavy drinking.

Lewis insists that everyone at his 16th birthday paddock party must go for a spin on the back of his new trail bike. He has been drinking but isn’t exactly drunk. He offers Mark the first ride. Mark isn’t sure what to do.

Shanna’s friend Rose has attended her first party with alcohol. She has been drinking really fast and starting to slur her words. Rose wants to move on to another party that an older guy she has just met invited her to. Rose is trying to convince Shanna to come with her.

Bryce has been invited to a beach party near his place. He tells his mate Tony that he really wants a partner and is planning on getting drunk so he is comfortable in walking up to anyone as he is really shy. Tony is concerned.

Bronte has had a few drinks and had sent a nude photo to her partner. Her friends found the photo on her phone and shared it on her snap chat story, all her followers were able to see it.

Jesse is at his older cousins share house and a few mates turn up and start smoking cannabis. They pass it around the group and encourage him to join in. Everyone else is smoking.

Gina and Mel (15) get separated from their group and miss out on a ride home from a party. Two older guys from the party approach and offer to squeeze them into the front of the utility truck and drive them home. Gina will have to sit on the lap of one of the guys as there are only three seats.

### Resources cards

Choose **two** resource cards from each of the three categories below (knowledge, skills and strengths) that the character on the challenge card may have or need to make safe and healthy choices in relation to drugs and alcohol l use.

| Knowledge (I know) | Skills (I can) | Strengths (I am) |
| --- | --- | --- |
| I know how to recognise signs of alcohol or other drug overdose | I can recognise my own feelings and respond appropriately | **Courageous**- can take an action  even if scared, anxious, or  intimidated and regardless of whether this will put them out on their own |
| I know how to do basic first aid to help someone who has passed out due to heavy drinking or drug use. | I am able to leave the group without causing a fight | **Kind** – generous to others and willing to help out |
| I know the number and how to call from my mobile phone if I need an ambulance | I can encourage people to look out for themselves. | **A Leader** – can organise and motivate others to get things done |
| I know the names of trusted adults that I can access in challenging situations | I can distract people from what they are about to do without making them angry. | **Discerning**– can think things through before making a decision |
| I know how to estimate the number of standard drinks in the container. | I can organise a way to get home safely when plans fall through. | **Fair** – treats all people fairly regardless of feelings or bias |
| I know the effects that different drugs can have on a person’s behaviour | I can joke my way out of a potentially risky situation. | **Self-controlled** – can control  desires and stick to decisions |
| I know how to protect against catching a sexually transmitted infection | I can avoid conflict with unreasonable or aggressive people | **Humorous**– can see the  light side and help people  to laugh |
| I know how to estimate strength of alcoholic drinks | I can propose an alternative if I don’t like what my friends are up to | **Socially intelligent** – is aware  of others’ feelings and needs |
| I know where and who I can go to for help if needed | I can put forward a convincing argument. | **Persistent** – can stick at it or  work hard even when things  get tough |
|  |  | **Perceptive** – can see the big picture and think of good advice |
|  |  | **Creative** – can think of many  different ways to handle a  situation |
|  |  | **Honest** – can tell the truth  even when this may cause  embarrassment |

### Student reflection

Students justify or explain their choices using the questions below by highlighting how that person or practical resources can be put to good use in the situation.

1. What was your character/challenge?
2. What was your characters emotional response or gut reaction in this situation?
3. Which two strengths did you choose to equip your character with?
4. Explain how they could be used to help the character deal with the situation.
5. Which two skills did you choose? Explain how they could be used to help your character deal with the situation.
6. What two pieces of knowledge did you choose? Explain how you think they could be used to help your character deal with the situation.
7. Were there any situations in the selection in which you thought your character would need different knowledge and skills than those available to make a good choice about what to do?
8. Do you think there are strengths, skills or knowledge that are chosen more than others? Can these be applied to all characters/challenges? What does this tell you about the more common skills and strengths chosen?
9. If the characters were to face challenges relating to road safety, sexting, online and personal safety would these skills and strengths transfer, or would they character need to draw upon different skills and strengths?
10. Ask students to think privately; which four strengths and skills would they choose for themselves that they would like or need that would best support them to manage future challenges.

### Short term effects cards

|  |
| --- |
| Short term effects |
| Coma or death through alcoholic poisoning |
| death due to asphyxiation |
| Feeling happy and relaxed |
| irrational moodiness |
| shakiness |
| Short term memory loss |
| reflexes slow down |
| choking on vomit while in a coma |
| less concentration |
| passing out |
| difficulty coordinating movements |
| feeling woozy |
| alcohol poisoning |
| hangover |
| feeling more relaxed |
| vomiting |
| slow reflexes |
| feeling chatty |
| slurred speech |
| fewer inhibitions |
| movement disjointed |
| nausea |
| feeling chatty |
| tiredness |
| clumsy |
| loss of muscle control |

### Alcohol effect on the body

Drinking does not always equal getting drunk. There are many points of the scale between sober and drunk. Making educated decisions around alcohol use is important.

1. Brainstorm the short term effects of alcohol and place these effects in the table next to the number of drinks you feel it would take for the effect to occur.
2. Brainstorm what language is used to describe someone who has drunk alcohol. Some examples include, tipsy, smashed, pissed, off your fae, sloshed, wasted, paralytic, out of it, tanked, inebriated, relaxed. Place these in the table where you feel these terms fit in relation to the effects you highlighted. Answer the questions that follow.

|  |  |  |
| --- | --- | --- |
| Number of drinks | Short term effects | Terms use to describe effects of alcohol |
| 6 or more drinks |  |  |
| 5 to 6 drinks |  |  |
| 3 to 4 drinks |  |  |
| 1 to 2 drinks |  |  |



1. Answer the following questions in relation to the information developed in your table
   1. Why do the effects of alcohol across people vary?
   2. What influences the effect that alcohol has on the body?
   3. Why do you think there are a greater number of terms on the list relating to higher levels of inebriation?
   4. How does this reflect the way alcohol is discussed and therefore the attitudes we hold about it?

### Putting strategies to good use

Knowing and preparing for alcohol or drugs being present at an event you are attending is a good thing. It allows you to have a list of strategies in mind to reduce risk. It also gives you the opportunity to think about the knowledge skills and strengths you already have and bring to the event to keep yourself safe.

1. Create a strategy bank or tool kit of advice for young people to draw upon if they know that alcohol will be present.

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| Strategy bank |
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1. An inquiry has been made to the kids helpline asking their advice. It reads:

Kids helpline inquiry - Hey I’m going to this party on Saturday night and my friends have been talking about it all week. Everyone is super pumped for it. I am keen to go and maybe have a few drinks but I don’t want to get drunk as I’ve seen the way it has affected members of my family before. What would you suggest? Should I still go? Thanks for your help in advance, Jordy.

1. Your task is to write a response to the inquiry giving your advice. In your response ensure you include the following:
   1. Reference to the bank of strategies you have developed in question 1.
   2. The potential knowledge, skills and strengths that the character may have to use to make a good decisions. Suggestions from the Resource card worksheet may support this.
   3. Provide any other practical advice.

Dear Jordy,

### Assessment task

#### Outcomes

PD5-9 assesses and applies self-management skills to effectively manage complex situations.

#### Task brief

Your area health service has asked year 9 high school students to develop a series of drug and alcohol survival kits aimed at young people in your local community. The survival kits should be based on scenarios that young people in this local area may deal with, and should include items, knowledge, skills and strengths to help people overcome these challenging situations.

As an individual or a small group (max 3 students), you will need to:

* identify one scenario your survival kit is aimed at
* plan what items you will need to include in your kit
* develop a video presentation of your findings.

The length of your presentation is 3-5 minutes. You may choose to feature in your video, create an animation or include a voice over on a PowerPoint presentation. This will need to be submitted on a thumb drive to your teacher.

In your presentation you will need to include the following;

1. The scenario that the survival kit is aimed at; this must be detailed and include, characters, setting/ location, what is happening.
2. A definition of the drug or alcohol you are addressing and any language/terms that young people may use to describe it.
3. What items are included in your survival kit: what knowledge each character must have, skills they must develop or already have, and strengths they may need in order to overcome the challenging situation, and any possessions that the young people in the scenario might need.
4. A clear justification (Justify: Support an argument or conclusion) as to why these items have been included in your survival kit.
5. Any other important facts about drug and alcohol use amongst young people.
6. (For small groups only) A reflection of the roles and responsibilities of each member of your group. These can be submitted as a one page hand in or as credits at the end of the video presentation or PowerPoint.

#### Marking criteria

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| --- | --- |
| Criteria | Marks |
| Scenario: Provides a highly detailed scenario that describes the situation, characters, location and setting, which allows the reader to understand what the survival kit is based on.  Definition: Correctly defines the drug or alcohol used in the scenario and provides an extensive list of language that young people use to describe the drug or alcohol  Items: Demonstrates extensive knowledge and understanding of the knowledge, skills, strengths and possessions young people need in order to manage challenging situations  Justification: Presents clear and concise and detailed justifications \*\*\* as to why these items are needed to support young people in the challenging situation  Presentation: clear and professional presentation  Reflection: For those in a group: Clear reflection of the roles and responsibilities of each group member | 18 to 20 |
| Scenario: Provides a detailed scenario that describes the situation, characters, location and setting, which allows the reader to understand what the survival kit is based on.  Definition: Correctly defines the drug or alcohol used in the scenario and provides a variety of language that young people use to describe the drug or alcohol  Items: Demonstrates thorough knowledge and understanding of the knowledge, skills, strengths and possessions young people need in order to manage challenging situations  Justification: Presents clear and concise justifications as to why these items are needed to support young people in the challenging situation  Presentation: clear and professional presentation  Reflection: For those in a group: Clear reflection of the roles and responsibilities of each group member | 14 to 17 |
| Scenario: Provides a scenario that describes the situation, characters, location and setting, which allows the reader to understand what the survival kit is based on.  Defines the drug or alcohol used in the scenario and provides some language that young people use to describe the drug or alcohol  Items: Demonstrates sound knowledge and understanding of the knowledge, skills, strengths and possessions young people need in order to manage challenging situations  Justification: Presents some justifications as to why some or all of these items are needed to support young people in the challenging situation  Presentation: clear and professional presentation  Reflection: For those in a group: Clear reflection of the roles and responsibilities of each group member | 10 to 13 |
| Scenario: Provides a scenario that outlines the situation and some or all of the following; characters, location and setting, which allows the reader to understand what the survival kit is based on.  Definition: Defines the drug or alcohol used in the scenario and provides limited language that young people use to describe the drug or alcohol  Items: Demonstrates some knowledge and understanding of the knowledge, skills, strengths and possessions young people need in order to manage challenging situations  Justification: Attempts to provide some justifications as to why some or all of these items are needed to support young people in the challenging situation  Reflection: For those in a group: Clear reflection of the roles and responsibilities of each group member | 5 to 9 |
| Scenario: Provides a scenario that outlines the situation.  Definition: Defines the drug or alcohol used in the scenario and provides language that young people use to describe the drug or alcohol  Items: Demonstrates limited knowledge and understanding of the knowledge, skills, strengths and possessions young people need in order to manage challenging situations  Justification: Attempts to provide a justification as to why these items are needed to support young people in the challenging situation  Reflection: For those in a group: Clear reflection of the roles and responsibilities of each group member | 1 to 5 |