



TEACHER RESOURCE PACK

HOW TO USE THESE TEACHING MATERIALS

These teaching materials are provided to support ongoing learning post Smashed Online. They have been designed for teachers and other adults working with young people in schools that have experienced the Smashed Online program.

This resource contains four, hour long lesson plans that adhere to the current Australian and State based HPE / PDHPE curricula. Year 8 -10 links can be found at the end of these resources:

Australian HPE V8.4 & V9.0	Page 16
NSW PDHPE	Page 21
VIC HPE	Page 25
WA HPE	Page 28

STRANDS:
HEALTH, WELLBEING & RELATIONSHIPS
HEALTHY, SAFE & ACTIVE LIFESTYLES
SKILL DOMAINS:
SELF-MANAGEMENT, INTERPERSONAL

BUILDING STUDENTS KNOWLEDGE,
UNDERSTANDING, SKILLS & ATTITUDES
NEEDED TO ENHANCE THEIR OWN AND
OTHERS' HEALTH, SAFETY & WELLBEING IN
VARIED AND CHANGING CONTEXTS

ALCOHOL - MENTAL HEALTH & WELLBEING - RELATIONSHIPS - SAFETY

As well as a range of other ideas which we hope will form a permanent resource for your school in teaching alcohol awareness education.

The focus for these materials is specifically years 8 and 9 but they can be easily adapted to be suitable for other year groups.

LEARNING AIMS:

- Raise awareness of key facts surrounding alcohol awareness.
- Identify and explore the causes for alcohol misuse.
- Explore potential outcomes for individuals and others when participating in risky behaviour involving alcohol.
- Explore peer pressure including the role of the media and social media.
- Explore what sexual harassment is and looks like.
- Raise awareness of personal responsibility in making decisions about alcohol.
- Signpost support networks available in relation to alcohol.

AWARENESS OBJECTIVES:

- Involve participants in a fun and engaging participatory theatre and teaching experience.
- Promote and facilitate discussion surrounding the key themes of the alcohol awareness program.
- Encourage the participants to think for themselves and make informed educated decisions.
- Provide a rehearsal for reality.
- Explore key themes in a safe environment.

LESSON 1 – WHAT DO WE KNOW?

LEARNING OBJECTIVES		LEARNING OUTCOMES	
Students explore negative effects of alcohol and gain an understanding of terms relating to alcohol awareness		All students will gain knowledge of key terms relating to alcohol awareness. All students will have an understanding of the negative effects of alcohol and alcohol misuse.	
STARTER ACTIVITY - 10 minutes			
Resources Required		Photocopy of Smashed Script Extract A	
Did the characters in Smashed know or understand the facts about alcohol? What do you think they did and didn't they know? What attitudes did they display towards it?			
MAIN ACTIVITY - 40 minutes			
Resources Required		Lesson Resource 1 – Quiz questions Board and Marker	
Run a team quiz about alcohol using resource provided. Put the class into teams of two or four, with one student allocated to write the answers on behalf of their team. Each team must give itself a name written at the top of their answer paper. Run through all questions, reading out the questions (trivia style) and allowing time for each team to discuss and write down an answer (15 mins)			
Run through the answers with each group marking another group's work. They then hand back their sheets to the original team, and you can compare marks and even create an award for the winning group (10 mins)			
On the quiz sheet there are also further discussion points relating to the questions. These refer to the Smashed Online story and act as catalyst for promoting further detailed discussion relating to program and its content (10 mins)			
REVIEW, REFLECT AND ASSES – 10 minutes			
Resources Required		Board and Marker	
In pairs the students have three minutes to identify three key words, facts or other things they have learnt. Get feedback from as many pairs as possible. Write key points on the board.			
EXTENSION ACTIVITY			
Students design a poster or leaflet aimed at young people highlighting the dangers of underage drinking. Students are expected to research salient facts and think about a design appropriate to their target audience. Students can share their designs via appropriate social media.			

LESSON 1 – RESOURCE

QUIZ QUESTIONS

1. True or False: More young people have tried cigarettes than have tried alcohol.
False. More young people try alcohol than cigarettes.

2. True or False: Alcohol is a drug.
True. Alcohol is a depressant that affects your body's central nervous system.

3. What percentage of teenagers (12-17) don't drink alcohol?
a) 12% b) 38% c) 82%

b) 82% of teenagers reported that they abstain from drinking alcohol.

4. What is the average age that Australian teenagers try alcohol for the first time?
16.1 years old

5. How many deaths per year in Australia are alcohol or illicit drugs related?
a) 600 b) 6,000 c) 6,600

c) In 2011, Alcohol and illicit drugs were responsible for 6,660 deaths (4.5% of all deaths) in Australia)

6. True or False: If you are 16 you can buy alcohol from a bottle shop.
False. You have to be 18 to buy alcohol anywhere in Australia.

7. Approximately what percentage of roadside fatalities are attributed to drink driving each year?
a) 10% b) 20% c) 30%

c) 30%

8. Which drink has less alcohol?
a) A schooner of full-strength beer b) a glass of red wine c) a single serve (30ml) of vodka

a) A single serve (30ml) of vodka has 1 standard drink, whereas a schooner of full-strength beer has 1.6 standard drinks, and a glass of red wine has 1.5 standard drinks.

9. After drinking one schooner of full-strength beer, how long will it take before the alcohol is completely processed by the body?
a) Approx. 30 minutes b) Approx. 1 hour c) Approx. 1.5 hours

c) The liver can process about 1 standard drink per hour and starts approximately 20 minutes after the drink has been consumed. With 1.6 standard drinks in one schooner of full-strength beer, it will take over 1.5 hours to be processed by the body.

10. True or False: You cannot overdose on alcohol.

False. A hangover is an alcohol overdose when the body cannot cope with the alcohol in the system. More serious overdoses can lead people to lose consciousness and have to go to hospital.

11. True or False: A young person who drinks alcohol is more likely to smoke or take drugs.

True. More young drinkers smoke or take drugs than non-drinkers.

12. True or False. Alcohol can contribute to the spread of sexually transmitted diseases like HIV/AIDS, Hepatitis C and Chlamydia.

True. Alcohol lowers people's inhibitions and affects their judgements. This leads to people having unprotected sex and the spread of sexually transmitted infections.

FURTHER POINTS FOR DISCUSSION

- How were the characters judgements affected by alcohol in the film?
- When did an 'overdose' take place in the film and why?
- Did the characters understand all the facts about alcohol?
- Were the characters acting illegally in the film? If so, what were they doing?

LESSON 2 – WHAT INFLUENCES US?

LEARNING OBJECTIVES		LEARNING OUTCOMES	
Students explore feelings and influences (including social media) involved in peer pressure.		All students will have an understanding of peer pressure. All students have an understanding of the importance of making informed, independent choices, and our responsibility to ourselves in making choices.	
STARTER ACTIVITY - 10 minutes			
Resources Required		Smashed Online Film- Chapter One	
Class re-watches the film, (either the whole thing or from 2:15) Students work in groups of between 4 and 6 writing down a list of people and ‘things’ that influenced Jack in the story. The teacher encourages broad thinking about what influences us as individuals – the weather, the news, an argument, friends, social-media etc. Students should rank these in order of importance. Discussion. Why do things influence us? Why and how are we influenced by Social Media? What is the word for when friends influence us?			
MAIN ACTIVITY - 40 minutes			
Resources Required		Lesson 2 Resource, 5 biscuits	
Simple role play. Refer to the Teacher Resource 2. Ask for five volunteers and run the role play. Discussion. How did volunteer #5 feel during the role play? How powerful can peer pressure be? What kind of person do we have to be to resist it and make our own informed decisions? Imagine the biscuits were alcohol. Refer to Jack. (20 mins) Divide students into A’s / B’s. A’s have to think of as many reasons that ‘Jack’ should drink, and B’s all the reasons why he shouldn’t. Then with A’s on one side and B’s on the other, a volunteer walks the ‘conscience alley’ listening to an argument on each side for every step. The volunteer now walks the other way down the ‘conscience alley’ this time with everyone speaking their arguments at the same time. Students should think about how they persuade someone to do something which should be reflected in tone of voice in the exercise. How does the volunteer feel? What arguments stand out from either side (20 mins)			
REVIEW, REFLECT AND ASSES – 10 minutes			
Resources Required		None	
Review the students’ understanding of the power of peer pressure, and the importance of making our own informed decisions. What is our responsibility to ourselves and to others?			
EXTENSION ACTIVITY			
Students write a script in which one person tries to peer pressure the other person into doing something the person is not entirely comfortable with. Students should think about peer pressure tactics. The script can be performed by students and/or filmed.			

LESSON 2 – RESOURCE

PEER PRESSURE EXERCISE

This simple and fun exercise will help students clearly identify with the power of peer pressure and how it can make us feel. Peer pressure is the most significant influence on young people's behaviours outside of the home. It is argued that it is in fact more powerful than parental influence entirely (in terms of teenage development).

PURPOSE

To identify how other people can influence our behaviour.

DESCRIPTION

Ask for five volunteers from the class prior to activity and explain the role play to the volunteers. Have them sit around a table upon which is placed a plate holding "wellness" biscuits. Distribute the instruction sheets (below) to the five students. Tell them not to show the instructions to anyone else.

Three of the volunteers (#1, #2, #3) will get instructions that read, "Take one wellness biscuit, eat it slowly, and try to persuade everyone else at the table to eat one."

The fourth volunteer (#4) will get instructions that say, "Wait two minutes, then take a biscuit."

The last volunteer's (#5) instructions will read, "You aren't sure about the biscuits and what they might do to you. Do not take a biscuit, no matter what."

TIMING

Run the activity for 5 minutes maximum.

FEEDBACK

Ask volunteer #5: How did you feel being pressured to do something you were told not to do?

Ask volunteer #4: How did you feel about giving in?

Ask volunteer #5: How did you feel when the person gave in?

Ask volunteers #1,#2,#3: How did you feel persuading others?

Ask all: Who makes your decisions?

How did peer pressure take place in the play? Was it obvious? Did it take place over time?

EXTENSION

This can be repeated with the whole class in groups to allow them all to either feel pressured or give pressure to others. You can alternate roles and explore the strategies the 4 and 5 characters can use to resist. What could they say?

COPY & CUT OUT FOR LESSON 2



TAKE ONE WELLNESS BISCUIT, EAT IT SLOWLY, AND TRY TO
PERSUADE EVERYONE ELSE AT THE TABLE TO EAT ONE

TAKE ONE WELLNESS BISCUIT, EAT IT SLOWLY, AND TRY TO
PERSUADE EVERYONE ELSE AT THE TABLE TO EAT ONE

TAKE ONE WELLNESS BISCUIT, EAT IT SLOWLY, AND TRY TO
PERSUADE EVERYONE ELSE AT THE TABLE TO EAT ONE

WAIT TWO MINUTES, THEN TAKE A BISCUIT

YOU AREN'T SURE ABOUT THE BISCUITS AND WHAT THEY MIGHT
DO TO YOU. DO NOT TAKE A BISCUIT, NO MATTER WHAT

LESSON 3 – WHAT COULD HAPPEN TO ME?

LEARNING OBJECTIVES		LEARNING OUTCOMES	
Students explore potential attitudes and feelings of someone misusing alcohol. Students consider the impact alcohol misuse can have on many aspects of someone’s life		All students will have an understanding of the potential impact of alcohol misuse on individuals and those around them. All students will recognise the terms “sexual harassment” and “consent”.	
STARTER ACTIVITY - 10 minutes			
Resources Required		Smashed Online Film Chapter 4 – The Party	
<p>Class re-watches the film, (either the whole thing or from 2:15). Ask the students to discuss each character, and the impact that alcohol misuse is has had on them. How did they change throughout the story? Attitudes, behaviours, and emotions.</p> <p>Thinking back to the story, specifically how did TJ’s attitude towards Bronte change, particularly after he drank alcohol? WHY do you think he behaved in this way?</p> <p>Ideas of stereotypical masculinity and femininity - for example, men being expected to be able to drink a lot, and to have a sense of entitlement over a woman. And women being expected to comply with that. What do we call this type of behaviour? – Sexual Harassment (definition below).</p> <p>Was this behaviour heightened when Lachlan was under the influence of alcohol? How did this make Georgia feel? Is this appropriate behaviour? What should Lachlan have done?</p> <p>How could this situation have been avoided? If not mentioned, introduce ‘consent’ what it means and its importance.</p> <p>Lachlan should have clearly asked for consent. What does that actually mean? What does it look like?</p> <p>Consent is giving permission for something to happen. When you consent, it is given freely and voluntarily by a person with the cognitive capacity to do so. BUT you are always able to change your mind.</p> <p>In pairs, students should think of three sources of help available to Bronte if she felt intimidated/sexually harassed by Lachlan. Answers are shared.</p> <p>Sexual Harassment</p> <p>Any form of unwelcome sexual behaviour that’s offensive, humiliating or intimidating. It can be written, verbal or physical and can happen in person or online. Both men and women can be victims. It is against the law. Source: reachout.com</p>			
MAIN ACTIVITY - 40 minutes			
Resources Required		Paper & Pens	
In pairs, students must decide on either Jack or Georgia and choose three key words that describe the characters feelings and attitudes at the start of the story. Prompt with questions about friends, school, parents, etc. Each pair must write these words up on the board. Then, using those words, the students have ten minutes to write a letter from their chosen character to their cousin Beth about how they felt at that point in time. They can be creative. What did the enjoy doing at school? Sports? What did they do with friends? Were they excited about their future? Ask for a few examples to be read out (20 mins)			

Students are asked to think about the same characters feelings at the end of the story. How had their attitudes and feelings changed? Students are asked to write a letter from Jack/Georgia at this point in the story to the Jack/Georgia at the start of the story. What would they say to their younger self? What advice might they give them? How has alcohol impacted on their life? Ask for a few examples to be read out (20 mins)

REVIEW, REFLECT AND ASSES – 10 minutes

Resources Required

None

Review with the students the contrast between the two letters. How can alcohol misuse affect someone's life negatively? How can having a healthy lifestyle affect it positively? Consider the impact on health, relationships, family, school, attitude and emotions.

EXTENSION ACTIVITY

Students are asked to design a board game on the theme of healthy/unhealthy living. They should research the appropriate facts, and design and create the various components of the game. The game should in some way highlight healthy/unhealthy living including the effects of underage drinking. They should think of a title for the game.

LESSON 4 – WHAT DO I WANT TO ACHIEVE AND WHO CAN HELP?

LEARNING OBJECTIVES		LEARNING OUTCOMES	
Students explore positive goals and achieving positive goals. Students consider and self-assess the skills they need to identify and access help. Students explore how asking for help can overcome barriers.		All students will have understanding how alcohol misuse is a barrier to having a healthy, positive, and enjoyable life. All students will be able to identify how positive attitudes and behaviours can contribute towards a healthy lifestyle. All students can identify where to go for confidential help and advice. All students are able to identify strategies for asking for help.	
STARTER ACTIVITY - 10 minutes			
Resources Required		Paper & Pens	
Image of Me. Students draw an image of themselves, and around that either draw or write key words or pictures that describe where they would like to see themselves in 10 years’ time. Think about categories such as friends, feelings, sports, hobbies, job, family, house, etc. Discussion. What can stop us achieving goals? How easy is it to achieve goals? What do we have to do to achieve goals?			
MAIN ACTIVITY - 40 minutes			
Resources Required		Smashed Online - Chapter 4 – Phone conversations Source of Help sheet	
Watch the interactive phone conversations for the 3 characters at the end of Chapter 4. (If you don’t want to watch the film beforehand, scroll to the end of the film and press play). How has or will alcohol misuse impact on each of their futures? Allow for 5 minutes discussion and then detailed feedback (10 mins)			
Due to alcohol misuse all of their lives have gone downhill. After what we have covered in previous lessons, who are the people they could get help from? Parents, teachers, different friends, Kids helpline etc – use Sources of Help info sheet (10 mins)			
In pairs, students identify one famous person that they admire, and chose to work on that character. They mind-map all the people that could have helped them achieve their success (you might need to run one example with the whole group on the board). Label the pairs A and B. A is the interviewer (TV or radio) and B is the role model. The pairs have to rehearse an interview about how they achieved their success and all the people who helped them (they can be creative here). One question that they must incorporate is ‘if someone loses their way, what advice can you give them’. Review and summarise that everyone achieves their goals by actually getting help from others. It’s a positive thing (20 mins)			
REVIEW, REFLECT AND ASSES – 10 minutes			
Resources Required		None	

Either using an A&B role play as above, or class discussion, or with yourself taking the role of Jack and getting advice from the class to be hot-seated, run activity where the focus is now on Jack's situation. What advice would you give him now? Who can help him? How can he get his life back on track?

EXTENSION ACTIVITY

Design the concept for a website that is aimed specifically at teenagers offering help and guidance on alcohol. What would you want to include on the website – helpline, advice, case studies, legal implications etc.

Pupils should pitch their website design as a 'Shark Tank' style activity.

LESSON 4 – RESOURCE

SOURCES OF HELP

Websites for students, teachers, and parents

www.kidshelpline.com.au

Kids Helpline is a free, private and confidential 24/7 phone and online counselling service for young people aged 5 to 25. It offers information, guidance and support on a range of topics, including drugs and alcohol.

www.headspace.org.au

Headspace is the National Youth Mental Health Foundation providing early intervention mental health services online and in person to 12–25-year-olds, along with assistance in promoting young peoples' wellbeing.

www.therightmix.gov.au

Government website including tips, tools and strategies that can reduce the impact of drinking on your lifestyle.

www.reachout.com

Offers general information on a variety of issues that affect young people with guidance for young people, parents, and schools.

www.alcohol.gov.au

Information on alcohol-related health issues and Australian Government policy.

www.drinkwise.org.au

Site focusing on alcohol and its effects on your body, underage drinking, facts and tips for parents, and tips for safe drinking.

SUGGESTIONS FOR FURTHER LEARNING ACTIVITIES

You may not have the time to deliver the Scheme of Work supplied but want to follow up by adding activities related to what the students have experienced as part of existing Schemes of Work. Here is a selection of ideas

QUIZ

Help young people learn the facts about alcohol by using the quiz from Lesson 1 of the Scheme of Work. It's easy to deliver in form time or as an assembly activity.

GRAPHIC DESIGN / ART

Students can champion the dangers of underage drinking by creating posters or online adverts. Encourage them to use the challenges and dilemmas the characters faced in the play.

DRAMA

Use the scripts from the Scheme of Work, or the play as inspiration for students to create their own scenes, adverts, and plays around underage drinking. Help them to explore peer pressure and create alternative endings to Smashed!

CREATIVE WRITING

Students imagine they are a friend or relative of a character at a point in the play. What might they advise them in an email or letter? Or they can write a newspaper article about the incident at the end of the play.

COMPETITION

Young people often have the best ideas. Run a competition where they compete to create campaigns on the dangers of underage drinking, showcasing the best projects.

MEDIA

Students can re-create scenes from Smashed on film or make a documentary about the dangers of underage drinking.





AUSTRALIAN CURRICULUM – HPE

LEARNING OBJECTIVES

- **Risks**
Increase knowledge and understanding of the dangers of underage drinking e.g. risks to physical and mental health, the risk of anti-social behaviour, accidents and injury, as well as negative impacts on relationships, school and family life.
- **Contextual factors**
Increase knowledge and understanding of the reasons why some people drink alcohol underage, including social influence and peer pressure.
- **Protective strategies and Interpersonal and self-management skills, including decision making**
Improve understanding of how to keep safe from harm and develop strategies for resisting peer pressure and making responsible choices around alcohol.
- **Help seeking**
Increase awareness of local resources and services available to young people and /or people they can talk to if they have been affected by alcohol.
- **Influence values and attitudes, challenge social norms**
Reduce the number of young people who believe drinking underage is acceptable and who would consider drinking alcohol underage.

Strand	Personal, Social and Community Health
Sub-Strands V8.4	<i>Being Healthy, Safe and Active</i> <i>Communicating and interacting for health and wellbeing</i> <i>Contributing to healthy and active communities</i>
Sub-Strands V9.0	<i>Identities and change</i> <i>Interacting with others</i> <i>Making healthy & safe choices</i>
General Capabilities	Critical and creative thinking Personal and social capability Ethical understanding
Focus Areas	Alcohol and other drugs Mental health & wellbeing Relationships and sexuality Safety

V8.4 - Year 7-8 - Being Healthy Safe and Active	
ACPPS071	Evaluate strategies to manage personal, physical and social changes that occur as they grow older <ul style="list-style-type: none"> • Accessing, assessing health information and services that support young people to effectively manage changes and transitions as they grow older • investigating the changing nature of peer and family relationships and proposing strategies to manage these changes • developing and evaluating strategies on use of social media, phones and the internet to remain safe and protect and respect the privacy of self and others
ACPPS072	Practise and apply strategies to seek help for themselves or others <ul style="list-style-type: none"> • examining scenarios to highlight how emotions, dispositions and decision-making can affect outcomes • collaborating with peers to suggest strategies they could use in emergencies • practising different communication techniques to persuade someone to seek help • exploring help-seeking scenarios young people encounter and sharing strategies for dealing with each situation
ACPPS073	Investigate and select strategies to promote health, safety and wellbeing. <ul style="list-style-type: none"> • investigating reasons why young people choose to use or not use drugs, and proposing strategies to make informed choices • proposing and practising strategies for celebrating safely, including assertiveness, refusal skills, planning travel arrangements, contingency plans • examining strategies for safe practices in different environments
Year 7-8 - Communicating and interacting for health and wellbeing	
ACPPS074	Investigate the benefits of relationships and examine their impact on their own and others' health and wellbeing <ul style="list-style-type: none"> • examining how individuals, family and peer groups influence people's behaviours, decisions and actions • analysing how their relationships influence behaviours and actions • analysing how behaviours, actions, and responses to situations change depending on whether they are by themselves, with friends or with family • recognising the impact bullying and harassment can have on relationships, including online relationships • exploring skills and strategies needed to communicate and engage in relationships in respectful ways
ACPPS075	Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity <ul style="list-style-type: none"> • investigating personal, social and cultural factors that influence the way individuals respond emotionally to different situations • exploring different viewpoints, practising being empathetic and considering alternative ways to respond • recognising and interpreting emotional responses to stressful situations and proposing strategies for managing these responses • exploring the impact of different ways of communicating, how these impact on emotions and can show respect (or not) for self and others
ACPPS076	Evaluate health information and communicate their own and others' health concerns <ul style="list-style-type: none"> • analysing the credibility of health messages conveyed by different sources in terms of bias, reliability and validity and applying credible information to health-related decisions • proposing ways to support others who are going through a challenging time
Year 7-8 – Contributing to healthy and active communities	
ACPPS077	Plan and use health practices, behaviours and resources to enhance health, safety and wellbeing of their communities <ul style="list-style-type: none"> • investigating preventive health practices relevant to young people, and designing and implementing health promotion activities targeting these practices

V8.4 Year 9-10 - Being Healthy Safe and Active	
ACPPS089	Evaluate factors that shape identities and critically analyse how individuals impact the identities of others. <ul style="list-style-type: none"> analysing how societal norms, stereotypes and expectations influence the way young people think about their bodies, abilities, gender, sexuality, food, physical activity, sexual health, drugs and/or risk-taking behaviours analysing the role of family, friends and community in supporting an individual's identities, and proposing strategies to enhance their own and others' wellbeing
ACPPS090	Examine the impact of changes and transitions on relationships <ul style="list-style-type: none"> practising skills to deal with challenging or unsafe situations, such as refusal skills, communicating choices, expressing opinions and initiating contingency plans asserting their stance on a situation, dilemma or decision by expressing thoughts, opinions and beliefs that acknowledge the feelings of others assessing behavioural expectations in different relationships and social situations, and examining how these expectations can influence decisions and actions
ACPPS091	Plan, rehearse and evaluate options for managing situations where their own or others' health, safety and wellbeing may be at short or long term risk <ul style="list-style-type: none"> proposing and practising a range of realistic responses to scenarios where peers are encouraging them to take unnecessary risks
ACPPS092	Propose, practise and evaluate responses in situations where external influences may impact on their ability to make healthy and safe choices. <ul style="list-style-type: none"> exploring external influences on sexuality and sexual health behaviours, and recognising the impact that decisions and actions can have on own and others' health and wellbeing evaluating the influence of personal, social, environmental and cultural factors on decisions and actions young people take in relation to their health, safety and wellbeing
Year 9-10 - Communicating and interacting for health and wellbeing	
ACPPS093	Investigate how empathy and ethical decision making contribute to respectful relationships <ul style="list-style-type: none"> investigating the characteristics of positive, respectful relationships and the rights and ethical responsibilities of individuals in relationships investigating how the balance of power influences the nature of relationships and proposing actions that can be taken when a relationship is not respectful comparing own decisions with those of others and acknowledging others' right to act differently and to change their mind
ACPPS094	Evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses <ul style="list-style-type: none"> proposing strategies for managing emotional responses and resolving conflict in a family or social situation or online environment analysing interactions where emotional responses may not be immediately apparent and reflecting on the possible consequences of not recognising the emotions involved
ACPPS095	Critically analyse and apply health information from a range of sources to health decisions and situations <ul style="list-style-type: none"> critiquing and selecting the most suitable and reliable sources of health information according to the decision that needs to be made examining actions to take greater responsibility in relation to their own health evaluating strategies and actions to increase personal safety and planning to promote these in the school and community

V9.0 Year 7-8 – Identities and change	
AC9HP8P02	analyse the impact of changes and transitions, and devise strategies to support themselves and others through these changes <ul style="list-style-type: none"> investigating the changing nature of peer and family relationships and proposing strategies to manage these changes accessing and assessing health information and services that support young people to effectively manage changes and transitions as they grow older, including sexual health information about sexually transmitted infections, contraception and safe sexual practices evaluating and practising coping, communication and problem-solving skills to manage changes and emotions associated with getting older
AC9HP8P03	examine how roles, decision-making, and levels of power, coercion and control within relationships can be influenced by gender stereotypes <ul style="list-style-type: none"> examining how gender roles and stereotypes can influence beliefs and decisions about self, friendships, sexual relationships, sexual behaviour, contraceptive use, substance use and future life plans identifying those positive character attributes and strengths that are valued regardless of gender investigating strategies that have been successful in challenging harmful or limiting stereotypes, attitudes or practices
Year 7-8 – Interacting with others	
AC9HP8P04	examine the roles of respect, empathy, power and coercion in developing respectful relationships <ul style="list-style-type: none"> analysing how behaviours, actions and responses to situations can change depending on whether they are by themselves, with friends or family recognising the impact bullying and harassment can have on relationships, including online relationships examining what constitutes disrespectful, harmful, or violent behaviour within peer, family and intimate relationships
AC9HP8P06	analyse factors that influence emotional responses and devise strategies to self-manage emotions <ul style="list-style-type: none"> investigating personal, social and cultural factors that influence the way individuals respond emotionally to different situations and determining the impact these responses could have on others exploring different viewpoints, practising being empathetic and considering alternative ways to respond in a variety of situations, which take into account how they may affect others recognising and interpreting emotional responses to stressful situations and proposing strategies for ensuring those responses don't have a negative impact on others
AC9HP8P07	explain and apply skills and strategies to communicate assertively and respectfully when seeking, giving or denying consent <ul style="list-style-type: none"> exploring and refining skills and strategies needed to communicate assertively and respectfully in relationships. examining the nature of consent in different types of relationships, and proposing and practising strategies for seeking, giving and denying consent respectfully
Year 7-8 – Making healthy & safe choices	
AC9HP8P08	refine protective behaviours and evaluate community resources to seek help for themselves and others <ul style="list-style-type: none"> examining scenarios to highlight how emotions, dispositions, social supports, and gender and cultural norms can affect a person's willingness to seek help collaborating with peers to suggest strategies they could use if they are being encouraged to use a substance such as alcohol, e-cigarettes, cannabis or inhalants exploring help-seeking scenarios young people may encounter and sharing strategies for dealing with each situation, including situations linked to substance use, mental health issues, safety and risk-taking, and sexual health
AC9HP8P09	investigate how media and influential people impact attitudes, beliefs, decisions and behaviours in relation to health, safety, relationships and wellbeing <ul style="list-style-type: none"> analysing the credibility, validity and relevance of health messages conveyed by different sources and applying credible information to health-related decisions

V9.0 Year 9-10 – Identities and change	
AC9HP10P01	analyse factors that shape identities and evaluate how individuals influence the identities of others <ul style="list-style-type: none"> evaluating how societal norms, stereotypes & expectations influence how young people view themselves and how they deal with these influences analysing the role of family, friends, and community in supporting an individual's identities, and proposing strategies to enhance their own and others' wellbeing
AC9HP10P02	refine, evaluate, and adapt strategies for managing changes and transitions <ul style="list-style-type: none"> practising skills to deal with challenging or unsafe situations, such as refusal skills, communicating choices, expressing opinions and initiating contingency plans assessing behavioural expectations in different relationships and social situations, and examining how these expectations can influence decisions and actions rehearsing strategies to respectfully assert their stance on a situation, dilemma or decision by expressing thoughts, opinions and beliefs that acknowledge the feelings of others
AC9HP10P03	investigate how gender equality and challenging assumptions about gender can prevent violence and abuse in relationships <ul style="list-style-type: none"> analysing ways that attitudes towards gender equality and power can affect expectations and behaviour, and lead to practices of sexual coercion, harassment, violence and submission
Year 9-10 – Interacting with others	
AC9HP10P04	evaluate the influence of respect, empathy, power and coercion on establishing and maintaining respectful relationships <ul style="list-style-type: none"> investigating the characteristics of positive, respectful relationships and the rights and ethical responsibilities of individuals in relationships investigating how the balance of power influences the nature of relationships and proposing actions that can be taken when a relationship is not respectful
AC9HP10P06	evaluate emotional responses in different situations to refine strategies for managing emotions <ul style="list-style-type: none"> proposing strategies for managing emotional responses and resolving conflict in a family, school or social situation, or online environment reflecting on the possible consequences of not recognising their own or others' emotions in a range of challenging situations, including responses to rejection, failure, harassment and violence evaluating situations where an individual may react with extreme or uncontrolled emotion and reflecting on the impact that this response may have on the situation and/or their relationships
AC9HP10P07	examine how strategies, such as communicating choices, seeking, giving and denying consent, and expressing opinions and needs can support the development of respectful relationships, including sexual relationships <ul style="list-style-type: none"> describing strategies that enhance the safety and wellbeing of sexual partners, such as communicating feelings of each party, respecting boundaries, and choices, gaining affirmative consent, assertive communication and respecting individuals' rights investigating the legal requirements for their state or territory in relation to seeking, giving, refusing and accepting the refusal of consent, and considering how these laws relate to relationships with friends, colleagues, strangers and intimate partners, in both online and offline interactions reflecting on the potential impact of their own behaviour on others and the importance of taking responsibility for their own actions to ensure they do no harm to others refining strategies to communicate clearly and respectfully their choices, needs and opinions in a range of relationship scenarios, such as in peer group, family or work situations
Year 9-10 – Making healthy & safe choices	
AC9HP10P08	plan, rehearse and evaluate strategies for managing situations where their own or others' health, safety or wellbeing may be at risk <ul style="list-style-type: none"> proposing and practising a range of realistic responses to scenarios where peers are encouraging them to take unnecessary risks, such as in relation to the use of e-cigarettes, cannabis, psychostimulants, opiates or hallucinogens understanding the factors that impact a person's ability to seek, give or deny consent, including when a person is affected by alcohol and other drugs, or there is an imbalance of power or coercion within the relationship
AC9HP10P09	critique health information, services and media messaging about relationships, lifestyle choices, health decisions and behaviours to evaluate their influence on individual attitudes and actions <ul style="list-style-type: none"> critiquing health information and services that provide advice and support on issues targeted at specific groups of young people, including support with substance use, healthy food choices, fitness and exercise plans, mental health support, sexual health and personal safety evaluating strategies and actions to increase personal safety and planning to promote these in the school and community

NSW CURRICULUM – PDHPE

LEARNING OBJECTIVES

- **Risks**
Increase knowledge and understanding of the dangers of underage drinking e.g. risks to physical and mental health, the risk of anti-social behaviour, accidents and injury, as well as negative impacts on relationships, school and family life.
- **Contextual factors**
Increase knowledge and understanding of the reasons why some people drink alcohol underage, including social influence and peer pressure.
- **Protective strategies and Interpersonal and self-management skills, including decision making**
Improve understanding of how to keep safe from harm and develop strategies for resisting peer pressure and making responsible choices around alcohol.
- **Help seeking**
Increase awareness of local resources and services available to young people and /or people they can talk to if they have been affected by alcohol.
- **Influence values and attitudes, challenge social norms**
Reduce the number of young people who believe drinking underage is acceptable and who would consider drinking alcohol underage.

Strands Health, Wellbeing and Relationships
 Healthy, Safe and Active Lifestyles

Outcomes	Stage 4	PD4-1, PD4-2, PD4-6, PD4-7, PD4-8, PD4-9, PD4-10
	Stage 5	PD5-1, PD5-2, PD5-6, PD5-7, PD5-8, PD5-9

Health, Wellbeing and Relationships Stage 4	
Outcomes	Content
<p>examines and evaluates strategies to manage current and future challenges PD4-1</p> <p>examines and demonstrates the role help-seeking strategies and behaviours play in supporting themselves and others PD4-2</p>	<p>What skills and strategies can be used to manage change, challenges and seek help?</p> <ul style="list-style-type: none"> practise and apply skills and strategies to seek help for themselves and others (ACPPS072) <ul style="list-style-type: none"> identify scenarios and associated thoughts and feelings that might alert us to a potentially unsafe situation S 🧠 🗣️ propose individual support networks and external support services S 🧠 🗣️ practise communication techniques to persuade someone to seek help in different situations, e.g. mental health concerns, drug use, relationship or family and domestic violence S I 🗣️ identify barriers to seeking help and propose strategies to overcome these barriers S 🧠 🗣️ <p>What skills and strategies can be used to promote inclusivity, equality and respectful relationships?</p> <ul style="list-style-type: none"> describe how rights and responsibilities contribute to respectful relationships <ul style="list-style-type: none"> explore the features of inclusive and equal relationships, e.g. rights, mutual respect, trust, honesty, support I 🗣️ discuss ethical behaviour in relationships and recommend actions to promote their own and others' health and safety, e.g. consent S I 🧠 ⚖️ 🗣️
Stage 5	
<p>assesses their own and others' capacity to reflect on and respond positively to challenges PD5-1</p>	<p>How can I be the best version of me and support the identity of others?</p> <ul style="list-style-type: none"> evaluate factors that impact on the identity of individuals and groups including Aboriginal and Torres Strait Islander Peoples (ACPPS089) <ul style="list-style-type: none"> reflect on personal values in relation to a range of health issues and assess their impact on attitudes and behaviours S plan, rehearse and evaluate strategies for supporting their own and others' identity and personal safety S I 🗣️ examine and refine interpersonal skills and actions to take greater responsibility in relation to their own health, safety and wellbeing demonstrate an assertive position on a situation, dilemma or decision by expressing thoughts, opinions and beliefs while acknowledging the feeling of others S I 🗣️ <p>How can people respond positively to life challenges?</p> <ul style="list-style-type: none"> predict future challenges and opportunities and the skills required to manage these in a positive way <ul style="list-style-type: none"> refine skills to manage challenges to respond or protect themselves and others from unsafe, abusive or violent situations, e.g. refusal skills, emergency plans, risk assessment, trust, talk, take control strategy I 🗣️ 🗣️

Healthy, Safe and Active Lifestyles Stage 4

Outcomes	Content
<p>examines and demonstrates the role help-seeking strategies and behaviours play in supporting themselves and others PD4-2</p> <p>recognises how contextual factors influence attitudes and behaviours and proposes strategies to enhance health, safety, wellbeing and participation in physical activity PD4-6</p> <p>investigates health practices, behaviours and resources to promote health, safety, wellbeing and physically active communities PD4-7</p> <p>plans for and participates in activities that encourage health and a lifetime of physical activity PD4-8</p> <p>demonstrates self-management skills to effectively manage complex situations PD4-9</p> <p>applies and refines interpersonal skills to assist themselves and others to interact respectfully and promote inclusion in a variety of groups or contexts PD4-10</p>	<p>What positive actions contribute to the health, safety, wellbeing and participation in physical activity levels of the wider community?</p> <ul style="list-style-type: none"> • examine factors that influence health and wellbeing <ul style="list-style-type: none"> ✎ examine how contextual factors influence attitudes and behaviours towards health and wellbeing I 🌟 ✎ investigate reasons why young people choose to engage in positive and negative risk-taking behaviour 🏆 🏆 ✎ examine risk-taking scenarios and discuss the outcome of positive and negative risk behaviour on health and wellbeing, e.g. trying out for a sporting team, drinking alcohol at a party, sexting I 🏆 🏆 • recognise potentially unsafe environments and describe strategies to promote their own and others' health, safety and wellbeing in a variety of real-life situations. <ul style="list-style-type: none"> ✎ propose strategies individuals and others can use to make safe and informed decisions S I 🌟 🏆 🏆 🏆 ✎ recognise forms of bullying, violence, harassment and discrimination and discuss safe and supportive upstander behaviours to promote the safety and wellbeing of themselves and others I 🌟 🏆 🏆 🏆 ✎ classify drugs and describe the short-term and long-term effects of drug use on health, safety and wellbeing I ✎ examine strategies and develop plans to keep themselves and others safe in the following real-life scenarios: at a party, chatting or sharing information online, travelling alone, getting in a car with a drunk driver, swimming at night, experiencing unwanted sexual behaviour, feeling depressed S 🌟 🏆 🏆 <p>How can I effectively manage my own and support others' health, safety, wellbeing and participation in physical activity?</p> <ul style="list-style-type: none"> • propose and develop protective strategies to effectively manage their own personal health, safety and wellbeing (ACPPS073) <ul style="list-style-type: none"> ✎ recognise the importance of trusting their own feelings, thoughts and reading of different situations S 🏆 🏆 ✎ analyse how emotions, strengths and decision-making can affect outcomes in different scenarios S 🌟 🏆 🏆 ✎ explore the impact of stress and coping on mental health 🏆 ✎ practise ways to communicate concerns about health, safety and wellbeing to a variety of support people I 🌟 🏆 🏆 <p>Why are connection, inclusion and empowerment important for the health, safety, wellbeing and physical activity levels of the wider community?</p> <ul style="list-style-type: none"> • examine influences on peoples' behaviours, decisions and actions (ACPPS074) <ul style="list-style-type: none"> ✎ discuss the influence of contextual factors on individual decisions and actions, e.g. response to emerging world issues, sexual relationships, drug use, preventive sexual health practices I 🏆 🏆 🏆 ✎ examine the relationship between protective factors, contextual factors, social media, laws and rules in determining decisions and behaviour in relation to road use and/or drug use S I 🏆 🏆 • explore the relationship between various health, safety and physical activity issues affecting young people and assess the impact it has on the health, safety and wellbeing of the community <ul style="list-style-type: none"> ✎ assess the impact of drug use on young people's decisions and behaviours in various contexts and predict how this might affect the future health, safety and wellbeing of individuals and the community, e.g. sexual decisions, road user behaviours S 🌟 🏆 🏆 🏆 🏆

Strand – Healthy, Safe and Active Lifestyles

Stage 5

Outcomes	Content
<p>researches and appraises the effectiveness of health information and support services available in the community PD5-2</p> <p>critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity PD5-6</p> <p>plans, implements and critiques strategies to promote health, safety, wellbeing and participation in physical activity in their communities PD5-7</p> <p>designs, implements and evaluates personalised plans to enhance health and participation in a lifetime of physical activity PD5-8</p> <p>assesses and applies self-management skills to effectively manage complex situations PD5-9</p>	<p>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?</p> <ul style="list-style-type: none"> 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) <ul style="list-style-type: none"> practise self-management and interpersonal skills to manage and respond to a variety of challenging or unsafe situations, e.g. 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 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, e.g. drug use, sexual behaviours, use of offensive online material, sexting, gambling, road use S I <p>How can I plan and advocate for health, safety, wellbeing and participation in a lifetime of physical activity?</p> <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> assess the costs and impact of drug use to the community and recommend strategies that support individual health and safety, e.g. responsible service of alcohol, random breath testing, mobile drug testing. <p>Why are external influences an important aspect of my own and others' health, safety, wellbeing and participation in physical activity?</p> <ul style="list-style-type: none"> analyse situations where external influences may have an impact on their ability to make healthy and safe choices (ACPPS092) <ul style="list-style-type: none"> describe pro-social behaviour expectations in social situations and examine how these can influence decisions, behaviours and actions S I investigate the influences on risk-taking and decision-making and assess their impact on individual health, safety and wellbeing, e.g. drug use, road safety, physical activity, personal safety, pregnancy S analyse the contextual factors that have an impact on the health, safety, wellbeing and participation in physical activity of individuals and groups, including Aboriginal and Torres Strait Islander Peoples <ul style="list-style-type: none"> examine how contextual factors influence sense of self and assess the impact this has on individual health, safety, wellbeing and participation in physical activity I analyse how changing norms, stereotypes and expectations influence the way young people think, behave and act in relation to their own and others' health, safety and wellbeing, e.g. LGBTI people, people from culturally and linguistically diverse (CALD) backgrounds, people with disability S I investigate community action initiatives implemented by young people that have a positive influence on the health, safety, wellbeing and physical activity levels of their communities S

VICTORIAN CURRICULUM LINKS – HPE

LEARNING OBJECTIVES

- **Risks**
Increase knowledge and understanding of the dangers of underage drinking e.g. risks to physical and mental health, the risk of anti-social behaviour, accidents and injury, as well as negative impacts on relationships, school and family life.
- **Contextual factors**
Increase knowledge and understanding of the reasons why some people drink alcohol underage, including social influence and peer pressure.
- **Protective strategies and Interpersonal and self-management skills, including decision making**
Improve understanding of how to keep safe from harm and develop strategies for resisting peer pressure and making responsible choices around alcohol.
- **Help seeking**
Increase awareness of local resources and services available to young people and /or people they can talk to if they have been affected by alcohol.
- **Influence values and attitudes, challenge social norms**
Reduce the number of young people who believe drinking underage is acceptable and who would consider drinking alcohol underage.

Strand	Personal, Social and Community Health	Sub-Strands	Being Healthy, Safe and Active Communicating and interacting for health and wellbeing Contributing to healthy and active communities
General Capabilities	Critical and creative thinking Personal and social capability Ethical understanding		
Focus Areas	Alcohol and other drugs Mental health & wellbeing Relationships and sexuality Safety		

Level 7-8 - Being Healthy Safe and Active	
VCHPEP124	Evaluate strategies to manage personal, physical and social changes that occur as they grow older <ul style="list-style-type: none"> accessing and assessing health information and services that support young people to manage changes and transitions as they grow older investigating the changing nature of peer and family relationships and proposing strategies to manage these changes
VCHPEP125	Examine barriers to seeking support and evaluate strategies to overcome these <ul style="list-style-type: none"> examining scenarios to highlight how emotions, dispositions and decision-making can affect help-seeking outcomes collaborating with peers to suggest strategies they could use in emergencies practising different communication techniques to persuade someone to seek help exploring help-seeking scenarios young people encounter and sharing strategies for dealing with each situation
VCHPEP126	Investigate and select strategies to promote health, safety and wellbeing. <ul style="list-style-type: none"> investigating reasons why young people choose to use or not use drugs, and proposing strategies to make informed choices proposing and practising strategies for celebrating safely, including assertiveness, refusal skills, planning travel arrangements and contingency plans examining strategies for safe practices in different environments
Level 7-8 - Communicating and interacting for health and wellbeing	
VCHPEP127	Investigate the benefits of relationships and examine their impact on their own and others' health and wellbeing <ul style="list-style-type: none"> examining how individuals, family and peer groups influence people's behaviours, decisions and actions understanding and applying online and social protocols to enhance relationships with others and protect their own wellbeing, including recognising and responding to inappropriate online content analysing how their relationships at home and at school influence behaviours and actions analysing how behaviours, actions, and responses to situations can change depending on whether they are by themselves, with friends or with family recognising the impact bullying, violence and harassment can have on peer and family relationships, including online relationships
VCHPEP128	Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity <ul style="list-style-type: none"> investigating personal, social and cultural factors that influence the way individuals respond emotionally to different situations exploring different viewpoints, practising being empathetic and considering alternative ways to respond recognising and interpreting emotional responses to stressful situations and proposing strategies for managing these responses
VCHPEP129	Develop skills to evaluate health information and express health concerns <ul style="list-style-type: none"> analysing the credibility of health messages conveyed by different sources practising ways to communicate concerns about their health to a variety of support people
Level 7-8 – Contributing to healthy and active communities	
VCHPEP130	Plan and use health practices, behaviours and resources to enhance health, safety and wellbeing of their communities <ul style="list-style-type: none"> investigating preventive health practices relevant to young people, and designing and implementing health promotion activities targeting these practices

Level 9-10 - Being Healthy Safe and Active	
VCHPEP142	Evaluate factors that shape identities and analyse how individuals impact the identities of others. <ul style="list-style-type: none"> analysing how societal norms, stereotypes and expectations influence the way young people think about their bodies, food, physical activity, sexual health, drugs and/or risk-taking behaviours analysing the role of family, friends and community in supporting an individual's identities, and proposing strategies to enhance their own and others' wellbeing
VCHPEP143	Examine the impact of changes and transitions on relationships <ul style="list-style-type: none"> practising skills to deal with challenging or unsafe situations, such as refusal skills, communicating choices, expressing opinions and initiating contingency plans asserting their stance on a situation, dilemma or decision by expressing thoughts, opinions and beliefs that acknowledge the feelings of others assessing behavioural expectations in different relationships and social situations, and examining how these expectations can influence decisions and actions
VCHPEP144	Plan, rehearse and evaluate options for managing situations where their own or others' health, safety and wellbeing may be at risk <ul style="list-style-type: none"> proposing and practising a range of realistic responses to scenarios where peers are encouraging them to take unnecessary risks
VCHPEP145	Identify and critique the accessibility and effectiveness of support services based in the community that impact on the ability to make healthy and safe choices <ul style="list-style-type: none"> exploring external influences on sexuality and sexual health behaviours, and recognising the impact that decisions and actions can have on own and others' health and wellbeing evaluating the influence of personal, family, social, environmental and cultural factors on decisions and actions young people take in relation to their health, safety and wellbeing
Level 9-10 - Communicating and interacting for health and wellbeing	
VCHPEP146	Investigate how empathy and ethical decision making contribute to respectful relationships <ul style="list-style-type: none"> investigating the characteristics of positive, respectful relationships and the rights and responsibilities of individuals in relationships investigating how gender and the balance of power influences the nature of relationships such as intimate and family relationships and proposing actions that can be taken when a relationship is not respectful comparing own decisions with those of others and acknowledging others' right to act differently and to change their mind
VCHPEP147	Evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses <ul style="list-style-type: none"> proposing strategies for managing emotional responses and resolving conflict in a family or social situation or online environment analysing interactions where emotional responses may not be immediately apparent and reflecting on the possible consequences of not recognising the emotions involved
VCHPEP148	Evaluate health information from a range of sources and apply to health decisions and situations <ul style="list-style-type: none"> critiquing and selecting the most suitable and reliable sources of health information according to the decision that needs to be made examining actions to take greater responsibility in relation to their own health critiquing services that provide advice and support on health-related issues, and investigating ways to store and share contact information of these services with other young people

WESTERN AUSTRALIA CURRICULUM LINKS – HPE

LEARNING OBJECTIVES

- **Risks**
Increase knowledge and understanding of the dangers of underage drinking e.g. risks to physical and mental health, the risk of anti-social behaviour, accidents and injury, as well as negative impacts on relationships, school and family life.
- **Contextual factors**
Increase knowledge and understanding of the reasons why some people drink alcohol underage, including social influence and peer pressure.
- **Protective strategies and Interpersonal and self-management skills, including decision making**
Improve understanding of how to keep safe from harm and develop strategies for resisting peer pressure and making responsible choices around alcohol.
- **Help seeking**
Increase awareness of local resources and services available to young people and /or people they can talk to if they have been affected by alcohol.
- **Influence values and attitudes, challenge social norms**
Reduce the number of young people who believe drinking underage is acceptable and who would consider drinking alcohol underage.

Strand	Personal, Social and Community Health	Sub-Strands	Being Healthy, Safe and Active Communicating and interacting for health and wellbeing Contributing to healthy and active communities
General Capabilities	Critical and creative thinking Personal and social capability Ethical understanding		
Focus Areas	Alcohol and other drugs Mental health & wellbeing Relationships and sexuality Safety		

Year 8 - Being Healthy Safe and Active	
Personal identity and change ACPPS071 ACPPS072 ACPPS073	<p>Strategies for managing the changing nature of peer and family relationships</p> <p>Communication techniques to persuade someone to seek help</p> <p>The reasons why young people choose to use or not use drugs</p> <p>Skills and strategies to promote physical and mental health, safety and wellbeing in various environments; for example:</p> <ul style="list-style-type: none"> • assertive responses • stress management • refusal skills • online environments • making informed choices
Year 8 - Communicating and interacting for health and wellbeing	
Staying safe ACPPS074 ACPPS075 ACPPS076	<p>The impact bullying and harassment can have on relationships, including online relationships, and the health and wellbeing of themselves and others</p> <p>Personal, social and cultural factors influencing emotional responses and behaviour; for example:</p> <ul style="list-style-type: none"> • prior experience • norms and expectations • personal beliefs and attitudes <p>Sources of health information that can support people who are going through a challenging time</p> <p>Strategies and skills to communicate assertively when seeking, giving or denying consent are explained and applied; for example:</p> <ul style="list-style-type: none"> • exploring assertive and respectful communication • examining the nature of consent in different types of relationships
Year 8 – Contributing to healthy and active communities	
Healthy and active communities ACPPS077	<p>Health promotion activities which target relevant health issues for young people and ways to prevent them</p>

Year 9 - Being Healthy Safe and Active	
Personal identity and change ACPPS089 ACPPS090 ACPPS091 ACPPS092	<p>Factors that shape identities and adolescent health behaviours, for example the impact of:</p> <ul style="list-style-type: none"> • cultural beliefs and practices • family • societal norms • stereotypes and expectations • the media • body image <p>Skills to deal with challenging or unsafe situations:</p> <ul style="list-style-type: none"> • refusal skills • initiating contingency plans • expressing thoughts, opinions, beliefs • acting assertively <p>Actions and strategies to enhance health and wellbeing in a range of environments; for example:</p> <ul style="list-style-type: none"> • identifying and managing risky situations <p>Impact of external influences on the ability of adolescents to make healthy and safe choices relating to:</p> <ul style="list-style-type: none"> • sexuality • alcohol and other drug use • risk taking
Year 9 - Communicating and interacting for health and wellbeing	
Staying safe ACPPS093 ACPPS094 ACPPS095	<p>Characteristics of respectful relationships:</p> <ul style="list-style-type: none"> • respecting the rights and responsibilities of individuals in the relationship • respecting personal differences and opinions • empathy <p>Strategies for managing emotional responses and resolving conflict in a family, social or online environment</p> <p>Strategies are examined, such as communicating choices, seeking, giving and denying consent, and expressing opinions and needs that can support the development of respectful relationships, including sexual relationships; for example:</p> <ul style="list-style-type: none"> • describing strategies that enhance the safety and wellbeing of sexual partners, such as communicating feelings of each party, respecting boundaries and choices, gaining affirmative consent, assertive communication and respecting individuals' rights

Year 10 - Being Healthy Safe and Active	
Personal identity and change ACPPS089 ACPPS091 ACPPS092	<p>The impact of societal and cultural influences on personal identity and health behaviour, for example:</p> <ul style="list-style-type: none"> • how diversity and gender are represented in the media • differing cultural beliefs and practices surrounding transition to adulthood <p>Skills and strategies to manage situations where:</p> <ul style="list-style-type: none"> • risk is encouraged by others • response to an emergency situation is required; for example: <ul style="list-style-type: none"> • alcohol and other drugs <p>Analysis of images and messages in the media related to:</p> <ul style="list-style-type: none"> • alcohol and other drugs • body image • fast food • road safety • relationships <p>External influences on sexuality and sexual health behaviours, including the impact decisions and actions have on their own and others' health and Wellbeing</p>
Year 10 - Communicating and interacting for health and wellbeing	
Staying safe ACPPS093 ACPPS094 ACPPS095	<p>Skills and strategies to promote respectful relationships; for example:</p> <ul style="list-style-type: none"> • appropriate emotional responses in a variety of situations • taking action if a relationship is not respectful • appropriate bystander behaviour in physical and online interactions <p>Effects of emotional responses on relationships; for example:</p> <ul style="list-style-type: none"> • extreme emotions impacting on situations or relationships • the consequences of not recognising emotions of others <p>Strategies are examined, such as communicating choices, seeking, giving and denying consent, and expressing opinions and needs that can support the development of respectful relationships, including sexual relationships; for example:</p> <ul style="list-style-type: none"> • reflecting on the potential impact of their own behaviour on others and the importance of taking responsibility for their own actions to ensure they do no harm to others • refining strategies to communicate clearly and respectfully their choices, needs and opinions in a range of relationship scenarios, such as in peer group, family or work situations