

# Focus Area 5

## Taking action

**The activities in this focus area are designed for Year 9 and 10 students**

### Overview of Focus Area 5

This section provides an overview of the units included in the *Taking action* focus area. It focuses on students using the knowledge and skills they have learnt from previous drug education and road safety focus areas and applying them to their own lives and communities.

There are two units that allow students to take part in learning experiences that demonstrate their knowledge, skills and development of values relating to safer drug-related and road user behaviours.

### Unit 5.1 Changing the culture of alcohol and other drug use

This unit focuses on the range of environmental and cultural factors that promote binge drinking. Students contribute to a school community plan to change the culture of binge drinking. Marketing strategies of both drug companies and public health campaigns are critically analysed.

### Unit 5.2 Safer socialising

This unit focuses on the fact that alcohol is the major contributor to road crashes in NT and on the benefits of 'planning ahead' and 'damage control' when students are socialising. Students practise implementing these skills and are encouraged to develop a *safer socialising agreement* with an adult as a useful harm reduction strategy.

### Unit 5.3 Future Drivers

This unit focuses on identifying, developing and reflecting on the responsibilities and consequences that students may encounter as drivers in the future.

# Focus Area 5: Taking action

## Northern Territory Curriculum Framework Links

A list of possible links to the **Band 5** NTCF outcomes is provided below. The outcomes chosen by an individual teacher will depend on the emphasis taken when using **Safer Roads Middle Years Resource (SRMY)** and should reflect only the outcomes that will be directly monitored and for which Evidence of Learning will be gathered.

### Northern Territory Curriculum Framework Links

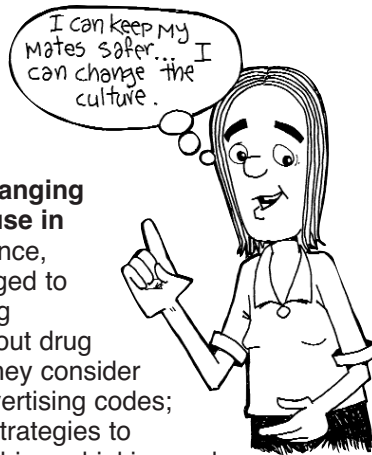
Safer Roads has a heavy emphasis on the Essential Learnings and the Health and Physical Education Learning Area.

SRMY Focus Area	Band Level	Exit Outcomes	Learning Area - Health and Physical Education	
		Essential Learnings & Learning Technologies	Promoting Individual and Community Health <i>Outcomes and Indicators</i>	Enhancing Personal Development and Relationships <i>Outcomes and Indicators</i>
<b>5</b>  Taking Action	<b>5</b>	<p><b>Constructive Learner</b> <b>Con 3</b> Participates in efforts to value social responsibility through active and informed involvement within their family and community</p> <p><b>Inner Learner</b> <b>In 4</b> Assesses their wellbeing and takes action for healthy living</p> <p><b>In 5</b> Demonstrates resilience in pursuing choices and dealing with change</p> <p><b>Collaborative Learner</b> <b>Col 1</b> Listens attentively and considers the contributions and viewpoints of others</p>	<p><b>HP 5.1 Individual and Community Health and Safety</b></p> <p>Assess the degree of risk associated with drug use, driving under the influence of alcohol and/or drugs and propose a suitable responses</p> <p>Investigate and propose action which will minimise the harm associated with potentially dangerous situations, eg. Road rules &amp; responsibilities</p> <p>Describe initiatives or programs developed by the community to promote health &amp; safety, and prevent/reduce injury eg. Problem-solving, decision-making, &amp; assertive communication</p>	<p><b>PD 5.1 Human Development</b></p> <p>Demonstrate self-management skills that enable them to make informed decisions for healthy living and promote personal wellbeing</p> <p>Create safety plans to address a range of potential risks eg. Vehicle safety, binge drinking</p>

## Teacher notes

- **This focus area requires students to apply knowledge and skills they have learnt from Focus Areas 1-4 to their own lives and school communities.** Teachers should ensure that students have completed learning experiences from these focus areas before commencing these units.

- **The emphasis in this focus area is on students taking responsibility for their own and others' safety and having a voice in changing the culture of drug use in their community.** Hence, students are encouraged to contact the Advertising Standards Bureau about drug advertisements that they consider to be in breach of advertising codes; create whole school strategies to change the culture of binge drinking and other drug use; and develop *safer socialising agreements* with parents or other responsible adults.



Teachers should encourage students to consider enlisting support from community groups (such as their Local Drug Action Groups, Apex, Lions, Rotary) and professional agencies (such as NT police, Alcohol and Other Drug Co-ordinators with the Department of Health and Families) when developing strategies for the Assessment task.

- **Analysis of media and social influences that promote pro-drug attitudes has been identified as an effective drug education strategy.** In this focus area students are encouraged to analyse alcohol advertisements (teachers may choose to conduct a similar analysis on analgesic, caffeine or energy drink advertisements) and public health drug and road safety programs.
- **The key road safety messages in this focus area** are to prevent young people who have been affected by alcohol or other drugs from driving, riding or walking home and to prevent them from accepting lifts from others affected by alcohol or other drugs. The 'planning ahead' and 'damage control' strategies that students are asked to consider refer to both drug-related and traffic-related situations.

- **Send the appropriate *Parent and Student Information Sheets* (in the Appendix of this resource) home to promote greater family discussion and to inform parents of the purpose and content of classroom activities.** It is important to involve parents in the discussion of safer socialising as the most common source of alcohol for students is parents. They also have a 'duty of care' and are **considered liable** for any outcomes during and after parties they agree to host.
- **Please consult the more detailed *Background Information* section of this resource before teaching this focus area.**

## USEFUL WEBSITES

- For drug and alcohol information [www.dao.health.wa.gov.au](http://www.dao.health.wa.gov.au)
- For illicit drug information [www.drugaware.com.au](http://www.drugaware.com.au)
- For *Hosting a party for teenagers* and *Your party, your responsibility* booklets download from [www.enoughisenough.com.au](http://www.enoughisenough.com.au)
- For other safer partying tips [www.redcross.org.au/SAM](http://www.redcross.org.au/SAM)
- Youth friendly help sites:
  - Reach Out [www.reachout.com.au](http://www.reachout.com.au)
  - Kids Help Line [www.kidshelpline.com.au](http://www.kidshelpline.com.au)
  - Somazone [www.somazone.com.au](http://www.somazone.com.au)
  - Smarter than Smoking [www.oxygen.org.au](http://www.oxygen.org.au)
- [www.drinkwise.com.au](http://www.drinkwise.com.au)  
This website is aimed at promoting change towards a healthier, safer drinking culture in Australia through activities that affect generational change and attitudes towards alcohol.
- [www.ncpic.org.au](http://www.ncpic.org.au)  
This website provides information for parents, young people and professionals about the harms associated with cannabis use.

**The following texts were used to prepare this information:**  
 2005 Australian School Students Alcohol and Drug (ASSAD) Survey  
 Cannabis: Know the risks, NSW Department of Education and Training, 2003

# Unit 5.1

## Unit 5.1 Changing the culture of alcohol and other drug use

The activities in this focus area are designed for Year 9 students.

### For students:

#### Key understandings

- Most alcohol related problems in our community are not caused by people who drink regularly at levels recommended by the Australian Alcohol Guidelines (NHMRC, 2009) but by those who drink occasionally at increasingly risky levels (binge drink).
- A culture that accepts binge drinking is a contributing factor to levels of alcohol-related harm in our community.
- A range of environmental and cultural factors promote teenage binge drinking (e.g. lack of adult supervision at parties; positive teenage and parental attitudes towards binge drinking; availability of alcohol through extended trading hours; role modelling of drinking behaviour by adults; positive portrayal of alcohol through advertising and the popular media).
- Tobacco advertising has been banned since 1992, however, alcohol advertising has been deregulated since 1996, which has contributed to young people perceiving excessive alcohol use as a positive social activity.
- There is a range of individual and community strategies for managing and avoiding binge drinking and other drug use.

#### Key skills

- Critically analyse the advertising messages and marketing strategies used by alcohol companies and compare these with current public health campaigns.
- Share attitudes and values towards binge drinking and other drug use.
- Contribute to a school community plan to change the culture of binge drinking and other drug use.

### Activity 1: The story so far



#### RESOURCES:

- Paper for quiz answers

#### HOW:

This activity is essential for classes that have not completed a comprehensive drug education program in Years 8 and 9, and is also a useful revision for those classes that have.

Divide students into groups of four. Explain that they will be participating in a quiz to revise or teach them about some important aspects of drug education.

Allocate one student in each group as *scribe*, *score keeper*, *adjudicator* (to make a decision on an answer if students can't agree) and *spokesperson* (for the verbal answers).

Complete both rounds of questions. Keep a tally of the scores after each round and keep the pace of the quiz brisk.

#### Round 1:

1. **Name two drugs that are depressants i.e. they slow down the activity of the central nervous system.** (Alcohol; heroin; morphine; tranquillisers; analgesics and cannabis in small doses.)
2. **Name two drugs that are stimulants i.e. they speed up the activity of the central nervous system.** (Nicotine; amphetamines; caffeine; cocaine; and ecstasy in small doses.)
3. **Apart from analgesics, what is the drug that is most commonly used by 12-17 year-old NT students?** (Alcohol – 88% of 12-17 year-old students in the NT had used alcohol at some times in their lives in the 2005 Australian School Student Alcohol and Drug (ASSAD) survey)
4. **What is the illegal drug that is most commonly used by 12-17 year-old students?** (Cannabis – About 18% of 12-17 year-old students had used cannabis at some time in their lives in the 2005 ASSAD student survey)

# Unit 5.1 Changing the culture of alcohol and other drug use

5. **Most young people experiment with illegal drugs. True or false?** (False, the majority of young people do not use illegal drugs. The 2005 (ASSAD) Survey showed the percentage of 12-17 year-old students who had ever tried illegal drugs as:
- Cannabis – 18% (which means 82% had never tried)
  - Amphetamines – 5% (which means 95% had never tried)
  - Ecstasy – 4% (which means 96% had never tried)
  - Cocaine – 3% (which means 97% had never tried)
  - Heroin – 2% (which means 98% had never tried)
6. **Illegal drugs cause more drug-related deaths than legal drugs in our society. True or false?** (False: 85% of all drug related deaths are caused by tobacco, 8% are caused by alcohol and only 7% by illicit drugs, not including medicines).
- Source: *Drug and Alcohol Research and Training Australia (DARTA) 2009*
7. **The effects of a drug vary from person to person. What are the three main factors that can influence how a person is affected by a drug. These factors make up what is called 'the drug triangle'.** (The individual; the drug; and the setting or environment.)
8. **Which of the following is the only effective way of sobering up from drinking too much alcohol – drinking coffee; having a shower; exercising; time?** (Time, all the others are myths about sobering up.)
9. **Tobacco smoke contains more cancer causing agents than cannabis? True or false?** (False, joints have 50-100% more tar than cigarettes and cannabis smokers tend to inhale more deeply and hold the smoke in the lungs for longer than tobacco smokers.)
10. **Is it legal to own a couple of plants of cannabis? True or false?** (False, it is illegal to grow, possess, use, sell or supply cannabis. It is illegal to possess a smoking implement that contains traces of cannabis. NT Police at their discretion can issue an infringement notice for possession of small amounts of cannabis. Offenders over 18 years can choose to pay a fine or go to court. The offender would not receive a criminal record in this situation. However, it is still up to the NT Police discretion whether to charge an offender under the NT Misuse of Drugs Act.
11. **Cannabis use can cause mental health problems in some people. True or false?** (True, the frequent or even occasional use of cannabis can cause

anxiety, depression, paranoia and psychosis in those who are vulnerable to mental health problems.)

12. **The spokesperson in your group must offer a possible refusal line to the class for someone who does not want to try cannabis when it is offered to them. They can't repeat a line another group's spokesperson has already said.** (Possible responses: 'no thanks, I don't smoke', 'no, not right now thanks', 'no, my folks would kill me', 'no, it gives me asthma', 'no, I've got work/school tomorrow', 'no, it makes me feel sick'.)

## Round 2:

- What are the Five skills of resilience that can help protect you from experiencing long term problems with drugs and also cope with the ups and downs of everyday life?** (Helpful and positive thinking; resourcefulness; understanding emotions; relationship skills; and self-understanding.)
- You want to have a good time at a party, but don't want to lose control. What are three realistic things you can do?** (Any three realistic harm reduction strategies related to alcohol or other drugs.)
- List three factors that affect Blood Alcohol Concentration (BAC)** (Gender; size; food in stomach; type of alcohol; amount of alcohol; speed of consumption.)
- What are the low risk drinking guidelines for adult males and females?** (No more than 2 standard drinks on any day for men and women. No drinking at all for pregnant or breastfeeding women, and no drinking at all if under 18 years of age.  
Source: *National Health and Medical Research Council – National Alcohol Guidelines*)
- A standard drink is one that contains 10gms of alcohol. True or false?** (True, the body can only metabolise around one standard drink per hour.)
- Approximately how many mls are there in a standard drink of spirits; full strength beer; and pre-mixed spirits?** (Spirits – 30mls; full strength beer – 285mls; pre-mixed – 285mls – based on 5% alcohol content. A measuring beaker would be useful to demonstrate these amounts.)
- What are three possible long term physical and mental effects of cannabis use?** (Bronchitis; lung cancer; decreased memory and learning ability; interference with sexual drive and hormone production; dependence; mental health problems.)
- What are three possible long term physical and mental effects of ecstasy use?** (Depression; drowsiness; muscle aches; loss of appetite; insomnia; loss of concentration; irritability.)

## Unit 5.1 Getting the big picture on drug use issues

9. What are three possible *long term* physical and mental effects of amphetamine use e.g. speed, ice? (Malnutrition; reduced resistance to infection; violent behaviour; emotional disturbances; periods of psychosis.)
10. What does DRSABCD refer to with regards to first aid? (Danger; Send for help; Response; Airways; Breathing; CPR – cardiopulmonary resuscitation; Defibrillation.)
11. What is the ratio of compression to breaths when delivering CPR? (30 compressions to 2 breaths.)
12. The spokesperson in your group must suggest something you could do or say if a person who has been drinking heavily or smoking cannabis offers you a lift home. They can't repeat a suggestion another group's spokesperson has already said. (Possible responses: 'I don't feel safe driving with you'; 'My parents are coming soon'; 'I already have a lift planned'; call parents; call a taxi; stay longer at party.)

Statistics from 2005 Australian School Students Alcohol and Drug (ASSAD) Survey; Statistics from 2005 (ASSAD) Survey – Northern Territory results; and *Drug and Alcohol Research and Training Australia (DARTA) 2009*.

### Reflection

Students share with a partner one thing they have learnt from the quiz. Alternatively groups could use the *Drug Aware: Facts about drugs* booklets or any prior knowledge about drug education to devise two questions per group for another round of quiz questions.

### Activity 2: Attitudes towards binge drinking and other drug use and the impact of binge drinking on the community



### RESOURCES:

- Photocopy *Resource Sheet 1: Values ranking* – one per student.

### HOW:

#### Attitudes towards drug use influences drug use behaviour

Explain that the *beliefs and attitudes* we hold about certain types of drug use are shaped by a range of factors. These attitudes, in turn, impact on our drug use *behaviour*. For example, if we have a negative attitude towards smoking or binge drinking, we are less likely to experiment with smoking or engage in binge drinking.

**Brainstorm** some of the factors that are likely to influence attitudes towards drug use. For example: knowledge about the drug and its possible effects; peer attitudes and drug use behaviours; family beliefs and role modelling; previous experience; legal status; concerns about safety; advertising and marketing campaigns; use of drugs in the media; public health campaigns.

#### Values continuum

Distribute *Resource Sheet 1: Values ranking* to each student and place students into groups of six. Explain that this activity will help them consider their own and others' attitudes towards binge drinking and other drug use.

Individually students rank the characters on a scale of 1 to 5, (with 1 being *very unacceptable* and 5 being *very acceptable*) using the scale provided on the resource sheet.

Students then discuss each character and decide on a group ranking, providing reasoning for their rankings. Hear differences in group rankings and reasoning for each character, stressing that the ranking that they decide upon is largely determined by their attitudes to this drug use behaviour.

#### Discuss

- Which characters were the hardest to agree on for a group ranking? Why?
- How would this situation affect the character or the community?
- What costs might occur as a result of the character's actions? (Financial costs from property damage; physical or emotional harm; putting members of the community at risk; putting strain on emergency police and hospital services.)
- Was your group's attitude towards **binge drinking** mostly 'acceptable' or 'not acceptable'?
- How do you think this attitude may affect your current or future drinking behaviour?
- What could you tell someone who thinks binge drinking is acceptable? (Regrettable behaviours and associated embarrassment; unprotected and unwanted sex that could lead to unwanted pregnancy or sexually transmitted infections; risk of being involved in violent situations; risks of drink driving; losing friends or loved ones as a result of their behaviour; loss of money after reckless spending on alcohol; hangovers; damages brain and liver; causes male impotency.)

## Unit 5.1 Getting the big picture on drug use issues

- Was your group's attitude towards **tobacco** mostly 'acceptable' or 'not acceptable'?
- How do you think this attitude may affect your current or future smoking behaviour?
- What could you tell someone who thinks smoking is acceptable? (Lowers fitness; can trigger asthma attacks; is anti social; reduces sense of smell and taste; causes bad breath and stains skin, hair and clothes; damages lungs and heart; is easy to become dependent on; most adults who smoke wish they didn't.)
- Was your group's attitude towards **cannabis** use mostly 'acceptable' or 'not acceptable'?
- How do you think this attitude may affect your current or future cannabis use behaviour?
- What could you tell someone who thinks using cannabis is acceptable? (It's illegal; may result in criminal record; risk of regrettable behaviours and associated embarrassment; sexual vulnerability could lead to pregnancy or sexually transmitted infections; losing friends or loved ones as a result of their behaviour; loss of money after reckless spending on cannabis or related fines; risk of mental illness; risk of accidents; damages lungs and interferes with sexual drive and hormone production.)

### Impact of binge drinking on the community

Remind students that alcohol misuse costs the Australian community 15.3 billion dollars each year when factors such as crime and violence, treatment costs, loss of productivity and premature death were taken into account.<sup>1</sup>

Explain that while most adults use alcohol in a safe and responsible way, most alcohol-related problems are caused not by people who are dependent on alcohol but on those who occasionally drink excessively or binge drink.

Explain that the 2005 school student survey of drug use in the NT showed an increase in the proportion of 12-17 year old students who drink at increasingly risky levels (from 26% in 2002 to 32% in 2005).

<sup>1</sup> Collins T. and Lapsley H. (2008), *The cost of tobacco, alcohol and illicit drug abuse to Australian Society in 2004-2005 Summary Version, National Drug Strategy Monograph Series No. 66.* Canberra: Commonwealth Department of Health & Ageing.

### Enough is Enough

Explain that the *Enough is Enough* Alcohol Education Program is a public health campaign that aims to reduce the problems and harm in the community that result from drunkenness by changing the culture in the NT and Australia to support safer drinking environments and practices.

Conduct a **head talk** (see p273) allocating a number from one to six to each group member. Pose the following questions for groups to discuss.

1. What do you see as some of the main problems binge drinking could cause in our community?
2. What sorts of things could governments, communities and individuals do to create a less harmful drinking culture in NT?

Give students an example for each question to ensure they understand the task. Roll the dice after five minutes to decide which students will present the findings from their group. If not identified by students, introduce the following points.

1. Depending on your community, some of the main problems caused by binge drinking are:
  - injuries and loss of life
  - strain on services such as police, paramedics, hospitals, fire and emergency
  - damage to property and associated costs to clean up and repair for local councils and individuals
  - fear and physical and verbal abuse caused to family and other members of the community
  - increases in taxes, rates and insurance premiums as a result of harms and damages.
2. Things that could create a less harmful drinking culture include:
  - changing the attitudes to binge drinking (i.e. 'It's not OK to get really drunk') at a family, local community and state government level
  - changing drinking environments e.g. more supervision at underage parties; less aggressive crowd controllers; tighter policing of responsible service of alcohol in licensed venues; restricting licensed venues from serving alcohol to patrons who are not eating
  - changing the availability of alcohol e.g. restricting extended trading hours; parents or other adults not buying alcohol for teenagers; more alcohol free events for young people
  - changing the legislation e.g. zero blood alcohol levels for young drivers

## Unit 5.1 Getting the big picture on drug use issues

- role modelling of safer drinking practices by adults at family gatherings and other venues where children may be present
- regulating alcohol advertising codes so that advertisements and marketing strategies that promote excessive or under-aged drinking are not permitted
- regulating the portrayal of the use of alcohol in the media.

### Discuss

- *What do you think would be the most effective way to make binge drinking unacceptable to young people?*

See the Assessment Task in Unit 5.2 (p.260). Students develop community strategies to change the culture of binge drinking and reduce the risks associated with the misuse of alcohol and other drugs at student celebrations and social events.

### Activity 3: Comparing alcohol and other drug advertising to public health drug education campaigns.



### RESOURCES:

- Access to internet.
- Photocopy *Resource Sheet 2: Media messages* – one per student.
- Drink driving campaign advertisements – *Safer Roads, Middle Years DVD*.

### HOW:

Explain that research shows that exposure to high levels of advertising and marketing of drugs has an influence on teenage drinking and other drug use. Young people are regularly exposed to advertising and marketing strategies from alcohol, caffeine, analgesic and other 'over the counter' medication companies.

Explain that tobacco advertising has been totally banned since 1992 so tobacco companies must now rely on indirect advertising such as product placement. Alcohol advertising, however, has been deregulated since 1996, which has contributed to young people perceiving alcohol to be a 'social' drug that helps people to meet others; enhances their sexuality; helps them forget problems and stress. Many advertisements also promote binge drinking as a positive social activity.

To illustrate just how exposed students are to these messages on a daily basis, conduct a **one minute challenge** (see p269) to list as many advertising and marketing strategies from alcohol, caffeine, analgesic and other 'over the counter' medication companies that they can recall.

### Viewing alcohol advertisements and marketing strategies

As a class, view several alcohol advertisements and marketing strategies using any of the following websites: (Note, access to alcohol company websites is only granted if the user types in a birth date older than 18 years. **Preview all sites before showing to students.**)

#### Generic sites

[www.stanford.edu/class/linguist34/advertisements/alcohol%20ads/index.htm](http://www.stanford.edu/class/linguist34/advertisements/alcohol%20ads/index.htm) This link provides 55 samples of print advertisements for alcohol.

[www.camy.org/gallery](http://www.camy.org/gallery)

This link provides a range of print and television advertisements for alcohol by brand name.

#### Alcohol company sites

[www.tooheysnew.com.au](http://www.tooheysnew.com.au)

[www.carltondraught.com.au](http://www.carltondraught.com.au)

[www.fosters.co.uk](http://www.fosters.co.uk)

[www.bundabergrum.com.au](http://www.bundabergrum.com.au)

### Discuss

- *Where is alcohol being consumed in these advertisements?* (Usually in a social setting in bars, at parties, at home.)
- *What are the advertisements saying about males and females who drink alcohol?* (Currently alcohol advertising portrays men who drink alcohol as either 'macho' or sensitive new age. For women, the message is that alcohol improves their sense of mateship among men or their glamour and seductiveness. They are often portrayed as needing alcohol as a stress relief.)
- *Are messages about negative effects of alcohol made obvious to the viewer?* (No, main messages are that alcohol helps people meet each other, enhances their sexuality or helps them forget problems and stress.)
- *Do you think this advertisement would be expensive to produce? Why?* (Yes, the alcohol industry spends an estimated \$70 million a year in Australia on advertising and promotion of their products because companies consider it to be an effective way to promote their products.)



## Unit 5.1 Getting the big picture on drug use issues

- Viewers have to be 18 to access these alcohol websites but you can watch any of these advertisements on TV during M or MA classification periods or during live sporting events. What age group and sex do you think are the target for these advertisements? Why? (Many companies target young people by including glamorous models; clever graphics; current music; humour; sexual overtones; and using particular body types for gender appeal.)
- Look at some of the other marketing strategies used on the alcohol websites (sms messages, screen saver downloads, desktop icons, mobile phone ring tones, competitions). What age group do you think these strategies are appealing to? (Young people. Establishing a drinking culture and brand loyalty at an early age will ensure that their product is consumed for many years to come.)

### Viewing alcohol education public health campaign advertisements

As a class, view several alcohol education public health campaign advertisements such as the *Drink Driving* advertisements developed by Road Safety on the *Safer Roads, Middle Years* DVD or the alcohol print advertisements developed for the *Enough is Enough* campaign by the Drug and Alcohol Office:

[www.roadsafety.nt.gov.au](http://www.roadsafety.nt.gov.au)

[www.enoughisenough.com.au/pages/enoughisenough.asp](http://www.enoughisenough.com.au/pages/enoughisenough.asp)

Alternatively [www.quitnow.info.au/](http://www.quitnow.info.au/) provides the National Tobacco Campaign television advertisements, radio ads, E cards and screensavers and [www.oxygen.org.au](http://www.oxygen.org.au) provides advertisements.

#### Discuss

- What are the main messages about alcohol that are presented in these advertisements? (That the acceptance of binge drinking in our society needs to change; alcohol affects the brain; drink driving is an irresponsible behaviour.)
- Do you think the messages are appealing to young people? Why/why not?
- Which advertisements do you find more appealing – the alcohol company advertisements or the public health campaign advertisements? Why?
- Do you think the Office of Road Safety, NT Department of Lands and Planning, Transport Division and the Alcohol and Other Drugs section with the NT Department of Health would have similar budgets as alcohol companies to make alcohol related advertisements? (No, although advertisements are usually part of a well planned, public health campaign involving a range of strategies.)

### Taking action

Students form groups of four. Distribute *Resource Sheet 2: Media messages* to each group. Explain that while alcohol advertising has been deregulated since 1996, advertisers must still comply with the Alcohol Beverages Advertising Code.

Read through the Code on the resource sheet and then watch some of the alcohol company advertisements. Students complete the questions on the resource sheet and if they consider any of the advertisements in breach of the Code, write a letter to the

- Advertising Standards Bureau  
Level 2, 97 Northbourne Ave,  
Turner, ACT 2612  
or contact them on [www.adstandards.com.au](http://www.adstandards.com.au)  
outlining why they consider the advertisement to be in breach of the Code.

### Reflection

Conduct a **hypothetical** (see p288) so students may reflect on how binge drinking can affect individuals and the community and how advertising and marketing can influence the use of alcohol.

Distribute *Resource Sheet 3: Hypothetical* (see p251) to each group. Read out the hypothetical and assign panellist characters to students. Allow at least 30 minutes for panel members to practise their responses and for the rest of the class to prepare possible questions that may challenge the panellists' opinions.

Conduct the hypothetical, acting as a Master of Ceremonies to keep the discussion flowing. Encourage the audience to challenge panel members with questions either at the end or during the hypothetical.

Conduct a vote to determine the outcome of the hypothetical. Process the activity with the following questions.

#### Discuss

*What useful information did each panellist provide that helped you make your final decision?*

*Has this hypothetical changed your views about binge drinking or alcohol advertising and marketing?*

*Do you think this situation would happen in real life?*

## Values ranking

Your *attitudes* towards certain drug use (such as binge drinking or using cannabis) often affect your drug use *behaviour*. This activity will help you consider your own and other's attitudes towards binge drinking and other drug use.

Step 1:  
On a scale of 1-5, with **1 being very unacceptable** and **5 being very acceptable**, rank each character's behaviour. Place a tick in the box that corresponds with **your ranking**.

Step 2:  
Discuss your ranking for each character with your group. Now you need to decide on a **group ranking**.



Characters	Your ranking					Group ranking				
	1	2	3	4	5	1	2	3	4	5
<b>Cannabis</b>										
Sophie is 21 and drives home from a 21st party after she has had several joints of cannabis.										
Scott is a 16 year-old student who brings a bong and some cannabis to his best friend's house and proceeds to ask people if they would like some, despite being told by his friend not to bring it.										
Julie is 17 and a regular user of cannabis. She puts pressure on her boyfriend who does not use cannabis to try it each time they are together.										
Tyler is 16 and takes \$50 from his mother's purse to pay for the cannabis he wants to buy for the weekend.										
Matt is 16 and regularly misses basketball matches because he is stoned. He is one of the team's best players and the team is losing games because of this.										
Geoffrey is 16 and on his Learner's Licence. He has been just been to town with his friends and has been encouraged to have a few drinks. This was a few hours ago and he feels OK, so plans to drive home and take some of his friends.										

## Values ranking

Characters	Your ranking					Group ranking				
	1	2	3	4	5	1	2	3	4	5
* <b>Binge drinking</b> ( <i>drinking heavily or more than 4 standard drinks for men and women on a single occasion, or drinking continuously over a number of days</i> )										
Kim is the mother of a 15 year-old teenage girl who regularly buys her daughter a six pack of pre-mixed alcohol to take to weekend parties.										
Chris is an 18 year-old student who lends his driver's licence to his 16 year-old brother so he can buy a carton of beer to share with three friends.										
Dean and his 18 year-old friends get drunk together at a local park while watching the fireworks on Australia Day. They are loud and disrupt several families around them.										
Nat is a barman who continues to serve alcohol to a group of young friends who are obviously drunk.										
Max is a grandfather who drives home after his grandson's 21st party with a Blood Alcohol Concentration (BAC) exceeding the legal limit.										
Josh is an aggressive drunk who provokes a fight and gets serious head injuries. At the hospital he is aggressive to emergency staff but because his injuries are serious gets seen before many other patients.										
Tom is 25 and an under 16's football coach. He provides two cartons of beer at the end of year celebrations for all the players to share.										
Pam is a 15 year-old student who regularly gets drunk at parties and often vomits inside on the host's carpet or furniture.										
Nick is 17. He and his friends walk home from a party very drunk and throw empty bottles at cars from a footbridge.										
<b>Tobacco</b>										
Anne is a mother of two small children. She regularly smokes inside the house and when she is in the car with them. The youngest child has asthma.										
Suzie is 16 and regularly offers cigarettes to her friend who is trying to quit smoking.										
Tim is a heavy smoker who often lights up after a meal at friend's houses without asking first if it is OK to do so.										

## Media messages

Alcohol advertising in Australia is loosely governed by the Alcohol Beverages Advertising Code. The Code states that companies can not make advertisements that:

- do not present a mature, balanced and responsible approach to drinking (e.g. encourage binge or under-aged drinking)
- have a strong appeal to children or underage young people
- suggest that alcohol consumption can create a change in mood or environment (e.g. alcohol contributes to sporting or social success or aids relaxation)
- depict a strong association between the drinking of alcohol (except low alcohol drinks) and the operation of a car, boat or aircraft or other hazardous activities
- challenge or dare people to drink a particular type of alcohol (except low alcohol drinks) or one that contains a higher alcohol content.

Watch the alcohol advertisements your teacher shows you.

### Thinking and talking

- *What is the main message about alcohol that is presented in each advertisement?*
- *What techniques do the advertisers use to persuade people to buy their product?*
- *What techniques do the advertisers use that might particularly appeal to young people?*
- *Do any of the advertisements breach the Code in any way? How?*

### Taking action

Choose one of the advertisements that you think may breach the Code. Draft a letter to the Advertising Standards Bureau, describing the company, the particular advertisement and what part of the Code (above) you think it has breached. See the example letter (right).

Your teacher will forward your letter to them or you can contact them by email on [www.adstandards.com.au](http://www.adstandards.com.au)

Well done for helping put a stop to inappropriate alcohol advertising!

Advertising Standards Bureau  
Level 2, 97 Northbourne Ave  
TURNER, ACT 2612

Dear Sir/Madam,

I wish to lodge a formal complaint against the offending advertisement description (product name, key characteristic). This advertisement is featured (as at date) on the Product's website at [www.webaddress.com](http://www.webaddress.com). In addition, the advertisement is being shown on television/printed in magazines/other media.

I submit the advertisement breaches the Alcohol Beverages Advertising Code (ABAC) (choose one or more of the breaches of the code)

#### Description

Describe the advertisement in as much detail as possible, focusing on the element you find offensive or could contravene the code. An example follows...

*The advertisement is set in a suburban street during a street party in which the major characters are two dozen inflatable "air dancers" that are commonly used as an outdoor advertising device. These have the appearance of cartoon characters and puppets and they are arrayed in a livery known to appeal to children: bright primary colours of orange, yellow, blue, and pink. Each wears a happy, smiling expression on their face. I think the inflatable characters will seem familiar, amusing and appealing to young children and thereby their attention will be attracted to the product.*

An additional element is the soundtrack which underscores the appeal to young people by emphasising issues of experimentation, experience, permission and approval. These have particular relevance for young people. The words invite an inexperienced audience to sample the product ('you want to taste') while it does not have approval to do so ('help yourself').

I believe this advertisement contravenes the ABAC and I seek the adjudication of the ABAC Complaints Panel.

Sincerely

*Your name and contact details*

## Hypothetical

The following hypothetical aims to make you think about your attitudes to binge drinking, under-age drinking and the effect of alcohol advertising on people's attitudes and behaviours.

Mr Miller works for an alcohol company which has just launched a mid-strength beer aimed at the younger market. Mr Miller is also the coach of the local football association's Under 16 side.

At the club wind-up, where the majority of people are under 18, Mr Miller brings several cartons of this new beer and decorates the club rooms with the promotional posters and give-aways. While he doesn't actually offer the alcohol to under-aged young people, it is openly available for them to take.

The wind up is a very rowdy event, where many under-aged young people become drunk.

Members of the football club's committee spend several hours the next day cleaning up broken glass and fixing other damage around the club rooms.

The Club President now wants to introduce a club ruling that no alcohol should be available or consumed at any event where people under 18 years are present.

The panel in front of you will discuss the pros and cons of this issue and you, the audience, will be the members of the football club committee who make the final vote on this proposed club rule.



### Panel members:

**Mr Miller:** Well loved coach and advertising manager of Little Brothers' Beer Company. He supports alcohol use by young people as long as adults are around.

**Club President:** Father of Max who does not support under-age drinking. He was involved in the clean up the following day and has seen previous events at the club get out of hand due to alcohol.

**Constable Fry:** Took reports from several neighbours about excess noise from the clubrooms and one about a broken letterbox. He was abused by a large group of teenagers when he went to investigate the situation.

**Max:** Son of Club President. He drank 7 stubbies behind his Dad's back on the night of the wind-up. He vomited in the car on the way home.

**Taj:** 16 year-old Captain, who had one stubby of the new beer just to see what the fuss was about but drank soft drinks for the rest of the night.

**Bill Neighbour:** Lives over the road from the clubrooms. He has been disturbed by rowdy, under-aged events for many years. Often finds empty cans and bottles in his garden the next day.

**Ambulance officer:** While not called out to attend any situations on this night, has had to attend several emergency situations involving alcohol over the last few years at the football club. Alcohol-related harm is one of the main causes of the injuries he/she attends.

Listen to the panellists present their case. Ask questions of the panellist yourself, so you fully understand the situation. Consider all the opinions that have been shared and decide whether you would vote for the proposed new rule if you were on the football club committee.

# Unit 5.2

## Unit 5.2 Safer socialising

The activities in this focus area are designed for Year 9 students.

### For students:

#### Key understandings

- Socialising with friends is a normal and important part of growing up.
- There is a range of social, cultural and environmental factors that influence decisions when socialising with friends.
- 'Planning ahead' and 'damage control' when socialising are both important resourcefulness skills that help minimise alcohol and other drug-related harm.
- Alcohol is the major contributor to road crashes in NT.
- Intoxicated drivers involved in fatal crashes are three times more likely to have been speeding than sober drivers.
- In the NT it is against the law for anyone to drive under the influence of alcohol and other drugs.
- The combined use of alcohol with other drugs, such as cannabis or ecstasy, increases the risk of road crashes more than any substance used by itself.
- A safer socialising agreement with an adult is a useful harm reduction strategy for young people.

#### Key skills

- Identify risks and consequences of inadequate planning while socialising with friends.
- Practising 'planning ahead' and 'damage control' strategies for a range of social situations.
- Practising strategies to prevent young people who have been affected by alcohol or other drugs from driving, riding or walking home at night.
- Practising strategies to prevent self and others from accepting lifts from others affected by alcohol or other drugs.

### Activity 1: Risk assessment and decision-making involved in socialising around drugs



#### RESOURCES:

- Photocopy *Resource Sheet 1: Risky decisions* one per group.
- Photocopy an appropriate **Decision-making model** (see p292-294) – one per group.

#### HOW:

##### Reviewing the risks

Explain that wanting to go out, socialise and party is a normal rite of passage for most young people. 'Planning ahead' for what could go wrong and having a 'damage control' plan if things do go wrong can keep things under control while students are socialising with friends.

Explain that while a lot of what students will be doing in the following activities relates to safer partying, the risks involved in socialising with friends don't only happen at parties. Similar risks can occur when small

groups of friends or couples get together at home, at under-aged concerts, at sports clubs, at a park, at the beach or anywhere drugs may be consumed.

Conduct a **card cluster** (see p268) on the following two questions.

- *What sorts of things make a great party?*
- *What 'not-so-fun' things might happen at a party?*

Risks students could consider include:

- gatecrashers
- binge drinking
- second-hand smoke
- illegal drug use and associated negative effects or overdoses
- poly-drug use and associated effects or overdoses
- drink spiking
- violence and verbal fights
- sexual vulnerability/unsafe sex resulting in sexually transmitted infections and unplanned pregnancy
- driving home with someone who is drunk or intoxicated with other drugs
- walking or cycling home intoxicated with alcohol or other drugs
- walking home alone
- police attendance
- conflict with family.

## Decision-making

Explain that often when students are socialising they will be forced to make decisions. Sometimes these decisions will be quick ones, like 'Do I get a lift home with my brother who I know has been drinking?' and sometimes they will have time to weigh up some options, like 'How I am getting home from the party next Friday?'

Decision-making when socialising can be influenced by:

- **social factors** – such as pressure from peers to go to a party or stay at a party; pressure from family not to go or return home on time and to act responsibly; the behaviour of peers and friends at the party.
- **cultural factors** – such as family and/or religious values and attitudes about alcohol and other drugs and sexuality.
- **environmental factors** – such as road and weather conditions; vehicle conditions; availability of phones or money; time of night/day.

### Discuss

- *What possible decisions might you need to make when at a party or social gathering?*

Responses may include:

- accept a lift with someone who is under the influence of alcohol and/or other drugs
- accept a lift home with someone they don't know very well
- walk home when drunk or under the influence of other drugs
- walk home alone
- hang around or leave when things get violent or someone comes on too strong
- give in to peer pressure to binge drink or try other drugs
- move from one party to the next without letting parents know of their whereabouts
- be a good friend and make sure their friend stays safe.

Students form groups of four. Distribute *Resource Sheet 4: Risky decisions* and a **decision making model** (see 292-294) to each group. Students use the model to identify a range of options available and the possible health and safety consequences for themselves and others in each of the situations on the resource sheet. As a group they must decide their final decision.

Alternatively, ask students to develop their own *risky decisions* situations and process them as above. Hear student feedback and reasons for final decisions.

## Reflection

Discuss the following questions as a whole class.

- *What factors would support this decision (enablers)?*
- *What factors would restrict this decision (barriers)?*
- *What can young people do to prevent someone who has been drinking or using other drugs such as cannabis or amphetamines from driving?*
- *What can young people do to prevent themselves and others from getting into a car with a driver who has been drinking or using other drugs such as cannabis or amphetamines?*
- *What social, cultural and environmental factors may have influenced your decision?*
- *Consider the skills of resilience (listed) and decide which ones you need to deal with peer pressure? (All of them)*
  - *helpful and positive thinking*
  - *resourcefulness*
  - *understanding emotions*
  - *relationship skills*
  - *self-understanding.*

## Unit 5.2 Safer socialising

### Activity 2: Practising 'planning ahead' and 'damage control' when socialising around drugs



#### RESOURCES:

- Photocopy *Parent and Student Information Sheet: Safer socialising* (p371-372) – one per student
- Photocopy *Resource Sheet 2: Sample Safer socialising agreement* – one per student.

#### HOW:

##### 'Planning ahead' and 'damage control'

It may be necessary to review factors that affect BAC levels and 'low risk' drinking levels for adults (see *Unit 1.2 Activity 2: Blood Alcohol concentration and the drug triangle* – p47) and the *Five skills of resilience* (see *Unit 1.3: Resilience and harm reduction strategies in practice* – p67) before conducting this activity.

Also remind students of some legal aspects of drug use such as under the:

- NT Liquor Act, it is an offence for people under 18 years to consume, buy or obtain or be in possession of alcohol in a public place or licensed venue, and it is an offence to supply or sell alcohol to a minor in a licensed venue or regulated venue. It is an offence to provide a fake ID.
- NT Misuse of Drugs Act, it is illegal to grow, possess, sell or supply cannabis and that offenders under 18 years may be cautioned, referred to a Juvenile Justice Team or charged.
- NT Traffic Act, it is illegal to drive under the influence of alcohol or other drugs.

Explain that 'planning ahead' when socialising with friends is an effective harm reduction strategy. Sometimes, however, the best of plans come unstuck and things can get out of hand through no fault of their own. This is when damage control kicks in and new plans and decisions need to be made to keep themselves and others safe.

In groups of three students conduct a **rip and review** (see p274) considering the following questions.

- What could you do **before a party** if you were a guest or if you were a host, to keep you and your friends safer?
- What could you do **at the party** if you were a guest or if you were a host, to keep you and your friends safer?

- What could you do **after a party** if you were a guest or if you were a host, to keep you and your friends safer?

Hear responses to the **rip and review**. Ensure students consider the following issues.

#### Before a party

##### Guest

- Know the address and a contact phone number of the host and leave with parents.
- Know how to get to the party safely and carry extra money for taxi, bus, train.
- Plan not to use alcohol or limit the amount of alcohol consumed.
- Plan not to use illegal drugs or not to use alone or with strangers.
- Plan not to combine drugs (e.g. tobacco, cannabis, alcohol, caffeine).
- Plan how to deal with unwanted sexual advances.
- Make a mutual agreement with a friend to look after each other should either of you become intoxicated with alcohol or other drugs.
- Know how and when to get help.

##### Host

- Register party with police.
- State start and finish times on invitations.
- Don't use the internet to circulate invitations
- Make it clear that it is 'invites only' on invitations and use checklist at the door.
- Plan adult help to deal with gatecrashers and provide supervision.
- Ensure that supervising adults know that while it is not an offence to serve alcohol to minors in a family home, they are liable if an accident occurs as a result of alcohol being served.
- Plan good music, dancing area, food, toilet arrangements and sufficient lighting.
- Lock bedrooms or close off private parts of the house.
- Plan to have alcohol-free and tobacco-free areas.
- Ideally, don't allow BYO alcohol or if you do keep it in a public place so consumption can be monitored.
- Plan to have just one entrance with an adult at the door.
- Plan to keep party contained either inside or in the back yard, not on the street.
- Close off pool areas if applicable.



## At the party

### Guest

- Drink non-alcoholic drinks or stick to limit of alcoholic drinks.
- Eat non-salty snacks.
- Take sips not gulps of alcohol.
- Avoid drinking games.
- Don't share bongos or joints to avoid possible transmission of infectious diseases.
- Don't use other illegal drugs and don't use alone or with strangers
- Remain in an area with other people.
- Contact parents/another adult if things get out of hand.

### Host

- Set a good example and don't drink, smoke, use cannabis or other illegal drugs.
- Provide small disposable cups rather than encourage guests to drink from bottles or cans.
- Ensure food is available throughout the party.
- Make a wide range of non-alcoholic drinks available.
- Provide a non alcohol or low alcohol punch, or low alcohol beers.
- Don't top up drinks.
- Encourage supervising adults to serve drinks.
- Ask supervising adults to deal with guests who are intoxicated with alcohol or other drugs or causing things to get out of hand.
- Turn off music and encourage guests to leave at time stated on invitation or time agreed with parents.

## After the party

### Guest

- Plan to leave party at the time pre-arranged with parents.
- Know how to get home safely (e.g. share a taxi; get lift with parent or friend's parent; public transport; sleepover).
- Contact parents/another adult if plans to get home come unstuck.
- Don't get a lift home with strangers.
- Don't walk or ride home if you have been drinking or using other drugs.
- Don't walk home alone or get in a car with a driver who has been drinking or using other drugs.

### Host

- Ask adult to take car keys off drivers who have been drinking or using other drugs.
- Don't allow guests who have been drinking or using other drugs to walk or ride home.
- Don't allow guests to walk home alone.
- Don't allow guests to drive home with anyone who has been drinking or using other drugs.
- Offer for guests to sleep over.

**Brainstorm** situations where 'damage control' may need to come into play. For example:

- when plans to get home are changed due to reasons such as over-crowding; driver drinking or using other drugs, taxis not available
- a fight breaking out or things getting out of control
- someone coming on too strong
- in an emergency situation
- when students don't feel comfortable about other peoples' drug use or behaviour.

## Practising 'planning ahead' and 'damage control'

Place students into two concentric circles so that a **circle talk** (see p272) can be conducted. Read one of the scenarios below to students. Each pair then discusses some 'planning ahead' strategies that may have avoided or reduced the risk of this scenario happening and then some 'damage control' strategies that would reduce the risk of further harm.

Continue to read further appropriate scenarios and rotate one of the circles so that students are discussing each scenario with a new partner. It may be necessary to model the process with the first scenario.

*You are going to a party on Friday night where you think cannabis will be available. You are not keen on using cannabis but really want to go to the party. What are some 'planning ahead' strategies you could use to avoid using cannabis or reduce your risk of harm from those who do? What are some 'damage control' strategies if these plans don't work?*

*You are with a group of friends and you are all drunk/stoned. Your friends are keen on walking home from a small gathering because none of you live far away. You need to cross several busy streets to get to your house. What are some 'planning ahead' strategies you could have used to avoid getting into this situation of walking home drunk/stoned? What are some 'damage control' strategies you could use now that you are in this situation?*

## Unit 5.2 Safer socialising

You have planned to get a lift home from a music festival with your best friend's sister. When you go to get in the car you realise that the car is overcrowded with people sitting on laps and not wearing seatbelts. What are some 'planning ahead' strategies you could have used to avoid getting into this situation of driving home in an overcrowded car? What are some 'damage control' strategies you could use now that you are in this situation?

You are with a friend who has taken an ecstasy tablet and been drinking alcohol. She starts screaming at things that are not there, crying and saying she feels sick. You know her parents will be really angry if they find out what she has done. What are some 'planning ahead' strategies she could have used to avoid the harms of poly drug use? What are some 'damage control' strategies you could use now that she is in this situation?

You are with a friend who is drunk/stoned and he/she keeps daring you to do something that you think is risky and stupid. You are not intoxicated and are feeling very pressured. What are some 'planning ahead' strategies you could have used to avoid the harms from others' drug use? What are some 'damage control' strategies you could use now that you are in this situation?

You are having a small party at your place and have heard a rumour that some of your friends are planning on bringing a bong to the party. Your parents are going to be at the party. What are some 'planning ahead' strategies you could use to avoid an illegal drug being on your property? What are some 'damage control' strategies you could use if they turn up with the bong at the party?

### Discuss

- Do you think risks for boys and girls at parties are the same? Why/ why not?
- What do you think some of the main risks for boys are at parties?
- What do you think some of the main risks for girls are at parties?
- Do you think it's useful to practise some 'planning ahead' and 'damage control' strategies like we have done today? Why/why not?
- What scenario do you think would be the most likely to happen to you in real life?
- What skills of resilience do you need to put some of these strategies in place? (All of them.)

### Safer socialising agreements

Discuss some of the difficulties students have experienced asking their parents' permission to go out with friends. Discuss what their parents might fear most about letting them go out and how they could overcome those concerns.

Explain that a Safer socialising agreement is a useful harm reduction strategy for young people who want to socialise safely with friends. It is an agreement that they make with parents or another trusted adult (aunty, uncle, big brother/sister, grandparent, adult family friend) that ensures that they can get home safely but also puts some onus on them to stay safe when they are socialising.

Distribute *Resource Sheet 2: Sample Safer socialising agreement* and explain that this is a sample agreement and that it may not be completely appropriate for them. Explain that this agreement can also serve as a useful refusal strategy if they are being pressured or feeling pressured to drink more or use other drugs.

With a partner, students discuss the sample agreement and then plan and write their own agreement to take home to their family.

Explain that before the agreements can be completed, students will have to negotiate with parents/trusted adult. Students share their final negotiated Safer socialising agreement at following lesson.

### Reflection

To personally reflect on this activity students complete the following **unfinished sentences** (see p302).

The main risks for me at parties/social gatherings with friends are \_\_\_\_\_.

The 'planning ahead' strategies that I would most likely use in real life are \_\_\_\_\_.

The 'damage control' strategies that I may need to use are \_\_\_\_\_.

Give students a copy of *Parent and Student Information Sheet: Safer socialising* to take home and discuss with their family.

## Risky decisions

**APPROXIMATELY 1500 YOUNG PEOPLE DIE FROM DRUG-RELATED CAUSES EACH YEAR**

**50% OF YOUNG AUSTRALIANS DIE AS A RESULT OF ALCOHOL**

*Cannabis and other illegal drugs can increase a driver's confidence, make them take greater risks, alter their perception of speed and distance and make them over-estimate their driving ability. Illegal drugs combined with alcohol can severely impair driving.*

**66% of alcohol related fatalities in the NT occurred in rural areas**

Between 1992 - 2001:  
4,646 young people died  
as a result of their  
alcohol use

*26% of alcohol related fatalities in the NT were under the age of 25*

**40% of road fatalities in the NT were alcohol related**

**INTOXICATED DRIVERS INVOLVED IN FATAL CRASHES ARE THREE TIMES MORE LIKELY TO HAVE BEEN SPEEDING THAN SOBER DRIVERS.**

## Risky decisions

Read the following situations and using a decision-making model, work through the consequences of several options for each situation. As a group, decide what your final decision would be in each situation.

You are at a party about a kilometre from your house with your older brother, Anton. You have told your parents that you will get a lift home with him and promised that you will be home before 11pm.

When it's time to go, Anton looks like he has had too much to drink to drive home safely. He says he is OK and that if he doesn't get Dad's car back by the morning he'll be dead! You don't know anyone else at the party who is going your way whose car is not already overloaded. You are worried about your parents' response to this situation. What could you do?



You are at a party and the friend who you arranged to get a lift home with has already been picked up by her Mum and forgot you. You want to leave too but don't have any money for a taxi and don't feel you know anyone else well enough to ask for a lift. You have had 6 stubbies of beer. You live about 2 kilometres from the party. What could you do?

You are at a party and some of your friends want you to join in a drinking game with them. The last time you did this you got really drunk and vomited in your Dad's car on the way home. You are really not keen but your best friend keeps pressuring you to join them. You have other friends out the back who are playing a game of backyard cricket. What could you do?



Your friends have all left the party and a guy you don't know keeps coming on to you and asking you to go outside with him. There are some adults at the party but they are in another room. What could you do?

You are at a party with some new friends. You find your friends in the lounge room passing a bong around and drinking from a bottle of spirits. They don't offer the bong to you but without saying anything you feel like a bit of an outsider. You have never tried cannabis before and don't really want to, but you also don't want to feel like a loser. What could you do?



## Sample Safer socialising agreement



### Young person's agreement

I \_\_\_\_\_ will:

- leave accurate details about where I am going
- not drink alcohol unless we have discussed it prior to the event
- drink the agreed amount and type of alcohol
- not use illegal drugs
- let you know if my plans change or I am going to be late
- only get a lift home with someone I know who has not been drinking or taking drugs
- not walk home alone or walk or ride home if I have been drinking
- call you if I can't get a lift home or if I feel threatened or vulnerable
- accept the consequences as discussed if I fail to keep this agreement.

### Parent/trusted adult agreement

I \_\_\_\_\_ will:

- not drive if I have been drinking or taking drugs
- drive safely and only ride with others who have not been drinking or taking drugs
- come and get you at any hour or pay for a taxi if you are unsafe or unable to get home safely
- call you if you're not home by an agreed time
- not start a discussion about what has happened unless we are both calm and not intoxicated
- reward you, as discussed, if you keep this agreement.

Signature \_\_\_\_\_ Signature \_\_\_\_\_



## Assessment Task

There have recently been a range of alcohol and other drug-related problems in your community (i.e. several road accidents involving drink driving; vandalism of some local business and public buildings; and alcohol fuelled assaults and injuries).

The local government has approached your school asking students to help them develop a plan for community strategies to change the culture of binge drinking in your community and reduce the risks associated with the misuse of alcohol and other drugs at student celebrations and social events.

Your task is to develop these strategies and present them in a format that could be presented at a Council meeting next month.

You might want to consider:

- local media campaigns
- alcohol and other drug free events for young people
- working with licensees at sporting clubs to encourage more responsible drinking
- implementing designated driver programs
- school based alcohol and other drug education programs
- enlisting support from community groups (such as your Local Drug Action Groups, Amity, Lions, Rotary) and professional agencies (such as NT police; Alcohol and Other Drug Advisers, NT Department of Health, NT Department of Children and Families, NT Department of Lands and Planning, Transport Division).



### Useful websites

For illicit drug information  
[www.drugaware.com.au](http://www.drugaware.com.au)

For *Hosting a party for teenagers* and *Your party, your responsibility* booklets download from [www.enoughisenough.com.au](http://www.enoughisenough.com.au)

For information on the Australian Drug Foundation's *Good Sports – managing alcohol in sport program*  
[www.goodsports.com.au](http://www.goodsports.com.au)

Youth friendly help sites:

Reach Out [www.reachout.com.au](http://www.reachout.com.au)

Kids Help Line [www.kidshelpline.com.au](http://www.kidshelpline.com.au)

Somazone [www.somazone.com.au](http://www.somazone.com.au)

The activities in this focus area are designed for Year 9 students.

### For students:

#### Key understandings

- A driver's licence is a privilege not a right.

#### Key skills

- Share attitudes and values towards safer road use.

### Activity 1: Driver's licence – right or privilege?



#### RESOURCES:

- A4 paper – one per student.
- Photocopy and cut out cards on *Resource Sheet 1: Take responsibility* – one per group.

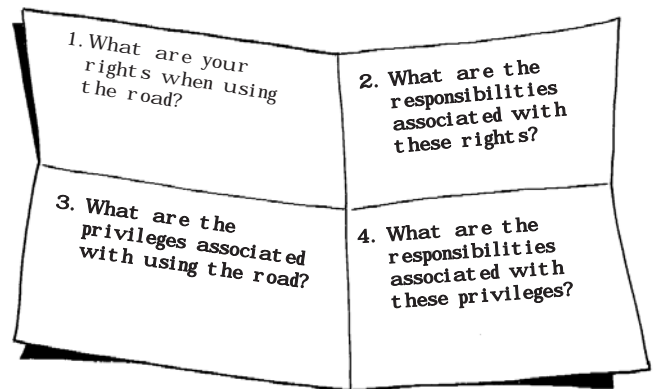
#### HOW:

Write the terms 'rights', 'privileges' and 'responsibilities' on the board and discuss with students what these might mean in the context of road use. Come to a common understanding of these as a group. For example:

- **right** – having a just claim or title to something
- **privilege** – a special right enjoyed by a person that is given or earned
- **responsibility** – a particular load of care placed on someone who is responsible.

In groups of four, ask students to complete a **rip and review** (see p274) by folding a piece of paper into quarters and writing one of the following questions in each section. Students then write their response to each question before tearing the paper into quarters.

1. What are your rights when using the road?
2. What are the responsibilities associated with these rights?
3. What are the privileges associated with using the road?
4. What are the responsibilities associated with these privileges?



Each student in the group is then allocated a number from one to four and receives the other students' responses to the corresponding question. Allow enough time for students to read the responses and present a summary to their group.

Discuss with students if 'having a licence and being able to drive' was listed as a right or privilege. Ask students to explain and justify their responses.

#### Identifying responsibilities and consequences

Label a **T chart** (see p279) 'driver responsibilities' and 'consequences of not being responsible'. Ask students to **brainstorm** (see p272) a list of driver responsibilities and write these on the T chart before identifying what the consequences might be for not being responsible as a road user.

## Unit 5.3 Future drivers

driver responsibilities	consequences of not being responsible
<ul style="list-style-type: none"> <li>learn and practise safe driving habits (e.g. travel at posted speed limit, wear a restraint)</li> <li>legally obtain a driver's licence (e.g. pass all required tests and requirements)</li> <li>obey the law (e.g. follow road rules and signs, don't drink and drive)</li> <li>avoid conflicts (e.g. show courtesy and 'forgive' other road users errors)</li> <li>protect passengers and other road users (e.g. make sure all vehicle occupants are wearing a restraint)</li> </ul>	<ul style="list-style-type: none"> <li>loss of licence</li> <li>demerit points and fines</li> <li>injuring or killing self and others</li> <li>criminal record</li> <li>jail sentence</li> <li>not able to travel to some countries</li> <li>relying on others for transport</li> <li>costs of resitting tests</li> <li>living with guilt</li> <li>'road rage' recipient</li> </ul>

### Discuss

- Which of the possible consequences would most young people take seriously? Why?
- Which of the possible consequences would make you reconsider acting irresponsibly on the roads? Why?
- Do you think the legal consequences are a deterrent for irresponsible drivers? Why or why not?

### Accepting responsibility

Suggest to students that in a traffic-related situation, all of those involved have a responsibility at the time to contribute to their own safety and the safety of the others.

Divide the class into groups. Give each group a scenario from *Resource Sheet 1: Take responsibility*. Explain that each student in the group is to assume a role in the scenario and discuss it from that point of view.

Ask each group to **role-play** (see p289) the situation and include the decisions made by each character. After watching, the audience should decide if they would use the solutions identified.

### Discuss

- Did each character have a responsibility in the situations presented? Why or why not?
- Were there different levels of responsibility?
- What factors might stop a road user from taking responsibility for their actions and decisions?
- How confident do you feel to cope with similar situations?
- What might increase your confidence to speak out when you feel unsafe or feel other's actions will increase the level of risk for road users? (Having responses and strategies to handle risky traffic-related situations is something that teenagers need to be practise. This increases their confidence and ability to not be influenced by others.)

Adapted from Transport SA, 2004. *Your turn: Road safety choices for middle years*

### Reflection

Ask students to complete the following **unfinished sentences** (see p302) then share their responses with a partner or the class.

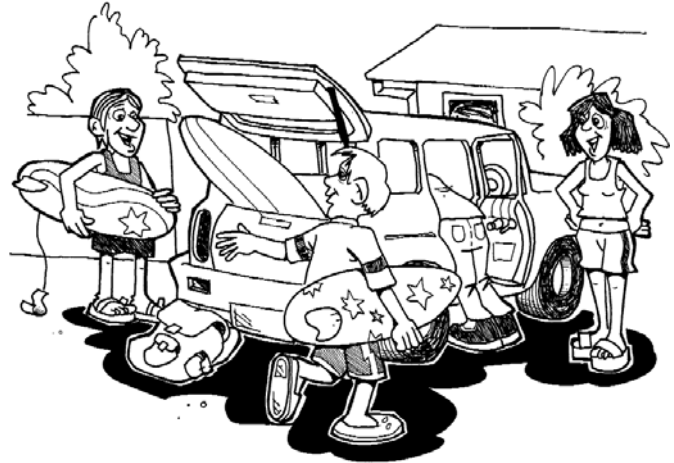
- A driver should have their licence cancelled when...
- 'Getting a licence is the same as entering a contract' means...



## Take responsibility

Four teenagers have been camping and fishing out bush and are about to drive back to town about 3 hours away. They travelled down in a 4WD. It's about 4 pm and they're ready to go ...

- The driver of the vehicle didn't get a lot of sleep the night before and was up early to go fishing.
- One of the teenagers has a driver's licence but hasn't had any bush driving experience and has never driven a 4WD before.
- One of the friends wants to sleep on the way home so has unrolled his sleeping bag and is lying down on the back seat. He isn't wearing a seat belt.
- The sister of the one of the teenagers has just recently been injured in a road crash. She wasn't wearing a seat belt and has spinal injuries. She is still in hospital.
- One of the teenagers is originally from the rural area and knows you need to plan ahead when travelling long distances but doesn't want to cause a fuss in front of the others.



Four teenagers have been to a party. One of the teenagers offered to be the 'skipper' and take everyone home. Now it's time to go and two other friends have asked the driver for a lift. The car is a small sedan and everyone is ready to go...



- The driver hasn't told anyone about having a couple of beers at the start of the party 3 hours ago and is feeling okay.
- One of the teenagers is really drunk and feels like they're going to be sick.
- One of the teenagers has offered to share a seat belt so everyone can fit in the car.
- The aunty of one of the teenagers has just recently been killed in a road crash. She was coming home from work at night and was hit head on by a drunk driver. Her two kids are being looked after by their grandparents.
- One of the teenagers has been in a similar situation before and usually speaks up if there is a problem but it's getting late.

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