

Video Teacher Guide

A Commonwealth Government Initiative

Australian governments are strongly committed to reducing the harms associated with drug use. The *National Drug Strategy* provides a framework for a coordinated, integrated response to reducing drug-related harm in Australia. It is a cooperative venture between Commonwealth, State and Territory governments and the non-government sector.

The *National Drug Strategic Framework* (NDSF) provides a shared vision and structure for cooperative action. It aims to improve health, social and economic outcomes by preventing the uptake of harmful drug use and reducing the harmful effects of licit and illicit drugs in Australian society. This includes reducing harms caused by the use of tobacco, alcohol and illicit drugs. Key initiatives developed under the NDSF include the *National Illicit Drug Strategy*, the *National Alcohol Campaign* and the *National Tobacco Campaign*.

The *National Illicit Drug Strategy* – ‘Tough on Drugs’ – was launched by the Prime Minister in November 1997 and forms a major phase of the *National Drug Strategy*. It provides a balanced and integrated approach to reducing the supply of and demand for illicit drugs. In April 1999 the Council of Australian Governments (COAG) agreed to make a new investment in combating drugs by combining strong national action against drug traffickers with early intervention strategies to prevent a new generation of illicit drug users emerging in Australia.

The *National School Drug Education Strategy* (NSDES) and COAG ‘Tough on Drugs in Schools’ Agreed Measures have been funded under the ‘Tough on Drugs’ initiative. They are complementary initiatives supporting school drug education. The NSDES strengthens the provision of educational programs and supportive environments that contribute to the goal of ‘no illicit drugs in schools’ and the COAG Agreed Measures aim to increase the capacity of schools and their communities to manage drug-related issues and incidents in school.

For further information, go to:

National Drugs Campaign at <http://www.drugs.health.gov.au/index.htm>

National Alcohol Campaign at <http://www.nationalalcoholcampaign.health.gov.au/>

National Illicit Drug Strategy at <http://www.health.gov.au/pubhlth/strateg/drugs/illicit/index.htm>

National Tobacco Campaign at <http://www.quitnow.info.au/index1.html>

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Foreword

The Commonwealth Government is committed to supporting national efforts to reduce the harm caused by drugs in our society and to our youth. I am pleased to be able to provide the REDI – Resilience Education and Drug Information – resources to strengthen the ability of school communities to respond effectively to the harm caused by drugs.

The REDI resources are the first Australian school drug education resources to focus on preventing and reducing harm from drug use by building more resilient young people. Australian and international research is showing that young people who have strong relationships – with their friends, family, school and within their community – are more resilient than other young people. Resilience is the ability to cope with and bounce back from life's challenging and difficult experiences. It can help our young people deal with life's stresses and instil in them the confidence to deal with issues and problems that may arise in their everyday life, including those relating to drugs.

The REDI resources include multimedia materials for upper primary, lower secondary and upper secondary students and professional development resources for teachers and school staff. *The Big Move*, the resource for upper primary students, has been designed to engage students through the use of themes and appealing characters and provides fun and interesting activities to actively engage young people.

I commend this important resource to you in the belief that it will help schools to equip generations of students with the confidence and resilience to deal with any drug-related issues they may encounter and to achieve and succeed in their everyday lives.



BRENDAN NELSON

May, 2003

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Overview

The Big Move is ...

The Big Move is a set of classroom resources for upper primary students that will help:

- build students' resilience and enhance their own capacities for health and wellbeing
- develop students' knowledge, skills and attitudes to enable informed and health-promoting responses to drug-related information and situations.

Resilience is 'the ability to bounce back from adversity'.¹ It has been called 'the happy knack of being able to bungee jump through the pitfalls of life – to rebound and spring back after the hard times'.²

The Big Move resources are made up of:

- a **video** containing four triggers
- a **CD-ROM** containing five encounters
- separate teacher guides for both the video and CD-ROM containing classroom strategies and resources including Info sheets on alcohol, tobacco, caffeine, friendship, bullying and stress. Laws about alcohol and tobacco, in particular as they relate to young people, are outlined in these Info sheets.

The video and CD-ROM together tell the story of Ruben, Carla and their father, Leo, who are moving to a new town.

- The **video** takes place before the move. It contains four trigger scenarios to raise discussion about change and peer pressure, particularly around negotiating relationships with friends and family. In this context the issues of alcohol and tobacco are raised in the second and third triggers.
- The **CD-ROM** continues the story of the family after the move, as Ruben and Carla negotiate new people and situations in New Town. The CD-ROM also explores health issues related to alcohol, tobacco and caffeine.

The video and the CD-ROM can be used independently of each other, or together. If teachers choose to use both, the video has been designed to be used first, followed by the CD-ROM.

¹ Wolin, S. and Wolin, S. (1999) *Project Resilience*, <http://projectresilience.com>

² Fuller, A., McGraw, K. and Goodyear, M. (1998) *The Mind of Youth*, Department of Education, Victoria



Curriculum context

The Big Move aligns to the following outcomes:

- Assesses options and consequences in responding to unsafe situations.
- Discusses how taking on different roles affects relationships, attitudes and behaviours.
- Analyses the ways in which people define their own and other people's identities.

Specific learning outcomes for the video appear later in this teacher guide.

REDI set of resources

The Big Move belongs to a larger collection of multimedia resources, REDI – Resilience Education and Drug Information – which includes these materials for upper primary along with materials for:

- Lower secondary – *My TV* explores issues of drug use, in particular alcohol, tobacco and cannabis, through the use of drama. It addresses skills such as decision-making, self-talk and being assertive. Students will be able to engage in problem predicting and solving and in help-seeking behaviour.
- Upper secondary students – *On the Edge* focuses on the perceptions and opinions of young people towards drugs, relationships, stress, goals and self-esteem. It discusses the transition from school to beyond and includes comments and opinions from a wide variety of experts.
- Professional development resources for teachers and school staff developed to assist Australian schools to gain an understanding of current research and practice in the area of resilience, and consider the possible implications for school drug education strategies, health promotion and wellbeing within their own school context.
- Website (www.redi.gov.au) – containing information on drug education and incident management for all school staff. The website features:
 - a resource list of key school drug education policies and resources available nationally
 - a drug dictionary
 - a Reading Room containing current research, useful statistics, examples of good practice in school drug education and key school drug education documents.

Technical support for the CD-ROM resources is available on the REDI website (at www.redi.gov.au/support/).

Class climate

Teaching drug education involves discussing sensitive issues, and so it is important to establish an appropriate class climate where students can explore their own values and understandings in a safe and supportive environment.

Disclosure

Students may have personal experience where someone's drug or alcohol use has led to:

- drink-driving
- domestic violence
- family fragmentation
- criminal behaviour and incarceration
- mental health problems
- abuse or neglect of children or young people
- illness
- death.

During drug and resilience education, a young person who has been affected by these or other traumas may become distressed or they may disclose information about their experiences. If this occurs, it is important to take steps to both minimise any negative consequences for them and to connect them with appropriate support as needed.

Setting ground rules

Disclosing in a classroom situation is not appropriate or safe for the student. For this reason teachers of resilience and drug education often request that students and teacher agree not to reveal personal information in class, and instead use the third person. For example, 'I know someone who ...', 'A friend told me ...' and so on.

When a student discloses experience of abuse or other trauma to a teacher it can be confronting, but if handled well, may be of benefit to the student. Early disclosure can lead to a reduction in the long term effects of abuse or trauma. However in some cases, disclosure can also lead to alienation from family or friends.

Protective interrupting

As the teacher, when disclosure occurs in the classroom you will need to interrupt the student tactfully but firmly, acknowledging that you have heard the student and indicating that he/she may want to tell you more later. Then speak to the student individually to arrange a follow-up conversation, ideally straight after the lesson.



Appropriate support

General principles include the need to:

- believe the student
- be calm and supportive
- avoid making promises that can't be kept
- refer the student to professional counselling if requested
- maintain confidentiality.

Note that, in some States and Territories, mandatory reporting requirements may impose additional responsibilities on teachers and other school staff. In such cases, teachers may need to explain their responsibility to the student, and any limitation to confidentiality that may be offered.

Using the video

Watch the video before your students do

Before you use the video in the classroom, watch the whole video and review this teacher guide carefully. Be prepared for your students' reactions to the potential complexity of the issues it raises.

The video script can be found in Part 5 of this teacher guide. You may like to photocopy and hand this out to students to increase accessibility, or for use in drama activities.

Choose activities that suit your needs

This teacher guide contains a variety of suggestions for interactive classroom activities. They are not intended as prescribed 'lessons', so choose the ones that best suit your students' needs.

Also, there may be other resources available in your school that you may like to use to complement or extend this package.

Integrating the video into your program

There are four triggers in the video. Lessons can be programmed so that students see each trigger on a different day or all triggers over the course of one day. For example:

- show one trigger each week over four weeks with extension activities between each trigger, *or*
- show all triggers on the one day with shorter activities following each trigger and extension activities or group projects after the whole video has been shown.

If the triggers are shown over more than one day, recap what happened in the previous triggers. You will find a synopsis at the beginning of each trigger in Part 4 of this teacher guide.

Stop the video after each trigger and engage the class in activities that are suitable for your students. Suggested activities are provided for each trigger, but you may have other activities that you prefer to use and you are encouraged to use these where appropriate.



Follow up with *The Big Move* CD-ROM

The Big Move CD-ROM may be used to continue work on problem predicting, problem solving and decision-making. It contains five 'encounters' – scenarios where students explore a story, identify problems and propose solutions to situations that Ruben and Carla find themselves in after they move to New Town. The teacher guide for the CD-ROM contains ideas for interactive whole class and group work related to these encounters so that students experience working together both on and away from the computer.



Two of the encounters in the CD-ROM.

Classroom extension activities

In this part you will find the learning outcomes for *The Big Move* video and extension activity suggestions using the video.



indicates an appropriate activity for discussion of non-use of substances as the safest option.



indicates an activity that involves the investigation of the consequences and risks of early use and early uptake.

Teacher's note: There are significant risks and consequences for young people who use substances from an early age. For current research and information about these, go to the research part of the REDI Reading Room at <http://www.redi.gov.au/ReadingRoom/ViewList.asp?room=Research>

Learning outcomes

By using *The Big Move* video and extension activities found in this teacher guide, the following learning outcomes can be achieved:

- identify problems related to the use of alcohol and tobacco, and to issues of friendship, personal relationships and stress during times of change
- explore and describe feelings and motivations of characters in a problem scenario
- explore how body language can communicate feelings
- use a decision-making model to evaluate different courses of action in problem situations
- identify a range of coping strategies for different situations
- practise health-promoting messages to peers
- predict problems that the student might face, and plan for responses in these situations.



Trigger 1: 'Moving on'

Duration: 6 minutes

Resources you can use with this trigger:

- photocopies of feelings illustrations from this teacher guide
- photocopies of body language freeze frames from this teacher guide
- photocopies of the Stress Info sheet from this teacher guide
- large sheets of paper.

Synopsis

In this trigger, we are introduced to the characters Ruben, Carla and their dad, Leo, and learn that they are about to move to a new town. This introduces the theme of change and the loss of friends and other familiar things. A normally difficult situation is made worse because the children's mother has gone back to Spain indefinitely to care for her sick mother.

Ruben is upset about the family moving to New Town and has reacted angrily, accusing his dad of not caring about the family. Ruben has upset his dad and communication has broken down. How can it be opened up again?

Introduce and show the trigger

- 1 **Warm up.** Introduce the video to the class, explaining that it is about two kids who find out they are about to move to a new town, which involves them changing schools. Encourage the class to suggest what they think it would be like to move to a new town and change schools.

On the board, list the positive, negative and interesting things about moving towns. If there are students in your class who have just moved to your school you may choose to ask them for their suggestions.

- 2 **Show the first trigger, 'Moving on'.**
- 3 **Check that the class has understood** some of the key story details, for example:
 - Why are Ruben, Carla and Leo moving?
 - Where is their mother?
 - How does Ruben feel in this scene?
 - How does Carla feel?
 - How does their dad feel by the end of the scene?
 - What do you think might happen when they go to the new town?

Here are some suggestions for follow-up activities.

Exploring and describing feelings

Preparation:

- photocopy the six feelings illustrations (in Part 6 of this teacher guide); make one set per group.

Hand out the feelings illustrations to each group. Ask groups to choose one picture that shows how each of the characters in the video is feeling. Groups discuss their choices and reasons. Groups then share their responses with the whole class.

This can also be done as a whole class activity. Hold up an illustration and ask students to match it with how a character in the video is feeling.

Reading body language

Preparation:

- photocopy the body language freeze frames (in Part 6 of this teacher guide); make enough for each member of the class, plus one extra
- cut the extra copy into individual pictures and glue each one onto a separate large piece of paper; display these on the classroom walls.

Hand out the body language freeze frames.

Ask the class to work in small groups or pairs to find words to describe the body language and tone of the characters during the discussion.

Ask students to add their words under each of the pictures displayed around the room.

Discuss the similarities and differences between the responses that students have made to different body language pictures.

Exploring body language

Here are some possible extensions to the ‘reading body language’ activity above.

Paired mime – in pairs, students write a feeling or emotion on a card and then mime it to their partner without showing them the card. Students write down on the back of their own cards the feeling or emotion they believe their partner is conveying. Students discuss their thoughts with each other.

Body sculpture – students work in small groups and choose an idea or an emotion. The group then positions one or more group members into a posture to convey that idea or emotion. Other groups guess the meaning being conveyed by the body sculpture.

Note that in these activities there are no correct or incorrect responses. The aim is to explore your students’ responses.



Trigger 2: 'Trouble brewing'

Duration: 2 minutes

Resources you can use with this trigger:

- photocopies of a decision-making model from this teacher guide
- photocopies of the Alcohol Info sheet from this teacher guide.

Synopsis

In this trigger, Ruben's friend Simmo comes over to see him and brings another boy, Ben, who suggests that they try drinking Ruben's father's alcohol. This raises the issues of trust and peer pressure around experimenting with alcohol.



Introduce and show the trigger

- 1 **Warm up.** Explain that the next trigger includes an issue around alcohol.

If the topic of alcohol is new to the class, introduce it by asking students to work in pairs or small groups to write down what they know about alcohol, for example:

- What are some examples of alcoholic drinks?
- What are the effects of drinking alcohol?
- What are the laws surrounding its use?

Ask the small groups or pairs to report back and record their answers on the board. (Alternatively, this warm up can be done as a whole class discussion.)

- 2 **Show the second trigger,** 'Trouble brewing'.
- 3 **Check that the class has understood** some of the key story details, for example:
 - What does Carla say about Ben coming over to her place?
 - Who suggests the boys drink the alcohol? Why?
 - What does Simmo think they should do?
 - How does Ruben feel about experimenting with his dad's alcohol?
 - Can Ruben's dad trust them not to experiment with his alcohol?

Here are some suggestions for follow-up activities.



Practise and plan for decision-making



Preparation:

- choose one of the two decision-making models (in Part 6 of this teacher guide) and photocopy one for each student.

Hand out the photocopies of the decision-making model and introduce the model to the class.

Ask students to form small groups and to think of three choices that Ruben could make in this situation. What are the consequences of each choice?

Ask each group to select the best decision, in their opinion, for Ruben to make in the circumstances.

Ask the groups to report back to the class about their choice for Ruben.

Practise saying 'no'

Preparation:

- for each group, photocopy the Alcohol Info sheet (in Part 6 of this teacher guide).

Break the class into groups of three and ask them to write down what Ruben could say to convince the other two boys not to experiment with alcohol. You may choose to hand out the Alcohol Info sheet at this stage. Ask the groups to read out their suggestions of what Ruben could say to the other boys.

Ask the class to discuss the responses in terms of how they might work in practice. For example, some responses may be humorous, others may involve telling the facts and hoping these convince the boys to do the right thing, others may work by changing the subject or by suggesting the boys get involved in another activity altogether.

In groups of three, students can practise saying the 'no' statements, taking turns at playing Ruben.



Trigger 3: 'Friends'

Duration: 3 minutes

Resources you can use with this trigger:

- photocopies of the Friendship Info sheet from this teacher guide
- photocopies of the Bullying Info sheet from this teacher guide
- photocopies of the Tobacco Info sheet from this teacher guide
- photocopies of one of the decision-making models from this teacher guide
- small cards or sheets of paper
- a box or hat.

Synopsis

In this trigger, Carla talks about the move with her friend Marika. They discuss what it will be like for both of them when Carla moves away. Marika discusses how she feels about being emotionally bullied by the other girls. Carla tries to suggest ways that Marika could overcome this. The scene ends with Marika suggesting she may take up smoking.



Introduce and show the trigger

- 1 **Warm up.** Explain that the next trigger involves issues of friendship, bullying and smoking.

If the topic of smoking is new to the class, introduce it by asking students to work in pairs or small groups to write down what they know about smoking, for example:

- What are the effects of tobacco smoking on the body?
- What are the laws surrounding tobacco use?

Ask the small groups or pairs to report back, and record their answers on the board. (Alternatively, this warm up can be done as a whole class discussion.)

- 2 **Show the third trigger, 'Friends'.**
- 3 **Check that the class has understood** some of the key problems in this scene:
 - What problem is Marika having?
 - How does Carla feel about this?
 - How does Carla feel about Marika's solution to the problem?

Here are some suggestions for follow-up activities.



Practise and plan for decision-making

Preparation:

- choose one of the two decision-making models (in Part 6 of this teacher guide) and photocopy one for each student or group.

Build on the skills introduced in the decision-making activity for video trigger 2, and apply them to this scenario. Explore ways that Marika could deal with the bullying from the other girls, or things that Carla could do to help her friend.



Role play health-promoting messages to peers

Preparation:

- have available a small card or piece of paper for each student as well as a hat or box
- for each student, photocopy the Tobacco and Bullying Info sheets (in Part 6 of this teacher guide).

Ask each student to write down things they could say to a friend to discourage him/her from taking up smoking. You may choose to hand out the Tobacco Info sheet at this stage.

Put all the ideas into the hat or box.

Ask pairs of students to pick a card from the hat or box and act out the messages by pretending they are playing the roles of Marika and Carla.



Visually depict the effects of smoking on the body

Ask small groups to draw big pictures of Marika and fill in the details of how smoking will affect her.

Ask small groups to construct a mind map that shows the consequences of deciding to experiment with smoking.



Create an anti-smoking message

Students work in pairs or small groups to think up messages that may form the basis of an anti-smoking advertisement.

This can lead to a bigger project where students design and produce the advertisements.

And/or

Ask students to present the advertisements to the class. You may wish to record them for radio or TV, or produce them for a web page or magazine.



And/or

Ask students to think of some of the more unusual ways that marketers get messages across, for example by putting the message on an egg, inside a fortune cookie or on the bottom of a shoe, or organising a national anti-smoking day. What unusual campaigns can your class come up with?

Practise problem predicting

Note for teachers: problem predicting activities can extend students' skills beyond problem solving to allow them to predict actual life problems and put into place strategies to deal with the problem before it arises.

Preparation:

- have available three large sheets of paper or cards for each small group
- (optional) have available enough copies of one of the decision-making models (in Part 6 of this teacher guide) for each group.

In groups of two or three, ask students to think of three scenarios showing common problems that can occur between friends or classmates. Ask students to write these on the paper or card.

Ask the whole class to rank these scenarios from the one that would cause most distress or upset to the one that is the easiest to deal with.

Ask each group to choose a problem and discuss ways of solving it. Students may use one of the decision-making models introduced in the decision-making activity in video trigger 2, write or tell a story in which the problem is brought to a solution, or act out a scene showing how to deal with the problem.

Trigger 4: 'On the road'

Duration: 3 minutes

Resources you can use with this trigger:

- blackboard/whiteboard or large sheets of paper
- photocopies of the Caffeine Info sheet from this teacher guide.

Synopsis

In this trigger, the family has packed up the house and they are about to get on the road to drive to the new town. We learn more about the characters: Marika has decided to talk to her mum about the bullying problem; Carla and Marika have agreed to keep in touch after the move; Simmo hints that they did not drink the alcohol, and that Ben behaves the way he does because he's new to the group and perhaps is just trying to impress; Simmo agrees to be more of a real friend to Ben; and Ruben admits to some concerns about fitting in at his new school.

Introduce and show the trigger

- 1 **Warm up.** Recap the main threads of the story so far. Explain that this trigger gives some clues about how the characters resolve some of their problems.
- 2 **Show the fourth trigger, 'On the road'.**

Here are some suggestions for follow-up activities.

Review how the characters dealt with their problems

Preparation:

- have available a blackboard/whiteboard or large sheets of paper displayed on the classroom wall.

Write all the characters' names on the board (or paper). What has the class learnt about each of the characters in the video? Identify each character's problems as seen in the video. For example, Marika's problem is that she is being bullied and her solution is to talk to her mum about it.

Ask small groups to pick one problem that is illustrated in the video and to have a group discussion about how it is tackled by the characters in the video. Then ask each group to discuss how they would deal with a similar problem. Each group then summarises their discussion for the whole class.

Coping with change

Ask students to interview people about changes that have happened in their lives, for example their mum, dad, older siblings or cousins.

Ask the students to make a list of strategies that the person they interviewed used to help them through a time of change. Then, in small groups, discuss the strategies



that emerged from these interviews to illustrate what different people might do in various circumstances.

Ask the class to compile a list of suggestions about how people cope with change and discuss how different strategies may be appropriate for the different situations.

Note: You will find an alternative activity on developing coping strategies in *The Big Move* CD-ROM teacher guide that you can use here. It asks students to work with a ‘coping kit’.

Information about the effects of caffeine

Preparation:

- (optional) for each group, photocopy the Caffeine Info sheet (in Part 6 of this teacher guide).

Alcohol and tobacco are two drugs that young people may or may not try at some time. Caffeine is another common drug that people may not even think about. (Notice the cola drink in the second trigger, and how dad has included the chocolate biscuits in the picnic basket.)

Ask the class to discuss what they know about caffeine. You may choose to hand out the Caffeine Info sheet at this stage.

Break into small groups and write a health-promoting message to let other primary school kids know about caffeine and its effects on the body.

Analysing product placement in the media

Product placement is one way that marketers promote their products. Explain to students the difference between product placement within television programs and films, and regular advertising.

Ask the class if they noticed any products placed in this video. Then ask students to work in groups to compile a list of television shows or films in which they have seen any of the following: cigarettes, alcohol, cola drinks, chocolate, ‘energy drinks’, or consumer products like particular brands of computers, video games or cars.

(Note: This is not a question about advertisements in advertisement breaks, but products in the shows themselves.)

Ask students to conduct a survey over the next week or month of product placement in television programs or films. How many of these products contain drugs like alcohol, tobacco or caffeine?

Ask students to do research on the internet for discussion about product placement issues, or write a letter to a politician or media organisation putting forward their views on product placement.

Transcript

Trigger 1: 'Moving on'

IN THE FAMILY ROOM

RUBEN POW POW! Take that you alien fool.
You don't want to miss out huh Teddy? Well stick with me kid.

CARLA Rube, you know what Dad said about homework. We're Year 6 now ... Doesn't matter to me. It's your life.

RUBEN What does he care. He's going to make us move from that school anyway.

CARLA No he's not! He said he was just thinking about taking the new job.

RUBEN And you believe that?

CARLA Look, it's hard for him without Mum.

RUBEN Why did she leave us anyway? None of my friends have mothers living overseas.

CARLA Rube, Grandma didn't wanna get sick.

RUBEN If she's so sick, why doesn't she just die then?

DAD WALKS IN

DAD Why doesn't who die?

CARLA Ahh ... the Alien Queen in the class story; it's part of our homework.

CARLA (whispers) Stupid.

RUBEN (whispers) It's Ok, it's Ok.

DAD They never did things like that at school when I was there. You kids are so lucky. Let me think, um, because she stole the secret serum, how does that sound?

RUBEN Great idea Dad.

DAD What time did Beverley leave?

CARLA About 15 minutes ago.

DAD She's a real treasure our next door neighbour. We're going to miss her.

CARLA Why?

Part 5 Transcript



DAD Ah ... well about the job. I've decided to take it. I think it's the best thing although we've been really happy here in Penguin Bay.

RUBEN Well best for who?

DAD For us Ruben, for our family.

RUBEN Well nobody asked me.

DAD Well, I'm asking you now.

CARLA Does Mum know?

DAD No. She knows about the offer. I'm going to telephone her tonight. Her best friend Ellie lives in New Town ...

RUBEN Yeah, but Simmo doesn't live there, and Jackson doesn't live there, and Vijay doesn't live there, and Urget doesn't live there.

DAD Ruben I know it's going to be tough for you to leave your mates, but think of the positives for us as a family. A bloke from work says the local New Town soccer team is excellent. Apparently Teddy, they haven't lost a match this season.

DAD (to Carla) So how do you feel about it sweetheart?

CARLA Well I guess it could be exciting Dad ...

DAD Buuut?

CARLA But ...

DAD Well spit it out Carla, I need to know how you feel.

CARLA Do we have to go Dad? I've just got the part of talking tree in the school play.

DAD Ah, talking tree ...

CARLA It's the lead Dad! And starting from this term Marika will be in my netball team. And Jodie's having this gi-normous party, with a proper DJ. And Miss Handley said she was bringing my name forward, for the debating team.

DAD All these things you can find in New Town. The debating, netball ...

CARLA But I won't be in the team.

DAD Well how do you know? Someone may drop out.

CARLA Nobody will invite me anywhere. They'll all have friends already.

DAD Carla. You have such a lot to offer as a friend. Your new classmates will see that.

CARLA What say they don't?

DAD Well, school's not the only place you make friends. The budget might stretch to a few little extras ... such as, ballet lessons.

CARLA Daa-aad, it's jazz ballet I like ...

DAD Jazz, jazz, jazz.

CARLA ... or maybe I could join a karate club.

DAD Would that be a whole new wardrobe or just shoes?

CARLA Dad! Dad! You do it barefoot Dad.
Seriously though, I don't know how I can leave Marika.

DAD Well you'll just have to talk to her, and remember to point out the positives, as well as the negatives.

CARLA It won't be easy.

DAD So Ruben, apart from your mates, what else do you think you'll find hard to leave?

RUBEN My teacher ... Miss Handley ... she knows me now ... says I'm doing a lot better.

DAD Well there's a lot of good teachers in New Town.

RUBEN Yeah, I bet I get a crappy one. Anyway you're just making us move because it suits you. You don't care about us.

DAD Ruben. You and Carla are my world.

RUBEN No we're not. We're just like the aliens – doesn't matter what happens to us, all you care about is work.

CARLA Ruben!
You really think Mum will like it?

DAD Well apart from Ellie, you know those two distant cousins she found last year?

CARLA 'Oh Carmen, your hair is exactly like your mother's.'

DAD Those two, well they live in New Town. And it's home to the ... um ... Spanish Club.

CARLA She will come home Dad, won't she?

DAD Of course she will.

RUBEN Bet she doesn't. Once she finds out we're moving she'll probably never come home.

CARLA Say sorry!



Trigger 2: 'Trouble brewing'

IN RUBEN'S HOUSE

BEVERLEY (off screen) Well hello you two.

SIMMO (off screen) Afternoon Mrs D'Angelo.

RUBEN That you Simmo?

SIMMO Yeah. Me ... and Ben.

RUBEN Oh, g'day.

BEN Hear you're moving away from Penguin Bay?

RUBEN Oh, maybe.

BEN Maybe we can get someone on the team who can score a goal now.

CARLA What are you doing here? You know you're not supposed to be here unless Dad knows about it.

SIMMO He just wanted to come over to say goodbye to Ruben.

BEN Yeah we'll really miss his goal shooting.

CARLA Such a loser.

RUBEN Homework time?

CARLA (whispers to Ruben) I bet Beverley mentions him to Dad.

BEN Does she brush your teeth for you as well?

RUBEN Only on my birthday.

BEN So let's go shoot some baskets.

RUBEN Can't. Dad took the hoop down on the weekend.

SIMMO Why don't we go across to the golf course and look for balls? We sell 'em for five dollars a bucket ...

RUBEN Can't, it's Ladies Day, and remember what that lady said if she caught us there.

SIMMO How was I to know it was her ball!

BEN I've got an idea, let's celebrate Ruben's big move. Got some drink?

SIMMO Yeah drink!

BEN I was thinking of something a little stronger ... like your dad's grog. Waddy reckon?

SIMMO I'm up for it!

BEN My brothers drink it all the time at home.

Part 5 Transcript

RUBEN Are you crazy? I would never touch Dad's drinks!

SIMMO Well, it's a shame, but okey dokey.

BEN We'll only take a little sip. He'll never know.

SIMMO Yeah. He'll never know.

RUBEN But I'll know! Besides ... he trusts me.

SIMMO My dad lets me have a sip sometimes.

BEN It's no big deal.

RUBEN Look, if I wanted a drink, I'd just ask him, not do it behind his back ... not like him with the move.

BEN Don't do it if you're too scared ...

SIMMO He's not scared ... are you mate?

RUBEN I'm not scared.

BEN Party, party, party.

SIMMO Lay it on me brother.

RUBEN No wait.

BEN What's the matter? Worried about Carla catching you?



Trigger 3: 'Friends'

IN MARIKA'S BEDROOM

- MARIKA Who will I be friends with when you're gone? I bet Tina will try and kick me out of the group.
- CARLA She can't. She's not the only one in the group. There's Lisa ... Jessica ...
- MARIKA They're all scared of her. She'll just get worse.
- CARLA She's gotten nastier, ever since you told her she was stupid for smoking.
- MARIKA Yeah, how clever was that!
- CARLA Well you were right.
- MARIKA Being right doesn't get me friends. Your turn.
- CARLA The thing is Marika, I've got to go. It's a promotion for Dad.
- MARIKA Why can't he get a promotion here?
- CARLA Dunno. Look it's not going to be easy for me. I have to go to a new school, where I don't know a single person, and I have to go to a new home ... oh did I tell you? My new bedroom is twice the size of my old one.
- MARIKA You want to go.
- CARLA No I don't.
- MARIKA Yes you do. You're excited.
- CARLA No I'm not.
- MARIKA You're allowed to be ... I would be.
- CARLA Well I'm excited for Dad. And I'm really pleased Ruben won't be hanging around with that Ben anymore.
- MARIKA Ben Baaaaarf.
- CARLA Baaaaarf.
- MARIKA I'll really miss you Carla.
- CARLA (singing) Me too ... but hey ... remember this?
*'Although we go our separate ways
We'll never say goodbye ...'*
- CARLA & MARIKA (singing) *'The bond of friendship ...'*
- CARLA Well we used to know it.
- MARIKA Bet if I was a pop star, I'd never be called boring.

Part 5 Transcript

CARLA No one's called you names, or pushed you for weeks.

MARIKA I didn't tell you. On Friday Tina and Cherilyn had a discussion on who was the most boring person in the world. And guess what?

CARLA Maybe you should tell Miss Handley about it.

MARIKA Hello!!!!

CARLA She's a teacher, besides they're just bullies.

MARIKA If I told her, they'd tell everyone I dobbed them in ... they'd probably wait for me after school. Perhaps I am boring ...

CARLA You can't just let it happen. Why don't you talk to Lisa about it? She's not really part of them.

MARIKA What can Lisa do? How can she make Cherilyn stop? Or Tina? Hold that text message!

CARLA What?

MARIKA Guess what?

CARLA What?

MARIKA Well, you know the other day how Tina tried to give you a cigarette ...

CARLA Yeah ... as if I'd do that.

MARIKA Well ... maybe if they saw me smoking, they wouldn't think I'm so boring.



Trigger 4: 'On the road'

OUTSIDE THE HOUSE

BARRY Is that the lot Tom?

TOM Yeah I think so mate.

RUBEN Hey Dad, you forgot the most important item.

LEO No I didn't.

RUBEN What's that?

Good looking dude. Looks fast.

LEO Best photo I ever took of you.

RUBEN Oy Dad. You know it would be great to play for a team that occasionally won.

BARRY Packed and ready to go Mr Savas. See you in your new home mate.

LEO Thanks Barry, looking forward to it.

RUBEN Hey Dad, I need to say goodbye to Simmo.

CARLA Dad ... Dad.

LEO Well make it snappy, we leave in three minutes.

CARLA Dad ... there's a basket on top of the cupboard I can't reach.

LEO Well, let's have a look, shall we?

IN THE KITCHEN – NOW EMPTY OF FURNITURE

LEO There we go.

CARLA What's in it Dad?

LEO Put it on the floor, have a look.

CARLA Wow. That's so cool.

That's exactly what Mum would have done.

LEO Well it was her suggestion, but there's a little bit of me in there too.

CARLA *Tim Tams!* Yum!

LEO So how's it going with Marika love?

CARLA Well, she's really sad that I'm going, but we've decided to email each other, like, really often, so I have to get the net on straight away.

LEO Yes Marm.

Part 5 Transcript

CARLA And I want to send her that picture you took of me in the National Park.

LEO Ditto scanner Marm.

CARLA Correct! And Marika's parents have asked me to stay next school holidays ... just for a few days?

LEO Sounds like a great idea. So about the bullying? Did you manage to sort something out?

CARLA Well, Marika's going to tell her mother about it. So that if it does happen, she's got someone to talk to about it.

RUBEN G'day Dad ... Whoa *Tim Tams*. Party, party, party.

SIMMO That Ben mate ...

LEO What about him Simmo?

SIMMO Well, you wouldn't trust him with something like your booze or something, Mr Savas. Not like us!

RUBEN He's just new, and he needs somebody to hang out with, a real mate.

SIMMO Might give it a go.

LEO Well just remember Simmo, we are only an email away.

RUBEN Yeah prove your keyboard skills.

SIMMO So, do you think you'll find friends at the new school?

RUBEN Dunno.

SIMMO You will.

RUBEN Hope so.

SIMMO They won't have my flair!

RUBEN Flair!

 Good bye, house. Come on Dad.

CARLA Bye bye house.

END



Resources

The following pages contain masters that you can photocopy and hand out to students for use in the activities in Part 4 of this teacher guide. The resources in this section include:

Info sheets	29
Alcohol	29
Tobacco	31
Caffeine	33
Friendship	35
Bullying	37
Stress	39
Feelings illustrations	41
(for the activity on exploring feelings in video trigger 1)	
Body language freeze frames	53
(for the activity on body language in video trigger 1)	
Decision-making models	55
(for decision-making activities around any of the video triggers)	

Part 6 Resources





Alcohol



After analgesics (headache tablets) and caffeine, alcohol is the most commonly used drug in Australia.

About alcohol

Alcohol affects different people in different ways. It is a drug that slows the drinker's heart rate and slows down his/her reaction time. Because of this, alcohol is known as a depressant.

The scientific name for alcohol is ethanol or ethyl alcohol.



Laws about alcohol

At different times and in different cultures the use of alcohol has been limited. For example, in the 1920s it was illegal to drink alcohol in the United States of America. Wine is used in some Christian religious ceremonies, while there are other religions and cultures that are strictly against its use.

In Australia today, there are laws about the sale of alcohol that say where and when it can be sold. Alcohol cannot be sold to people under 18 years old.

There are laws that restrict how much alcohol people can drink before driving. People who have just learnt to drive cannot drink any alcohol before driving. Other laws about drinking and driving are different in each State and Territory.



Types of alcoholic drinks

There are two types of alcoholic drinks: fermented drinks and distilled drinks.

Fermented drinks are made by adding yeast to substances that contain sugar, like grains and grapes. This begins the fermentation process, which changes the sugar into ethyl alcohol and carbon dioxide gas. Beer and wine are fermented drinks.

Distilled drinks are made from fermented grain mash or fruit juice. In the distilling process the mash or juice is heated, giving off vapours of alcohol that are collected and cooled to form liquid alcohol. Brandy, gin, rum, vodka and whisky are distilled drinks. They are sometimes called spirits. Spirits have a higher alcohol content than beer and wine.

The taste of an alcoholic drink and the amount of alcohol in it depends on what it is made from and how it has been made.

Some other names for alcohol are liquor, booze, piss and grog.



Most primary school kids stay healthy and don't drink alcohol.





Effects of drinking alcohol



When a person has an alcoholic drink, the alcohol is absorbed into the bloodstream and travels to different parts of the body. It affects the control centres in the brain and affects the way a person behaves.

The liver is the organ that slowly breaks the alcohol down and removes it from the bloodstream.

Alcohol affects people in different ways:

- A person who drinks a small amount of alcohol may feel relaxed and find it a bit difficult to concentrate.
- A person who drinks a lot of alcohol may become confused, have difficulty walking, and also get sick.

- Some people who have drunk too much alcohol can become aggressive and violent.
- In large amounts, alcohol can cause coma and even death.

Some people get addicted to alcohol. These people find it very difficult to go without alcohol and they get withdrawal symptoms if they do not have any alcohol. A person who is addicted to alcohol is called 'alcohol dependent'. Drinking too much alcohol can cause permanent brain damage. It also can damage your liver and heart.

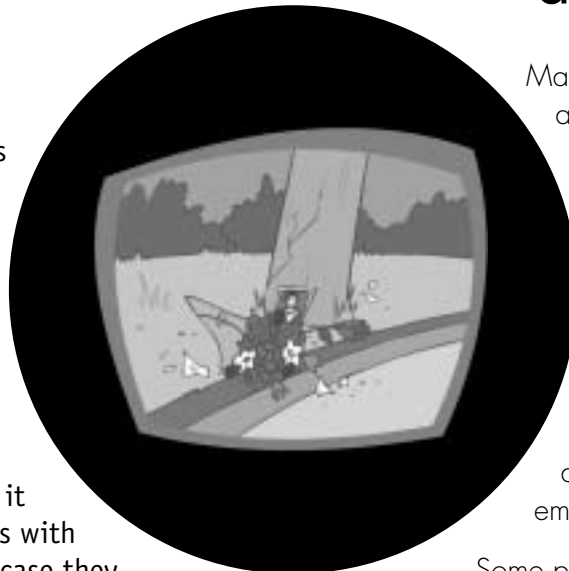
Each year about 4,000 Australians die from alcohol-related causes.

Alcohol increases the risk of accidents

Drinking alcohol increases the risk of having an accident because it slows down the drinker's reaction time. It is not safe to drink alcohol and drive a car, ride a bicycle, or go boating, fishing or swimming.

People who have drunk too much alcohol are also more likely to take risks and injure themselves or put themselves in danger.

If a person has had too much alcohol it is important that someone sober stays with them because they may need help in case they get very sick or injure themselves.



Social effects of alcohol use

Many cultures use alcohol as a drug. This dates back to early civilisations.

Some people drink alcohol at social events because it makes them feel more relaxed. Unfortunately if they drink too much they have less self-control and may do things they later feel very embarrassed about or regret.

Some people get into fights when they have been drinking.



More on the internet

Australian Drug Foundation <http://www.adf.org.au>

.u <http://www.dotu.wa.gov.au/drugs>

National Alcohol Campaign: <http://www.nationalalcoholcampaign.health.gov.au/>
(This site contains helpful information for students and parents.)



Tobacco



About tobacco

Cigarettes and cigars are made from the dried leaves of the tobacco plant. There are more than 4,000 substances found in tobacco smoke and around 200 of them, including nicotine and arsenic, are poisons.

Three of the most damaging substances that affect cigarette smokers are nicotine, tar and carbon monoxide.

Nicotine is the main drug in tobacco. It is addictive, which means that people who are used to having nicotine find it very difficult to go without it. Nicotine stimulates the person's brain and increases the heart rate.

Tar is the main substance in tobacco that causes cancer. Tar also stains people's teeth and fingers.

A lit cigarette produces the toxic gas carbon monoxide. This has no smell or colour and can cause death. Usually when people breathe, oxygen is absorbed into the bloodstream. When carbon monoxide is inhaled it is absorbed instead of oxygen. This gas is also associated with heart disease and contributes to the number of people who die from heart attacks.



Most primary school kids stay healthy and don't smoke.



Laws about tobacco

There are laws about who can sell tobacco, where it can be sold and the age at which you can buy it. The age varies in different States and Territories.

There are laws restricting the advertising of tobacco products. Also, health warnings have to be printed on cigarette packets.

Smoking is not allowed on planes flying between towns or cities in Australia, or on many international flights. States also have their own laws about smoking in restaurants, workplaces and on public transport.



Effects of tobacco smoking



People who smoke tobacco have an increased risk of:

- cancer
- bronchitis and pneumonia
- developing emphysema, which makes it difficult to breathe and eventually causes death
- heart attack.

Smoking tobacco causes the deaths of about 19,000 Australians each year.

Women who smoke when they are pregnant have a higher risk of giving birth to smaller babies.

Other problems some people experience as a result of smoking tobacco include:

- less sense of smell and taste
- bad breath
- clothes that smell of smoke.



Passive smoking

Breathing in other people's cigarette smoke is called 'passive smoking'. Passive smoking affects everyone, both smokers and non-smokers.

Passive smoking can:

- bring on asthma attacks in some people
- cause lung cancer
- cause heart disease
- irritate the eyes, throat and airways.

It is also considered a risk factor for Sudden Infant Death Syndrome (cot death) in babies.



More on the internet

Australian Drug Foundation <http://www.adf.org.au>

.u <http://www.dotu.wa.gov.au/drugs>

National Tobacco Campaign: <http://www.quitnow.info.au/index1.html>

(This site contains useful information for students and parents.)



Caffeine



About caffeine

Caffeine is a drug found in some plants. It can be extracted from tea leaves and coffee beans. In its pure form it is a bitter tasting solid with no smell.

Caffeine is found in coffee, tea and cola drinks, as well as chocolate, energy drinks, analgesic drugs (painkillers), cold and flu medicines and weight loss products.



Recommended amount of caffeine for adults

For adults it is suggested that more than 250mg of caffeine over a short period of time may be dangerous. It is recommended that 600mg per day is generally a safe amount, except for people with a condition that is made worse by caffeine.

Women who are pregnant or people who have a heart condition should only have a small amount of caffeine each day.



Myths about caffeine

Caffeine doesn't help you lose weight

Some people say caffeine helps people lose weight. In fact, caffeine use only creates temporary weight loss mainly due to dehydration. This is because it speeds up the digestive system and removes fluids through urination.

Exercise and a balanced diet are the best ways to control weight.

Caffeine doesn't make you sober

Caffeine cannot make people sober. Only time will help a person get over the effects of alcohol. It cannot help the body get rid of alcohol.



Recommended amount of caffeine for children

Doctors suggest that children should consume less than 100mg of caffeine each day.

This is because caffeine can:

- interfere with the development of strong bones
- cause anxiety and sleeplessness.





Effects of caffeine



Caffeine is a stimulant. It makes the central nervous system speed up, increasing the heart rate and body temperature. It increases the production of acid in the digestive system and makes the person urinate more frequently. Overall a person who has taken caffeine feels more awake.

Consuming a lot of caffeine can cause headaches, restlessness, muscle twitches, anxiety, nervousness, depression and stomach upsets. Caffeine can also make it harder to sleep.

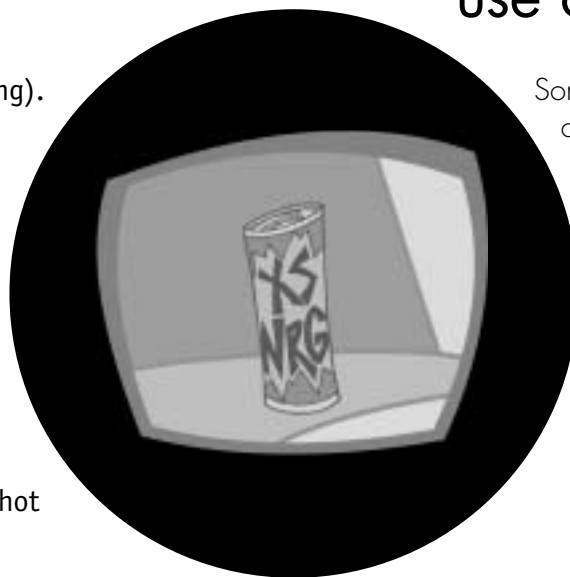
In very large doses, caffeine can bring on confusion, hallucinations and insomnia.

People who consume caffeine over a long period of time can become dependent on it. Once dependent it is hard to carry out normal activities without using caffeine. Withdrawal symptoms may include headaches and tiredness.

Levels of caffeine in food and drinks

Caffeine is generally measured in milligrams (mg).

- Brewed coffee can contain up to 350mg of caffeine.
- Instant coffee can contain between 60–100mg, and even decaffeinated coffee has a small amount.
- Some brands of high energy drinks contain 80mg of caffeine per 250ml can.
- Some brands of cola drinks contain 50mg of caffeine per 375ml can.
- The amount of caffeine found in chocolate, hot chocolate and tea varies.



Reasons people use caffeine

Some people use caffeine to help them concentrate and stay awake. Exercise and regular study breaks increase concentration more effectively than caffeine.



More on the internet

Australian Consumers' Association - Choice
<http://www.choice.com.au>



Friendship



Some people find it difficult to make friends, while others find it easy. There is no one way to become friends with someone.

Making friends

Sometimes people meet, 'click' and are friends straight away.

Some friendships are based on doing things together – such as playing a game or a sport, or liking the same things like books or painting.

Other friendships may take more time to develop, as people get to know each other and find common interests.



Tips for getting to know someone

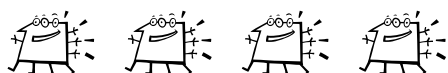
- 1 Be yourself.
- 2 Smile and greet people when you see them.
- 3 Share with others.
- 4 Speak up in conversations.
- 5 Be genuine and honest.
- 6 Be interested and interesting.
- 7 Join in activities.
- 8 Be positive.
- 9 Treat other people as you would like to be treated.
- 10 Invite others to join in a game or activity.
- 11 Ask people about their life.



Friendships change with time

Some friendships may last a lifetime, while others will last for only a short time. Friendships often change as people get older or their interests change.

When friends find they have less in common with each other, their friendship may become more casual or end altogether.



Friends are important

Having at least one friend is important. Friendship is different for different people. Some people need lots of friends, while others need only a few, or even just one. Many people count their family members as friends.



What makes a good friend?



Friends have many different qualities. Some of the qualities of good friends are:

- **Caring** - you are thoughtful of each other's feelings.
- **Fun** - spending time together is enjoyable.
- **Helpful** - you take problems seriously and listen to each other's troubles.
- **Honesty** - you tell the truth.
- **Sharing** - you are able to share with each other.

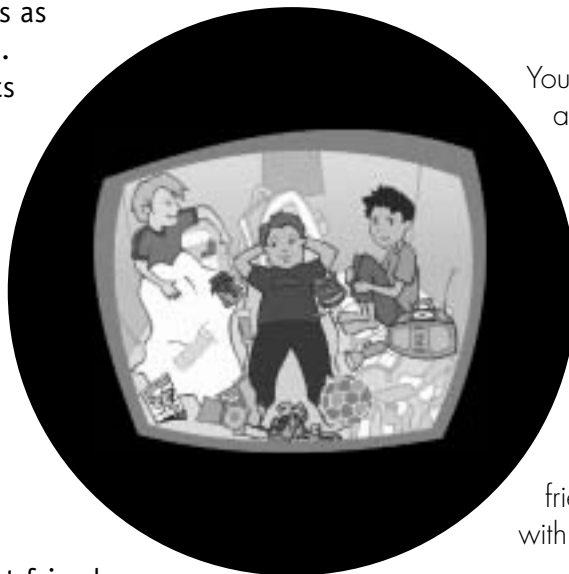
- **Positive** - you give praise when it is deserved, encourage confidence, and don't put each other down.
- **Sense of humour** - you can enjoy a joke and know how to make each other laugh.
- **Supportive** - you support each other in times of trouble.
- **Trusting** - you respect each other's privacy.

Conflict and friendship

Conflict will also affect friendships as it is a normal part of relationships. For friendships to survive, conflicts need to be resolved. Resolving conflict requires good communication skills.

Depending on the conflict, friends may need to reach a compromise, accept differences of opinion, accept responsibility for their actions or realise when they are wrong and be able to apologise. Friends also need to be able to forgive.

Remember, no-one can be a perfect friend.



Different kinds of friendships

You may have close friends and casual friends.

People share different personal information with different friends depending on how close they feel to them and how much they trust them.

Some people have friends for different activities, for example friends to play sport with, to talk with or to go to school with.



More on the internet

Headroom - Cubby House

<http://www.headroom.net.au/cubby>



Bullying



About bullying

There is no one definition of bullying. This list gives some examples of the kinds of things that can make a person feel bullied:

- *being put down or made fun of*
- *being left out*
- *being pushed around*
- *being threatened*
- *having his/her money or food or belongings repeatedly taken*
- *being the subject of racist or sexist comments.*

An action is 'bullying' if it is meant to upset or hurt someone, and this behaviour is repeated, sometimes over and over again.



Being bullied can make you upset and scared

There is nothing wrong with the person who is being bullied and it is not their fault. Often the bullying occurs because of differences between people that the bully is unable to understand or respect. However, the person who is being bullied may feel upset and scared by it. They may also start to feel bad about themselves.

It may be that the bully is envious of the person he/she is bullying or that the bully does it to feel important or 'big'. Whatever the reason, the bully has no right to bully another person. There are no excuses for it.



What to do if you are being bullied

No-one has to put up with being bullied. You have a right to be yourself and feel safe and valued.

If you are being bullied:

- ***Tell the person who is bullying you that you do not like it and ask them to stop.***
- ***Ask your friends to stick by you and support you.***
- ***Tell an adult you trust, such as a teacher or parent. Adults can help you to get the bullying stopped.***
- ***Walk with other people (usually people are bullied when they are alone).***



No one should be bullied.





What to do if you know someone who is being bullied

If you know someone who is being bullied:

- Encourage them to tell an adult they trust.
- Be friendly to them. Let them know that they should not put up with being bullied.
- Don't try to take on the bullies because it may not be safe.
- You can tell an adult you trust that the person is being bullied.



More on the internet



- | | |
|-------------------------------|---|
| Bullying. No Way! | http://www.bullyingnoway.com.au |
| Headroom - Cubby House | http://www.headroom.net.au/cubby |
| Kids Help Line | http://www.kidshelp.com.au |
| Lawstuff | http://www.lawstuff.org.au |

Stress



Stress is the body and mind's natural reaction to challenging or difficult situations.

Stress can be positive if it helps people get things done, perform better or protect themselves in dangerous situations.

High levels of stress can be negative and cause anxiety and frustration.

About stress



Symptoms of stress

Short term symptoms (signs) of stress are: increased mental alertness, a dry mouth, sweating, 'butterflies in the stomach', increased heart rate, faster breathing, needing to go to the toilet and muscle tension.

Long term effects of stress include headaches, tiredness, nervousness, high blood pressure, poor digestion or asthma, bad dreams, difficulty getting to sleep, wetting the bed, or feeling afraid of being separated from parents or familiar people.

At extreme levels, stress can cause people to hyperventilate (breathe too fast), or to have a panic attack. In very extreme cases adults may even have a heart attack.



Causes of stress

Big changes in life commonly cause higher levels of stress. These might be things like: moving house, family break-up, a new baby in the family, problems with friends, or the death of a family member, friend or pet.

Even everyday things can cause stress, like meeting new people, sitting a test, going to the dentist, doing something for the first time or having to talk to unfamiliar people.



It is important to know what causes you to be stressed and how to manage it.





How to manage stress



Stress is a normal and common part of life, so it is important to be able to manage it. Different stress management methods work for different people.

Some common ways of reducing stress are:

- visit a friend
- exercise
- talk to someone you trust
- meditate

→ get a good night's sleep

→ listen to music

→ organise your time and try not to plan too much

→ do something you enjoy.



Feelings Illustration



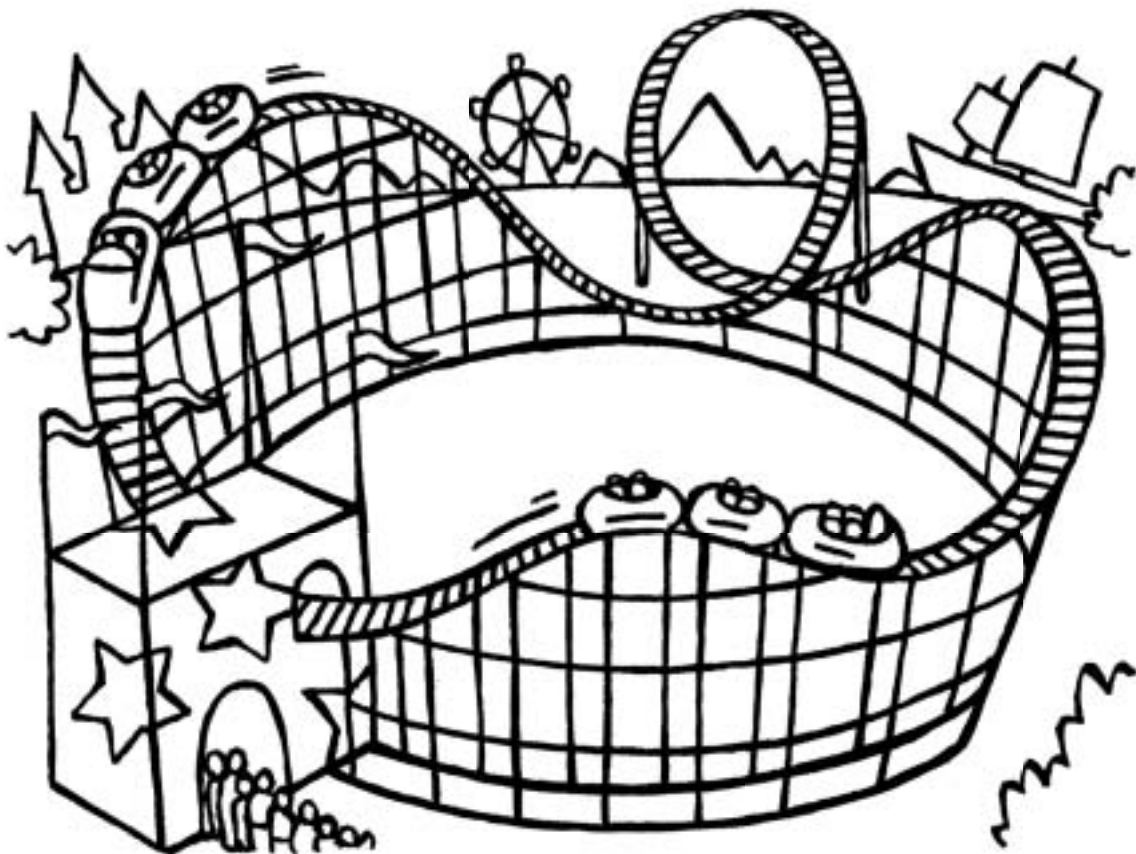
Feelings Illustration



Feelings Illustration



Feelings Illustration



Feelings Illustration



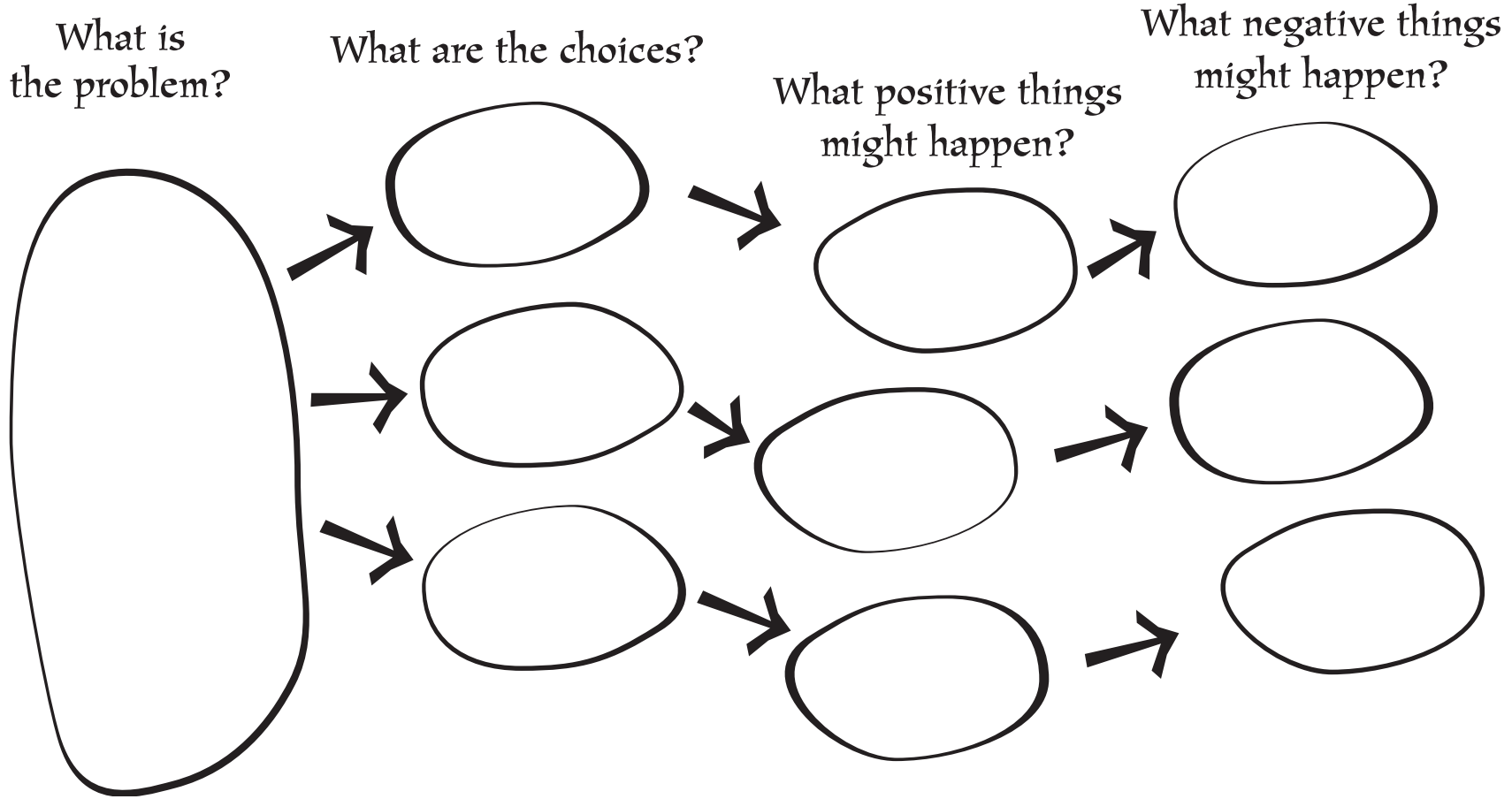
Feelings Illustration



Body Language freeze frames

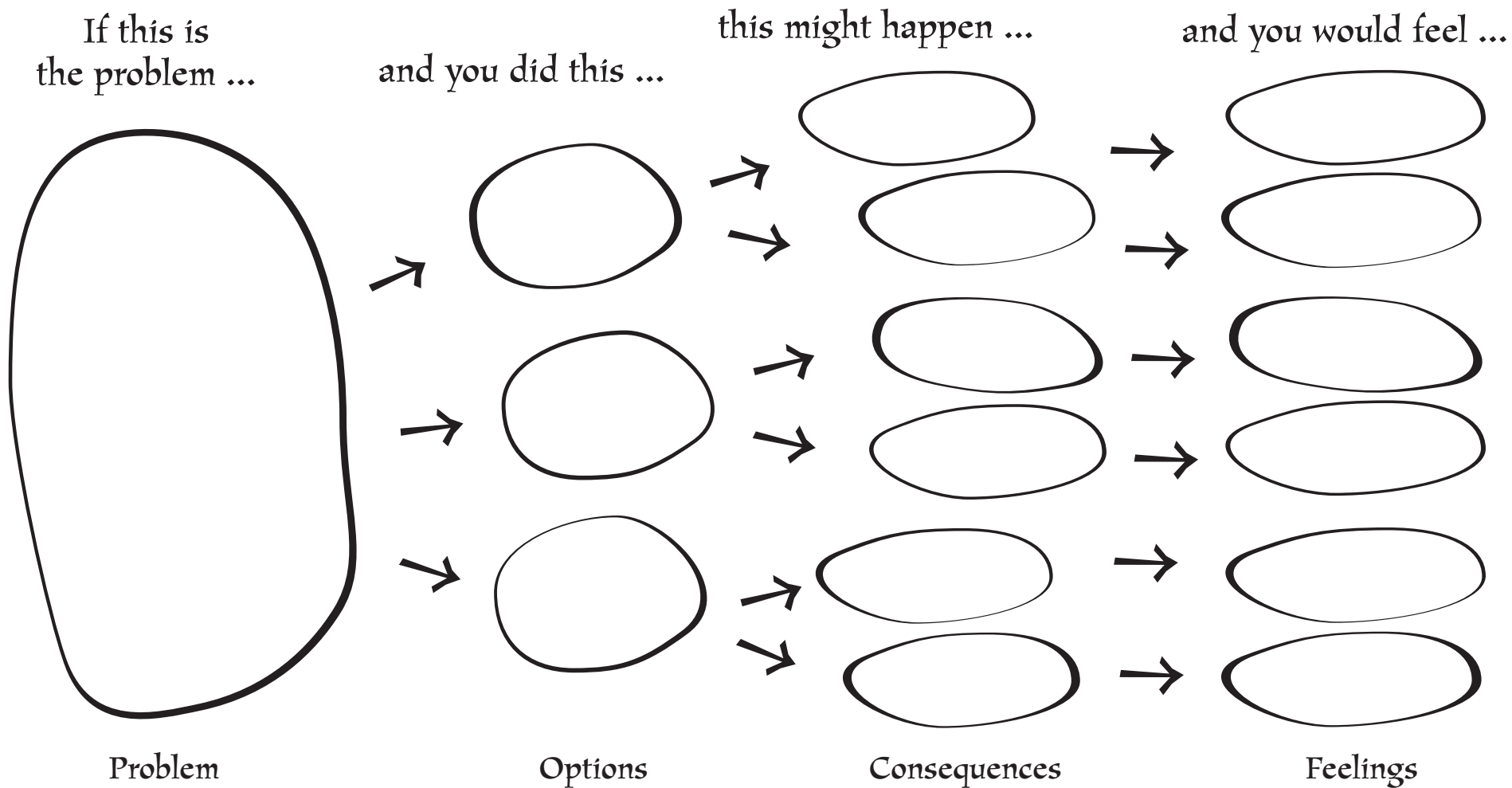


Decision-making model 1



Our decision is to _____

Decision-making model 2



Our decision is _____

because _____

