



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 youth 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. *My TV*, the resource for lower secondary students, explores issues of drug use, in particular alcohol, tobacco and cannabis, through the use of drama. The resource allows young people to enhance skills such as decision-making, self-talk and being assertive. Students are able to engage in problem predicting and solving and in help-seeking behaviour. It is a vibrant resource with an enthusiastic energy that will appeal to both teachers and their students.

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

My TV is ...

My TV is a set of classroom resources for students in lower secondary schools that explore issues of drug use, in particular alcohol, tobacco and cannabis. They also emphasise the development of resilience. Resilience is ‘the ability to bounce back from adversity’.¹ It has been called ‘the happy knack of being able to bungy jump through the pitfalls of life – to rebound and spring back after the hard times’.²

Skills addressed include:

- decision-making
- self-talk
- finding information
- being assertive
- forming and maintaining relationships
- expressing one’s needs and opinions, both in spoken and written language.

The *My TV* resources are made up of:

- The **video**, designed to be viewed by the whole class as a prompt for identifying key issues and as a trigger for discussion. It focuses on the effects of drugs on relationships and self-esteem. It can be used with or without the CD-ROM according to the time and resources available.

The video is approximately 15 minutes long and is accompanied by this teacher guide, which provides background information on the *My TV* resources, guidelines for using them, suggested extension activities and a full video transcript.

- The **CD-ROM**, designed for small group and individual work. Students ‘join’ the *My TV* production team to help put together a show. They select or write a problem, browse, evaluate and select video clips of opinions from 14 experts and young people, browse relevant internet sites and construct their own advice in response to the selected problem. The CD-ROM is also accompanied by a teacher guide.

Curriculum context

My TV aligns to the following outcomes:

- Analyses the ways individuals and groups may seek to influence the behaviour of others.
- Analyses how different contexts and situations influence personal values, attitudes, beliefs and behaviours.
- Explains how social and cultural factors influence what people feel and do about their own personal identity.
- Evaluates programs and services within the community that promote safety.

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

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



Synopsis

The *My TV* video comprises a drama, which focuses on a group of Year 10 students and real life interviews with a range of young secondary students.

Erin, Jacob, Melanie, Gus and Abir are the *My TV* production team – students from Westford High School – who are putting together a TV show at the local community station each month as part of their Media Studies curriculum. This project acts as a backdrop to the drama, which looks at drug use, relationships and resilience.

Jacob has hosted a party at his family home. He had promised that no spirits or marijuana would be present at the party. However both were, and Jacob has to confront his friends and re-negotiate their relationships as well as mend trust with his parents.

Erin left the party to go to another party. There she was in a very vulnerable situation and drank a lot of alcohol. She has to deal with the consequences of her behaviour.

The 'vox pops' address many of the issues touched on in the drama: parent-teenager relationships, alcohol and cannabis use, and the concept of 'cool'.

REDI set of resources

My TV belongs to a larger collection of multimedia resources, REDI – Resilience Education and Drug Information – which includes these materials for lower secondary along with materials for:

- Upper primary – *The Big Move* focuses on change and peer pressure, and includes negotiating relationships with friends, family and new people and in unfamiliar situations. In this context the issues of alcohol and tobacco are raised.
- 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/).

Drug information

The three main drugs addressed in the *My TV* set of resources are:

- tobacco
- alcohol
- cannabis.

These are the drugs that lower secondary students are most likely to come into contact with.

Because alcohol and tobacco are legal drugs, their use by adults is commonly sanctioned and they are readily accessible, often in the home environment. Both remain leading causes of disease, death and disability. Alcohol is also associated with violent crime, drink driving and public disorder.

Cannabis is generally the most accessible and widely used of the illicit drugs. The quality of the drug is unregulated and its use can lead to increased contact with the criminal justice system. While smoking cannabis has been shown to cause similar damage to the lungs as cigarette smoking, the long term effects of cannabis use are under-researched, although an association with mental health problems, such as paranoia and schizophrenia, has been proposed.

Consequences of substance use

The negative effects of drug use are addressed throughout the *My TV* resources, and are included in relation to the following:

- short term physical effects
- long term physical effects
- mental health impact
- effect on relationships with parents
- effect on relationships with friends
- contact with police and the criminal justice system
- financial impact.

The website links on the *My TV* CD-ROM provide quality information on a range of drugs, both licit and illicit.

The legal status of young people and tobacco, alcohol, cannabis and ecstasy is detailed in the Info sheets which you can find in Part 6 of this teacher guide.



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.

Classroom extension activities

In this part you will find the learning outcomes for the *My TV* video and eight extension activity suggestions using the video.

Learning outcomes

Using the *My TV* video and extension activities, students will be able to:

- identify a range of issues related to youth, family and peer relationships, decision-making and drug use
- describe some of the effects that drug use can have on peer and family relationships
- identify options for behaviour in drug-related situations and predict some possible consequences of those options
- determine appropriate strategies for protecting health and wellbeing at parties
- investigate and describe attitudes to autonomy and peer pressure in their own school community
- participate in both small group and whole class discussions.

The following are suggestions for activities that build on the viewing of the *My TV* video. They are samples only and illustrate how the teaching points raised in the video can be extended to achieve the learning outcomes.



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>

A – Discussion

The goal of these activities is to build the context and to focus student attention on core issues.

1 Teacher introduction

My TV is about a group of Year 10 students and the aftermath of two parties, including regrets and some revisiting of relationships.



2 Small group discussion and feedback

Ask students to discuss the following questions in small groups. Then ask each group to contribute some feedback.

- What do you think some of the issues might be?
- Have you been to parties?
- What do your parents think about you going to parties where there is alcohol? Why do you think they feel the way they do?
- What is enjoyable about going to a party and what makes parties difficult?

3 Watch the video

Watch the video through.

B – Identifying the main issues

The goal of these activities is to confirm the video storyline and identify key issues emerging from both the drama and the interviews.

1 Mapping the story

Work with the class to create a mind map of the video characters and relationships. As students provide information, draw a circle for each character, adding notes under each character's name. Join the characters by lines, identifying their relationships and shared experiences.

Prompt questions may include:

- Who are the main characters in the video?
- What are their interests?
- What relationships do they have to each other?
- What happened to each of them in the video?

2 Summarising

Ask students to help summarise what happened in the video. This can be by:

- Brainstorming as a whole class.
- or*
- Discussing and writing points in pairs. The pairs then work with other pairs to combine and edit their summaries. Ask a spokesperson from each group to contribute to a class summary, with you acting as scribe. You can use this opportunity to emphasise concept organisation and writing skills by prompting students to edit and rework the text as they jointly construct it.



3 Identifying topics and issues

Watch the video again. Work with the class to produce a list of topics covered and issues raised in both the drama and the interviews. While the list should be produced by the students, below are some prompts to elicit and support student suggestions.

Part 4 Classroom extension activities

Parties

- What makes a good party?
- Getting home from a party
- Partying without alcohol and other drugs

Parents

- Beliefs and values
- Relationship with teenagers
- An adult to talk to
- Honesty with parents
- Fear of reaction

Friendship

- Popularity – what is it?
 - Soriya abandoning Erin
 - Rumours
 - Looking after friends
 - Going separate ways
 - Mending friendships
-

Alcohol

- Someone else getting you drinks
- Drinking too much – vomiting
- Unplanned sexual activity
- Embarrassment and regrets
- Drinking to show off – look good
- Knowing your limit – sticking to it
- Alcohol and violence
- Alcohol to blot out – but makes people depressed

Cannabis

- Impact on friendships
- ‘Pot heads’

Other

- What’s cool?
 - Rumours
 - Problems with boyfriend/girlfriend
 - Counselling
 - Trust
 - Talking things through
 - What you say to yourself
 - Stereotypes
-



4 Ranking from ‘easy to manage’ to ‘difficult to manage’

Ask students to rate each topic as ‘easy to manage’ or ‘difficult to manage’, eliciting reasons for the ratings.

5 Research plan of action

Students may have raised a number of questions during the discussion and these can also be kept as a list with a plan of action to find answers to the questions. Actions could include using the *My TV* CD-ROM web links to find information on the internet, contacting a relevant organisation for information, inviting a guest speaker to the classroom or even conducting a survey of school students.



C – Exploring options and consequences

The goal of these activities is to explore the effects of drug use on relationships by looking at the actions of characters in the video, the consequences of those actions and some alternative options and possible consequences.

1 Brainstorming

With the whole class, work through the first situation regarding Melanie's choices to brainstorm options and elicit a range of possible consequences.

The action

When Erin returned drunk to Jacob's party, Melanie looked after her while she was sick.

The consequences were

- Erin was safe and not alone while she was sick and drunk.
- Melanie was a bit annoyed about having to nurse Erin.
- Erin and Melanie are still good friends.

Alternative option

Melanie could have left Erin alone and partied on with her other friends.

Possible consequences

- Erin may have passed out, choked, injured herself or been taken advantage of.
- Erin and Melanie may no longer be good friends.



2 Identifying options and consequences

Students work in pairs. For each situation below, ask them to identify:

- the consequences of the character's action
- another option that the character had
- the consequences of that option.

Situation 1

Dylan took cannabis to Jacob's party when Jacob had made it clear the ground rules were no spirits and no marijuana.

Situation 2

Erin couldn't see Soriya at the second party and felt uncomfortable. She drank a lot of alcohol.

Situation 3

Gus didn't know whether to dump Erin or not, but decided to talk to her first.

3 Review suggestions

With the class, review some of the suggested options and their consequences.

4 Role play

Role-play some of the suggested options, particularly those that involve students being assertive (without being aggressive), protecting their health and wellbeing and/or negotiating relationships. Remind students that they are playing a character rather than being themselves.

Following each role play, conduct a debriefing session during which participants can reflect on the roles they played, how effective each character was, other ways the situation could have been handled and how they felt in the situation.

D – In your shoes

The goal of this activity is to encourage empathy and exploration of different perspectives.

Ask students to choose a pair of characters from the *My TV* video drama (see suggestions below) and write a journal page from each character's point of view. They should include descriptions of how the character is feeling, what issues and options they are weighing up and an explanation for their actions. Show the video again if necessary.

Gus – Erin

Jacob – Dylan

Melanie – Erin

Abir – her father

E – 'Safe partying' poster

The goal of this activity is to identify strategies for protecting health and wellbeing at parties.

1 Teacher introduction

Erin went to a party on the spur of the moment. She didn't know the people there. She said: "I didn't need to drink that much. I could have spread it out." She also had unplanned sexual activity with Pete, and walked out with no plans for transport.

2 Class list of tips and categories

As a whole class, brainstorm tips for safe partying, and then organise these into categories, for example: 'Thinking ahead', 'When you get there' and 'Getting home'.

Part 4 Classroom extension activities



3 Small group work – making a poster

Divide the class into small groups. Ask each group to choose a category from the brainstorming session, and design and make a poster promoting tips for safe partying.

The posters may be displayed in the library or other area of the school, or published in the school newsletter or magazine.

F – Research

The goal of this activity is to use research skills to collate information on the effects of cannabis.

1 Teacher introduction

Dylan argues that 'Pot doesn't cause problems at parties like alcohol does'.

2 Research

Ask the class to research the effects of cannabis. They will need to locate information on the following:

- short and long term physical effects
- short and long term psychological effects
- effect on relationships
- legal consequences.

Students may work in groups or individually and should present their results in point form, organised under headings.

The class may choose to collate their information in a single poster for display around the school.

Sources of information may include the following websites:

www.adf.org.au/drughit/

Drughit – Australian Drug Foundation

www.adin.com.au

ADIN: Australian Drug Information Network

Portal with search facilities. Information and links to over 900 reviewed websites.

www.somazone.com.au

Somazone

Site developed by and for young people. Includes information and personal stories on drugs, relationships and body image.

Part 4 Classroom extension activities

www.dotu.wa.gov.au/drugs/	Drugs and Young People
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www.youth.nsw.gov.au/links/drughelp/	Alcohol and Other Drugs Information written for young people.
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www.drugsafe.org/	Drug Safe Life Education Australia site.
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www.reachout.com.au	Reach Out! A service that uses the internet to help young people get through tough times.
--	--

www.lawstuff.org.au	Lawstuff National Children's and Youth Law Centre website, with information for each State.
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3 Review

Ask students to identify any problems they had undertaking the research. Is it clear what the consequences of cannabis use are? What can we infer from the different legal status of cannabis in different States, Territories and countries?

G – Movie making

The goal of this activity is for students to investigate attitudes to autonomy and peer pressure in their own school community.

Students may enjoy making their own video of 'vox pops'. Guide them through planning, conducting and editing their interviews with other students on the topic of 'Cool, peer pressure and being yourself'.

The video may then be shown to other classes in the school.



H – Discussions



The goal of this activity is to provide a forum for giving opinions and information as well as gaining an understanding of the knowledge and experiences of others. It can be useful to emphasise listening activities and to expect participants to be able to summarise the viewpoints and information presented by other participants.

1A Teacher introduction

Abir's father is protective and he doesn't think it's suitable for Abir to go to parties.

1B Discussion

Why do you think boys and girls are often treated differently when it comes to parties? What are some of the different attitudes people have to girls drinking or smoking and boys drinking or smoking?

2A Teacher introduction

Sometimes people let you down when they're under the influence of alcohol or other drugs. They say and do things they later regret. When Erin was drunk she was kissing Pete. This damaged the trust between her and Gus and made him rethink their relationship.

2B Discussion

To what extent would you make allowances for people who are using alcohol or other drugs? In what situations are alcohol or other drugs an excuse for flirting, telling secrets or being unreliable?

3A Teacher introduction

Jacob says: "It's about trust. Mum and Dad trust me and I don't want to stuff that up."

3B Discussion

How important do you think trust is in the relationship between parents and teenagers? Should young people tell their parents everything? Is there ever a good reason to lie to parents?

Transcript

Five Year 10 students are making a TV series for and about young people. They work out of a community TV station. This is their story ...

My TV team introduction

- MELANIE I'm Melanie. I get along with most groups. I mix with guys, girls, so I sort of know everyone in this group. I like parties like the one this Saturday night at Jacob's place. I like this project. A real TV studio, that's cool.
- JACOB Hi, my name's Jacob. My best mate's Dylan. I really like science, drama, footy. I really like footy. But I wouldn't wanna be just playing footy. I reckon I'd be bored.
- ABIR Well, my name's Abir and I'd like to work in television or media or something like that, I'm not really sure, but I also love talking and apparently I'm kind of bossy.
- GUS Kind of?
- I'm Gus. Well actually my real name is Gus (Goos) but no one can say that, so Gus is OK.
- ABIR And he's started to hang out with Erin.
- GUS You don't have to tell them that!
- ABIR Yes I do.
- ERIN I'm Erin. My mum and I moved here last year. I like it here but I miss some of my friends heaps.
- GUS Awww, poor Erin.
- ERIN I'm doing legal studies. I'd be good at law, I reckon.

Community TV station – edit suite

- MELANIE And that's all from *My TV* this month.
- JACOB Please tune in for our next show about parties.
- ABIR Cut. Thanks everyone.
- GUS That's a wrap.

Vox pops – on monitor

- Yeah, there's a party on. Everyone hears about it and everyone just goes.
- Nah, I haven't been to any real parties, what you consider a party as you know, so I stay away from that. I'm happy with my friends, my group, that's all I need.
- So what I like for a party, I like food and I like music.



- When you get invited to a party you have to work out what you're going to wear. You don't want to turn up in some sort of geeky clothes or anything.
- I like dressing up and getting all pretty and going out.
- I think we all do.
- There has to be someone funny there, like me.

Edit suite

JACOB Abir, how come you didn't come to my party?

ABIR Same thing as usual. My dad doesn't think it's suitable for a good Muslim girl.

MELANIE But you're an Aussie now.

ABIR Yeah, I've always been an Aussie, and Turkish.

JACOB Gus, you're a Muslim. You can go to parties.

GUS Yeah, except when I'm working in the restaurant.

MELANIE Yeah, it's different for boys, isn't it? Their fathers aren't so protective.

ABIR Is Erin OK?

MELANIE I'm going over to her place after this.

VOICE Abir! Your father's here!

ABIR OK, see you guys.

MELANIE/JACOB See ya.

MELANIE It was a great party, Jake. Good music.

JACOB Thanks.

MELANIE How was the morning after?

JACOB The place was pretty trashed! Dad found an empty bottle of vodka. He was pretty mad. There was only supposed to be beer at the party, and Dylan was smoking pot.

Monday afternoon: Erin's place

ERIN I went to Jacob's party. It was OK, I guess, but I was getting bored.

Everyone was dancing and I wasn't into the music, and Gus wasn't there because he was working. Then Soriya turns up. She's really cool. She asks me if I want to go to another party with her brother, Pete. So we left.

I didn't know anyone at this other party. They were all a lot older – like about 20 or something. Soriya went off with this guy and I didn't see her again all night. Pete kept pouring me bourbon-and-cokes. And we kept drinking and stuff.

I didn't need to drink that much. I could've spaced it out a bit, but I just didn't think to. I remember thinking it must be getting late. But I didn't think it was cool to ask the time. Pete and I got up to stuff an' that. I nearly did it with him!

But I left 'cause I was feeling really sick. I just walked out. Didn't ring for someone to pick me up or anything. I just walked all the way back to Jacob's place.

When I got back I spewed all over their yard – in front of everyone. I heard I started taking my clothes off. I'm not sure if that's true.

There's a lot of rumours going around at school. Like, people are saying it's really dumb to drink so much and Gus isn't talking to me ... (pause) God, I've stuffed up. I'm always stuffing up.

Vox pops

- I don't actually see alcohol as too bad. I think it's a good way to relax, in proportion. If you drink too much you get really smashed out and that's where it starts to get bad.
- When they drink alcohol they get really aggressive and they start grabbing the glasses and throwing things around and, like, you just wanna leave and it just wrecks the whole party.
- But it's such a big thing to drink alcohol, it's like, 'Hey, look at me'.

Monday afternoon: Erin's place

MELANIE Your mum was pretty wild when she turned up at Jacob's.

ERIN Yep. Actually, she's OK, my mum.

MELANIE You're lucky!

ERIN She was just worried about me going to the other party.

MELANIE So how was it?

Studio

JACOB Have you seen Erin yet?

GUS Nah, not yet.

JACOB She must be feeling bad, eh?

GUS She's feeling bad! Everyone's saying she got it off with another guy.

JACOB Yeah, but we don't know that.

GUS Everyone's saying it, so it's gotta be true.

JACOB It's a rumour, Gus.

GUS But everyone's saying it.

JACOB That's what a rumour is!

GUS Joseph reckons I should dump her.

JACOB No way.

GUS I dunno ...



Erin's place

MELANIE So have you seen Gus yet?

ERIN No.

MELANIE He really likes you, you know. You should talk to him.

ERIN I can't. He hates me. And I hate being at school. Everyone's talking about me. Even my friends. Did I strip or something when I got back to Jacob's?

MELANIE No, but you spewed a hell of a lot. It was all down your front!

ERIN How embarrassing! Why didn't you all leave me alone?

MELANIE You can't do that. You could've died! You could have choked on your own spew or something. I've gotta admit, though ... looking after a friend who's spewing her guts up isn't my idea of a great Saturday night.

ERIN Sorry.

Vox pops

- After you've had a big drink and you're drunk and you're throwing up and everything, at the time they're not enjoying it, you know they're not enjoying throwing up, nobody enjoys that, but then the next day they're gonna be talking about it – aww I'm gonna do it again – and everything. But you didn't enjoy that last night – aww but it's OK now.
- They're the type of people who drink for appearance sake, they drink to look good, they drink to show off.
- Sometimes I don't believe things are as bad as people make them out to be. It's not bad to drink but you know where your limit is and you never cross that limit.

Studio

JACOB Nah, we got beat. It was a close game anyways.

GUS That's right.

JACOB Hi guys. Sorry we're late. We just had an interview with a counsellor.

ABIR How did it go?

GUS Pretty good. She sees a lot of people our age, even younger. People with problems and that.

MELANIE You have to be pretty desperate to go to someone like that.

JACOB No. Some people just go 'cause they just want someone to talk to.

GUS I've been to a counsellor before.

ABIR How come?

GUS My whole family went, when my brother died. Everyone was in shock. Mum and Dad were fighting all the time.

JACOB Did it help?

GUS Yeah, yeah, it was pretty good.

Vox pops

- I get along with my parents like fairly well but not as well as I would like it to be. It's kind of been a rocky road, but I'm slowly opening up instead of keeping everything locked in and stuff. Um, I actually get along with my aunty very well, so I kinda talk to her about stuff.
- I don't think, if I went to a party and smoked pot and alcohol, I could really go home and say 'Mum I just smoked pot' because they're strict, I wouldn't know how they would react.
- All my life I've been told 'Alright, stay away from that. You don't need that. Stay away from drugs'. If I did, whoa, my family, I'd never be looked at the same I think, really.
- I'm really close to my mum because, like, I don't have any brothers and sisters and I just live with my mum so it's just me and her. Our after party is coming up and she was talking to me about drinking at the after party and I was really surprised about how open she was with it.
- My mum can hear about my secret, and my heart feeling.
- I'll say to my parents, 'Can I go to Homebake?', 'Can I go to Big Day Out?', things like that and, yep, straight away because they can trust me, there's an element of trust there that's just unbreakable.

School exterior

- GUS Hey, I thought you were going to call me on Sunday, watch a movie.
- ERIN Sorry about that, I was sick.
- GUS Oh yeah, so I heard.
- ERIN Gus look, things got out of control on Saturday. I just, well I had a pretty terrible time.
- GUS I heard you had a pretty good time, you know, with Soriya's brother.
- ERIN Look, I don't need this from you right now, OK? I'm sorry I stuffed up, but don't start telling me how I feel. You don't know how I feel. Gus, can we talk, maybe catch up after school.
- GUS Yeah. Yeah, OK.

Vox pops

- I've got this one friend and he's quite a big pot head. He's doing it almost every night, or in the morning before he comes to school, and he doesn't tell his parents but I think they know, so it's quite a bad relationship, it's very messy, they're always fighting, he's run away a few times.
- He was my best friend, we would do everything together, I've known him for so long, we would do everything. He one day said 'Oh look I've got this. Do you want to try some?'

'Nah I'm not gonna go near it. You can do it. I'm not going to support you in any way by doing it, but it's your decision. I'm not your mother. You do what you want.'

He did it. I don't talk to him anymore. I really don't see him anymore.



School exterior 1

DYLAN Hey Jacob! When's the next party, mate?

JACOB Don't think I'll be having one.

DYLAN Oh, why?

JACOB Look, it was my place and my party. I nearly got busted.

DYLAN Well, you didn't. Not much, anyway.

JACOB That's not the point. I promised Dad no-one would bring any drugs.

DYLAN Pot's not the only drug you know.

JACOB Yeah, I know. But you promised you wouldn't be smoking pot and you did and I lied to my parents about it and I don't even smoke myself.

School exterior 2

MELANIE Sure, you can just say to yourself, 'Everything's stuffed. I feel real bad. I don't have any friends ...'

ERIN Well – I don't have any friends.

MELANIE Thanks heaps.

School exterior 1

DYLAN Pot doesn't cause problems at parties, not like alcohol does. Look at the party that Erin went to, that got out of control, I know 'cause my cousin went there. There was a full-on fight.

JACOB True?

DYLAN Yeah. A guy had to go to hospital. He got his head split open. That's alcohol mate.

School exterior 2

MELANIE You've got lots of friends. Maybe not Soriya though.

ERIN I like Soriya.

MELANIE You mean you want Soriya to like you. She leaves you with a bunch of drunk guys you've never met before. Some friend.

School exterior 1

JACOB Look, I'm not saying grog's better. They're both bad. It's just that Mum and Dad trust me and I don't want to stuff that up.

School exterior 2

MELANIE Look, why don't you say to yourself, 'I've stuffed up. But I'm gonna get over it and look after myself better.'

ERIN It doesn't make any difference what I say to myself.

MELANIE That's not true.

Studio

GUS Look guys, lots of people have problems with alcohol.

MELANIE Like footballers have got real drinking problems.

JACOB Do you know that as a fact? Do ya, or maybe it's just stereotype?

GUS They use it to blot stuff out, like problems and that.

ERIN It doesn't seem to work though.

ABIR It can make people real depressed.

Vox pops

- This time last year I would have said, yeah you need to have lots of alcohol and all that stuff, but I'm kind of over that thanks to her.
I got her through it.
I guess that's why we're best friends.
- Right next to me is Dario. He's pretty much my best friend. If I have any situation I'll go straight to him.

Football field

DYLAN Hey Jacob.

JACOB What?
Ah! You're such a loser Dylan.

Studio

JACOB Hi ya guys. Here it is. I've got a video of the party everyone.

GUS Hey Jacob, you're looking a bit worried there, like your old man.

JACOB Yeah, well, I had to make sure you were alright and no mucking up.

ABIR Look, Joseph's off his face!

GUS No, he doesn't take drugs or anything. He doesn't touch alcohol. His whole family's really straight like that.

JACOB They told me they got really smashed!

GUS He's just saying that.

MELANIE Why?

Part 5 Transcript



- GUS To look cool, I guess.
- ERIN He looks cool anyway.
- GUS Yeah, I know. It looks like a mad party anyway, I wish I'd been there.
- ERIN Yeah. I wish I'd stayed.

Vox pops

- What is popularity?

That is a real tricky question.

Popularity is a problem. You have to worry about what you're doing all the time, so personally I don't want to be popular.

- I think real popularity and having friends is personality based.
- But that's not what it's taken at high school, like, you're taken on what you look like and if you wear brand name clothes and if you have enough money to buy brand name clothes and go out every weekend and stuff.
- I want to go into the Aussie group but they have a different culture so I can't go. I'm trying to go to Aussie people but I can't do it because I can see, like, they have isolation something to me.
- The idea of everybody knowing me and people saying that they like me, even if they don't, for some reason I want that. I don't know if I need it, but I want it.

You want the respect, you wanna be looked up to?

Yeah, exactly.

- It's not often that I'll go to the cool places with the cool people to do the cool drugs and stuff, it's not my scene.

You're cool already man.

Resources

The following pages contain masters of Info sheets that can be photocopied for use by students during activities or for their general information.

They can also be:

- provided to parents
- reproduced in appropriate school newsletters
- used at Local School-Community Drug Summits.

They include facts and information about the various substances and health, social and legal issues around their use and misuse. References are also provided for where to go for further information.

If they are being provided to parents, highlight that they can find very good information aimed at parents at the National Drugs Campaign website (<http://www.drugs.health.gov.au/index.htm>), the National Alcohol Campaign website (<http://www.nationalalcoholcampaign.health.gov.au>) and the National Tobacco Campaign website (<http://www.quitnow.info.au/index1.html>).

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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 stimulates the person's brain and increases the heart rate. Nicotine is addictive, so people who are used to having nicotine find it very difficult to go without it.
- Tar is the main cancer-causing substance in tobacco. It also stains people's teeth and skin.
- A lit cigarette produces the toxic gas carbon monoxide which, when inhaled, is absorbed into the bloodstream instead of oxygen. Carbon monoxide is associated with heart disease and contributes to the number of people who die from heart attacks.

TOBACCO info sheet

Laws about TOBACCO

It is illegal to sell or to supply tobacco products to people under the age of 18 years. Laws determine who can sell tobacco, where it can be sold as well as the age at which it can be bought. Each State and Territory has its own specific policies and laws about tobacco sales and use, including about smoking in restaurants, workplaces and on public transport.

'... in reality the majority of teenagers don't smoke.'

(Tom Carroll, My TVCD-ROM)

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.

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.

'Young people who smoke often have problems with their lungs, with asthma. And if they start playing footy or cricket they'll often find that they're getting short of breath or wheezy and basically they can't keep up with the other people of their age.' (Dr Martin Hocknell, My TV CD-ROM)

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

- reduced sense of smell and taste
- bad breath
- stained teeth and skin
- clothes that smell of smoke.

'... When people start smoking they don't really realise the damage that they're causing to their body now, but perhaps 10 or 20 years later on, they're going to regret that they ever started smoking.' (Dr Martin Hocknell, My TV CD-ROM)

MOre ON t#e internet

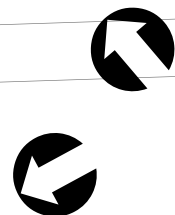
Australian Drug Foundation: <http://www.adf.org.au>

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

Cancer Council Victoria: <http://www.quit.org.au>

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

REDI website: www.redi.gov.au



about alcohol

Alcohol is one of the most commonly used drugs in Australia. In the past 12 months, more than 80% of people in Australia aged over 14 will have consumed alcohol.

Alcohol affects different people in different ways – it is a depressant which slows the heart rate and slows reaction times.

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

- fermented drinks include beer and wine
- spirits, or distilled drinks, include such things as brandy, gin, rum, vodka and whisky – they have a higher alcohol content than beer and wine.

'While we see that the numbers of young people who drink increase as young people get older, it's certainly not the case that everyone drinks and nor do they drink on all occasions.' (Tom Carroll, My TV CD-ROM)

alcohol info sheet

Laws about alcohol

The laws and penalties for young people and alcohol vary slightly from State to State, but generally, if you are under 18 years of age:

- you are not permitted to drink on licensed premises
- it is an offence to use a fake ID to buy alcohol
- anyone who buys alcohol for you could be committing an offence
- anyone who sells you alcohol can be fined.

Laws restrict how much alcohol a person 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.

For further information about laws and penalties, go to the Lawstuff website at <http://www.lawstuff.org.au/>

Social effects of alcohol use

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 regret.

Some people get into fights when they have been drinking.

'Some people drink because they're feeling lonely, they have low self-esteem or they're pretty unhappy with life. But the problem is that alcohol actually makes things worse. It makes them more depressed.' (Dr Martin Hocknell, My TV CD-ROM)



PHYSICAL effects Of Drinking ALCOHOL

Alcohol is absorbed into the bloodstream and travels to different parts of the body. It affects the control centres in the brain and thus the way a person behaves. The liver slowly breaks the alcohol down and removes it from the bloodstream.

Alcohol affects people in different ways:

- a small amount of alcohol may make you feel relaxed and you may find it a bit difficult to concentrate
- a lot of alcohol may make you confused, have difficulty walking, and become nauseated and vomit
- too much alcohol can make you become aggressive and violent
- in large amounts, alcohol can cause coma and even death.

Alcohol is an addictive drug. A person who is addicted to alcohol ('alcohol dependent') will experience withdrawal symptoms and find it very difficult to go without alcohol. Excessive alcohol drinking can damage the liver and heart and cause permanent brain damage.

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

ALCOHOL increases the risk Of accidents

'In 1998 we saw over 1,500 young Australians die as a result of using drugs. Overwhelmingly alcohol is the major problem. Fifty per cent of young Australians who die from drug-related deaths die as a result of alcohol.'
(Paul Dillon, My TV CD-ROM)

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 or operate machinery of any kind.

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.



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/>

REDI website: www.redi.gov.au



about Cannabis

Cannabis is an illegal drug. The word 'cannabis' is used to describe the various substances made from the plant *Cannabis sativa*. The plant contains the active ingredient, *delta-9 tetrahydrocannabinol* - THC - which depresses the central nervous system and has hallucinogenic qualities.

The most common forms of cannabis are:

- marijuana - made from the dried leaves and flowers - this is the least powerful form of cannabis
- hashish - small blocks of dried cannabis resin - THC is more concentrated in the resin than in the leaves
- hashish oil - the extract of hashish in the form of a thick, oily liquid - the most powerful form of cannabis.

Cannabis is also known as dope, mull, gunja, pot, grass, weed, hash, buddha, reefer, herb, joint, stick, buckets, cones.

Cannabis info sheet

Laws about Cannabis

Cannabis is illegal in all Australian States and Territories, but each one has its own policies and laws. Some States and Territories have decriminalised the use of cannabis. Decriminalisation means that a behaviour, such as personal use or cultivation of cannabis, remains illegal but is not treated as a criminal offence.

Driving a car while under the influence of a drug, including cannabis, is illegal. You can be disqualified from driving, fined or imprisoned if you break this law.

SOME facts about Cannabis Use

- 29% of all secondary students aged between 14 and 17 years have reported the use of cannabis at some point in their lives*.
- Although experimentation with cannabis has increased over the past few years, regular users remain a minority**.
- Most users of marijuana do not use other drugs**.
- The majority - about $\frac{2}{3}$ - of people who have ever used cannabis are now ex-users**.

*Australian Secondary Students' Alcohol and Drug Survey (ASSAD), 1999.

**2001 National Drug Strategy Household Survey.

effects Of Cannabis

The effects of cannabis use depend on the strength of the dose and the personal characteristics of the user. Cannabis use carries a risk of harm as there is no quality control of the drug – you don't know what you are actually using.

'Smoking anything is basically unhealthy, so whether you are smoking a legal or an illegal drug, it's basically an unhealthy thing to do. It's going to damage your breathing system, your lungs, your throat, your tongue ...'

(Robert Bosi, *On the Edge* CD-ROM)

Some first time cannabis users report that they experience no effects.

People who have taken cannabis will often have red eyes, feel hungry and/or dizzy and have impaired balance and coordination and may experience hallucinations, depending on the amount and strength of the drug they have taken.

It is not safe to operate machinery, drive a car, ride a bicycle, or go boating, fishing or swimming under the influence of cannabis.

Short term effects: feeling relaxed, lowered inhibitions, talking and laughing more than usual, headaches, nausea, red eyes, feeling confused or anxious, memory loss.

Long term effects: damaged memory, impaired concentration, reduced motivation, lung disease.



Cannabis and Mental Illness

Some people experience very unpleasant psychological effects when they use cannabis, such as severe anxiety or panic attacks. At very high doses, confusion, delusions and hallucinations may also occur, but this is uncommon. These effects usually don't last after the effects of the cannabis wear off.

Recent studies have found a link between regular smoking of cannabis by girls and depression in adulthood, and between the use of cannabis by young people and mental illness such as schizophrenia.

The only way to avoid possible harms is not to use cannabis.



Drug use may be a way of controlling feelings and coping with emotional pain but it doesn't solve problems.



MORE ON THE internet

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

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

REDI website: www.redi.gov.au

about ecstasy

Ecstasy is an illegal drug that is synthetically manufactured. It is *Methylenedioxymethamphetamine* - MDMA - and has the properties of amphetamines and hallucinogens. Amphetamines speed up the nervous system while hallucinogens affect the way a person perceives the world - they may see or hear things in a distorted way or that are not there.

'Ecstasy is a stimulant, it's a drug that speeds you up. It's got similar properties to things like amphetamines, speed, go-ey, whizz. They're the kind of things people use to stay up all night, but not many people use it, it's mostly a party scene drug.'
(Robert Bosi, *On the Edge* CD-ROM)

ecstasy info sheet

Laws about ecstasy

Ecstasy is illegal in Australia. Throughout Australia there are penalties for possessing, using, making or selling ecstasy.

Driving a car while under the influence of a drug, including ecstasy, is illegal. You can be disqualified from driving, fined or imprisoned if you break this law.

Effects Of ecstasy

Ecstasy use carries a risk of harm beyond the actual effects of the drug (MDMA) as there is no quality control - you don't know what you are actually taking or the conditions under which it has been manufactured. Tablets sold as ecstasy are just as likely to contain compounds of other drugs and include very little MDMA.

Immediately after taking ecstasy many people experience an increase in heart rate, body temperature and blood pressure.



effects Of ecstasy (Cont)

Other effects of ecstasy:

- jaw clenching, teeth grinding
- nausea
- feelings of confidence
- feelings of wellbeing and closeness to others
- anxiety
- loss of appetite
- sweating
- convulsions
- insomnia
- vomiting
- hallucinations.

As the drug wears off the person may experience depression, anxiety, paranoia and fatigue and have difficulty concentrating.



Health risks and ecstasy

Taking ecstasy can cause death through:

- heart attack or brain haemorrhage
- dilutional hyponatremia (where the person's brain swells from too much fluid intake, resulting in coma)
- overheating, where the effects of the drug combined with dancing raises the body temperature to dangerous levels and the body loses the ability to cool off.

The risks of physical and psychological harm are increased for people who have hypertension, heart disease, diabetes, liver problems, epilepsy and/or a history of mental illness or panic attacks.

Health risks are increased when ecstasy is mixed with other drugs.



More on the internet

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

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

REDI website: www.redi.gov.au