

# Teacher Resource Pack

---

## CANDY SHOP

**YOUTH**  
**CHOICES**  
EMPOWERED BY CONSTABLE CARE

# Contents

<i>Overview</i>	3
<i>01   Introducing Key Concepts</i>	5
<i>Curriculum Links</i>	7
<i>02   Before the Show</i>	8
<i>03   Day of the Show</i>	14
<i>04   After the Show</i>	16
<i>Appendix A</i>	20
<i>Appendix B</i>	22
<i>Appendix C</i>	24
<i>Appendix D</i>	25
<i>Appendix E</i>	26
<i>Appendix F</i>	27
<i>Support Resources</i>	28

# Teacher Information and In-Class Activity Pack

**Performance Type:** Four actor forum theatre play

**Topic:** Drug and alcohol abuse and risk minimisation

**Duration:** 60-90 minutes, including active interventions after scripted play

**Audience Size:** Maximum of 100 students

**Age Group:** Years 7 to 12

**Content Warning:** Contains strong language and themes of drug abuse

## Synopsis

Following four friends - Rhiannon, Kiaan, Michael, and Leila - through their week in high school, Candy Shop explores the myriad of reasons that young people choose to use illicit substances.

The performance acts as a catalyst for discussion around an important topic and supports young people in generating positive, prosocial choices towards the challenges of peer pressure and other stressors that can lead to drug and alcohol abuse.

Developed in consultation with SDERA and other leading experts, this best practice performance utilises the internationally recognised Forum Theatre style to generate powerful problem-solving discussions within communities of young people.

## Concepts Addressed

- Harm and risk minimisation
- Multifaceted risk analysis and responsible decision making
- Illicit substance abuse and the reasons why young people use drugs
- Addiction and the social, emotional, and physical effects of drug use
- Help-seeking
- Peer pressure and resilience as a pro-social skill
- Positive bystander behaviour

## HOW TO USE THIS RESOURCE

**Section 1** should be used prior to the performance. These activities are designed to introduce students to the concepts explored in the play to support their engagement with the performance.

**Section 2** is to be used on the day of the performance, reminding students of key topics and giving them an outline of how the performance will run, focusing them for the interaction with the performers.

**Section 3** is designed as a set of activities to extend the learning after watching the performance. These activities support the learning generated in the performance and solidify student's understanding of the topics.

## PLEASE NOTE

*Constable Care Child Safety Foundation invites schools to participate in pre- and post surveys to determine the impact that our incursion has had on students' knowledge, attitude and behavioural intent. If you would like to participate in this simple, completely anonymous in-class evaluation process, please contact us at [education@constablecare.com.au](mailto:education@constablecare.com.au) and we will send you the materials.*

# 01

## Introducing Key Concepts

In the days leading up to the performance we suggest you talk to students about what they are going to see on performance day as well as providing information to parents about the themes that students will be exploring in this production. Introducing students to the key concepts of the show through one or more of the in-class activities in this section will also help to enhance their understanding and engagement when taking part in the performance itself.

### *Harm Minimisation*

The Youth Choices program follows the leadership of the Australian Government in taking a harm minimisation approach to drug and alcohol education. Looking for capacity to reduce harm and increase safety when exposed to illicit substances is the underpinning value of this project. We believe that not taking illicit substances is the safest way to reduce harm, but not the only way. This show works to support young people in finding ways to minimise the risk they are exposed to if choosing to use illicit substances; and also models that the majority of young people actively choose to not use illicit drugs (i.e. Leila).

### *Multi-faceted Risk Analysis*

The risk that is generated by the choice to take an illicit substance is multi-layered and complex. The three key factors influencing risk around illicit substances are the drug itself, the person taking the drug, and the environment they find themselves in. Each of these elements are areas in which young people can work to reduce risk when exposed to illicit substances.

### *Peer Pressure*

Peer pressure is something that young people are exposed to on a daily basis. We see peer pressure existing in a new form amongst young people today. Rather than an aggressive overt bullying behaviour, peer pressure manifests as a pressure playing on a young person's fear of missing out (FOMO). Working through a fear of isolation, peer pressure can be a very powerful influencing factor in drug use.

### *Resilience*

Resilience is a key pro-social skill that empowers young people to remain in control in the face of adversity. This project supports young people in their resilience development, to gain control in combatting peer pressure and withstanding the challenges they may be exposed to around substance abuse.

### *Why young people choose to use drugs*

Candy Shop explores a variety of different reasons that explain why young people choose to take illicit substances.

From fear of missing out, to escapism, to performance enhancing, to boredom, the reasons for use can be complex and confusing. Working through why a young person is making the choice to use illicit substances, and understanding their needs, can allow you to introduce alternative, healthier behaviour choices and to provide appropriate support.

### ***Methamphetamine***

Methamphetamine use is a key issue for many communities across WA and an issue that affects our young people. Candy Shop explores a variety of different illicit substances and can be used as a catalyst to explore the dangerous consequence of using methamphetamines.

### ***Cannabis***

Cannabis (marijuana) is still the most commonly used illicit substance among our young people and can have damaging consequences. With the legalisation of cannabis in some countries, the discussion is complex and challenging. As with other drugs, cannabis can be addictive, cause short term and long-term damage to the mental and physical health of young people.

### ***Steroids***

The use of steroids is becoming more prevalent amongst young people who want to improve their physical appearance or enhance their sporting performance. Steroids are classed as performance and image enhancing drugs (PIED) and can cause a range of side effects including acne, irritability, mood swings, aggression, violence, sleeping difficulties, stunted growth, kidney and liver damage, and increased risk of heart attack or stroke. Steroid use is banned in competitive sport. Testing positive for steroids can result in fines, suspensions or permanent bans.

### ***Positive Bystander Behaviour***

Bystander behaviour is an essential pro-social skill for combating illicit substance abuse. The ability to make informed choices to support those around you can be a valuable asset in reducing harm in dangerous situations when illicit substances are involved.

### ***Empathetic Attitudes***

and the use of empathy is a strong pro-social tool to use in order to empower others to assess their decisions and risks, especially when being exposed to illicit substances.

### ***Mental Health First Aid***

Just like physical first aid, the ability to respond appropriately in a crisis can be life-saving. Candy Shop explores some mental health challenges and opens up the discussion for effective strategies to support our young people in

these points of crisis. Responding effectively to situations like hallucinations, depression, or a panic attack are highly beneficial skills to reduce risk around illicit substances.

### **Curriculum Links**

Candy Shop and the related activities in this resource pack respond to two key elements of the Western Australian Syllabus and Australian National Curriculum.

The theme of substance abuse is a core component of the **Year 9 and 10 'Personal, Social, and Community Health' branch of the Health and Physical Education syllabus**. This performance and the related activities explore the many themes and issues that the syllabus covers, from exploring reasons why young people choose to use illicit substances, physical and mental health, to emotional self-regulation, and social risk management.

The performance of Candy Shop and the activities in this resource pack are designed to engage students in vigorous discussion about complex and confronting issues. Through participating in these processes, students will be exploring and developing a myriad of skills outlined in the **National Curriculum's 'General Capabilities'** section and aligns with the WA Curriculum. The 'General Capabilities' section of the new curriculum emerged from the Melbourne Declaration of Educational Goal's for Young Australians (2008) as a high priority for Australian schools.

Our program supports teachers and students in addressing and skill building in the **'Personal and Social Capabilities'**, **'Ethical Understanding'**, and **'Critical and Creative Thinking'** branches of these General Capabilities.

## 02

# Before the Show

This section of the resource pack outlines some key activities to complete with students prior to watching the performance of Candy Shop. These activities are designed to develop critical discussion around the topic, explore essential themes of the performance, and upskill students so they are ready and able to participate in the interactive performance.

### **In Class Activity: Focus Questions**

#### *Learning Outcomes*

Students will:

- Engage with and reflect on their own, peer and social understandings of illicit substances in their own community
- Explore the prevalence and severity of illicit substance use and addiction within their community and the impact it can have on their lives
- Develop an understanding of current drug and alcohol education discourse, including statistics, definitions and preventative strategies

#### *Set Up*

You will need:

- List of focus questions
- Open space for group discussion

#### *Suggested Questions*

1. What defines an illicit substance? What does it do to the body?
2. Have you ever been exposed to illicit substance use? What did it look, feel, sound like?
3. Is illicit substance use an issue for your school? For your community? For Australia?
4. What drug education have you done prior to this session?
5. How common is it for young people to use the following illicit substances?
  - a. Cannabis
  - b. Ecstasy
  - c. Methamphetamine
  - d. Cocaine
  - e. Steroids
  - f. Others?
6. What side effects do you know of that are caused by using illicit substances?



7. What are the consequences of
  - a. Using Cannabis
  - b. Taking methamphetamines?
  - c. Taking steroids?
8. What are common reasons young people choose to use illicit substances?
9. What does addiction look like? How do people become addicted to alcohol and other drugs?
10. Why are some drugs illegal? Should they be? Why is alcohol legal, especially if it is related to causing the most deaths out of any drug in Australia?
11. How can you reduce risk when exposed to illicit substances?
12. Do illicit substances affect everyone who takes them the same way?

**Teacher Note:** With this activity please be guided by your own school's policy around disclosure and privacy, regarding the discussions that may be elicited that may need to be closed down, followed up or referred on to other support/welfare staff.

### **Instructions**

The above focus questions can be approached in a variety of ways, catering to the needs and learning styles of the class.

Example options include:

#### **Think Pair Share – Discussion**

1. Students are presented with one question at a time.
2. They are given 1 minute to think individually about the question and make notes.
3. Students pair up and discuss their thoughts, adding to their notes.
4. Pairs are called upon to share their thoughts with the group.

#### **Dot Point Response – Written**

1. Students are given the list of questions and asked to create three key dot point ideas in response to each one.
2. A focus on individual work and time for thought should be given to allow students to reflect honestly on their own personal experiences.
3. Students are asked to share some of their ideas for each question.

#### **Expert Groups – Written and Discussion**

1. Students are split into small groups (3 – 5) and the questions are divided up between groups.

2. Groups are then given time to research their questions in detail and prepare specific and factual responses to each question.
3. The groups then share their findings for the whole class, demonstrating for the larger group their new expert knowledge.

(Hold onto the written responses to this activity to be referred back to in the Post-Show Activity 5)

## **In Class Activity: Triangle of Risk**

### **Learning Outcomes**

Students will:

- Develop an understanding of the factors that influence risk around illicit substance use
- Explore the ways in which they can minimise harm and reduce the risk of harms when exposed to illicit substances
- Examine the complexity of illicit substance use and the importance of information, resilience and self-regulation

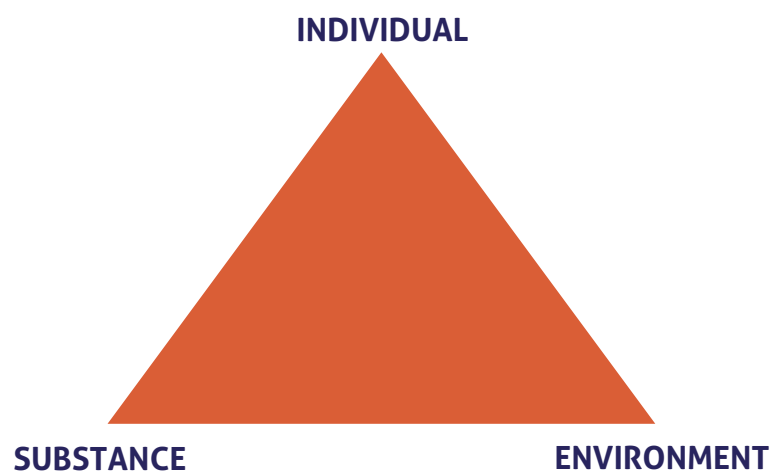
### **Set Up**

You will need:

- Individual, environment, and substance cards – printed and cut (Appendix A)
- Space for students to work around a desk in small groups
- Triangle of Risk drawn on a board, appropriately labelled

### **Instructions**

1. Draw the below diagram on the board, introducing three key elements that influence risk when using illicit substances:



2. Discuss with the students what each of these elements could represent and how they might influence risk.
3. Explain to the students that there are always these three factors inter- play any time someone chooses to use an illicit substance and they will influence how much risk is present. Introduce the idea that these elements are also factors that the young people can control or change. This presents a framework for decision making on how to reduce risk.
4. Split the students into small groups, and ask each group to collect one 'Individual', one 'Substance', and one 'Environment' card from your pack.
5. Students will discuss an example for each risk factor
6. Students are to then discuss with their group how much risk they believe is present, explaining their reasoning.
7. Groups should then collaborate and, as a class, rank each of the group's scenarios in order of risk, justifying their choices.
8. Groups should go back to their individual work areas and create a plan of action for their scenario that would reduce risk, by making positive choice related to each element of the triangle of risk.
9. Each group should share their harm minimisation strategy with the class

## **Discussion**

After the activity, students should engage in a discussion regarding the complexity of factors that influence risk. Discuss with the students how easy or difficult it was to come up with harm minimisation strategies. Challenge them to be honest about their strategies and how they would work in real life.

## **In Class Activity: Types of Drugs**

### **Learning Outcomes**

Students will:

- Develop an understanding of four key categories for analysing illicit substances
- Explore the effects of each category of drug and how they can affect young people
- Continue to extend their content knowledge around illicit substances and the risks involved

### **Set Up**

You will need:

- Substance and Category cards cut out, with one set for each group (Appendix B)
- Space for small groups to work on desks or large area on the floor

### **Instructions**

1. Split students into small groups and get them to find an appropriate working space for their group
2. Introduce the students to the 4 categories of drugs and briefly explain what each of them entails
  - a. Stimulant: Drugs that increase the body's state of arousal by increasing the activity of the brain
  - b. Depressant: Drugs that decrease alertness by slowing down the activity of the central nervous system
  - c. Hallucinogen: Drugs that alter perception and can cause hallucinations, such as seeing or hearing something that is not there
  - d. Multiple Action: Some drugs fall into the 'Multiple Action' category, as they may have properties of more than one of the above categories
3. Ask students to sort all of the substance cards into one of the four categories as they believe appropriate. Students should have a justification for each of their choices
4. Ask each group to share their answers with the class. Debate over discretions should be encouraged to explore the substances in more detail
5. Demonstrate the correct groups to the class (Appendix B)
6. Hand out the information sheet that explains each of the different categories and list common drugs that fit (Appendix C)

### **Extension**

Students can continue to explore the topic of this activity by researching individual substances in more detail. Each group can be given a substance to research, exploring the affects, risks, and long-term consequences of their chosen substance.

## **In Class Activity: Peer Pressure Role Play (drama-based activity)**

### **Learning Outcomes**

Students will:

- Continue to develop an understanding of contemporary peer pressure and how it manifests in their communities
- Explore what peer pressure can look, feel, and sound like in situations related to substance use
- Develop pro social, positive strategies to combat unwanted peer pressure and increase individual resilience

### **Set Up**

You will need:

- Print out the scene briefs, one for each group (Appendix D)
- Large open space to rehearse and perform in

## Instructions

1. Begin with a group discussion about peer pressure. What does it look, feel, and sound like for your students? How does it manifest? Why? Discuss lived experiences of peer pressure from their own lives
2. Split students into small groups and hand out scene briefs for each group
3. Explain to the students that their task is to create a short performance that reflects the information, characters, and context described in the scene brief.
4. Students should be given time to rehearse the scenes and then present each scene to the class
5. Once each group has finished performing, the teacher should host a discussion with the rest of the class, reflecting on the choices that the characters made. Each scene is built around a conflict emerging from peer pressure. The teacher should ask students to suggest how the characters could have acted differently to reduce conflict and handle the peer pressure. Students should be invited up to improvise their ideas with the group that is performing.
6. After the improvisations, the class should discuss which strategies were effective in combating the peer pressure and if/how they would actually work in real life.

This section of the resource pack includes some information that should be given to the students before they watch the performance of Broken. This information explains how the session will run, what it will cover and what will be expected of the students. Delivering this information to the students empowers them to participate in the session and explore the ideas to the best of their ability.

## **Forum Theatre FAQ**

### ***What is Forum Theatre?***

Forum Theatre is a style of theatre developed in Brazil by Augusto Boal through his form of Theatre of the Oppressed. It began as a social revolutionary movement to empower the citizens in Brazil and South America to rise up against their oppressive governments. The objective of Forum Theatre is to empower the disempowered by breaking down experiences of oppression and generating options for change.


The style of theatre is interactive and revolves around the audience participating in discussion about the choices the characters make and providing new options to create alternate outcomes. It is a tool to create social change and deconstruct power relations in a hope to make positive differences in people's daily lives.

### ***How Does Forum Theatre Work?***

Forum Theatre performances are hosted by a person called the 'Joker'. This person facilitates the discussion between the stage and the audience. The company of actors present a short play of scenes that end in a crisis point, where change is desperately needed for the characters. It is here that the 'Joker' will turn to the audience for help, generating discussion and canvassing options for change that exist in the immediacy of the scenes. The Joker will engage the audience in a variety of probing questions and dialogue in order to develop their ideas into action on stage. The audience will influence and re-direct the course of action for the play, generating new endings for scenes. Members of the audience will also have a chance to play their ideas out on stage and discuss the success or failure of each option.

### ***What is Forum Theatre Aiming to Do?***

The objective of Forum Theatre is to develop ideas and skills to enact social change in the real world. Forum Theatre acts as a catalyst to generate new conflict resolution ideas and as a medium to practice implementing those ideas. Forum Theatre aims to combat oppression in a community, whatever form that may take.



Forum Theatre does NOT aim to give answers and solutions; rather it creates a platform for the community engaged in the show to build solutions. Forum Theatre is driven by the needs and demands of its audience, being a flexible and ever-changing show that reflects the responses of the people who engage with it. Forum Theatre rests on a 'need for change' existing in the audience - if there is no desire to change the ending of the crisis point, no solutions can be created.

### ***How Will the Forum Theatre Session Work?***

The scripted performance runs for 15 - 20 minutes, which is then followed by an interactive discussion, exploring the complexity and consequences of mental health issues amongst young people today. The actors and the Joker facilitate the discussion and create the chance for the audience to get up on stage, engage in debate and explore their ideas related to these issues within their community.

At the end of the session the actors will summarize the key concepts identified in this resource pack and encourage students to speak to relevant school staff and/or seek appropriate professional help if they are struggling with any issues related to the performance.

# 04

## After the Show

### In Class Activity: Focus Questions

#### Learning Outcomes

Students will:

- Develop their skills of critical reflection and identify the new information they have gained from the session
- Extend their understanding of illicit substance use in a personal as well as academic context
- Gain the knowledge to recognise the prevalence and consequences of peer pressure and drug use in their daily lives, along with an understanding of how to combat them

#### Set Up

You will need:

- Answers provided by students from the first activity to be given back to them

#### Instructions

1. Students should be given the list of questions from Activity 1: "Focus Questions", in Section 1, and asked to write dot point answers for each question.
2. Hand out their previous responses to the questions and ask the students to highlight the difference between their new answers.
3. Continue with the following questions:
  - a. How does the government currently work to reduce harm caused by substance use in the community? Is it effective? What could they do differently? If students are unaware of current strategies, allow research and discussion.
  - b. What are some of the reasons why some people might develop problem level substance use? How can you help someone who is experiencing this?
4. What are the support agencies you know in your school/ local community/ state that can support a young person in need?
5. How can young people influence the discussion on drug use in their local communities?

### In Class Activity: Role Plays from Performance (drama-based activity)

#### Learning Outcomes

Students will:

- Continue to develop their understanding of risk factors surrounding illicit substances



- Practice pro social strategies to minimise harm and reduce the likelihood of crisis situations emerging when they are in environments where illicit substances are being used
- Explore the complexity of young people's exposure to illicit substances and the reasons they are being used in the community.

## **Set Up**

You will need:

- Print scene briefs for each group (Appendix E)
- Large space for students to rehearse and perform scenes

## **Instructions**

1. Explain to the students that they are going to continue workshopping scenes from the performance, Candy Shop, and continue to use the Forum Theatre method to develop pro social strategies to minimise harm
2. Split students into small groups and hand out scene briefs for each group
3. Explain to the students that their task is to create a short performance that reflects the information, characters, and context described in the scene brief.
4. Students should be given time to rehearse the scenes and then present each scene to the class
5. Once each group has finished performing, the teacher should host a discussion with the rest of the class, reflecting on the choices that the characters made. Each scene is built around a conflict emerging from peer pressure. The teacher should ask students to suggest how the characters could have acted differently to reduce conflict and handle the peer pressure. Students should be invited up to improvise their ideas with the group that is performing.
6. After the improvisations, the class should discuss which strategies were effective in combating the peer pressure and if/how they could actually work in real life.

## **In Class Activity: Policy Debate**

### **Learning Outcomes**

Students will:

- Explore laws surrounding illicit substances in Australia and the variety of views that exist
- Develop an understanding of formal debating and how it can be used as a tool to develop policy and procedure
- Extend their understanding of how illicit substances impact their community and the options to minimise harm that exist.

## **Set Up**

You will need:

- Print debate topic sheets for each group (Appendix F)
- Access to computers for research and speech writing
- Classroom with desk set up in a debate format

### **Instructions**

1. Students are to split up into small groups (ideally groups of 4)
2. Each group is to be paired against another group, who become the opposition team for their debate
3. Each pair of teams is then given their debate topic statement and assigned the role of 'affirmative' or 'negative', agreeing or disagreeing with the topic statement
4. Students should then be given time to research their topic, plan an argument and prepare a speech. Appropriate scaffolding should be supported if students aren't familiar with speech writing or debating rules. Information can be found on the Western Australian Debating League website (<http://www.wadl.org/development/debaters>)
5. Once students have had appropriate time to write and prepare their speeches (this could take up to 3 or 4 lessons), the debates should be held in class, with the teacher as the adjudicator.
6. Each debate should be held with the other students as an audience or as alternative adjudicators.
7. Students should be given the opportunity to reflect on their experience, what they learnt and current beliefs on the topics debated.

## **In Class Activity: Creative Advertisements**


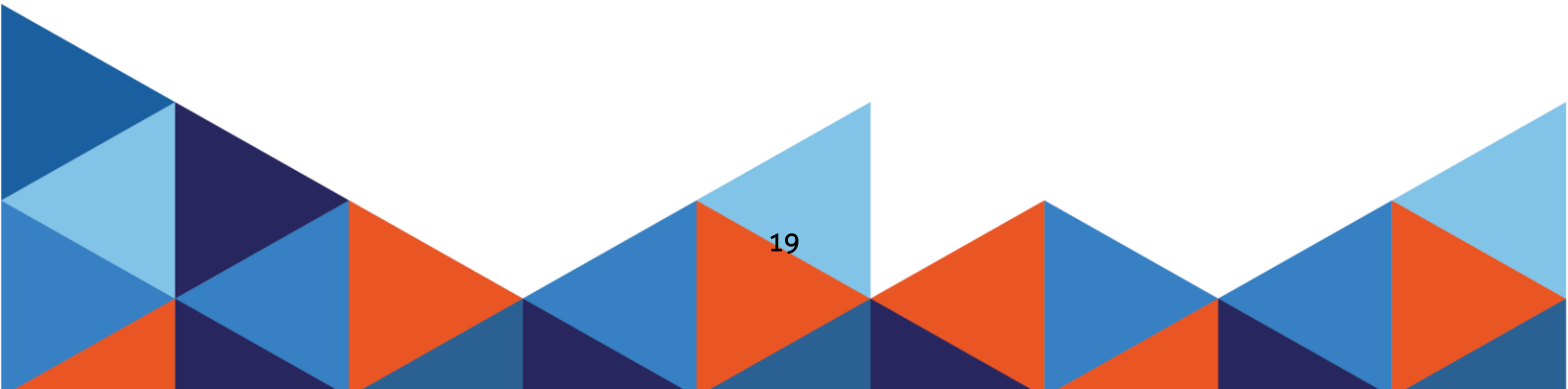
### **Learning Outcomes**

Students will:

- Extend their understanding of pro-social skills in combating substance use within their community
- Develop their creative communication and media skills in relation to conveying drug education messaging

### **Instructions**

1. Working in small groups students are to develop a creative resource that reflects a key learning they have gained through their studies on illicit substance use. The resource should be aimed at their peers and supporting them in developing harm minimisation strategies
2. Each group should decide on a topic they wish to explore and begin research on what message they wish to communicate. Options include:
  - a. Peer Pressure
  - b. Resilience
  - c. Triangle of Risk

- 
- d. Types of Illicit Substances
    - e. Bystander Behaviour
    - f. Mental Health First Aid
  3. Groups should then decide which creative format they would like to use to present their resource. Options include:
    - a. Poster
    - b. Website
    - c. Television Commercial
    - d. Blog
    - e. Short film
    - f. Speech
    - g. Slideshow
  4. Each group should work on developing their resource, keeping in mind their message and target audience
  5. Once completed, each group should present their resource to the class, explain their message, target audience, and rationale.
- 

# Appendix A

**INDIVIDUAL**

**SUBSTANCE**

**ENVIRONMENT**

**15-year-old female who has never used illicit substances before**

**25-year-old male who has smoked cannabis for several years**

**20-year-old female athlete who exercises every day and eats a strict diet**

**Thin 17-year-old male who hasn't eaten anything all day**

**16-year-old female with anxiety**

**15-year-old male who takes a variety of prescription medication for his mental health**

**Cannabis**

**Ecstasy**

**6 pack of beer**

**Cocaine**

**Dexies**

**Muscle Growth  
Steroid**

**At home alone**

**At a small  
party with 10  
people you  
know and  
trust**

**At a bar in the  
city**

**At a large  
party with  
more than 100  
people, most  
of whom you  
don' t know**

**In the footy  
locker room  
with your  
teammates**

**Out camping at  
a music festival  
over the  
weekend**

# Appendix B

## STIMULANT

**Muscle Growth  
Steroids**

**Cocaine**

**Amphetamine  
Type Stimulants**

**ICE**

**Caffeine**

**Nicotine**

**Dexedrine**

**MDMA**

## DEPRESSANT

**Alcohol**

**Codeine**

**Heroin**

**Benzodiazepines**

**Valium**

**Rohypnol**

**Opioids**

## **HALLUCINOGENS**

**LSD**

**Magic  
Mushrooms**

**Ketamine (multi  
action DEP/  
hallucinogen)**

## **MULTI ACTION**

**Cannabis**

**Flakka**

**Ecstasy**

**Synthetic  
Cannabis**

**NPS (New  
Psychoactive  
Substances)**

# Appendix C

## STIMULANT

A stimulant is any substance that excites or rapidly increases the body's natural functions. They can directly stimulate the central nervous system.

- Stimulants can increase alertness, speech and motor activity, temporarily elevate mood.
- Certain stimulants can cause 'hangovers' that can last up to three days with drastic negative symptoms.
- Caffeine is a psychoactive stimulant and is the most commonly used stimulant in the world.

## DEPRESSANT

A substance that lowers neurotransmission levels, this leads to reduction of arousal or stimulation in the brain.

- Lowers function of central nervous system
- Can be painkillers or medication
- Often referred to as 'downers'
- Alcohol is the most commonly used depressant

## HALLUCINOGENS

A substance that causes hallucinations (a profound disruption or change of the user's perception of reality).

- Users can see images, hear phantom sounds and feel sensations that seem real but are not
- Hallucinogenic substances can be man-made or natural i.e. LSD VS Magic Mushrooms
- LSD or Lysergic Acid Diethylamide is the most commonly used hallucinogen
- Sometimes a drug may be sold as LSD but is actually other chemicals (new psychoactive substances) which can add to the risk of harm.

## MULTI ACTION

A substance that has two or more active effects on the user when taken i.e. a STIMULANT + HALLUCINOGEN = Flakka OR a DEPRESSANT + HALLUCINOGEN = Cannabis

- Although all illicit substances can be harmful, multi-action substances are particularly so due to unknown side effects
- Cannabis is the most commonly used multi-action substance.



# Appendix D

## **Scene One: Crisis Point**

Rhiannon is at a party where she has taken an unknown illicit substance. She is having a very bad reaction to the substance and has removed herself from the party. She is outside in the cold, it is very late at night, and many of the people at the party are intoxicated.

Rhiannon is sitting outside and is feeling very unwell. She is nauseous and is starting to hear voices that aren't real. You are Rhiannon's friends and have started looking for her once you noticed she was missing. You finally find her hiding outside in the garden. She is visibly very stressed, shaking and talking to someone who isn't there.

*What do you do?*

## **Scene Two: Intervention**

You meet up with your friends on Monday morning at school after a wild party on Saturday night. You all had a great time except one of your friends, Jordan, took some pills that made him feel really unwell and act quite violent to some people. You didn't see him when you left the party and are worried about how the rest of his night went. When Jordan gets to school, he starts talking about plans for another party next weekend. He explains he has a hook up to get some more pills for the weekend and asks if you want to join.

You are concerned this is a bad idea and is going to get Jordan stuck in a bad situation at the next party. How do you intervene and support Jordan in making the coming weekend as safe as possible?

*What do you do?*

# Appendix E

## Scene One

Rhiannon is at her first big party for first time at her new school. She is feeling very nervous and really wants to make some friends at the party. Kiaan and Michael are selling some party pills, and offer her one. She has never taken illicit substances before, and doesn't know exactly what the boys are selling. How can she reduce harm in this situation?

## Scene Two

Michael is arguing with his mum, again. He is starting to feel very anxious and overwhelmed. He feels like he is going to have a panic attack. He has had one before and it was terrifying – he thought he was going to die. His usual strategy to calm down is to smoke cannabis. How else could Michael manage his anxiety and stress, and make a choice that reduces harm?

## Scene Three

Kiaan is playing footy at school and is set on being drafted into the AFL when he graduates. He has been offered some steroids after training by his team mates. He doesn't know what's in them or where they came from. You are one of Kiaan's friends and he has asked your advice. How can you support him to reduce the risk of harm in this situation?

## Scene Four

You are out at a party on Friday night, having a great time. It's a really big party with lots of people drinking and taking illicit substances. You have gone outside for a breather and stumbled across a girl who seems really agitated. She is sitting on the floor, shaking, talking to someone that you can't see. What do you do to minimise harm in this situation?

# Appendix F

## Debate Topics

1. Medicinal is now legal in Australia. Cannabis should be legal for recreational use in Australia.
2. Alcohol causes more death in Australia than any other drug, therefore it should be made illegal.
3. The current 'war on drugs' has failed. It is time for a new approach.
4. Young people are more negatively affected by illicit substances than adults.
5. People addicted to illicit substances should go to jail.
6. An addiction to illicit substances should be considered a mental illness.

# Support Resources

## **SDERA**

School Drug Education and Road Aware (SDERA) is the state government's primary drug and road safety education strategy for children and young people to the age of 18. SDERA is funded by the Mental Health Commission, the Road Trauma Trust Account and the Department of Education Western Australia to deliver education and resources to help keep young people safer. [www.sdera.wa.edu.au](http://www.sdera.wa.edu.au)

## **WA Government**

This link is for specific legislation that outlines how illicit substances are view in the eyes of the law [www.slp.wa.gov.au/legislation/statutes.nsf/main\\_mrtitle\\_609\\_homepage.html](http://www.slp.wa.gov.au/legislation/statutes.nsf/main_mrtitle_609_homepage.html)

## **Drug Aware**

Drug Aware is a leading organisation targeted at young people providing accurate, credible and current information about illicit substances.

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

## **Mental Health First Aid**

Provides training, resources and downloadable guidelines for Mental Health First Aid

<https://mhfa.com.au/mental-health-first-aid-guidelines>

## **Headspace**

Headspace is the National Youth Mental Health Foundation providing early intervention mental health services to 12-25 year olds. [www.headspace.org.au](http://www.headspace.org.au)

## **Alcohol and Drug Foundation**

Helping communities to prevent and reduce alcohol and drug harm. <http://adf.org.au/>

## **Lifeline**

Call line for young people and adults in crisis

13 11 14. [www.lifeline.org.au](http://www.lifeline.org.au)

## **WA Police**

The WA police website provides very detailed information about illicit substances and how they are dealt with by law enforcement.

[www.police.wa.gov.au/Your-Safety/Alcohol-and-drugs/Illicit-drugs-and-the-law](http://www.police.wa.gov.au/Your-Safety/Alcohol-and-drugs/Illicit-drugs-and-the-law)

## **Reach Out**

A leading organisation providing support to young people addressing a variety of issues they may face

<http://au.reachout.com/>

## **Kids Helpline**

Telephone counselling for children and young people  
Free call: 1800 55 1800. [www.kidshelp.com.au](http://www.kidshelp.com.au)

## **Drug and Alcohol Research and Training Aus.**

Comprehensive resource for parents and young people about illicit substances.

<http://darta.net.au/presentations/>



***48 Sixth Avenue  
Maylands WA 6051***

***(08) 9272 0000***

