



An interactive virtual reality short film session for Years 7 - 12 exploring substance abuse.

Drinking and the pressure young people face in the 21st century.

Teacher Resource Pack  
**Your Call: *Bottled Up***



Constable Care  
Child Safety  
Foundation

This resource contains everything you need to support your students' learning before, during and after their interaction with the **Your Call: *Bottled Up*** VR short film.

## Using this resource pack

The activities in this resource are created in three stages, designed to guide your engagement with the film. The three stages are:

- Engagement: before watching
- Analysis: after watching
- Extension: creating work

### Each activity in this resource contains:

- Learning Outcomes
- Set Up/Preparation Required
- Detailed Activity Instructions

The activities are designed to use the **Your Call: *Bottled Up*** film as the key text in a text analysis and topic exploration around the topic of underage binge drinking, alcohol abuse and illicit substance use.

More information can be found regarding ***Bottled Up*** and the **Your Call** series of film campaigns on the website [www.yourcall.rocks](http://www.yourcall.rocks)



## Teachers notes

This film in the **Your Call** series is the first to utilise Virtual Reality (VR) technology. Thus, the film is designed to be watched using VR compatible technology. A list of potential options for accessing VR devices is listed below:

- VRIT Smart Phone VR headset
- Kaiser Baas VR Headset
- 360fly Virtual Reality Headset
- Google Cardboard
- Virtual Reality Goggles
- Samsung Gear VR (Android Only)

VR technology is still relatively new, but surprisingly affordable. From Google's cardboard range (yes, it's actually made of cardboard) to Samsung's Gear VR, you can turn your smartphone into a portable VR headset instantly. If you or your school is interested in purchasing a VR headset, we recommend it is the best way to engage in the film ***Bottled Up***, and is a brilliant tool for exploring new technologies in the classroom.

However, if you aren't in a position to purchase VR Headsets, the film works very well on Youtube, with a 360 degree camera function. You are able to click and drag on the screen whilst watching the video and explore the world of the film – you are in total control.

## Heads up - Some sensitivities

The film contains some coarse language and underage drinking.

Your Call



## KEY CONCEPTS

### Risks of alcohol

**Bottled Up** explores how young people could be using alcohol, the many reasons behind this and the risks and potential consequences involved in these choices. **Bottled Up** focuses on how alcohol can be used as a form of self-medication and the dangers involved when drinking, as well as the potential for addiction.

### Harm minimisation

The **Your Call** 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 film program works to support young people in finding ways to minimise the risk they are exposed to when taking illicit substances.

### Escapism

The pressures and stresses that teenagers face in the 21st century is put under the spotlight in **Bottled Up** and the main character uses alcohol to escape these pressures. Using alcohol as a form of escapism, that is to avoid and escape challenges they are facing, is a common reason for young people to drink.

### Peer pressure

Peer pressure is a common theme of our work at **Your Call** and 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 coercive 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 and alcohol 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

**Your Call** 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 need, can allow you to provide alternative positive behaviour.

### Positive bystander behaviour

Bystander behaviour is a common theme in our films at **Your Call** and an essential pro social skill for combating illicit substance use. 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

Empathy and the power of its use is a common theme in our films at **Your Call**. Understanding and empathy are important pro-social tools. They can help young people empower each other to assess their decisions and risks, especially when 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. **Bottled Up** 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 such as addiction, depression, anxiety or a panic attack are highly beneficial skills to reduce risk around illicit substances.

# synopsis

With the Year 12 exams looming, things are pretty stressful for JJ, it seems like all work and no play. Max, his best friend, invites him out... It's at Ruby's place... And her parents aren't going to be there... can he squeeze a party into his busy schedule?

One thing leads to another... It's fun to just let loose and forget everything that's stressing him out... One drink leads to another...

Another beer won't hurt, it'll just take the edge off his nerves, right? Eventually the drinking and the partying take their toll, his grades slip, and even his footy coach loses faith in him...

He's hitting rock-bottom – so how's he going to get himself out of this rut? Who can step in and help?

## CURRICULUM LINKS

**Bottled Up** 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 alcohol and drug use is a core component of the Year 9 and 10 'Personal, Social, and Community Health' branch of the Health and Physical Education syllabus. This VR video campaign 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 film 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. 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. The film/text analysis activities in this resource kit also address several outcomes of the English and Media Studies curriculum.

**For more detailed information regarding curriculum links, please see the table on Curriculum Links at the back of this resource pack.**



# section one

## ENGAGEMENT

### Pre-watching activities

This section of the resource pack is designed to be used as an engagement phase to help introduce the key themes and the film itself. It is recommended that students engage in these activities prior to watching the film. We also recommend that the student's work is kept available during the time spent working on this film, as work generated in Section 1 can be utilised in Sections 2 and 3.

### ACTIVITY 1

#### Focus question

##### Learning outcomes:

Students will:

- Engage with and reflect on their own, peer and social understandings of alcohol use in their own community
- Explore the prevalence and severity of alcohol use and addiction within their community and the impact it can have on their lives
- Share their experiences of stress, and develop a common understanding of the pressures that young people face in the twenty-first century
- Develop an understanding of current drug and alcohol education discourse, including statistics, definitions and preventative strategies

##### Set up

- List of focus questions
- Open space for a group discussion

##### Activity instructions

The below 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.

Share their experiences of stress, and develop a common understanding of the pressures that young people face in the twenty-first century.

## ACTIVITY 1 (cont)

### 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.
6. What are common reasons young people drink alcohol?
7. What does addiction look like? How do people become addicted to alcohol?
8. Why is alcohol illegal for people under the age of 18? Should the legal drinking limit be raised? Lowered?
9. Does alcohol affect everyone in the same way? How does it affect people differently? Why?

### Focus questions

1. What defines alcohol? What is in alcohol? What does it do to the body?
2. Have you ever been exposed to illicit substance abuse? What did it look, feel, sound like?
3. Is alcohol abuse 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 substances?
  - Cannabis (Marijuana)
  - Ecstasy
  - Alcohol
  - Methamphetamine
  - Cocaine
  - Steroids
  - Other
10. Why is alcohol legal but cannabis is illegal?
11. How many deaths per year are related to alcohol consumption?
12. Is drinking alcohol an important part of Australian culture? Should it be?
13. Adults and young people use alcohol in different ways? Why?
14. What would happen if alcohol was made illegal for everyone?

**NB: 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 protectively interrupted, followed up and/or referred on to other supports/welfare staff.**

Develop their creativity and content generation skills through the creation of short narratives.

## ACTIVITY 2

### Expectations storyboard

#### Learning outcomes:

Students will:

- Engage in the narrative of **Bottled Up** and explore potential directions for the journey key characters will go on
- Develop their creativity and content generation skills through the creation of short narratives
- Examine the consequences of alcohol use and abuse
- Develop an understanding of the pressures that the characters in **Bottled Up** face and the options available to manage this stress

#### Set up

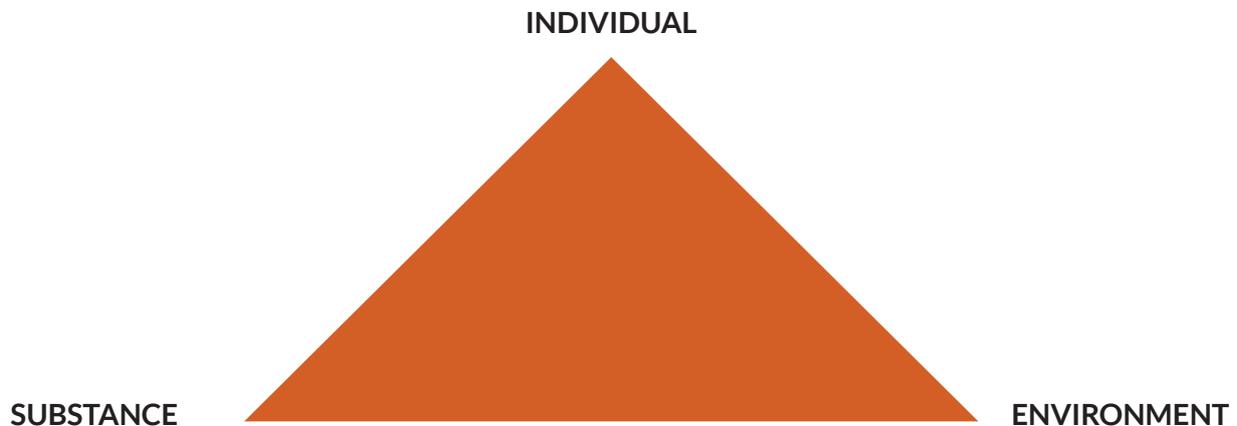
- Blank Storyboard A3 sheets (Appendix A)
- Print out of the **Bottled Up** synopsis (p. 4)

#### Activity instructions

1. Students can either work individually or in small groups for this activity.
2. Hand each student/group a copy of the **Bottled Up** Synopsis and ask them to read it thoroughly.
3. Once the students have an understanding of the given circumstances and the characters involved in the film, they are to create a storyboard of how they believe the film's narrative will play out.
4. The storyboard should use 8 – 12 frames and include (but is not limited to) the following:
  - a. Introduction that introduces the characters and setting.
  - b. Scenes that highlight the pressures the main character is facing.
  - c. The main characters engagement with alcohol.
  - d. The consequences of his coping strategies.
  - e. A resolution (can be either positive or negative).
5. The students/groups can use the provided storyboard template or create one in any form they are most comfortable with.
6. Once each group has created their stories, they should present them to the rest of the class.
7. After each group has presented, the class should engage in a discussion about similarities, differences, and reasons for the chosen endings of their storyboards.

## ACTIVITY 3

### Triangle of risk



#### Learning objectives:

Students will:

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

#### Set up

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

#### Instructions

1. Draw the above triangle on the board, introducing the three key elements that influence risk when using alcohol or 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 in play any time someone chooses to use alcohol or illicit substances 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 choices 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.

# ACTIVITY 4

## School survey

### Learning outcomes:

Students will:

- Develop an understanding of their school's attitudes and values towards alcohol, as well as gain a clear image of how much alcohol is used in their school community
- Extend their understanding of the prolific nature of alcohol use
- Gain an understanding of how to develop and conduct a simple survey and analyse quantitative data

### Instructions

1. The students are to work in small groups to implement the survey, collect the data and analyse the results.
2. **DATA COLLECTION:** The data collection phase can be conducted in a variety of ways, depending on what you feel is appropriate for your school. The objective is to administer the survey to as many participants as possible and keep a written record of their responses. This step of the activity could be conducted in one of the ways below, or however you see fit.
  - a. Students work in small groups and are assigned different classrooms to go to, to complete the survey. They should be responsible for explaining the survey, giving clear instructions and assisting participants to complete the form.
  - b. Students can complete the survey during recess and lunch times approaching staff and students independently.
  - c. The survey could be emailed to teachers or students to complete electronically and returned for analysis.
3. **DATA RECORDING**
  - a. The second phase of the process is to record and count the collected data, once it has been returned. The students should use Microsoft Excel (or similar) to record their data. The data can be recorded in whatever way the students feel is appropriate, however, we suggest filling in the spreadsheet in a fashion similar to the table below:

	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9
S1	3	3	4	5	3	5	4	4	4
S2	1	2	3	2	2	2	1	2	4
S3									
S4									
S5									
S6									
S7									

### Set up

- Copies of the School Alcohol Survey (Appendix C) (Questions can be adjusted to suit the various disclosure/privacy policies of each school)
- Access to Microsoft Excel

### 4. DATA ANALYSIS

- a. Using the SUM functions on Excel, the students should work out the average score (between 1 and 5) for each of the questions.
  - b. Using this data, the students can create graphs (in Excel or Word) to present their findings.
  - c. Groups should compare averages and collate data to collect averages for the school community.
  - d. Once the data has been collated and presented, the group can discuss what the data tells them about the school community's attitudes towards alcohol.
5. **DISCUSSION:** Students should consider the following questions when discussing and analysing the data:
    - a. Which questions reflect the school community has a positive attitude towards alcohol?
    - b. Are there any results that suggests the school community has a negative attitude towards alcohol?
    - c. Which results stand out as different to other similar results?
    - d. Which questions have the highest score? Why might that be?
    - e. What did you expect the results to be? Are they different from the data you collected?

Extend their understanding of the prolific nature of alcohol use



# section two

## ANALYSIS

### Post-watching activities

This section of the resource pack is designed to be used as a tool to analyse the film itself. The focus is to gain an understanding of the film *Bottled Up* as a literary text and to explore the motivation and desires of the characters, along with the choices that they made.

### ACTIVITY 5

#### Character analysis

##### Learning objectives:

Students will:

- Develop an understanding of the characters in the film
- Explore the motivations behind the choices that the main characters made and the consequences of these choices
- Begin to relate the choices and behaviours of the characters in the film to the context of their own lives

##### Set up

- Character Analysis Worksheet (Appendix D)

##### Instructions

1. After watching the film, students should select one of the main characters (Max or JJ) and complete the character analysis worksheet.
2. The analysis should focus on the choices that the characters make and their relationship with alcohol.

##### Discussion

The group should come together to discuss the following questions:

1. Once the students have completed the character analysis worksheet, the group should come together to discuss the following questions:
  - a. How were JJ and Max's attitudes towards alcohol different?
  - b. Why were JJ and Max's attitudes towards alcohol different?
  - c. What was JJ keeping bottled up?
  - d. What other options did JJ have to deal with the things he was bottling up, rather than drinking?
  - e. Does the situation that JJ was in resonate with you as a high school student?
  - f. What are other common reasons young people choose to drink alcohol?

# Continue to develop their understanding of how alcohol is used in Australia and the consequences of using it unsafely

## ACTIVITY 6

### Theme analysis

#### Learning objectives:

Students will:

- Explore the topic of alcohol use amongst adolescents and the risks involved
- Continue to develop their understanding of how alcohol is used in Australia and the consequences of using it unsafely
- Expand their understanding of **Bottled Up** and its key themes

#### Set up

- Whiteboard
- Computers

#### Instructions

1. Working as a whole class, after watching **Bottled Up**, brainstorm the key themes that emerge from the film. Some key themes that are explored in the film include:
  - a. Alcohol use in teenagers
  - b. Escapism
  - c. Pressures that teenagers face
  - d. Addiction/Alcoholism or Problem level substance use.
  - e. Conflict Resolution
2. Once the class has completed the brainstorm, divide the students into small groups and assign a topic for each group.
3. The small groups are responsible for researching the given theme and becoming an expert in this area for the class.
4. Each group should research the following information about their theme:
  - a. Definition of the theme
  - b. Common examples of the theme
  - c. Prevalence in Australia
  - d. How the theme affects young people in WA
  - e. How the characters in the film were affected by the theme
  - f. Positive solutions to the problem that the theme covers
  - g. How you can support young people to engage with the positive solutions to the problem that the theme covers
5. Once the students have researched their topic and collected information for each of the questions (and anything else they have found), they should prepare a short presentation for the rest of the class. The presentation can take any form that the group wishes. This could include a PowerPoint, Prezi, speech, short film, etc.

# Reflect on the characters in the film and the consequences they faced due to using alcohol

## ACTIVITY 7

### Roizen's Model

#### Learning objectives:

Students will:

- Explore the potential consequences of using drugs and alcohol
- Reflect on the characters in the film and the consequences they faced/could face due to using alcohol
- Begin to develop an understanding of their own attitudes towards alcohol and the associated risks

#### Set up

- Roizen Model Table (Appendix E and F)

#### Instructions

1. Introduce the students to the Roizen model, which is a model that describes the four areas of a person's life that might be affected by the use of drugs and alcohol.
  - a. Money and Work: Drugs and alcohol are expensive. Constantly consuming can become very costly. Decision making can also be affected by the use of drugs and alcohol which can lead to very poor financial decisions.
  - b. Family and Friends: drugs and alcohol affect a person's behaviour which will directly impact how they interact with the people around them.
  - c. Personal Health: Alcohol is a leading underlying cause of death in Australia and is related to many hospitalisations each year. The physical affects alcohol has on the body, along with the impairment of judgement can lead to serious injury and death.
  - d. Legal Obligations: there are strict laws surrounding the use, sale and consumption of alcohol and illicit substances, particularly for young people with serious consequences for offenders.
2. Once the students have explored the model and understand the different categories, their task is to complete the Roizen Model Table for the characters in the film.
3. Once the table has been completed, the students should extend their thinking and reflect on their own lives. How could their lives, in the four domains of the Roizen Model, be affected by drugs and alcohol? How could people in their community be affected by alcohol?
4. Students should select a few people in their network and complete the blank Roizen Table (Appendix F) using these people as the characters and consider how their lives might be affected if they were to drink alcohol at an excessive rate.

# Continue to explore the themes of alcohol consumption and stress amongst young people in Western Australia

## ACTIVITY 8

### Film review

#### Learning objectives:

Students will:

- Develop an understanding of the critical review process and how to apply a critical lens to a creative text
- Extend their understanding of the film *Bottled Up* and the messages it portrays
- Continue to explore the themes of alcohol consumption and stress amongst young people in Western Australia

#### Set uUp

- Film review examples (Appendix G)
- Film review template (Appendix H)

#### Instructions

1. After watching the film, students are to be given the role of a film critic, tasked with reviewing the film, *Bottled Up*.
2. Start by sharing the film review examples with the students. Reading through the reviews, students should highlight or annotate key elements of the review, including;
  - a. Structure
  - b. Type of language
  - c. Point of view
  - d. How positive and negative criticism are dealt with
  - e. How the film is referenced
  - f. What helps the reader understand the film
3. Once the students have examined the example reviews, introduce them to the template of the film review. Explain that this is a guide on how to structure their review of *Bottled Up*. The template sheet should be used as a draft for the students to plan their review.
4. Once they have completed a plan in the template, they can then complete the review in full.
5. The review should analyse the film as a text, but include a special focus on how the film deals with the issue of teenage stress and alcohol use amongst adolescents.



# section three

## EXTENSION

### Post-watching Activities

This section of the resource pack is designed to be used to extend the students' learning around the topics related to *Bottled Up*. Once students have analysed the film itself, these activities will continue their learning through the themes of pressure, stress and alcohol consumption amongst young people in Western Australia.

### ACTIVITY 9

#### Storyboard and alternative ending

##### Learning objectives:

Students will:

- Explore the role of decision making and the power they have to make change through the choices they engage in
- Extend their understanding of the characters in *Bottled Up* and the key choices these characters made
- Develop their understanding of safe and responsible decision making in regard to the topic of alcohol

##### Set up

- Blank storyboard template (Appendix A)

##### Instructions

1. Working in small groups, students should re-watch the film and, using the blank templates, storyboard the key scenes in the film.
2. Once the film has been storyboarded, the students are tasked with planning alternative endings to the film, responding to the following contexts:
  - a. How would the film end if Max didn't provide that support to JJ?
  - b. What are two alternative ways that different characters could have provided help to JJ? How would that have played out?

3. Now that the film, *Bottled Up*, has been explored, the students should turn their focus on their own experiences of stress and alcohol. Working in small groups, the students should share some of their experiences with the challenges that JJ faced. Once the group identifies an interesting (but appropriate) story, they should storyboard the key events of the scenario.
4. The students should focus on storyboarding up to a crisis point (climax, a point where the characters are in a risky situation) and then plan how the characters could handle the situation to create a positive outcome.
5. The group should prepare two alternate endings of their story, both reflecting how a character could have made a different choice to reduce the risk the characters were in.

# Explore the role of decision making and the power they have to make change through the choices they engage in

## EXTENSION

6. Once the storyboards have been completed, groups should select their most interesting story and begin work turning it into a short film.
7. Working from the storyboards, groups should begin creating short written scripts for each of the scenes in the storyboard.
8. Once the dialogue has been created, students should identify locations, props and costume required for each scene in the storyboard.
9. From here, students should begin the process of filming their scenes. This can be done in a variety of ways, depending on what is available to you;
  - a. Connect with the media department and work with their students to film the scenes.
  - b. Connect with the drama department to use their students as the actors
  - c. Work within the class and film using cameras available at the school
  - d. Work within the class and use iPhones or iPads to film the scenes
10. The final task is to complete the editing phase of production. This can be done using simple software such as iMovie, or could be done with more complex software such as Adobe Premier Pro or Final Cut Pro.

Students will extend their understanding of pro-social skills in combating substance abuse within their community

## ACTIVITY 10

### CREATIVE ADVERTISEMENTS

#### Learning objectives:

#### Students will:

- Extend their understanding of pro-social skills in combating substance abuse within their community
- Develop their creative communication 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. Stresses of the 21st Century for Young People
  - d. Triangle of Risk
  - e. Alcohol Use and Abuse
  - f. Bystander Behaviour
  - g. 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. Prezi 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



# APPENDIX A

## Storyboard Template

	SCENE 4		SCENE 1
	SCENE 5		SCENE 2
	SCENE 6		SCENE 3

# APPENDIX B

## INDIVIDUAL

15-year-old female who has never used/drank alcohol before.

25-year-old male who has been drinking for several years

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

## SUBSTANCE

4 pack of cruisers

A whole bottle of vodka

6 pack of beer

Marijuana

One bottle of Passion Pop

3 Jäger bombs (Jägermeister and Redbull)

## ENVIRONMENT

At home alone

At a small party with 10 people you know and trust

At a bar in the city

At a party with over 100 people, most of whom you do not know

In the footy locker room with your mates

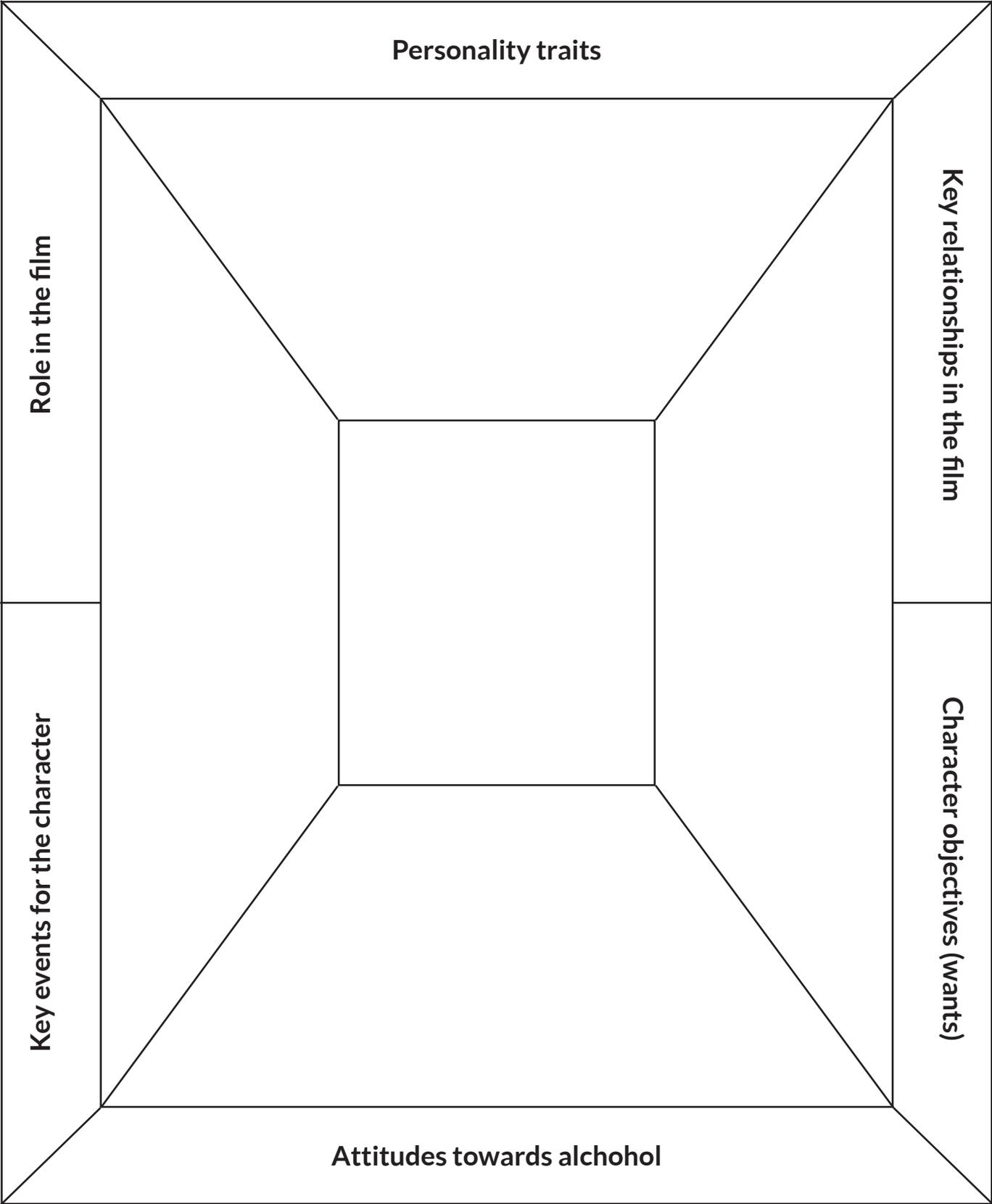
Out camping at a music festival over the weekend

# APPENDIX C

1. For each sentence, choose the answer that shows how much you agree or disagree.  
(please choose one answer for each statement)

ALCOHOL ATTITUDE SURVEY		Strongly Disagree	Disagree	Neither agree or disagree	Agree	Strongly Agree
1.	Lots of people at our school drink alcohol	1	2	3	4	5
2.	Drinking alcohol is very risky and has serious consequences	1	2	3	4	5
3.	I have consumed alcohol before	1	2	3	4	5
4.	I think that drinking alcohol is an important part of being Australian	1	2	3	4	5
5.	The legal drinking age should be raised to 21	1	2	3	4	5
6.	I drink alcohol at least once a week	1	2	3	4	5
7.	Older generations drank more as teenagers than the current generation	1	2	3	4	5
8.	Drinking alcohol doesn't have serious consequences for your health	1	2	3	4	5
9.	I know my limit, when I have had too much to drink and need to stop	1	2	3	4	5
10	I find it easy to say no when someone offers me a drink, if I don't want it	1	2	3	4	5
11	Teenagers are facing more stress in this generation than previous generations	1	2	3	4	5
12	Being a teenager is stressful	1	2	3	4	5

# APPENDIX D



# APPENDIX E

	Money and work	Relationship with family + friends	Health – physical and emotional	Police and the law
MAX				
JJ				
MUM				
RUBY				
COACH				

# APPENDIX F

Other People	Money and work	Relationship with family + friends	Health – physical and emotional	Police and the law

# APPENDIX G



## Film review examples

Perth Now Reviews - <https://www.perthnow.com.au/entertainment/movies>

The West Australian - <https://thewest.com.au/entertainment/movie-reviews>

Sydney Morning Herald - <http://www.smh.com.au/entertainment/movies>

Weekend Note - <https://www.weekendnotes.com/perth/movie-reviews/>

Revelation Film Fest - <http://www.revelationfilmfest.org>

Time Out - <https://www.timeout.com/melbourne/film/film-reviews>

SBS - <https://www.sbs.com.au/movies/movie-reviews>



# APPENDIX H

## FILM REVIEW

Film Title: \_\_\_\_\_

Star Rating:



**Who, what, where, when why:** (Describe the key elements on the film as succinctly as possible)

**Highlights:** (Describe the strengths and/or interesting parts of the film)

**Critiques:** (Describe parts of the film that were not effective or engaging)

**Summary:** (Final sentence that summaries your thoughts on the film)

# Curriculum Links Table

## Health and Physical Education

Area	Year	Link	Activities
Health and Physical Education	7	Strategies to make informed choices to promote health, safety and wellbeing (ACPPS073)	1, 3, 7, 10
		Preventive health practices for young people to avoid and manage risk (ACPPS077)	1, 3, 4, 10
	8	Communication techniques to persuade someone to seek help (ACPPS072)	3, 5, 7, 9, 10
		The reasons why young people choose to use or not use drugs (ACPPS073)	1, 2, 3, 5
		Skills and strategies to promote physical and mental health, safety and wellbeing in various environments (ACPPS073)	5, 9, 10
		Sources of health information that can support people who are going through a challenging time (ACPPS076)	1, 7
	9	Skills to deal with challenging or unsafe situations (ACPPS090)	1, 3, 6, 7, 9
		Actions and strategies to enhance health and wellbeing in a range of environments (ACPPS091)	1, 2, 3, 4, 7, 9, 10
		Impact of external influences on the ability of adolescents to make healthy and safe choices (ACPPS092)	1, 2, 3, 5, 6
	10	Skills and strategies to manage situations where risk is encouraged by others (ACPPS091)	9
		Critical health literacy skills and strategies (ACPPS095)	3, 5, 6, 7
		Social, economic and environmental factors that influence health (ACPPS098)	7, 8, 9, 10

# Curriculum Links Table (cont)

Area	Year	Link	Activities
Critical and Creative Thinking	LEVEL 6	Pose questions to critically analyse complex issues and abstract ideas	ALL
		Assess risks and explain contingencies, taking account of a range of perspectives, when seeking solutions and putting complex ideas into action	2, 3, 4, 5, 7, 9
Personal and Social Capabilities	LEVEL 6	Assess their strengths and challenges and devise personally appropriate strategies to achieve future success	1, 2, 3, 9
		Evaluate, rethink and refine approaches to tasks to take account of unexpected or difficult situations and safety considerations	5, 6, 9, 10
		Critically analyse self-discipline strategies and personal goals and consider their application in social and work-related contexts	1, 2, 3, 4, 7
		Develop and apply criteria to evaluate the outcomes of individual and group decisions and analyse the consequences of their decision making	2, 3, 7, 9
		Formulate plans for effective communication (verbal, nonverbal, digital) to complete complex tasks	2, 8, 9, 10
Ethical Understanding	LEVEL 6	Distinguish between the ethical and non-ethical dimensions of complex issues	1, 2, 3, 4, 5, 6,
		Evaluate diverse perceptions and ethical bases of action in complex contexts	1, 2, 3, 4, 5, 6, 10

# RESOURCES

## Drug and Alcohol Youth Support

DAYS @drugandalcoholyouthservices on Facebook  
9222 6300

## Alcohol and Drug Support Line

(08) 9442 5000  
1800 198 124 (Country callers)  
[www.alcoholdrugsupport.mhc.wa.gov.au](http://www.alcoholdrugsupport.mhc.wa.gov.au)

## SDERA

School Drug Education and Road Aware is a leading government education body in the drug education sector  
[www.sdera.wa.edu.au](http://www.sdera.wa.edu.au)

## 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)

## WA Police

The WA police website provides very detailed information about illicit substances and how they are dealt with by law enforcement  
<https://www.police.wa.gov.au/Your-Safety/Alcohol-and-drugs/Illicit-drugs-and-the-law>

## WA Government

This link is for specific legislation that outlines how illicit substances are viewed in the eyes of the law  
[https://www.slp.wa.gov.au/legislation/statutes.nsf/main\\_mrttitle\\_609\\_homepage.html](https://www.slp.wa.gov.au/legislation/statutes.nsf/main_mrttitle_609_homepage.html)

## Reach Out

A leading organisation providing support to young people addressing a variety of issues they may face  
<http://au.reachout.com/>

## Headspace

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

## Kids Help Line

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

## Alcohol and Drug Foundation

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

## Drug and Alcohol Research and Training Australia

Comprehensive resource for parents and young people about illicit substances  
<http://darta.net.au/presentations/>

## Lifeline

Call line for young people and adults in crisis  
13 11 14  
[www.lifeline.org.au](http://www.lifeline.org.au)