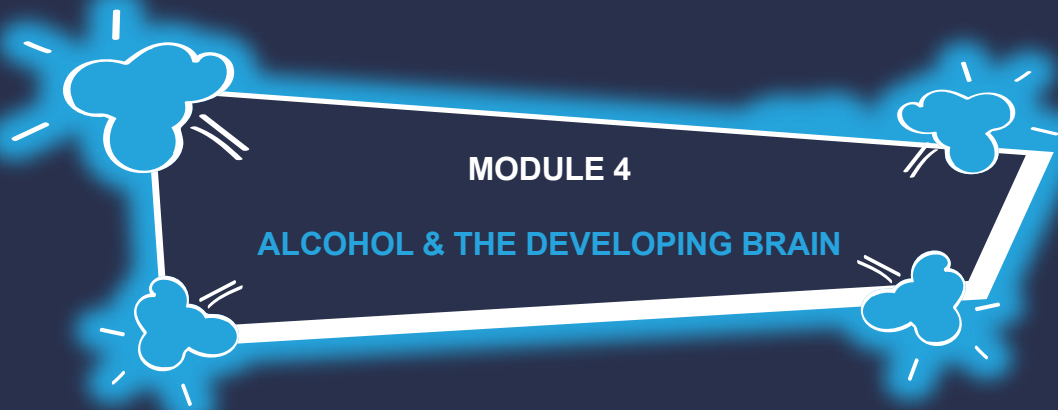
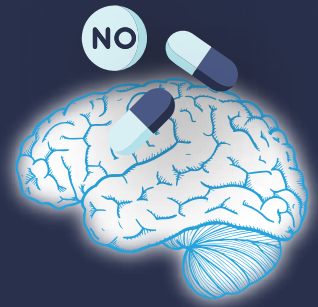


SAVE YOUR BRAIN
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YEARS 7-8 BAND, HEALTH & PHYSICAL EDUCATION
FOCUS AREA: ALCOHOL AND OTHER DRUGS

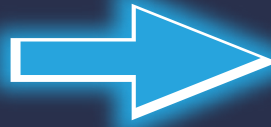
Learning task: The impact of Illicit Drugs on the Developing Brain
Focus on Alcohol - 45 Minutes

TOPICS	SUGGESTED SESSION TIME ALLOCATIONS
1. Facts about Alcohol & the Brain	20 minutes
2. How Alcohol affects the Developing Brain	20 minutes
Close - Portfolio/homework allocated	5 minutes

Note on flexibility - teachers may prefer to allocate 2 x 45 minute sessions to this module, to allow students more time to respond online, or to play the videos more than once and/or to use stop-start options during videos.

INTRODUCTORY NOTES:

It is important for teachers/facilitators to understand that social and emotional learning fosters the ability to make positive choices about how we behave. As teens, students need to build up the 'tool kit' of life skills to strengthen their decision-making skills.



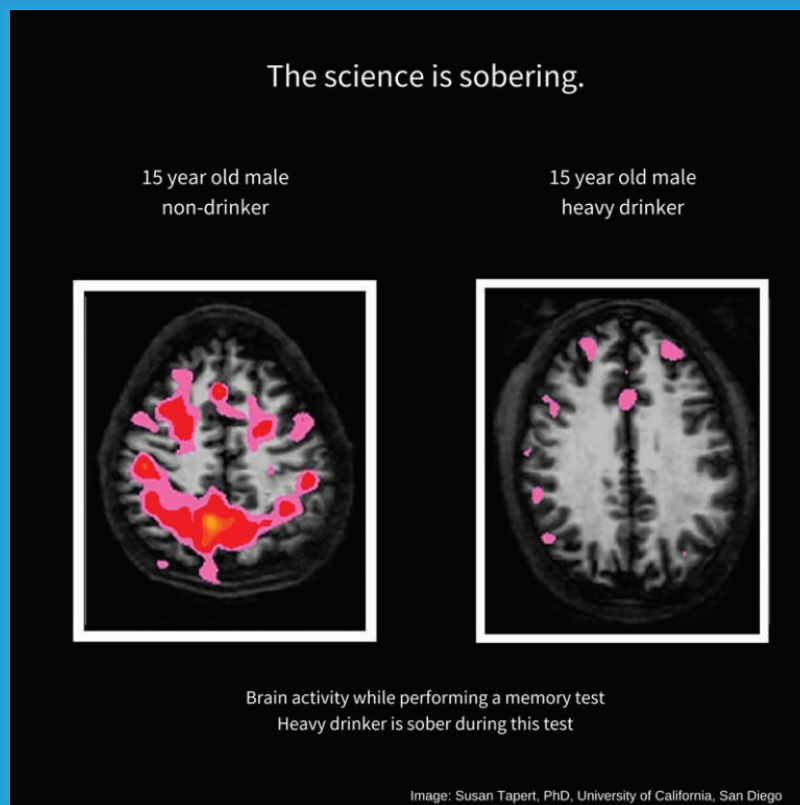
These include:

- self-awareness
- self-concept
- social awareness
- social management
- critical thinking
- problem solving
- reflecting & analysing

These can be incorporated through this segment via online group discussion. Additionally, when face to face group opportunities present themselves use may be made in pedagogy such as role-play, debating, presentations at assemblies, and local community groups. Teachers will also know that our experiences and actions affect the way our brains develop and positive role models and interactions from family members and other a such as club leaders, coaches, teachers, friends and social group.

Quality feedback, reactions and experiential learning add to the teen's 'tool kit' by helping them to learn:

- Strategies for relating and interacting with others
- Assertive behaviour skill
- How to establish and manage changing relationships – offline and online
- General health and wellbeing activities
- What impact Social / emotional health has on general well being
- Observe real resilience skills in action that support resilient behaviour
- See how others demonstrate coping skills and help seeking strategies



1. FACTS ABOUT ALCOHOL & THE BRAIN: 20 minutes

Online Classroom Task - Students to look at ONE of the links below and complete the following questions.

What is Alcohol? Facts & Effects of Drinking. [CLICK!](#)

What are the Effects of Alcohol? [CLICK!](#)

Answer the following:

- What are 3 short term consequences of being drunk (intoxicated)?
- What are 2 long term consequences as the teen brain develops?
- What are 3 risks of under age drinking?

Allow time to share findings as a class either verbally or in writing online or in their portfolios of work being collated.



2. HOW ALCOHOL AFFECTS THE DEVELOPING BRAIN: 20 minutes

Online Classroom Task - Watch the following video and answer the questions below.

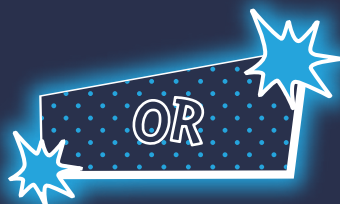
Alcohol and the Body: [CLICK!](#)

- How is alcohol eliminated from your body
- How long does it take?
- How does the body get rid of alcohol from your system?

Online Classroom Task - Watch one of the following videos & answer the questions below.

How Alcohol Affects Your Developing Brain (Part 2)

[CLICK!](#)



Under Construction: Alcohol & the Teenage Brain

[CLICK!](#)

- What are 2 of the ways alcohol use can change the way the human body functions?
- Why is drinking alcohol especially unhealthy and unsafe for teens?

Portfolio/homework task:

Students review the videos out of session and continue an E Portfolio entitled 'We are programmers of our own brains'. They record, perhaps in diary format occasions when someone they know may have experienced the negative effects of alcohol. Ideally, the person should be an adult whom they trust. Perhaps it was a 'hangover', needing to be absent from work because of feeling unwell; It may be an adult with their own personal experience or one of their friends. Students can record a brief description of what happened and what was done about it. Could something more have been done? What could have been done to prevent the event? Students may also continue to suggest ways to use healthy practices, behaviours and resources to enhance health, safety and wellbeing of their communities. For example, add to a poster display in a nominated public place such as a shopping centre or at school assemblies. This could be done in groups and connect to other classes ie. Art, IT etc.

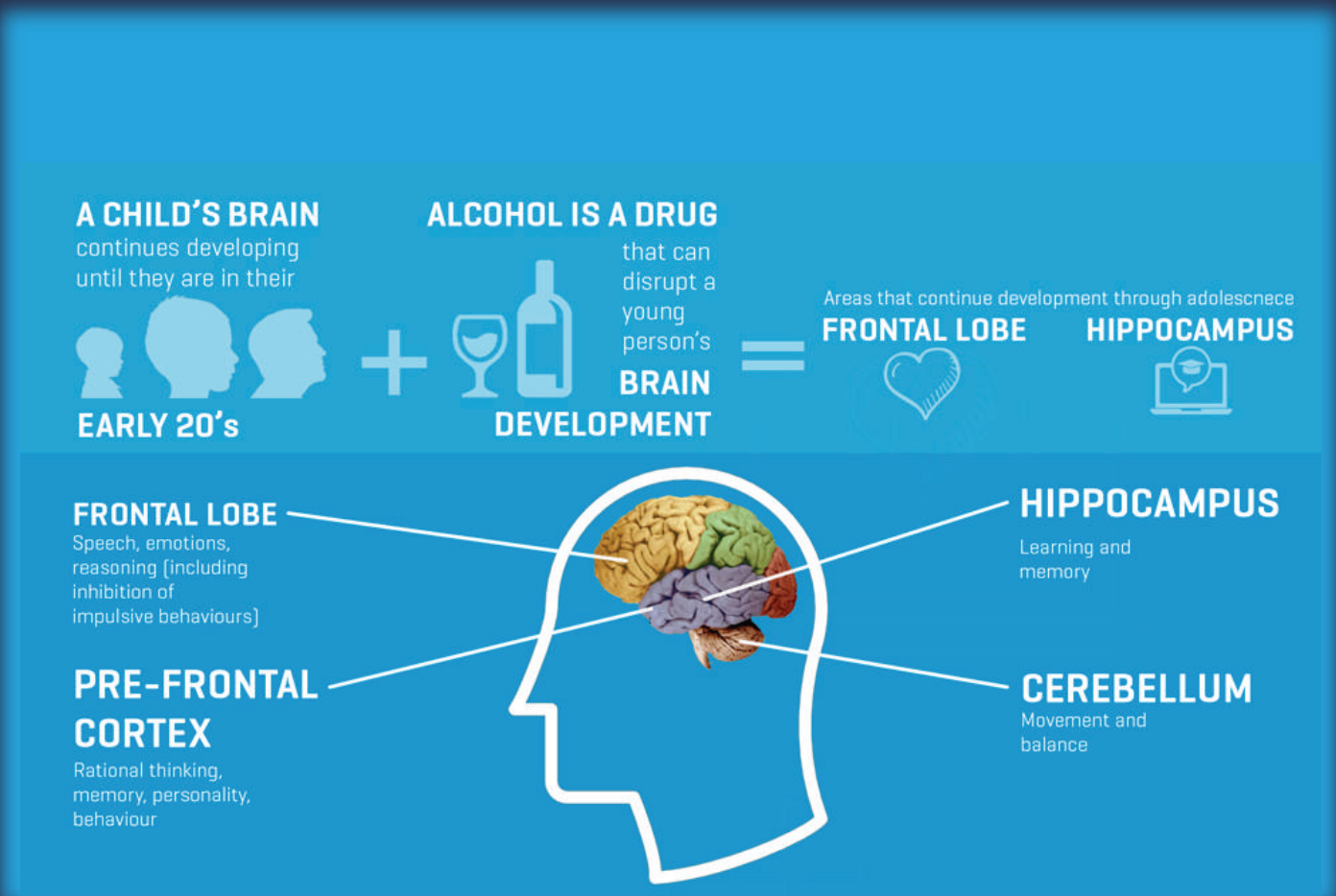


Image source: lifeeducation.org.au

Australian Curriculum links: Health & Physical Education

ACPPS073 Investigate & select strategies to promote health, safety & wellbeing.

ACPPS076 Evaluate health information & communicate their own & others' health concerns.

ACPPS077 Plan & use health practices, behaviours & resources to enhance health, safety & well being of their communities.