



Welcome to the **Positive Choices Webinar Series**

positivechoices.org.au



@pos_choices



@positivechoices1



Australian Government
Department of Health



THE UNIVERSITY OF
SYDNEY
Matilda Centre



Acknowledgement of country

I'd like to begin by acknowledging the Traditional Custodians of Country throughout Australia and their connections to land, water and community. I am currently on the land of the Gadigal people of the Eora Nation and pay my respects to Elders, past and present. I further acknowledge the Traditional Owners of the land on which you are and pay my respects to their Elders, past and present.

I would also like to acknowledge any Aboriginal and Torres Strait Islander people joining us for the webinar today.



Housekeeping

1 Listen only mode.

2 This webinar is being recorded and will be made available on the Positive Choices website.

3 We will have a question and answer session at the end of the webinar. Please add questions to the Q&A box available.



What is Positive Choices?



- Central access point for trustworthy, up-to-date drug and alcohol information and educational resources.
- Developed by the Matilda Centre in consultation with teachers, parents and students. Funded by Australian Government Department of Health.
- Learning resources, factsheets, videos, webinars and games to engage young people with drug education.
- Access to classroom-based drug prevention programs that are proven to reduced drug-related harms.



Teachers & Schools

Evidence-based teaching programs and activities, webinars for teachers, and resources for your students



Parents & Families

Parenting advice and information to help you talk to your children about drugs and alcohol



Students

Facts, advice and interactive tools to help you find out information about drugs and alcohol and make positive choices



Culturally & Linguistically Diverse Peoples

Evidence based drug education resources for individuals from culturally and linguistically diverse communities



Aboriginal & Torres Strait Islander Peoples

A collection of culturally appropriate resources based on research and consultation with people from Aboriginal and Torres Strait Islander communities





positivechoices.org.au

OurFutures

Evidence-based health and wellbeing courses for secondary school students

Dr Lauren Gardner, Research Fellow and OurFutures project manager

9th February 2022

OurFutures: Evidence-based health and wellbeing courses for secondary school students

Dr Lauren Gardner
The Matilda Centre
The University of Sydney



We acknowledge the tradition of custodianship and law of the Country on which the University of Sydney campuses stand. We pay our respects to those who have cared and continue to care for Country.



THE UNIVERSITY OF
SYDNEY

Acknowledgement of Climate Schools/OurFutures team members/contributors past and present

Teesson, M., Newton, N. C.

Including but not limited to (alphabetical):

Allsop, S., Andrews, G ., Barrett, E.L., Bird, K., Birrell, L., Carragher, N., Castellanous-Ryan, N., Champion, K., Chapman, C., Chatterton, M., Conrod, P.J., Conroy, C., Dillon, P., Delailomaloma, M., Egan, L., Gardner, L., Healy, A., Hides, L., Kady, L., Kelly, E.V., Koning, I., Lawler, S., Leidl, D., Mather, M., McBride, N., Mewton, L., Mihalopoulos, C., Nair, N.K., Quinn, C., Rowe, A., Slade, T., Smout, A., Smout, S., Spallek, S., Stapinski, L., Steadman, M., Sunderland, M., Thornton, L., Tonks, Z., Van Vliet, H., Vogl, L., Wong, N

+ the PREMISE Youth Advisory Board and young people in The Matilda Centre Staff's networks

Substance use and mental health

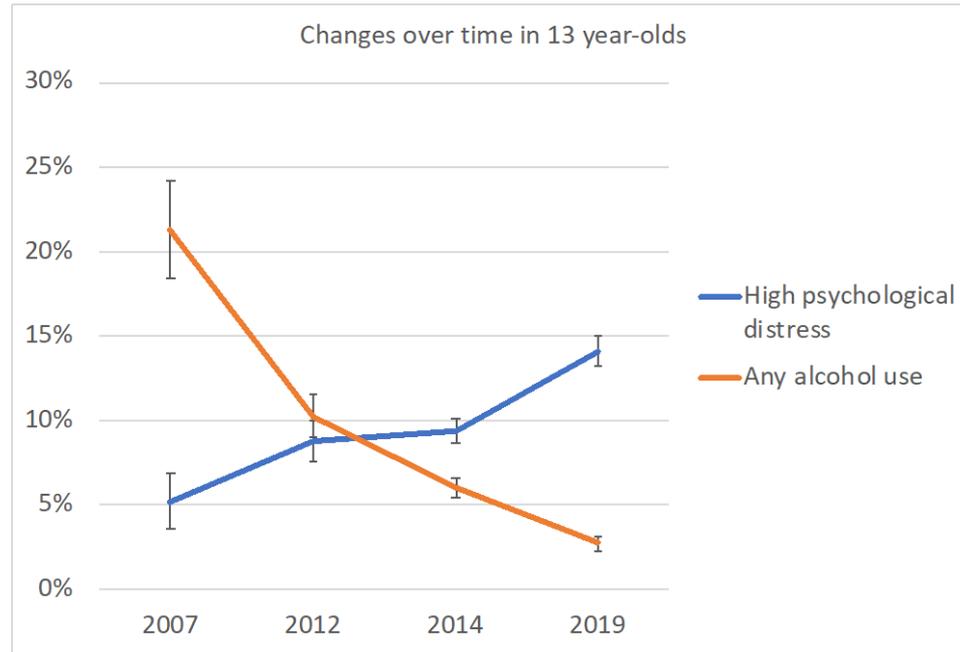
- Prevalent, often co-occur, and share common risk factors
- Contribute to:
 - A substantial proportion of the burden of disease
 - Significant social and economic costs (>\$43B each year in Australia)
- Onset typically occurs during adolescence (greatest disability 15-24yrs)
- Leading causes of disability among young people in high-income countries

Substance use and mental health

- Prevalent, often co-occur, and share common risk factors
- Contribute to:
 - A substantial proportion of mental health problems (e.g. 25% of depression in Australia)
 - Significant social burden (e.g. 15% of disability 15-24yrs)
- Onset typically occurs in adolescence (e.g. 15-24yrs)
- Leading causes of disability among young people in high-income countries

Early and effective prevention is critical!

Trends



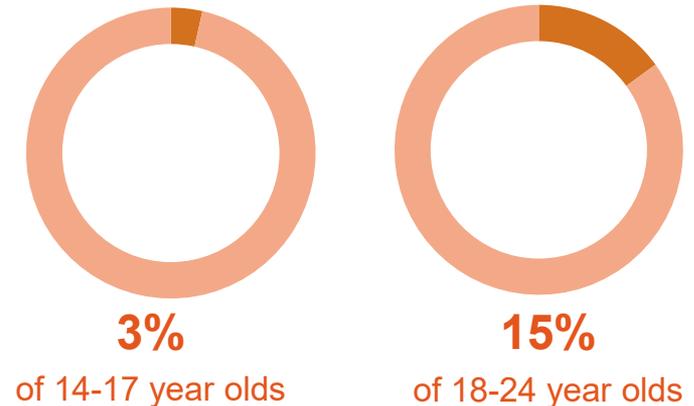
Slade T, Chapman C, Sunderland M ... Teesson M. Trends in psychological distress and alcohol use among 14 000 young Australians: 2007 to 2019. *In preparation*

Rates of risky drinking are significant

- Rates of very high risk binge drinking are significant and are highest among young people
- Younger people remain more likely to be victims of alcohol related crime



11+ Drinks at least monthly



Source: 2019 National Drug Strategy Household Survey

But there is good news...



Each year we delay the onset of drinking we reduce the odds of developing an alcohol use disorder by 9% (Grant et al., 2001)

Prevention needs to occur early



- School is the ideal location
 - Practical - spend $> 25\%$ waking lives
 - Time when first start to experiment
 - Educate prior to harmful exposure
 - Tailor messages at developmental levels
 - Mandatory part of the health education curriculum



Effective principles of drug prevention

- Evidence-based and theory driven
- Developmentally appropriate & immediately relevant
- Implemented prior to harmful patterns of use
- Part of a comprehensive health education curriculum
- Use of peer leaders but keeping teacher as the central role
- Employ interactive teaching methods
- **Adopt a social influence or comprehensive approach**

Sources: Newton et al., 2013, Botvin & Griffin, 2007, Midford et al., 2001; 2002, Tobler et al., 1999; 2000, Foxcroft, & Tsertsvadze, 2011, Faggiano et al., 2014, Dusenbury, L., & Falco, 1995)

School-based drug prevention

- Common obstacles to effective implementation

- Insufficient resources – materials, time and money
- Adaptation
- Lack of training
- Commercially based packing
- Sustainability



– Poor implementation  poor outcomes



OUR *Futures*

Five interactive modules

Year
8

Alcohol

Year
8/9

Alcohol & Cannabis

Year
9/10

Cannabis & Psychostimulants

Year
10

MDMA & Emerging Drugs

Year
8/9/10

Mental Health



Interactive cartoon storylines

3) What are some strategies to help you to fall asleep better at night?

- A Read a book
- B Dim bedroom lights
- C Take a bath or shower
- D All of the above



Interactive quizzes

Student/Teacher summaries

STUDENT SUMMARY

METHAMPHETAMINE

What is the difference between amphetamine and methamphetamine?

Methamphetamine is a chemical compound which is very closely related to amphetamine, but stronger. Amphetamine was common in Australia in the early 1990s, but now you buy on the streets is almost always methamphetamine.

How is methamphetamine made?

Methamphetamine is a synthetic or man-made drug which is typically made in backyard laboratories and sold illegally. However, certain types of amphetamines are made by pharmaceutical (medicine) companies and can legally be prescribed by a doctor to treat different medical conditions.

These over-the-counter amphetamines will be briefly covered at the end of this section. The remainder of this section will address those forms of the drug which are illegal.

Methamphetamine and the law

Unless amphetamines are prescribed for a person by a medical practitioner, possessing, making or selling amphetamine/methamphetamine is against the law. Methamphetamine and the law will also be covered in greater detail in lesson 6.

What are some of the different names for methamphetamine?

There are many different names used for methamphetamine, including



BASE SPEED
METH P SHABU
ICE P CRYSTAL

Individual or group activities

How to put someone in the recovery position

If a person is unconscious, or non-responsive but breathing, they should be placed in the recovery position while waiting for help to arrive. If they are left lying on their back they could suffocate on their vomit or their tongue could block their airway. Putting someone in the recovery position will help to keep the airways open.

To place someone in the recovery position:



- 1 Kneel beside the person
- 2 Straighten their arms and legs.
- 3 Fold the arm closest to you over their chest.
- 4 Get the leg closest to you and bend the knee.

Links to Curriculum

Syllabus content	Teaching, learning and assessment
<p>Students:</p> <ul style="list-style-type: none">Investigate and select strategies to promote health, safety and wellbeing (ACPPS073)<ul style="list-style-type: none">Investigating reasons why young people choose to use or not use drugs, and proposing strategies to make informed choices.proposing and practising strategies for celebrating safely, including assertiveness, refusal skills, planning travel arrangements and contingency plansInvestigate the benefits of relationships and examine their impact on their own and others' health and wellbeing (ACPPS074).<ul style="list-style-type: none">Investigate how individuals, family and peer groups can affect people's behaviour, beliefs, decisions, and actionsEvaluate health information and communicate their own and others' health concerns (ACPPS076)<ul style="list-style-type: none">Developing health literacy skills while exploring and evaluating online health information that is aimed at assisting young people to address health issues	<p>Lesson One:</p> <p>Learning intention: students examine how alcohol-related laws and guidelines reduce harm and promote health and safety.</p> <p>Online cartoon-based content:</p> <p>Students read content provided in the Lesson One cartoon, which examines:</p> <ul style="list-style-type: none">Standard drinks.The Australian guidelines to reduce health risks from drinking alcohol.Alcohol, the law, and underage drinking.Responsible drinking and how to stay safe.Societal pressures and expectations to drink alcohol. <p>Optional class activities:</p> <p>Students examine alcohol-related laws and guidelines that reduce harm. Teachers have the flexibility to choose appropriate activities with consideration of their school's context and the needs of their students.</p> <ul style="list-style-type: none">Understanding standard drinks (<i>interactive</i>): students analyse the Standard Drinks Guide Chart and answer questions to develop an understanding of how the guidelines can be used to enhance health, safety and wellbeing.Identifying risks and options to improve safety (<i>interactive</i>): students identify risks and options for increased safety in the context of the adventures of the teenagers in the cartoon. They examine the high risks, ways risk was reduced and harm minimisation strategies.The Australian drinking guidelines (<i>PDF</i>): students gain an understanding of the reasons for the different guidelines for different age groups. They consider reasons for the recommendations and note these on the worksheet provided.The expectation to drink (<i>PDF</i>): students discuss the potential sources of pressure or expectation to drink alcohol.Poster - drinking and the law (<i>PDF; suggested take-home activity</i>): in small groups, students design a poster depicting situations where it is legal and illegal for people under the age of 18 to consume alcohol. <i>Can be set as a homework task or assessment.</i>The role of police in underage drinking (<i>PDF</i>): students discuss why there are laws for underage drinking and the role of the police in enforcing laws, eg keeping people safe.

Evidence base behind Climate Schools

8 RCTs in Australia

(6 complete, 2 ongoing)

- 240 schools and > 21,000 students have participated across NSW, WA, VIC, ACT, QLD
- 47 peer-reviewed papers

1 pilot trial in the UK

- 222 students and 11 teachers in London
- Found to be feasible and acceptable in the UK.

Internet-based prevention for alcohol and cannabis use: final results of the Climate Schools course

Nicola C. Newton¹, Maree Teesson¹, Laura E. Vogl¹ & Gavin Andrews²

University of New South Wales, National Drug and Alcohol Research Centre, Sydney, NSW, Australia¹ and University of New South Wales, Clinical Research Unit for Anxiety and Depression, St Vincent's Hospital, Sydney, NSW, Australia²

Research

ANZJP

A cross-validation trial of an Internet-based prevention program for alcohol and cannabis: Preliminary results from a cluster randomised controlled trial

Katrina E Champion, Nicola C Newton, Lexine Stapinski, Tim Slade, Emma L Barrett and Maree Teesson

Australian & New Zealand Journal of Psychiatry
2016, Vol. 50(1) 64–73
DOI: 10.1177/0004867415577435
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New Zealand College of Psychiatrists 2015
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sagepub.co.uk/journalsPermissions.nav
http://sagepub.com
SAGE

Vogl et al. *Substance Abuse Treatment, Prevention, and Policy* 2014, 9:24
<http://www.substanceabusepolicy.com/content/9/1/24>



RESEARCH

Open Access

A universal harm-minimisation approach to preventing psychostimulant and cannabis use in adolescents: a cluster randomised controlled trial

Laura Elise Vogl¹, Nicola Clare Newton^{2*}, Katrina Elizabeth Champion² and Maree Teesson²

Abstract

Background: Psychostimulants and cannabis are two of the three most commonly used illicit drugs by young Australians. As such, it is important to deliver prevention for these substances to prevent their misuse and to reduce associated harms. The present study aims to evaluate the feasibility and effectiveness of the universal computer-based Climate Schools: Psychostimulant and Cannabis Module.

Methods: A cluster randomised controlled trial was conducted with 1734 Year 10 students (mean age = 15.44 years; SD = 0.41) from 21 secondary schools in Australia. Schools were randomised to receive either the six lesson computer-based Climate Schools program or their usual health classes, including drug education, over the year.

Results: The Climate Schools program was shown to increase knowledge of cannabis and psychostimulants and decrease pro-drug attitudes. In the short-term the program was effective in subduing the uptake and plateauing the frequency of ecstasy use, however there were no changes in meth/amphetamine use. In addition, females who received the program used cannabis significantly less frequently than students who received drug education as usual. Finally, the Climate Schools program was related to decreasing students' intentions to use meth/amphetamine and ecstasy in the future, however these effects did not last over time.

Conclusions: These findings provide support for the use of a harm-minimisation approach, and computer technology

Results



Increasing knowledge about alcohol, cannabis, MDMA and new psychoactive substances



Reducing alcohol consumption and binge drinking



Reducing cannabis and ecstasy use



Slowing the progression of anxiety symptoms



Reducing psychological distress



Reducing harms related to the use of alcohol and ecstasy



Reducing intentions to use MDMA, psychostimulants, new psychoactive substances and synthetic cannabis



Improving attitudes towards alcohol

Results



Increasing knowledge about alcohol, cannabis, MDMA and new psychoactive substances



Reduced harmful use of alcohol and other drugs for up to 7 years (Newton et al. 2021)



Reducing intentions to use cannabis, MDMA and ecstasy



Slowing the progression of anxiety symptoms



Reducing psychological distress



Reducing harms related to the use of alcohol and ecstasy

Reducing intentions to use MDMA, psychostimulants, new psychoactive substances and synthetic cannabis



Improving attitudes towards alcohol

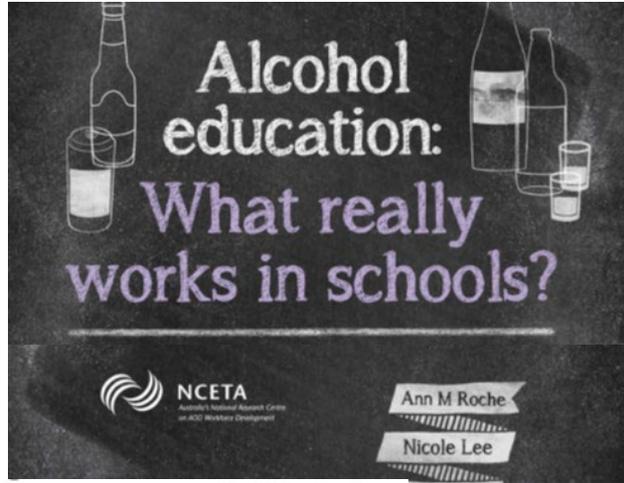
Results

Students and teachers have rated the programs positively:

- 93% of students found the cartoon stories an **enjoyable and interesting way to learn**
- 93% of students thought the information in the program was **easy to understand, to learn and to remember**
- 95% of teachers rated the **educational quality** of the program highly
- 88% of teachers rated the program as **better than other substance use and mental health programs**



Reviews



Original Article

What works in school-based alcohol education: A systematic review

Nicole K Lee^{a,b}, Jacqui Cameron^{a,c}, Samantha Battams^{d,e} and Ann Roche^a

^aNational Centre for Education and Training on Addiction (NCETA), Flinders University, Adelaide, SA, Australia

^bNational Drug Research Institute (NDRI), Curtin University, Perth, WA, Australia

^cDepartment of General Practice, University of Melbourne, Melbourne, VIC, Australia

^dTorrens University Australia, Adelaide, SA, Australia

^eSouthgate Institute for Health, Society and Equity, Flinders University, Adelaide, SA, Australia

HEJ

Health Education Journal

2016, Vol. 75(7) 790-798

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DOI: 10.1177/0017896915612227

hej.sagepub.com



Ann M Roche

Nicole Lee

Jacqui Cameron



Evidence Summary:
Public health interventions in response to substance misuse (drugs) to support parents, their children and young people up to 25 years

Primary Substance Use Prevention Programs for Children and Youth: A Systematic Review

Melissa Tremblay, PhD,^a Lola Baydala, MD,^b Maria Khan, MEd,^c Cheryl Currie, PhD,^d Kirstyn Morley, MEd,^e Caitlin Burkholder, MSc,^f Riley Davidson, MD,^g Amanda Stillar, PhD^h

CONTEXT: An updated synthesis of research on substance abuse prevention programs can promote enhanced uptake of programs with proven effectiveness, particularly when paired with information relevant to practitioners and policy makers.

OBJECTIVE: To assess the strength of the scientific evidence for psychoactive substance abuse prevention programs for school-aged children and youth.

DATA SOURCES: A systematic review was conducted of studies published up until March 31, 2020.

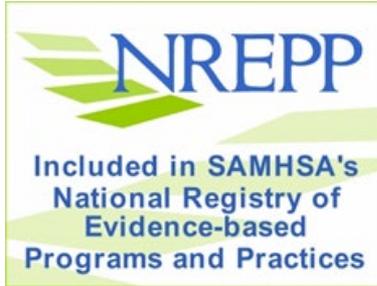
STUDY SELECTION: Articles on substance abuse prevention programs for school-aged children and youth were independently screened and included if they met eligibility criteria: (1) the

[abstract](#)

External endorsement



Translation into policy



UNODC

United Nations Office on Drugs and Crime



**World Health
Organization**



UNITED NATIONS

Educational, Scientific, Cultural Organization

NICE National Institute for
Health and Care Excellence



acara AUSTRALIAN CURRICULUM,
ASSESSMENT AND
REPORTING AUTHORITY



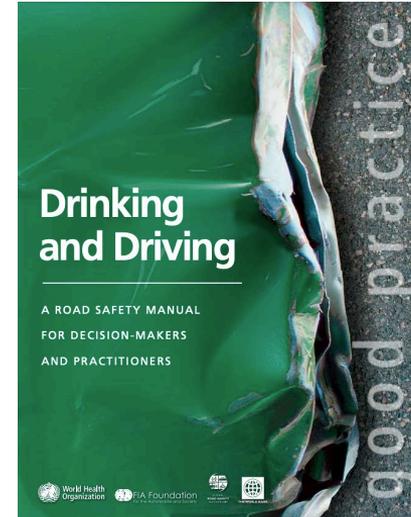
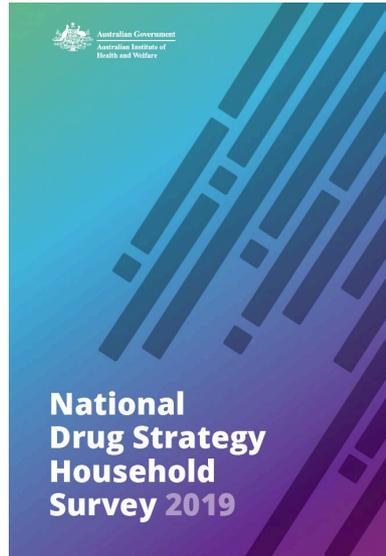
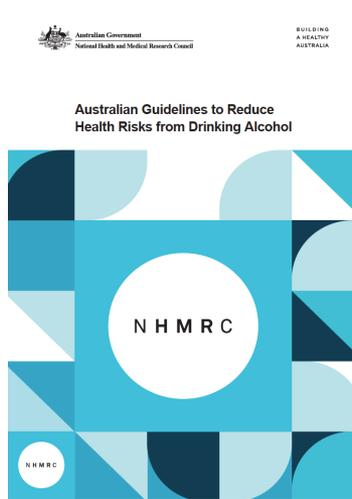
Queensland Mental Health Commission
Improving the mental health and wellbeing of Queenslanders



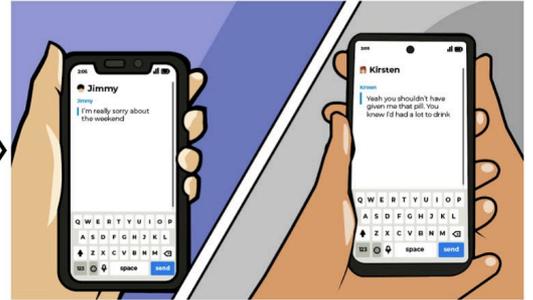
OUR *Futures*



OurFutures updates – evidence and guidelines

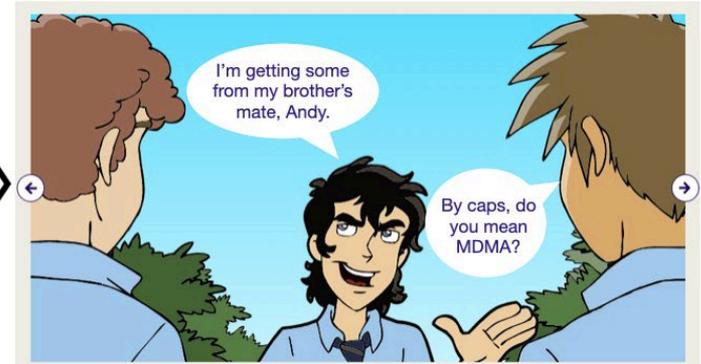
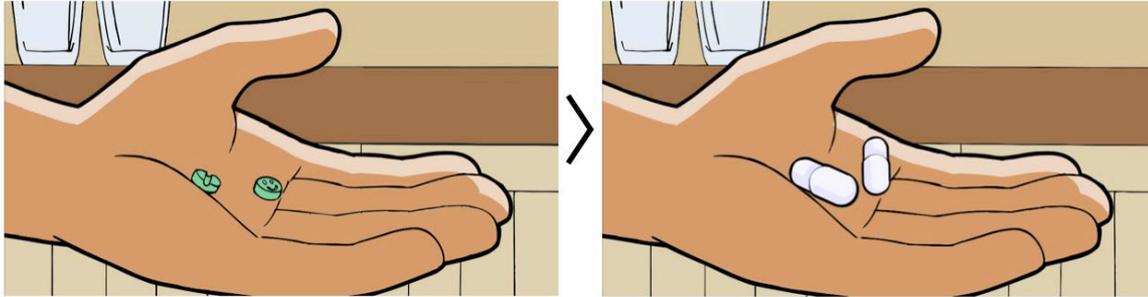


OurFutures updates - cartoon graphics

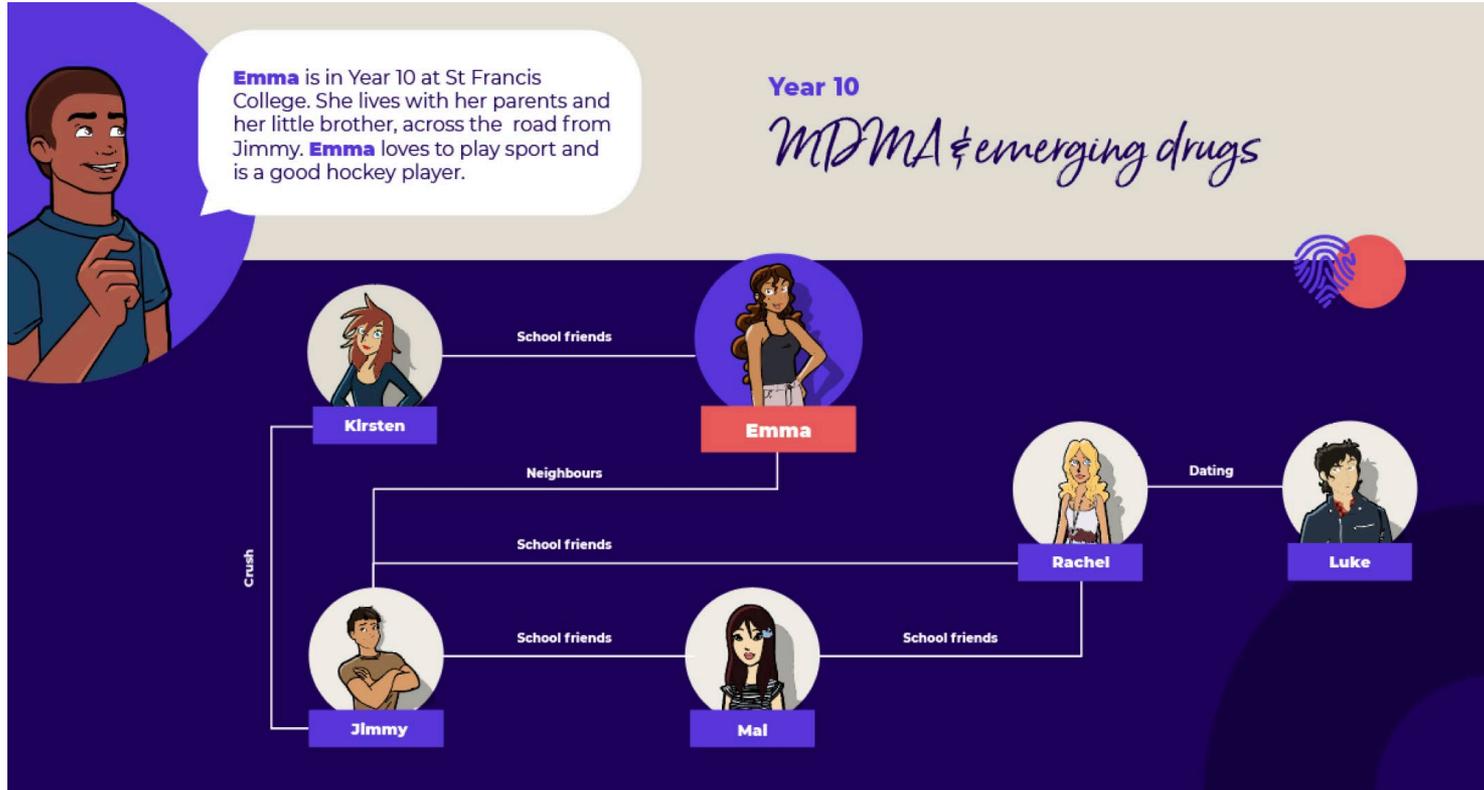


THE FUTURE COMES

OurFutures updates - scripts



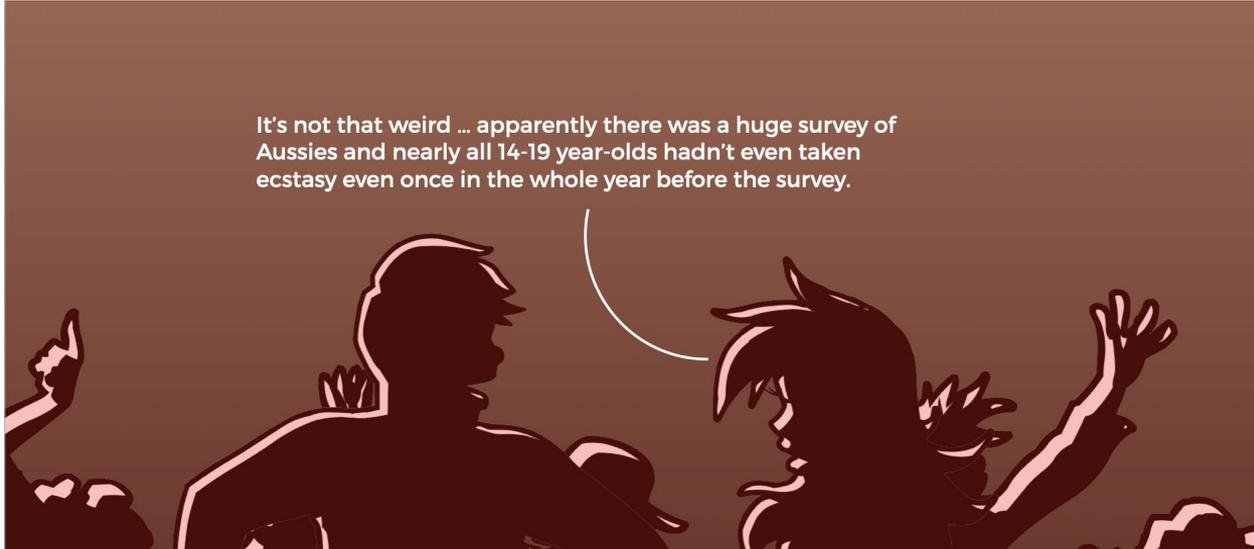
OurFutures updates - backstories



OurFutures updates – voiceovers



OurFutures updates – fact checks



It's not that weird ... apparently there was a huge survey of Aussies and nearly all 14-19 year-olds hadn't even taken ecstasy even once in the whole year before the survey.



Fact Check

The National Drug Strategy Household Survey (2019) asked 14-19 year-olds about their drug use in the past 12 months and 96.4% had not used ecstasy at all. That means less than 4 in every 100 14-19-year-olds had used ecstasy in that period.

OurFutures updates – interactive activities

MDMA & emerging drugs



Jimmy is in Year 10 at Seagrove High School. He is a good soccer player and one day wants to play for the Socceroos. Next year he's hoping to make the first grade team at school. Jimmy likes to stay healthy and it's important for him to keep fit so that he plays well on the field. Once Jimmy finishes Year 12, he wants to travel and work overseas for a bit. At his party on the weekend, Jimmy drank too much alcohol. Although he doesn't usually take drugs, he also ended up taking a cap that Luke gave him.

What are some of Jimmy's goals in life?

If Jimmy continues to use MDMA or emerging drugs, like he did at his party, how might this impact on him achieving his goals?

What can Jimmy do to increase his chances of achieving his goals?

Standard drinks chart



Wine



Beer & cider

OurFutures updates – additional activities

The screenshot displays the OurFutures website interface. At the top, there are four purple navigation buttons: "Characters (A3 Poster)", "Standard Drink Chart", "Drug Glossary", and "DRSABCD Chart", each with a document icon. Below this is a large illustration of a woman with dark curly hair and a man with spiky black hair looking at each other. To the right of the illustration is the "Lesson 1" section, which includes a list of topics to be covered. A red oval highlights the "Interactive activities" button with a right-pointing arrow. At the bottom of the page, there are four buttons: "Teacher Summary", "Part 1", "Student Summary", and "Additional activities". The "Additional activities" button is also highlighted with a red oval. A "Start" button with a right-pointing arrow is located at the bottom left of the illustration area.

Characters (A3 Poster) Standard Drink Chart Drug Glossary DRSABCD Chart

Lesson 1

This lesson will teach you about:

- Alcohol, the law, and underage drinking.
- Australian Guidelines to reduce health risks from drinking alcohol.
- Identifying the number of standard drinks in alcoholic beverages.
- Prevalence and patterns of alcohol consumption among 13-15 year olds.
- Acute harms / consequences associated with alcohol use.

Interactive activities →

Start →

Teacher Summary Part 1 Student Summary Additional activities

OurFutures updates – additional activities

Optional class activities

Choose the activity or activities to suit the needs of your class.

Activity	Task	Format	Preparation
Keeping safe	Students learn about ways to keep safe if they choose to drink.	Class discussion	None
Alcohol – What's in the news?	Students collect and analyse news articles related to alcohol consumption, laws, and harms.	Homework / assessment In class poster board (optional)	Distribute worksheet (PDF or printed)
Graphic organiser	Students use a graphic organiser to illustrate the impact of alcohol on an individual's health, safety and wellbeing.	Individual	Paper or ICT tools

OurFutures updates – marking centre



Activity 1

Activity 2

2

Activity 3

Alcohol lesson 1

Activity 2

Michael, Clare and their friends made some unsafe choices on their night out, leading to some risky situations and a pretty bad end to the night... But there were some safer choices made too. Let's examine these choices and select some strategies they could have

1

Can you identify the unsafe aspects of the night out?

4 Students marked of 4 students assigned

^ Edward Oake 24/06/20	Viewed & marked	✓
^ Emily Constance 21/06/20	Viewed & marked	✓
^ Elliot Schmidt 02/07/20	Viewed & marked	✓
^ Franklin Otters 24/06/20	Viewed & marked	✓

Example answers

They did lots of unsafe things, including:

- No responsible adult knew where they were if something
- Going to a party where they didn't know the people who were hosting the party.
- Michael and friends shared a bottle of vodka. By sharing the bottle none of them were able to accurately keep

OurFutures updates – teacher discussion board



Home / Discussion Board

Teacher discussion board

Create a post

Alcohol & Cannabis

Here's a great resource I used with my Year 8 students

Display my name

Display school name



Publish

Capture1.pdf ready to be uploaded

Explore posts

Search all posts...

All posts

Search

Topics

- Alcohol
- Alcohol & Cannabis
- Cannabis & Psychostimulants
- Mental Health
- MDMA & emerging drugs

View all

Filter

/Test school posted in Alcohol

09/02/21 at 10:54 AM

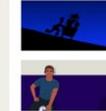
TEST POST for timestamp

Add/see comments (0)

Lyra Egan / default posted in Alcohol

27/01/21 at 06:28 PM

TEST



Add/see comments (0)

Lyra Egan / default posted in Alcohol

27/01/21 at 05:45 PM

Testing site posts - teacher alcohol module typo shows up?

Lorem ipsum dolor sit amet, consectetur adipiscing elit. Sed quis nisi at ex dapibus tempor. Praesent non varius libero. Pellentesque habit...

Read more

Add/see comments (1)

Lyra Egan / default posted in Alcohol

27/01/21 at 04:10 PM

TEST

OurFutures updates – student leaders



[About us](#) [Modules we offer](#) [The evidence](#) [Contact](#)

[Modules & planning](#) [Students](#) [Teachers](#) [Billing](#)

Home / Manage students / Student

Alma Blaser

Year 10



 **Phone**
0410000021

 **Email**
lyra.egan+blaser@gmail.com

 **Password**

 **Student leader**

Edit 

Send reset password email 

[Privacy policy](#)

[FAQs](#)

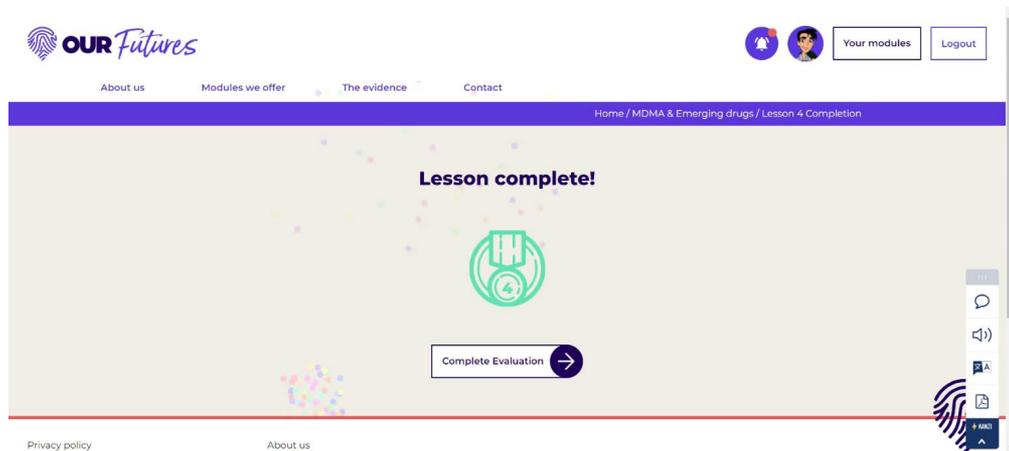
[Technical requirements](#)

[About us](#)

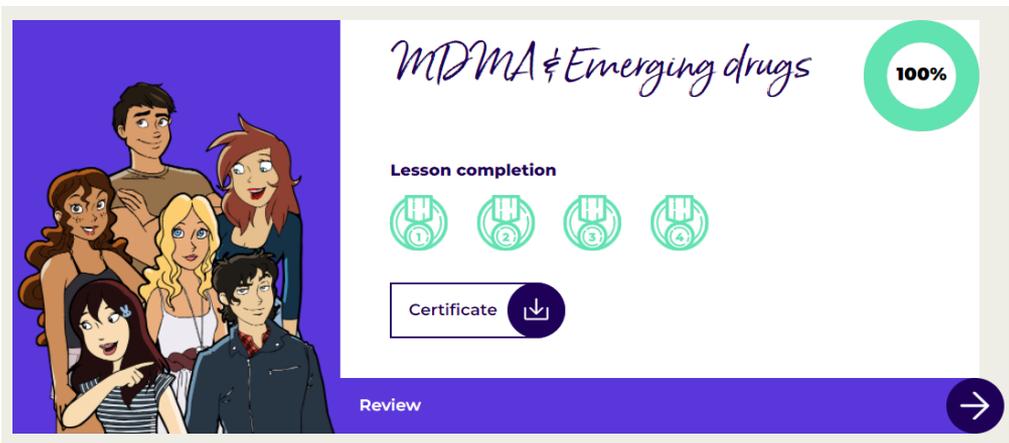
[Modules we offer](#)

[The evidence](#)

OurFutures updates – student rewards



The screenshot shows the OurFutures website interface. At the top left is the 'OUR Futures' logo. Navigation links include 'About us', 'Modules we offer', 'The evidence', and 'Contact'. A user profile icon and 'Logout' button are in the top right. The main content area features a purple header with the breadcrumb 'Home / MDMA & Emerging drugs / Lesson 4 Completion'. Below this, a large green circle with a book icon and the number '4' is centered, with the text 'Lesson complete!' above it. A 'Complete Evaluation' button with a right-pointing arrow is positioned below the circle. The footer contains 'Privacy policy' and 'About us' links. A vertical sidebar on the right contains icons for search, volume, accessibility, and a fingerprint icon.



The screenshot displays a student dashboard for the 'MDMA & Emerging drugs' module. On the left is a cartoon illustration of a diverse group of young people. The main area shows the module title 'MDMA & Emerging drugs' in a cursive font, next to a green circular progress indicator labeled '100%'. Below this, the text 'Lesson completion' is followed by four green circular icons, each containing a book icon and a number from 1 to 4. A 'Certificate' button with a download icon is located below the icons. At the bottom left is a 'Review' button, and at the bottom right is a right-pointing arrow button.



The screenshot shows a 'Certificate of Completion' document. At the top left is the 'OUR Futures' logo, and at the top right is a circular logo with the letters 'OC'. The title 'Certificate of Completion' is written in a cursive font. The text 'Awarded to John Doe for the OurFutures MDMA & Emerging Drugs Module' is centered. At the bottom, a cartoon illustration of a diverse group of young people is shown on the left, and a dark blue circle with the year '2022' is on the right.

OurFutures updates – multilingual translation



Dashboard

Logout

About us

Modules we offer

The evidence

Contact

Modules & planning

Students

Teachers

Billing

Home /Modules & planning /Alcohol /Alcohol - Lesson 1 - Teacher summary

Teacher summary

Alcohol: Lesson 1



Alcohol and the Law

- The legal drinking age in Australia is 18.
- It is generally illegal to sell or supply alcohol to a person under the age of 18 (minor).

However, in all Australian states and territories, in premises which are not licensed or restricted (e.g. at home):

- **A parent or guardian** can supply alcohol to their own child (minor), or
- **A responsible adult authorised by a parent or guardian** can supply alcohol to that child (minor).
- In most Australian states and territories, **it is illegal for minors to possess or consume any alcohol in a public place, however, this rule does not apply in NSW, SA**

How do I register?

- If you were previously registered with Climate Schools, you were emailed an activation link (18th Jan)
 - If not, check junk folder or contact us at info@ourfutures.education
- Alternatively, head to <https://ourfutures.education>
 - Need to do this if you have not held a Climate Schools account

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[Register](#)

Formerly known as

CLIMATE SCHOOLS.

★ ONLINE PREVENTION ★



Register a...

School/Organisation

Teacher/Facilitator

Student

If your school/organisation is already registered, please register for a teacher/facilitator account.

School / organisation information

School / Organisation *

School type *



School / Organisation address 1 *

School / Organisation address 2

Suburb *

State *



Postcode *

Teachers preview content for free

All teacher accounts can access unit plans (mapped to National and State curriculums), lesson previews and the implementation guide.



Register a...

 School/Organisation Teacher/Facilitator Student

Required fields

The teacher that registered your school can provide this code. If you aren't sure who that is, feel free to [contact us](#).

Teachers preview content for free

All teacher accounts can access unit plans (mapped to National and State curriculums), lesson previews and the implementation guide.





Lauren
Primary1401



Teacher code
J1LX



Student code
PK8E



Email
lauren.a.gardner3+primary1401@gmail.com



Password



Postcode



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Students previously registered with Climate Schools

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Teacher dashboard - Test School 14.01



Modules & planning resources



Interactive activities



Manage students



Student progress



Marking centre



Manage teachers



Teacher discussion board



Billing



<https://ourfutures.education>

- Reached >1,200 schools or other organisations (>32,000 students)



International interest



Climate Schools US and UK



Education Perfect – Australia & NZ



Meet Ella and Will

In this lesson, you'll explore some scenarios with two high school students (Ella and Will) and see some of the **thinking traps** that they encounter. You'll learn how Will and Ella can apply **realistic thinking** and **thought challenging** skills to cope with difficult thoughts and scenarios. You'll also have the opportunity to apply these skills to thoughts and situations in your life.



Getting help to overcome thinking traps.

Question Answer



It's helpful to **reach out for support** with anxiety and depression. Ella and Will took the first step towards getting help when they **talked to Chloe** about how they were feeling. You can speak with a **professional to help you** with realistic thinking, as it can be a tricky skill to learn. Below are the names of some **key support services** that are accessible Australia-wide.



Rich text editor toolbar with options for Paragraph, Bold, Italic, Underline, Text Color, Background Color, Bulleted List, Numbered List, Indent, Outdent, Link, Unlink, Table, and Delete table.

Google each service and fill in their URL and phone number. You might want to save a screenshot of this table in case you or a friend would like to talk to someone.

Organisation	url and phone number:
headspace: free, confidential online and phone support and counselling for people aged 12-25.	
Kids Helpline: free, confidential 24/7 phone and online counselling for people aged 5-25.	
Counselling Online: free, confidential 24/7 online chat support for people (all ages) affected	

Question Answer

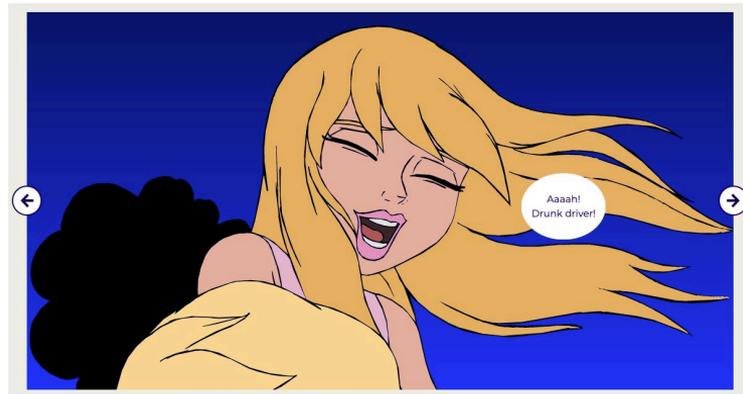
Select the correct words to complete these sentences about thinking unrealistically.

When we are feeling we tend to think unrealistically. We the likelihood that something bad will happen, and we will overestimate how it would be if something did go wrong.



Check Answer

KELY – Hong Kong



KELY – Hong Kong



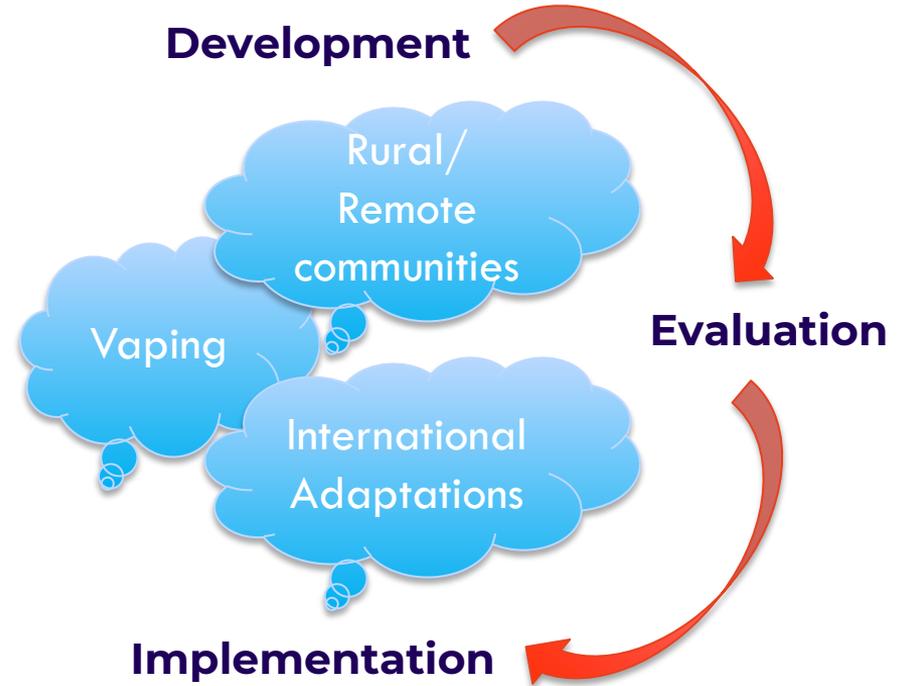
Where to next?

New trials



Future ideas

Development



Implementation



OUR *Futures*

Vision: To see all young people receive high-quality, evidence-based health and wellbeing education.





Thank you

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positivechoices.org.au

Questions?

Audio Settings ^

Chat

Raise Hand

Q&A

Leave Meeting



Where to get help and advice

National Alcohol and Other Drug Hotline

Phone: 1800 250 015

Lifeline

Phone: 13 11 14

Family Drug Support

Phone: 1300 368 186

www.fds.org.au

Australian Drug information network

www.adin.com.au

More information and sources
of help available at

[positivechoices.org.au/
information/where-to-get-help](http://positivechoices.org.au/information/where-to-get-help)



Thank You

info@positivechoices.org.au
positivechoices.org.au



@pos_choices



@positivechoices1



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