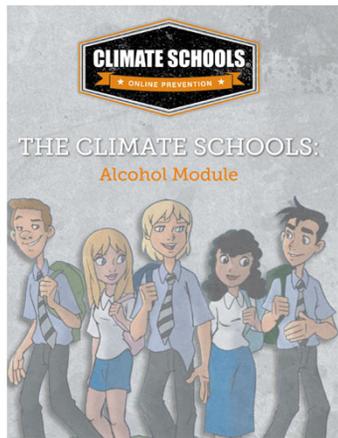




Universal, evidence-based prevention education for secondary school students; empowering them to make positive choices to improve their health and wellbeing.

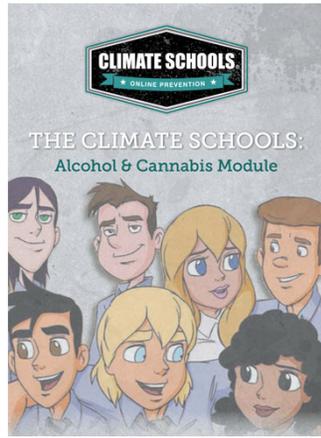


Five curriculum-aligned modules



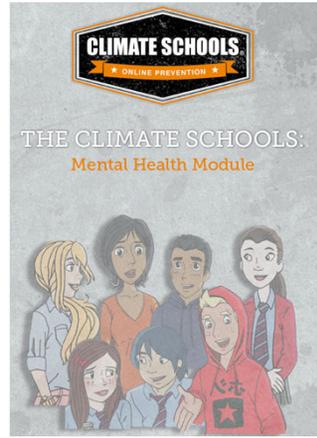
Alcohol

(Yr 8, 13-14yrs)



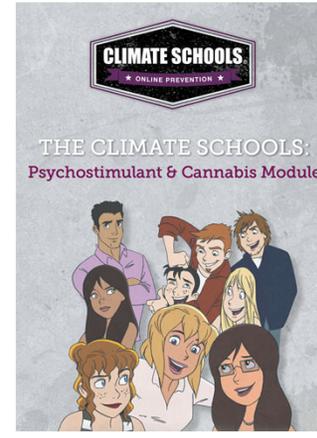
Alcohol & Cannabis

(Yr 8/9
13-15yrs)



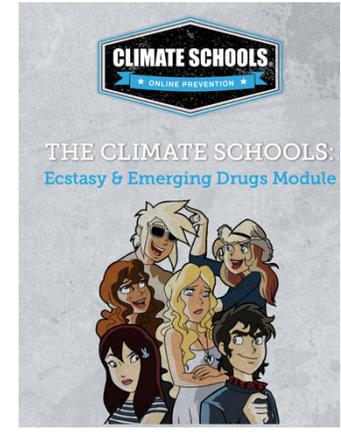
Mental Health

(Yr 8/9/10
14-16yrs)



Cannabis & Psychostimulant

(Yr 9/10/11
14-17yrs)



Ecstasy & Emerging Drugs

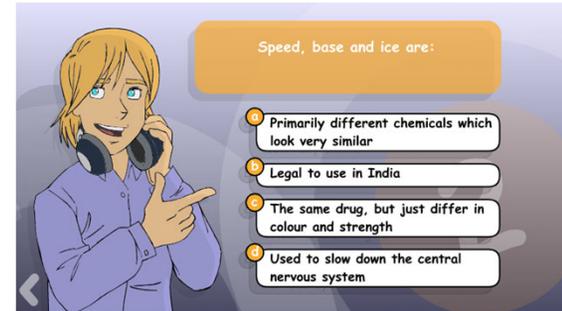
(Yr 10/11, 15-17yrs)

Structure of each module

1. Interactive cartoon storylines



2. Interactive quizzes



3. Evidence 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 nowadays what 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 (medical) 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, using, 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**

4. Activities

Activity 3 Lesson 2

Psychostimulants Quiz

Format Small group quiz
Preparation Photocopy or print 'Quiz Sheet - Questions & Answers' and 'Quiz Sheet - Answers'
Materials Needed 'Quiz Sheet - Questions & Answers' (1 per group)
'Quiz Sheet - Answers' (2 per group)
Scissors
Student summaries (min. 1 per pair)

Activity

Aim: To increase students' knowledge about psychostimulants.

Task: Explain to the students that they will be doing a quiz in groups. Allow the students approximately 10 minutes to read over their student summaries for lesson 2 in order to prepare for the quiz.

Setting up the quiz

- Divide the class into groups of 5.
- Ask each group to assign one member to be the 'quiz master'. The other 4 members of the group should divide into pairs who will compete against one another in the quiz.
- Give each quiz master a copy of the 'Quiz Sheet'.
- Give each pair a set of answers.
- Ask the pairs to cut their answer sheets along the rows.

Climate Schools - Psychostimulant 10 Curriculum Lesson 2

Evidence base behind Climate Schools

7 RCTs in Australia

(6 complete, 1 ongoing)

- 169 schools and > 14,600 students have participated across NSW, WA, VIC, ACT, QLD
- 35 peer-reviewed papers reporting their effectiveness

The Matilda Centre

Addiction 
RESEARCH REPORT doi:10.1111/j.1360-0443.2009.02853.x

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

Australian & New Zealand Journal of Psychiatry 2016, Vol. 50(1) 64-73
DOI: 10.1177/0004867115577435
© The Royal Australian and New Zealand College of Psychiatrists 2015
Reprints and permissions:
sagepub.co.uk/journalsPermissions.nav
sagepub.com
SAGE

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

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

 **SUBSTANCE ABUSE TREATMENT, PREVENTION, AND POLICY**

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

The trials have found that the Climate Schools programs improve student outcomes by:



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

Students and teachers have rated the programs positively:

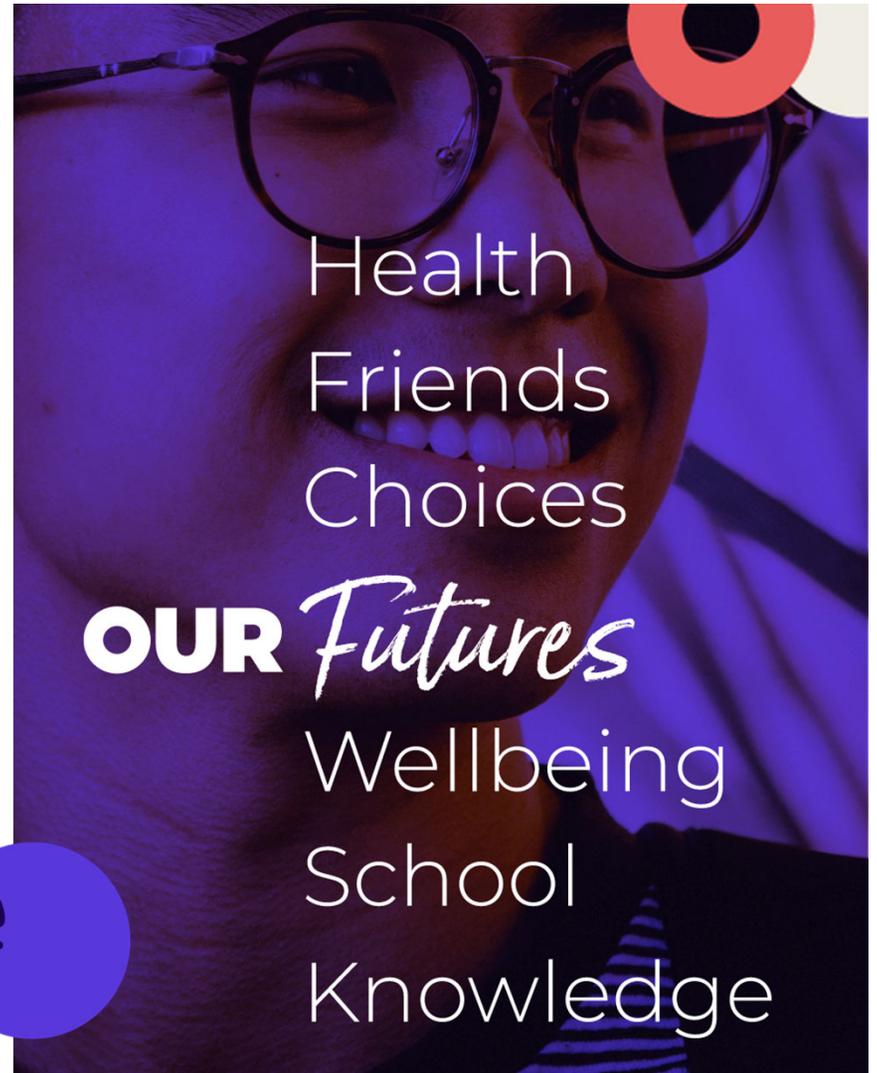
- 93% of students found the cartoon stories an **enjoyable and interesting way to learn**
- 93% of students thought the information in the program was **easy to understand, to learn and to remember**
- 95% of teachers rated the **educational quality** of the program highly
- 88% of teachers rated the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



Coming soon...



The Matilda Centre



Health
Friends
Choices

OUR *Futures*

Wellbeing
School
Knowledge



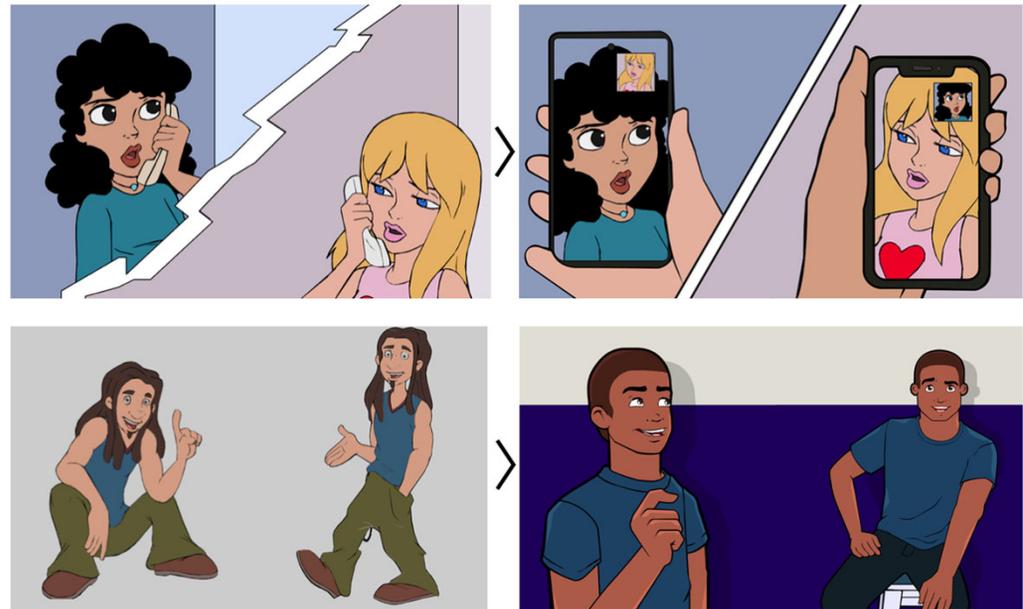
OUR *Futures*



OurFutures updates



Latest evidence & guidelines



Cartoon language and graphics updates



OUR *Futures*

Vision: To see all young people in Australia receive high-quality, evidence-based mental health and substance use education.





Stay tuned.

Want more info?

Email info@climateschools.com.au



THE UNIVERSITY OF
SYDNEY
—
Matilda Centre



 **OUR** *Futures*