

Part 1: Online component

★ Lessons

Alcohol - Lesson 1



This lesson will teach you about:

- Alcohol, the law and underage drinking.
- Standard Drinks.
- Australian Guidelines to reduce health risks from drinking alcohol.
- Identifying the number of standard drinks in alcoholic beverages.
- Societal pressures and expectations to drink alcohol.

Cartoon

 Teacher summary

 Activities

 Student summary



Lesson summaries

Teacher Summary

Lesson 1

Alcohol and the law

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

However, in most Australian states and territories, in premises which are not licensed or restricted:
 - A **parent or guardian** can supply alcohol to his or her own child (minor), or
 - A **responsible adult authorised by a parent or guardian** can also supply alcohol to that child (minor).
- In most Australian states and territories, it is **illegal for a person under the age of 18 years to possess or consume any alcohol in a public place**, unless they are under the supervision of a responsible adult.

However, if the public place is an alcohol free zone or an alcohol prohibited area, it is still illegal for a person under the age of 18 to possess or consume alcohol, even if they are under the supervision of a responsible adult.
- If a minor is in possession of alcohol in a public place and is not under the supervision of a responsible adult, the police can seize the alcohol.
- A **responsible adult is defined as:**
 - A parent, step-parent or guardian of the minor.
 - The minor's spouse or any person who, although not legally married to the minor, ordinarily lives with the minor as the minor's spouse on a permanent and domestic basis.
 - A person who is, for the time being, in loco parentis to the minor.

NHMRC 2009 Guidelines

- The Australian Alcohol Guidelines are based on the 'Australian standard drink'.
- A 'standard drink' is a measure of the quantity of alcohol contained in an alcoholic beverage. In Australia, one standard drink contains 10 grams of alcohol.

Adults

For healthy male and female adults, to **minimise the risk of alcohol-related harm over a lifetime**, the Australian Alcohol Guidelines recommend to drink:

1. No more than 2 standard drinks on any day

To **minimise the risk of injury on a single occasion of drinking**, the Australian Alcohol Guidelines recommend to drink:

2. No more than 4 standard drinks on a single occasion

Climate Schools - Alcohol, Lesson 1

STUDENT SUMMARY

HOW MUCH ALCOHOL DO 13-14 YEAR OLDS DRINK?

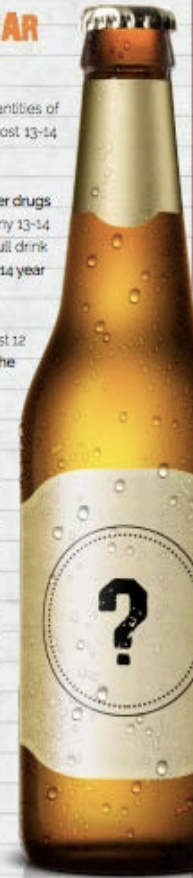
Many teenagers believe that lots of their peers are drinking large quantities of alcohol and going out to get drunk. This isn't true. The truth is that most 13-14 year olds do not spend their leisure time drinking alcohol.

In 2010, a huge survey was done to find out how much alcohol and other drugs people were actually taking. In Australia, they found that although many 13-14 year olds had tried alcohol (65%), that only 1 in 4 had actually had a full drink in their lifetime. The most important finding was that the majority of 13-14 year olds did not drink too much alcohol.

When it came to drinking to excess only 1 in 50 had done this in the past 12 months. That means, that 49 out of 50 had not drunk excessively in the past 12 months!

What is really interesting is that if teenagers are interviewed while one of their friends is there, they report drinking a lot more alcohol than if they are interviewed without their friends being present. This shows that it is not surprising that most teenagers **overestimate** the number of their friends who really go out and get drunk. The truth is that most 13-14 year olds do not drink too much alcohol, but many feel the pressure to pretend they do.

Even by the age of 15, this picture doesn't change a great deal. Most 15 year olds had tried alcohol (74%) and about half (47%) had drunk a full serve of alcohol in their lives. Once again, when it came to drinking to excess, only 1 in 10 had done this in the past 12 months. This shows that the majority of 15 year olds did not drink too much alcohol or drink alcohol to get drunk.



Part 2: Optional class activities

★ Lessons

Alcohol - Lesson 1



This lesson will teach you about:

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- Standard Drinks.
- Australian Guidelines to reduce health risks from drinking alcohol.
- Identifying the number of standard drinks in alcoholic beverages.
- Societal pressures and expectations to drink alcohol.

Cartoon

 Teacher summary

 **Activities**

 Student summary



Part 2: Optional activities

Optional Class Activities

Lesson 2

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

	Name of Activity	Task	Format	Preparation
1	Alcohol harms	Students learn about harms related to alcohol.	Group activity	Photocopy or print group worksheet
2	Being assertive	Students learn about being assertive and how to say NO!	Group activity	Photocopy or print group worksheet
3	The effects of alcohol	Students learn about the different effects of alcohol including psychological, physical and social effects.	Individual activity	Photocopy or print individual worksheet
4	Homework lesson 2	Students are asked to design an anti-drinking or safe drinking campaign or advertisement.	Homework	Photocopy or print homework worksheet.



Part 2: Optional activities

Worksheet

Activity 1

Alcohol harms

As a group discuss the following points about alcohol related harms.



Question 1

Look at the picture above and think back to the cartoon of Lesson 2.
Discuss what harms the characters encountered from drinking alcohol.

Worksheet

Activity 1

Alcohol harms

Question 2

What other types of alcohol related harms are common for teenagers?

Question 3

What things can you do to avoid the possible harm caused from alcohol?

Question 4

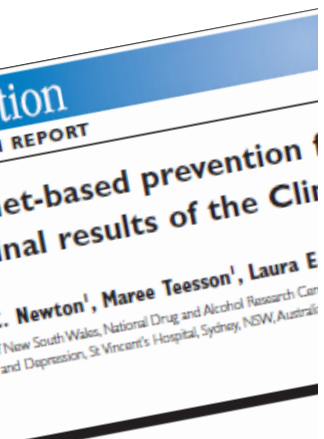
What things can you do to reduce the possible harm caused from alcohol?



Efficacy of Climate Schools

6 cluster RCTs in Australia (4 complete, 2 ongoing) and a pilot in UK

- 157 schools and > 14,000 students have participated across NSW, WA, VIC, ACT, QLD and London
- 14 papers reporting their effectiveness



Research

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 Stapin, Tim Slade, Emma L Barrett and Maree Teesson

Abstract

Objective: Replication is an important step in evaluating evidence establishing the generalizability and wider impact of a program. Intervention science field. This study aims to fill this gap by conducting a cross-validation trial of an Internet-based prevention program, an Alcohol and Cannabis course, an Internet-based prevention program, and a self-help program.

Method: A cluster randomized controlled trial was conducted in Australia in 2012. Six schools received the Climate Schools (health education as usual). All students completed a self-report survey. Mixed-effects regressions were conducted for all outcome measures: use, knowledge and intentions to use these substances.

Results: Compared to the control group, immediately

Teesson et al. BMC Psychiatry 2014, 14:32
<http://www.biomedcentral.com/1471-244X/14/32>

STUDY PROTOCOL

The CLIMATE schools combined study: a cluster randomised controlled trial of a universal Internet-based prevention program for youth substance misuse, depression and anxiety

Maree Teesson¹, Nicola C Newton¹, Tim Slade¹, Cath Chapman¹, Steve Allsop², Leanne Hides³, Nyanda McBride², Louise Mewton⁴, Zoe Tonks^{1*}, Louise Birrell¹, Louise Brownhill⁴ and Gavin Andrews⁴

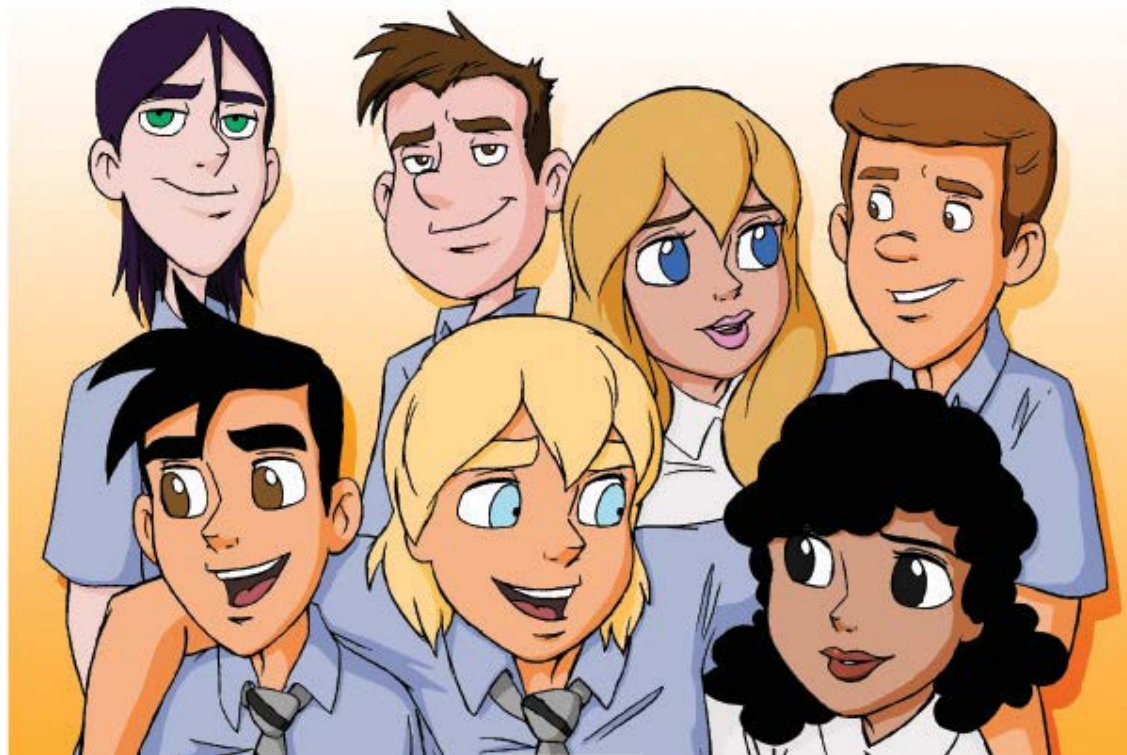
Abstract

Background: Anxiety, depressive and substance use disorders account for three quarters of the disability attributed to mental disorders and frequently co-occur. While programs for the prevention and reduction of symptoms associated with (i) substance use and (ii) mental health disorders exist, research is yet to determine if a combined approach is more effective. This paper describes the study protocol of a cluster randomised controlled trial to evaluate the effectiveness of the CLIMATE Schools Combined intervention, a universal and integrated program for youth substance use and mental health problems among adolescents.

Methods/design: Participants will consist of approximately 8400 students from 140 secondary schools in New South Wales, Western Australia and Victoria. Schools will be randomised to one of four groups: (i) CLIMATE Schools - Mental Health, (ii) CLIMATE Schools - Substance Use, (iii) CLIMATE Schools - Combined, and (iv) Control. The primary outcomes of the trial are: (i) substance use, (ii) mental health, (iii) combined substance use and mental health, and (iv) school attendance and related harm.

Climate Schools: Alcohol & Cannabis module

Aim: Can the *Climate Schools* model be effective in preventing the use of alcohol and cannabis among adolescents



Climate Schools: Alcohol & Cannabis course

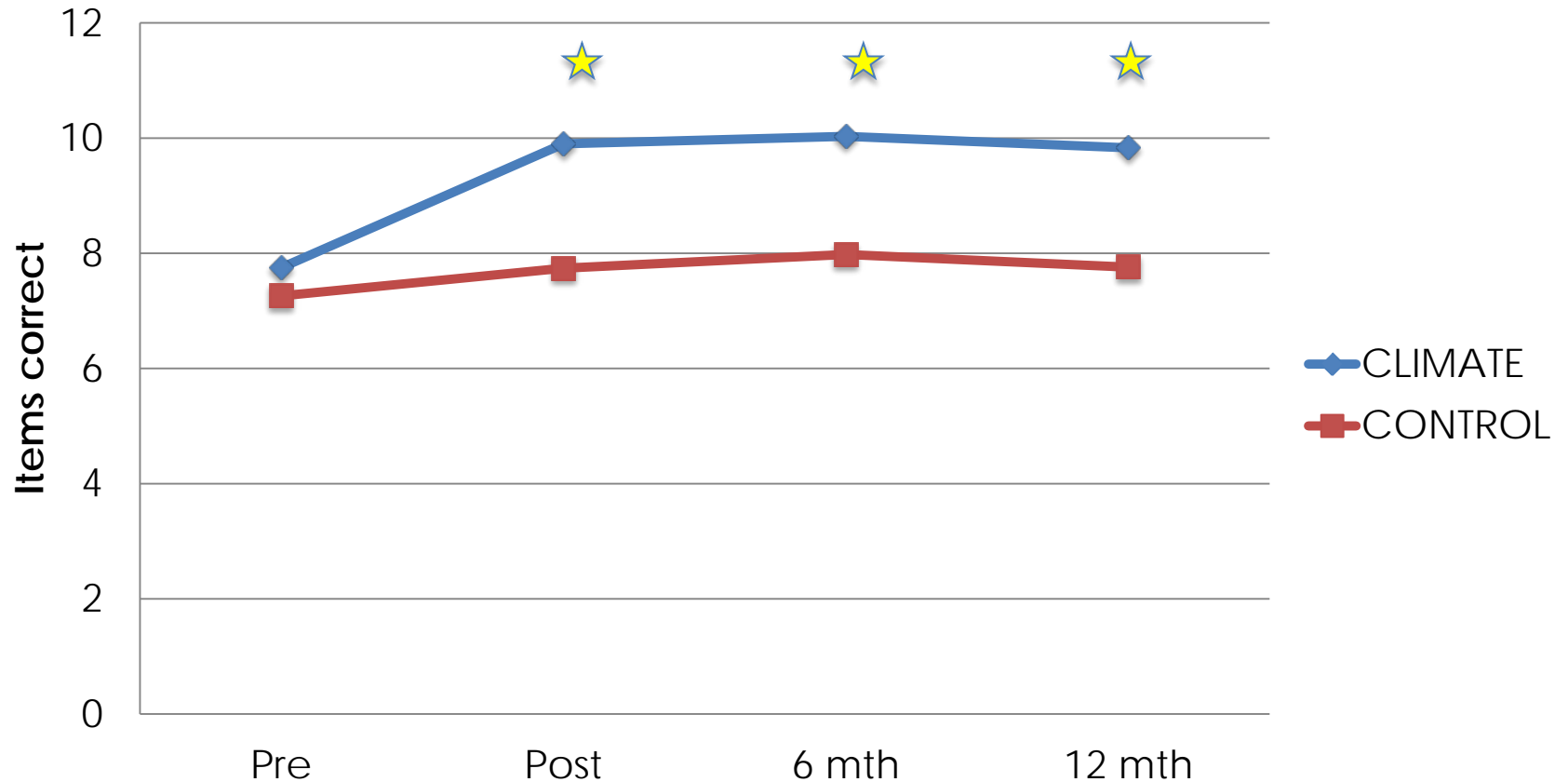
- ❦ Cluster RCT in Sydney
- ❦ 764 students from 10 schools (mean age 13 years)
 - 5 Control schools (n=367; 65% male)
 - 5 Intervention schools (n=397; 55% male)

	Baseline survey	CLIMATE: Alcohol Module	CLIMATE: Alcohol & Cannabis Module	Post-test survey	6 mth FU survey	12 mth FU survey
CONTROL	X			X	X	X
INTERVENTION	X	X	X	X	X	X

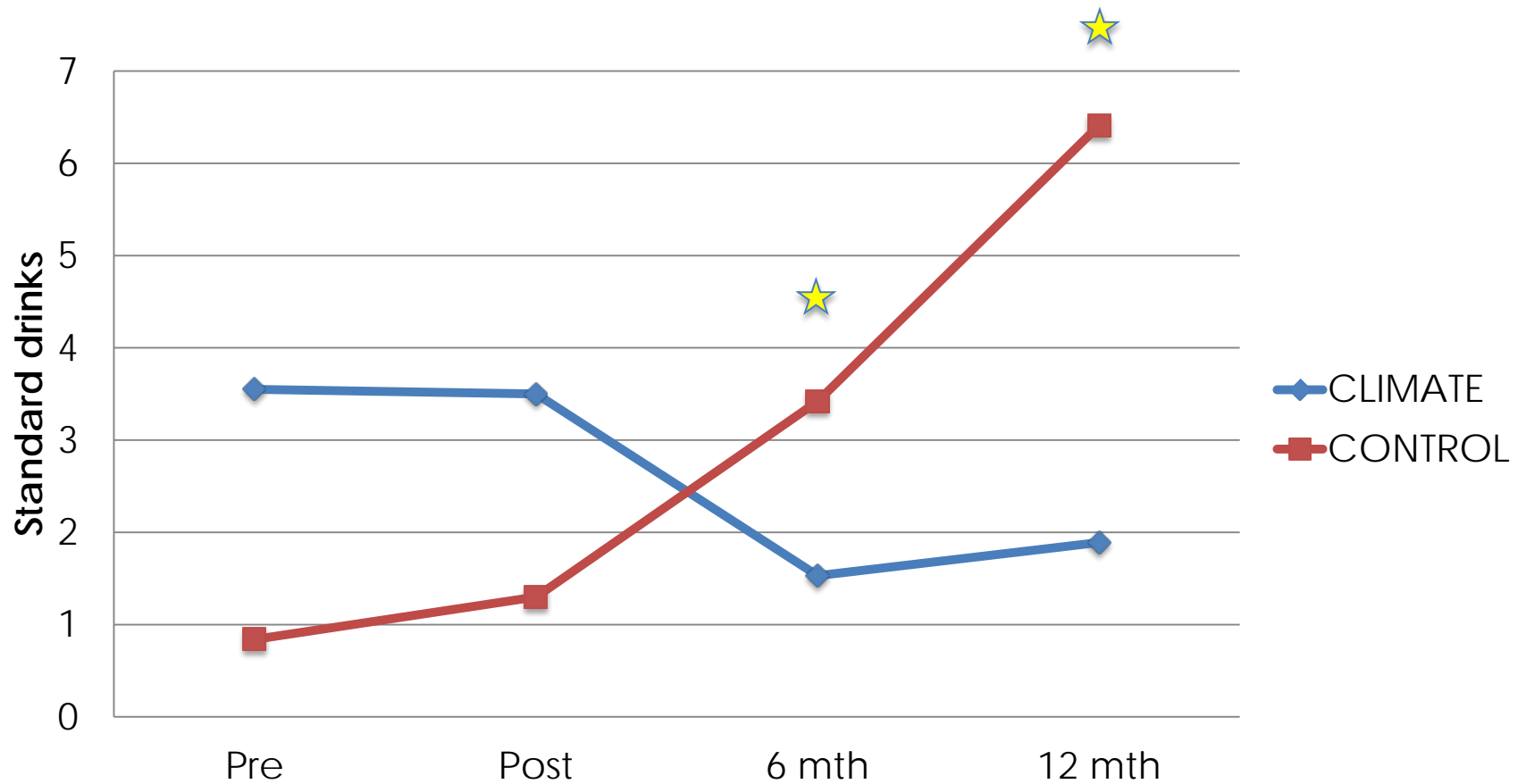
- No sig baseline differences between groups or differential attrition
- HLM analyses to account for 3-level clustering



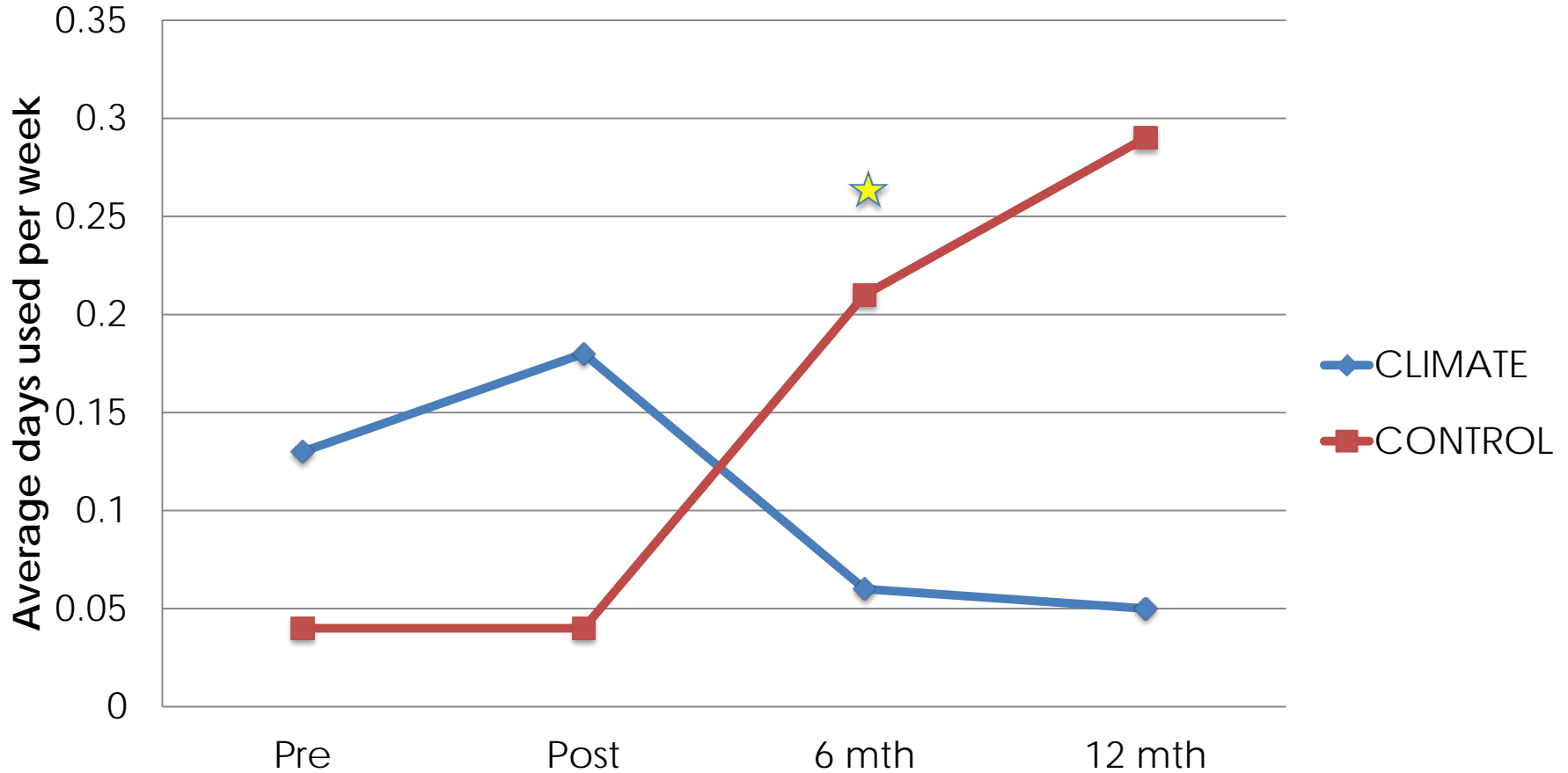
Alcohol & cannabis knowledge



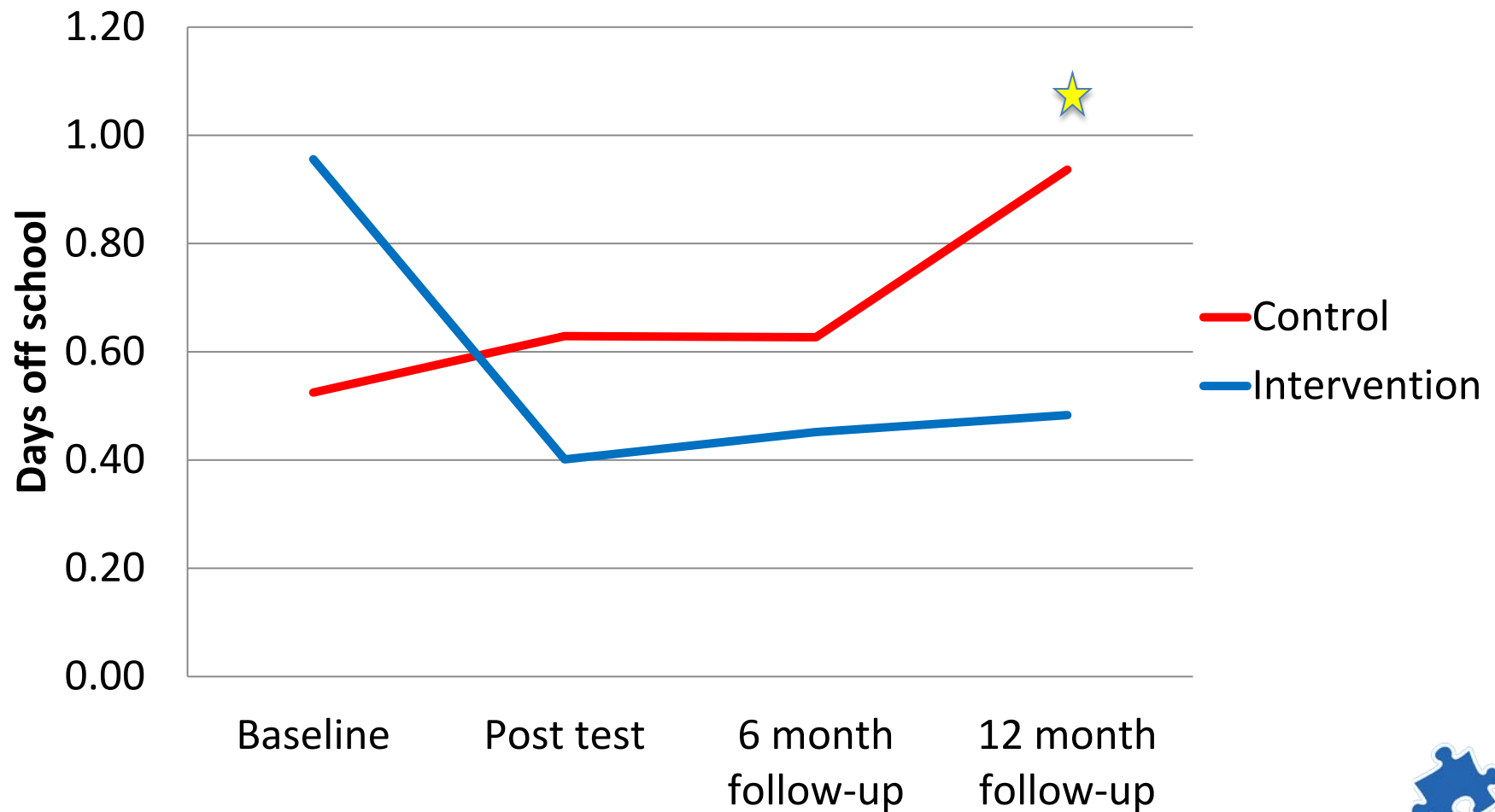
Average alcohol consumption



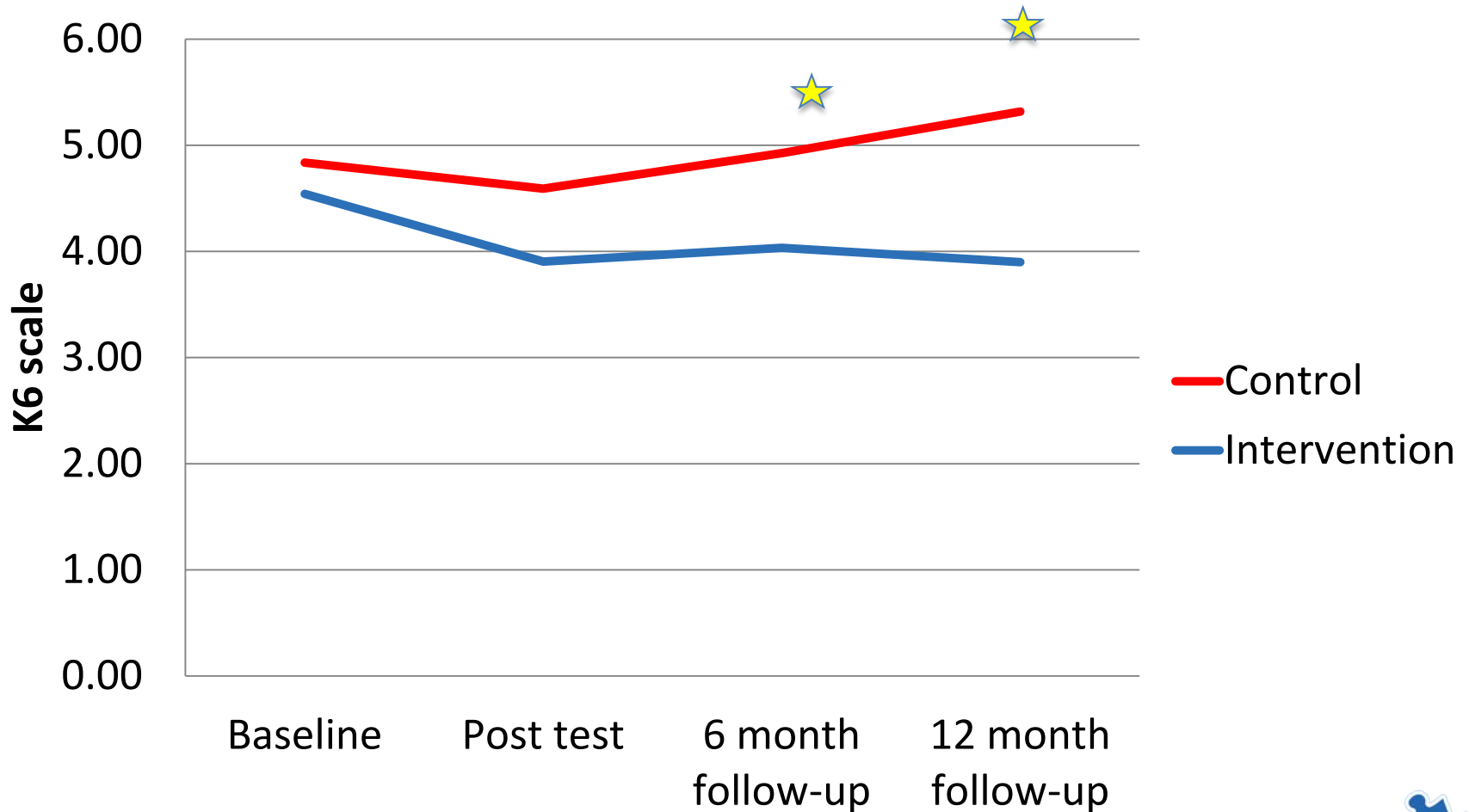
Frequency cannabis use (past 3 months)



Truancy



Psychological distress



Program evaluation

Student responses (n=98):

93% - cartoons were appropriate and enjoyable.

85% - would use the information in their own lives.

Teacher responses (n=12):

91% - meets outcomes of the syllabus well.

92% - students liked the program.

72% - endorsed the course as better than others.

75% - would use in the future and recommend it.



Evaluation of Climate Schools: Results Summary

6 trials (cluster RCTs) in Australia (4 complete and 2 ongoing):

- ✓ Increased knowledge of alcohol, cannabis and psychostimulants
- ✓ Decreases in use of alcohol, cannabis and ecstasy
- ✓ Reduced harms related to alcohol and ecstasy
- ✓ Decreased intentions to use cannabis and psychostimulants
- ✓ Well-received by teachers and students

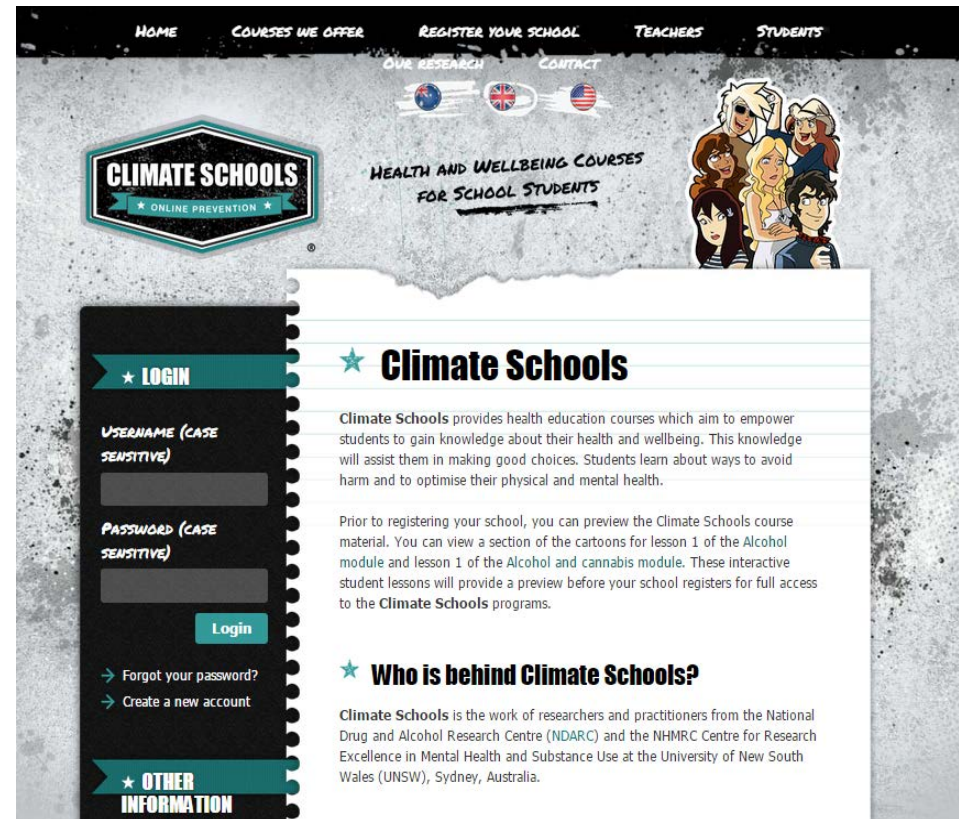


Who has Climate Schools reached?

❖ 157 Australian schools and >14,000 students have participated in Climate Schools Trials

❖ In addition, 144 schools and 22 organisations have registered online to access the Climate Schools materials

www.climateschools.com.au



Outline

1. Who gets into trouble with drugs and alcohol, and why does it matter?
2. Can we prevent the problems?
3. How do we help schools and parents access evidence-based resources?



What is Positive Choices?

- ❖ Funded by the Australian Government Department of Health
- ❖ Dissemination project to improve access to evidence-based drug prevention resources for schools across Australia



- ❖ Two phases:

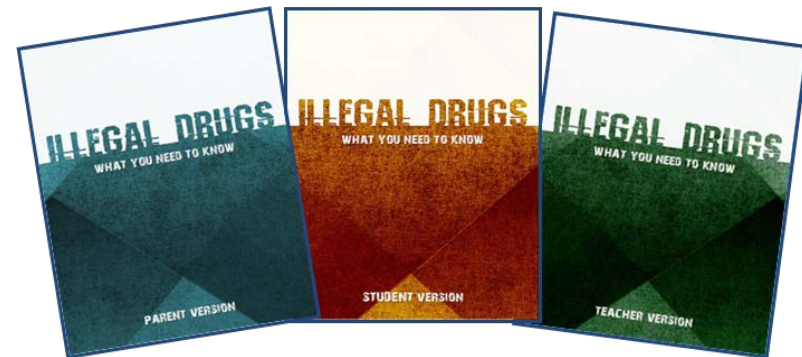
1. Distribution of a resource package to every secondary school
2. Development of an online portal



1. Positive Choices Illegal Drugs Resource Package

Booklet series for **Teachers, Parents & Students:**

- ❖ Evidence-based information on drugs, effects and risks
- ❖ Guidance for **students**: assertiveness and how to help a friend
- ❖ Access to an online drug education game: Pure Rush
- ❖ Guidance about what **teachers** and **parents** can do to protect against drug use
- ❖ Overview for **teachers** of evidence-based school-based prevention programs



1. Positive Choices Illegal Drugs Resource Package

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PUTTING 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. Place the other arm at right angles to their body
5. Get the leg closest to you and bend the knee
6. While supporting the person's head and neck, gently take the bent knee closest to you and very gently roll the person away from you. Adjust the upper leg, so both the hip and knee are bent at right angles. Ensure the person is steady and cannot roll
7. Tilt the head back and make sure the airways are clear and open



HOW TEACHERS CAN GUIDE THEIR STUDENTS AGAINST DRUG USE AND RELATED HARMS

Young people are likely to spend more waking hours in the school environment around teachers than at home with their parents, and because of this the social environment of the school is a key factor influencing the development of young people. Research has shown that a positive relationship with school, which creates a greater sense of community, attachment and performance, has been associated with reduced potential for drug abuse. As a teacher, you can help a student have a positive relationship with their school by:

- Setting clear rules and boundaries which are consistently enforced in a reasonable and measured manner.
- Keeping an open mind and asking students for their opinions.
- Giving praise and reward to students' good behaviour, achievements and accomplishments.
- Encouraging a constructive use of time.
- Modelling a sense of optimism and a positive view of learning.
- Encouraging participation in extra-curricular activities.
- Encouraging reading for pleasure outside of school hours.
- Being a good listener.



MORE INFORMATION AND SOURCES OF HELP

It takes a lot for someone to admit they may have a problem with drugs, but it's the first step to overcoming it. Your son or daughter may find it easier to talk to an external source for help or for information on drugs. There are a number of places available to help young people and parents with drug related issues.

NATIONAL DRUGS CAMPAIGN

This website contains information sourced from the latest research on drugs as well as a directory for finding help in your state/territory.
www.australia.gov.au/drugs

KIDS HELP LINE

Kids Help Line telephone, web and email counselling services available 24 hours a day 7 days a week to children and young people of Australia aged between 5 and 25 years of age.
www.kidshelpline.com.au
Phone: 1800 55 1800

REACH OUT

This website has information on the actual drugs, where to seek help, how to help a friend, and many other youth related issues.
www.reachout.com

HEADSPACE

Headspace provides information and counselling services with anything to do with alcohol, drugs, education, employment and general or mental health. It's for 12-25 year olds and has centres all around Australia.
www.headspace.org.au

LIFELINE

A 24-hour phone and online counselling service designed to help anyone through all problems.
www.lifeline.org.au
Phone: 13 11 14

SANE

Sane has a helpline and website that provides information and support for mental health issues.
www.sane.org
Phone: 1800 18 7263

METHAMPHETAMINE



WHAT IS IT?

Methamphetamine comes in three main forms

Form	Visual appearance	Also known as	Potency	Mostly used for
Ice/Crystal meth	Translucent crystals, sometimes shards	Shakes, Tins, glass, meth, Crystal	Medium to high, normally the most potent form	Smoking, injecting
Base	White to brown thick oil/solid	Punk, point, wax, meth	Medium to high	Swallowing, injecting
Speed	White or off-white powder	Goxy, meth	Low to medium	Snorting, swallowing, injecting

All forms of methamphetamine can be 'cut' (mixed) with other substances, which reduce the purity. Sometimes these other substances can also be harmful, ice or crystal usually gives a stronger high and lasts longer, but also has stronger negative side effects.

EFFECTS OF METHAMPHETAMINE

Methamphetamine takes effect quickly. The effects can last between four and twelve hours, although it can take 1 to 2 days for the drug to completely leave the body.

Effects of methamphetamine vary, but may include:

IMMEDIATE	LONG TERM
<ul style="list-style-type: none"> • Increased energy • Euphoria • Dilated (enlarged) pupils • Trembling • Bad headaches and dizziness • Irritability • Stomach cramps 	<ul style="list-style-type: none"> • Reduced appetite • A common cold • Increased heart rate and blood pressure • Aggressive behaviour • Blurred vision • Anxiety and panic attacks • Paranoia and psychosis • Depression (addiction) • Stroke • Heart, kidney and lung problems • Malnutrition and exhaustion • Depression • Dental problems • If injected there is an increased risk of infections like Hepatitis C and HIV





Hard-copy of the teacher booklet will be made available to all webinar registrants:
To receive yours: please email l.stapinski@unsw.edu.au with postal address.



1. Positive Choices Illegal Drugs Resource Package

Pure Rush: Online Game

- How do we make drug education interesting, interactive and engaging?
- How do we provide factual information about drug harms in a context that is relevant for young people?
- Educational games are a promising alternative to traditional drug education



“Pure Rush” Online drug education game

- ❧ Factual info about drugs effects
- ❧ Interactive learning: colliding with drugs results in impaired performance effects
- ❧ Avoid drugs to succeed in game

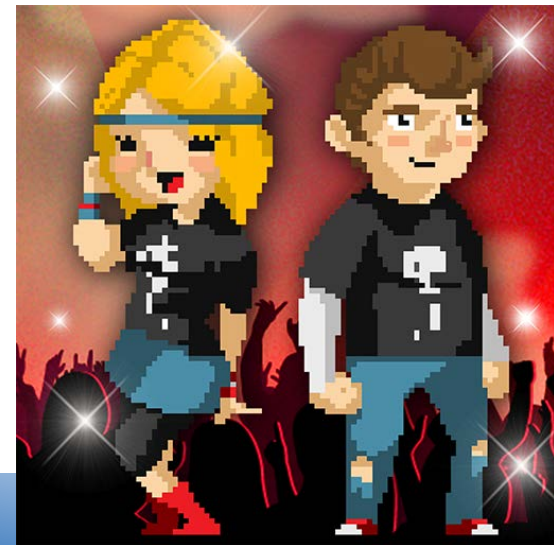


“Pure Rush”: Student Feedback

- Focus-testing, Year 10 students at 2 schools
- Students reported game was enjoyable (92%), information was useful (88%)

Sample quotes:

- “Very fun and very educational”
- “Really good game, best day, make all schools have this as an education”
- “The game is addictive”



“Pure Rush” Online drug education game



- Pure Rush is free to use and optimised for play as an app.
- Companion booklets with additional drug facts are available
- Online Web play:
<http://comorbidity.edu.au/news/pure-rush-online-drug-education-game>

- [Google Play](#)
- [iTunes](#)
- [Watch our demo video](#)



2. Positive Choices: Online Portal



- ❗ The internet presents an opportunity for broad dissemination
- ❗ Facilitates continual evolution, development, updating



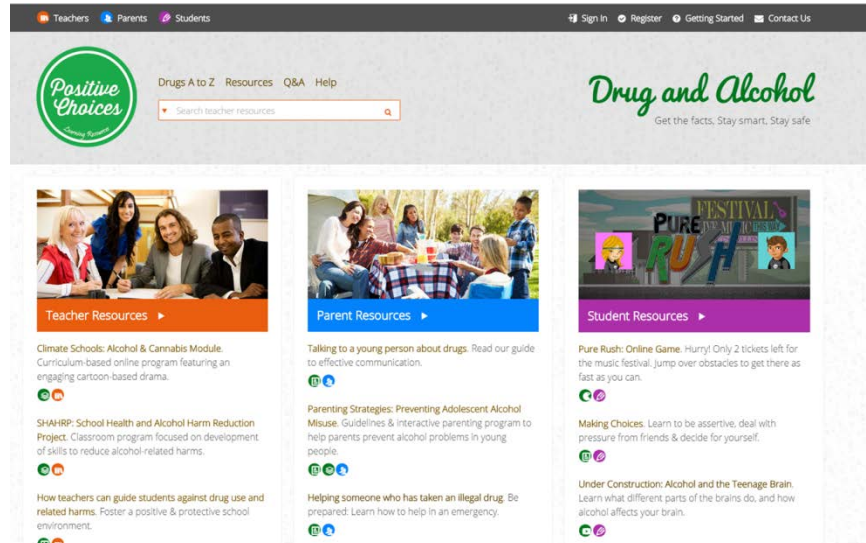
Scoping Exercise: In-depth Interviews (Teachers, Parents)

- Identified need for as central access point for drug information and prevention resources
- Teachers, parents and students are already using the internet to access information – but, quality??



2. Positive Choices: Online Portal

- ❧ The “go to place” nationally for teacher, parents and students to access drug information & resources



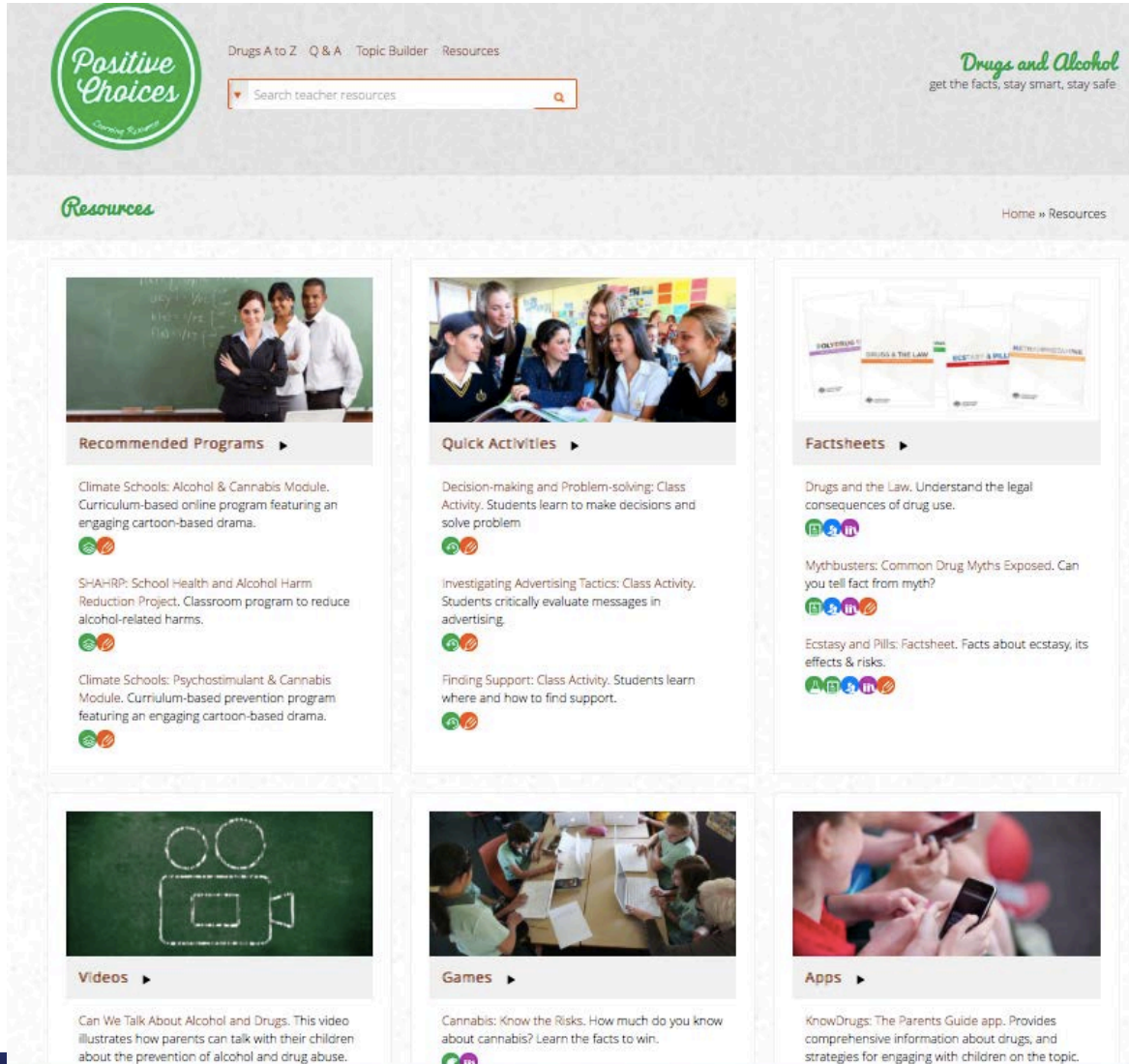
[Intro Video](#)

[Site Preview](#)

- ❧ A focus on resources and prevention programs that are engaging, interactive, **evidence-based**
- ❧ Developed in consultation with teachers, parents, students
- ❧ Helps users find resources according to their specific needs



2. Positive Choices: Online Portal



Positive Choices
Changing Perspectives

Drugs A to Z · Q & A · Topic Builder · Resources

Search teacher resources

Drugs and Alcohol
get the facts, stay smart, stay safe

Resources Home » Resources

Recommended Programs

- Climate Schools: Alcohol & Cannabis Module. Curriculum-based online program featuring an engaging cartoon-based drama.
- SHARP: School Health and Alcohol Harm Reduction Project. Classroom program to reduce alcohol-related harms.
- Climate Schools: Psychostimulant & Cannabis Module. Curriculum-based prevention program featuring an engaging cartoon-based drama.

Quick Activities

- Decision-making and Problem-solving: Class Activity. Students learn to make decisions and solve problem.
- Investigating Advertising Tactics: Class Activity. Students critically evaluate messages in advertising.
- Finding Support: Class Activity. Students learn where and how to find support.

Factsheets

- Drugs and the Law. Understand the legal consequences of drug use.
- Mythbusters: Common Drug Myths Exposed. Can you tell fact from myth?
- Ecstasy and Pills: Factsheet. Facts about ecstasy, its effects & risks.

Videos

- Can We Talk About Alcohol and Drugs. This video illustrates how parents can talk with their children about the prevention of alcohol and drug abuse.

Games

- Cannabis: Know the Risks. How much do you know about cannabis? Learn the facts to win.

Apps

- KnowDrugs: The Parents Guide app. Provides comprehensive information about drugs, and strategies for engaging with children on the topic.

Launch: Coming soon!

Subscribe at
www.positivechoices.org.au
to be notified of launch



Take home message: What can **parents** do?

- Provide teenagers with accurate, factual information about drugs and alcohol (and potential harms)
- Avoid supplying alcohol to teenagers
- Be involved, establish and maintain good communication
- Communicate to teenagers (and other parents) clear rules and expectations about drug and alcohol use



Resources:

- For more information, see [Parent booklet](#)
- [Positive Choices](#) online portal provides access to a range of factsheets, videos and programs to help parents



Parent Resources ►



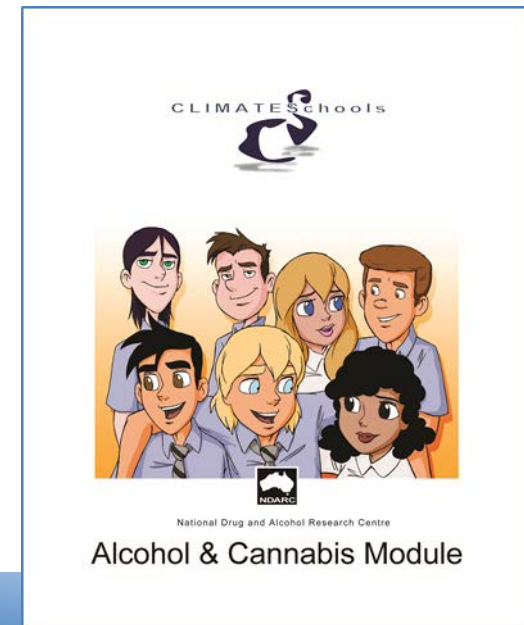
Take home message: What can **teachers** do?



- Provide teenagers with accurate, factual information about drugs
- Good communication, provide normative information about drug use
- Implement an evidence-based drug and alcohol prevention program within your classroom (ie Climate Schools)

Resources:

- For more information, see [Teacher booklet](#)
- [Climate Schools](#)
- [Positive Choices](#) online portal provides access to a range of classroom resources and prevention programs that are proven to improve wellbeing and reduce alcohol/drug related harms



Thank-you



Questions??

Copies of these slides will be emailed to all participants.

We'd love to hear your questions or comments.

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To find out more, visit:

❦ www.climateschools.com.au

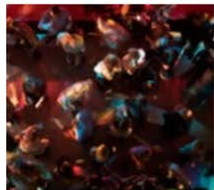
❦ www.positivechoices.org.au



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JULY, 2015
Co-occurring mental health and substance use disorders:
how do they affect young people?
DR CATH CHAPMAN



SEPTEMBER, 2015
Early intervention for depression and problematic
alcohol use in young people
MR MARK DEADY



NOVEMBER, 2015
Locating free resources to support evidence-based
practice
DR ERICA CROME

The video recording and handouts for this session will be available at:
comorbidity.edu.au/training/webinars

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