

# SAYING NO TO ALCOHOL AND OTHER DRUGS



At a glance

- What drug does a famous Rugby player talk about giving up for better health?
- What is the 'Keep Rugby Clean' campaign?
- What are drugs and when should they be used?
- Why do people take drugs?
- What do drugs do to an individual's body and what are the impacts of drug use on communities?
- What are some ways of saying "No!" to people who try to get you to take drugs?
- Who are some adults you trust to talk to about problems or drug use?

## OVERVIEW

The international rugby board has developed the 'keep rugby clean' program to stamp out performance-enhancing drug use by players. In this learning experience students learn about one wallaby player's decision to give up alcohol and the positive impacts as a result; types of drugs and their negative health effects; healthy and non-healthy reasons people might take drugs; ways of saying 'no!' To people who put pressure on them to try/take drugs, and people who they can trust to talk to about drugs or other problems.

### LEARNING AREA

- Health and Physical Education

### FOCUS AREA

- Alcohol and other drugs; Relationships and sexuality
- Strand: Personal, social and community health
- Sub-strand: Being healthy, safe and active (ACPPS003; ACPPS018; ACPPS036; ACPPS054; ACPPS073)
- Sub-strand: Communicating and interacting for health and wellbeing (ACPPS021; ACPPS039; ACPPS057)
- Sub-strand: Contributing to healthy and active communities (ACPP006; ACPPS058)

### GENERAL CAPABILITIES

- Literacy: Comprehend texts through listening, reading and viewing; Composing texts through speaking, writing and creating.
- Personal and social capability: Self awareness.
- ICT capability: Investigating with ICT.
- Numeracy: Estimating and calculating with whole numbers; Interpreting statistical information.

### STIMULUS

- PowerPoint Presentation – ready to use!
- The secret of Wallabies veteran Radike Samo's success
- Keep Rugby Clean

### POSSIBLE LEARNING OPPORTUNITIES / TASKS

- Read 'No more alcohol' about Wallaby player Radike Samo and discuss the reasons Radike gave up alcohol, the benefits it had on his health and wellbeing, and the power of his message for other players and young people.
- Read through various drug-related statements and use thumbs up, closed fist or thumbs down to show your level of agreement. Discuss.
- Talk about what the 'Keep Rugby Clean' campaign is about.
- Find out what your class knows about drugs including safe use of medicines, reasons why people might use drugs, types of drugs, and their impacts on our bodies.
- Play one or more 'under the influence' games to think about how drugs, if used in excess, can make you feel.
- Read and view information about the harmful effects of alcohol and tobacco.
- Discuss the long-term effects of drug use including drug abuse or addiction.
- Talk about people you trust in your family, at school or in the community who you could talk to about problems such as drug use or impacts.
- Discuss ways you could say 'No!' to anyone pressuring you to take drugs.
- Role play different ways you could say 'No!' in various social situations.

### REFLECTION

Reflect on the positive and negative uses of drugs in society and why young people choose to take drugs or not to take drugs. Reflect on the harmful effects of alcohol and tobacco and how these messages would best get through to young people. Discuss the importance of being confident enough to say 'No!' to drugs.

### EXTENSION IDEAS

- Invite guest speakers to come in, talk to the class and discuss the dangers of drug use with the students.
- Research government and non-government agencies which support people to deal with drug issues e.g. addiction, withdrawal etc.
- Research existing health campaigns designed to shine the spotlight on the harmful effects of drugs.

### WORKSHEETS

- LP - Who can you trust?
- MP - Keep Rugby Clean quiz
- UP - Make up your own Keep Rugby Clean ambassador message

### ASSESSMENT IDEAS

- LP - Illustrate drug effects
- MP - Design a poster
- UP - Write about future goals and how drugs would get in the way