



VEA

Bringing Learning to Life

Program Support Notes

Junior - Senior Secondary

22 mins

VEA Lifeskills 1 **Knowing When to Say No**

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Suitable for:

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Knowing When to Say No

For Teachers:

Introduction

Have you noticed the changes that have been occurring in your body, personality and opinions lately?

Do you want more independence, time away from your parents, more time with your friends, less time at school with those teachers?

The period of the lifespan known as adolescence, which you are currently experiencing, is a time of huge change; the physical changes begin with the onset of puberty and end with full physical and sexual maturation. There are also many and varied social, emotional and intellectual changes that are occurring to you right now during adolescence.

Program Timeline

00:00:00	Introduction
00:00:51	Chapter 1 – Adolescents and values
00:05:13	Summary – Adolescents and values
00:05:52	Chapter 2 – Legal and illegal drugs
00:10:53	Summary – Legal and illegal drugs
00:11:30	Chapter 3 – Sex – yes or no?
00:15:13	Summary – Sex – yes or no?
00:15:47	Chapter 4 – Road trauma
00:20:17	Summary – Road trauma
00:20:55	Chapter 5 – How bad can it get?
00:24:58	Summary – How bad can it get?
00:25:32	Conclusion
00:25:58	Credits

Website References

- <http://www.sadd.org/>
- http://www.kidshealth.org/teen/drug_alcohol/tobacco/smoking.html
- <http://www.cyh.com/HealthTopics/HealthTopicDetailsKids.aspx?p=335&np=285&id=1607>

Other Relevant Programs available from VEA

- Sexual Awareness Series
- Getting to Know Me – All About Personal Identity
- Taking Control – Strategies for Coping with Stress (Lifeskills Series)
- Building Resilience (Lifeskills Series)

Please visit our website for more relevant programs www.veavideo.com

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Student Worksheet:

Before Viewing the Program

1. Understand the terms

Before viewing this program it would be useful to have an understanding of some of the terms used. Complete the table below to define these terms.

The terms	My explanation
Adolescents	
Independence	
Self Identity	
Risk Taking	
Values	
Assertiveness	
Safe Sex	
Contraception	
STI	
Abstinence	
Road Trauma	
Bullying	
Self Esteem	
Cyber Bullying	

2. Investigate a legal drug

Carry out your own investigation to find out more about legal drugs.

- Begin with a definition of a legal drug
- Who are these drugs legal for?
- Who are these drugs illegal for?
- What are the side effects of these drugs?
- Where are they available?
- Are they high cost drugs?
- Where can someone get help if they are addicted to these legal drugs?

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While Viewing the Program

1. What is an adolescent?

2. Make a list of positive and negative risks that young people take.

Positive Risk Taking:
Negative Risk Taking:

3. What does 'value yourself' mean?

4. How does a young person show that they value themselves?

5. List the influences on a young person's values.

6. Give a personal explanation of the difference between right and wrong.

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7. Make a list of legal drugs.

8. Make a list of illegal drugs.

9. What would you say if someone offered you drugs?

10. Where is help available for drug-related issues?

11. Explain the term 'safe sex'.

12. What are STIs?

13. Make a list of reasons why teenagers DO NOT have safe sex:

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14. *"I don't have to have sex if I don't want to."* Give your opinion about this statement.

15. When is the right time for YOU to have sex?

16. What is the legal age for sex?

17. Give your opinion of an adult having sex with someone under the age of 16.

18. List how alcohol can be a factor in fatal incidents

19. What is your opinion of motorists that drink and drive?

20. Describe what you would do if a drunk driver offers you a lift.

21. If you choose to drink alcohol, make a list of "drinking rules" that could keep you safe.

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22. Explain “know your driver”.

23. What does 0.05 refer to?

24. List types of bullying behaviour.

25. What should you do if you or someone you know is being bullied?

26. Have you been bullied? (circle a response)

YES NO

27. What action can you take if you are being bullied?

28. Are you a bully? (circle a response)

YES NO

29. What can you do if you are bullying others? What help do you need to stop this type behaviour?

30. What is cyber bullying?

31. Remember: “If it feels wrong _____ ”

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After Viewing the Program

1. With a partner use the jug of water, glasses and measuring jug that the teacher has supplied and measure the following:

- a. A standard glass of full strength beer
- b. A glass of champagne
- c. A glass of low alcohol beer
- d. A shot of spirits
- e. A glass of wine

Use these measurements as a guide to answering the following questions (remember that these are classified as one standard drink!)

- a. How many standard drinks are in a binge?

- b. How many standard drinks should a male limit himself to per day?

- c. How many standard drinks should a female limit herself to per day?

- d. Which is a standard drink: a full glass of beer or wine?

- e. Why is it a problem when someone else pours you a drink? Explain your answer.

- f. Explain how you can take control of your own drinking and make sure that you only consume the recommended number of standard drinks?

2. The immediate effects of alcohol

Written below are examples of how people feel after they have consumed varying amounts of alcohol. In the boxes explain how many drinks you think it would take and the possible negative situations that a person could find themselves in at these stages of alcohol consumption.

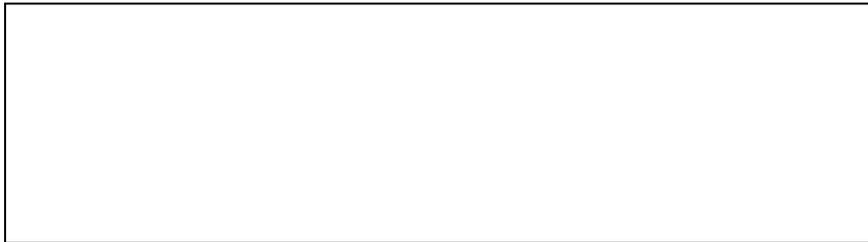
- a. Relaxed, reduced concentration and slower reflexes

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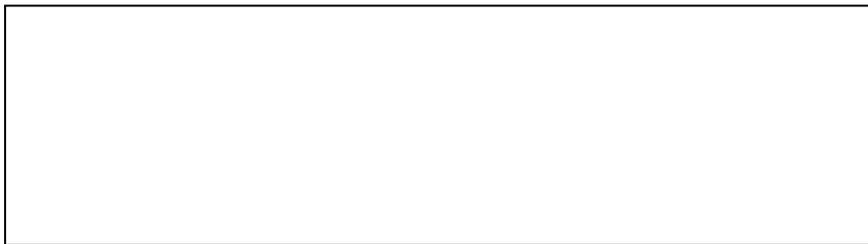
- b. Fewer inhibitions, more confidence, reduced coordination, slurred speech, intense moods.



- c. Confusion, blurred vision, poor muscle control



- d. Nausea, vomiting, sleep



- e. Possibly coma or death



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3. Activity Number Three:

Consider the risks that you have taken since you turned 12 years of age. Complete the table below to make a list of the positive and negative risks that you have taken and what influence they have had on your development.

<i>Positive risks I have taken</i>	<i>Influence on me as a developing adolescent</i>
<i>Negative risks I have taken</i>	<i>Influence on me as a developing adolescent</i>

Analyse your risk taking

- a. Was there any harm to you or others because of the negative risks that you have taken? Describe these harmful consequences or potential problems that were a consequence of your negative risk taking.

- b. How could you protect yourself and others when you are involved in the negative risk taking activities?

- c. What benefits, for you or others, resulted from the positive risks that you have taken. Explain how and why these risks were beneficial?

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4. Design your own road safety sign or write a song or jingle.

Be sure that your message is loud and clear!

In your road safety advertisement, be sure to include the following:

- Children or adolescents as your target audience
- A picture or diagram
- An explanation of why the safety message is important
- Rules or guidelines for road users to follow.



<http://www.rta.nsw.gov.au/roadsafety/advertisingcampaigns/schoolsafety.html>