



Where's the party?

Overview of the unit

The activities in this unit are based around intoxication and decision making. The first two activities are set at a party. Students are asked to make decisions that are familiar to many young people. Follow up discussion revolves around their choices with a focus on the influence of peers on behaviour, risks and consequences.

In the third activity students discuss, research and prepare a poster about intoxication. This activity is designed to provide students with more of a theoretical understanding of what intoxication is and the effects it can have.

All activities require students to work cooperatively to make decisions and/or to develop a product.

Purpose

Road safety:

Risks and risk taking are a part of life. We can't avoid risks but we can manage them and choose which ones to take. In situations where alcohol and drugs are involved, where people become intoxicated, choices about risks may not always be managed well. Where the road is involved, young people (as drivers, passengers, pedestrians and cyclists) may find themselves in dangerous situations. The unit provides a context where young people can think through behaviours and possible risks in a safe environment. It also aims to help young people become more informed about the effects of intoxication.

VCAL:

The unit concentrates mainly on the development of problem solving, communication and research skills. The activities focus on:

- working with others to discuss issues and solve problems
- developing problem-solving skills
- developing interpersonal communication skills required for working in teams
- developing teamwork skills
- identifying factors that contribute to decisions
- identifying high risk behaviours
- developing research skills
- extracting meaning from written texts related to a specific research question
- communicating ideas clearly and precisely
- communicating information and ideas for a purpose and a specified audience.

Teacher information

This unit focuses on decision making and risk taking within the context of a party, a scenario which will involve peers and may involve alcohol and drugs. The activities give young people the opportunity to consider, in a safe setting, their behaviour and that of others at parties. It raises issues to do with peer pressure, risk taking and consequences of decisions. These have been discussed in other units (*Choices* and *High impact*).



The unit also raises two new issues, intoxicated pedestrians and intoxication.

Pedestrians are the largest category of road users. On average, 48 pedestrians are killed on Victorian roads each year and more than 690 pedestrians are seriously injured. Intoxicated pedestrians are at a particularly high risk of being killed in a crash. Each year about 15 of the pedestrians killed have a Blood Alcohol Concentration (BAC) level above .05 with most being over 0.15. Research indicates that the skills necessary to cross a road safely are impaired at BAC levels of .08 and above. Around 60% of pedestrian deaths occur during high alcohol times (the hours when the proportion of drivers/riders killed or seriously injured with a BAC of 0.05% or higher is greater than 15%).

Students are also asked to investigate the meaning of **intoxication** and the effect it has on behaviour, particularly on driving behaviours. This will raise a number of issues about substances that cause intoxication, how much of particular substances causes intoxication and if this varies according to circumstances and individuals.

It is assumed that this unit would be undertaken in conjunction with other units related to road safety, for example *High impact* and *Choices*.

Resource requirements

Unit material

- Handout 1: Let's get out of here!!
- Worksheet 1: Arrive alive
- Worksheet 2: Intoxication poster: *The step before*

Facilities & equipment

- Access to the internet

Alignment of the unit to VCAL

VCAL units

Personal Development Skills Unit 1 and 2

Reading and Writing

Oral Communication

VCAL unit level

This unit is applicable for students working at the **Foundation** and **Intermediate** levels. Activity 3, while not being aligned to the Senior level of VCAL, could be used with students working at the **Senior** level. These students should work more independently, consult a greater number of references, show leadership skills in undertaking the required tasks and produce a poster that shows considerable complexity and information.



Learning outcomes

Activity	Units and learning outcomes
<p>1. Let's party!!!</p>	<p>Oral Communication Skills Foundation: 4. Oracy for exploring issues and problem solving: Use and respond to spoken language in discussions to explore issues or solve problems on a familiar topic</p> <p>Oral Communication Skills Intermediate: 4. Oracy for exploring issues and problem solving: Use and respond to spoken language in discussions to explore issues or solve problems (elements (a), (b) and (d))</p>
<p>2. Getting home</p>	<p>Personal Development Skills Foundation Unit 1: 4. Solve problems specific to a simple activity or goal</p> <p>Personal Development Skills Intermediate Unit 1: 5. Demonstrate interpersonal skills to communicate ideas and information</p> <p>Oral Communication Skills Foundation: 4. Oracy for exploring issues and problem solving: Use and respond to spoken language in discussions to explore issues or solve problems on a familiar topic</p> <p>Oral Communication Skills Intermediate: 4. Oracy for exploring issues and problem solving: Use and respond to spoken language in discussions to explore issues or solve problems (elements (a), (b) and (d). The activity could be extended to cover all elements,)</p>
<p>3. What is intoxication?</p>	<p>Personal Development Skills Foundation Unit 2: 3. Communicate information about a social issue or community activity</p> <p>Personal Development Skills Intermediate Unit 2: 3. Use a range of communication strategies to raise awareness of a complex social issue or community activity (to cover all the elements the activity would need to be extended to allow students to use a range of communication strategies)</p> <p>Reading and Writing Skills Foundation: 3. Writing for Knowledge: Write a short report or explanatory text on a familiar subject</p> <p>Reading and Writing Skills Intermediate: 3. Writing for Knowledge: Write a report, explanatory or expository text</p> <p>7. Reading for Knowledge: Demonstrate that meaning has been gained from reading an explanatory, expository or informative text</p>

Please note: The activities **support** the learning outcomes listed but may not cover all the assessment criteria/elements. Please check the relevant Curriculum Planning Guide to ensure all assessment criteria/elements are covered. For assessment purposes, in the Personal Development Skills, Reading and Writing and Work Related Skills Units, all the elements of a learning outcome must be covered in the one assessment task. Where an activity doesn't cover all the elements, the activity can be used to build the student's portfolio of evidence.



Assessment

The activities in this unit have been designed as learning activities. However, documentation can be used to build a portfolio of evidence to be used for the assessment of relevant learning outcomes.

Evidence may include:

- teacher checklist and observation
- video of the role plays
- Worksheet 1 completed
- Worksheet 2 completed
- A3 or e-poster about intoxication.

Sample assessment record sheet

See next page.



Sample assessment record sheet: Foundation

Unit name: **Where's the party?**

VCAL Level: **Foundation**

Student name:

Form/Group:

Unit Outline:

Risks and risk taking are a part of life. We can't avoid risks but we can manage them and choose which ones to take. In situations where alcohol and drugs are involved, where people become intoxicated, choices about risks may not always be managed well. Where driving is involved, young people may find themselves in dangerous situations. The unit provides a context where young people can think through behaviours and possible risks in a safe environment. It also aims to help young people become more informed about intoxication and the effects of intoxication. The unit concentrates mainly on the development of problem solving, communication and research skills. The focus of the activities are to:

- work with others to discuss issues and solve problems
- develop problem-solving skills
- develop interpersonal communication skills required for working in teams
- develop teamwork skills
- identify factors that contribute to decisions
- identify high risk behaviours
- developing research skills
- extracting meaning from written texts related to a specific research question
- communicating ideas clearly and precisely
- communicating information and ideas for a purpose and a specified audience.

WHERE'S THE PARTY?



Learning outcomes and performance:

Activity	Learning Outcomes	Performance	Evidence/comments
1. Let's party!!!	<p>Oral Communication Skills Foundation:</p> <p>4. Oracy for exploring issues and problem solving: Use and respond to spoken language in discussions to explore issues or solve problems on a familiar topic</p>		
2. Getting home	<p>Personal Development Skills Foundation Unit 1:</p> <p>4. Solve problems specific to a simple activity or goal</p> <p>Oral Communication Skills Foundation:</p> <p>4. Oracy for exploring issues and problem solving: Use and respond to spoken language in discussions to explore issues or solve problems on a familiar topic</p>		
3. What is intoxication?	<p>Personal Development Skills Foundation Unit 2:</p> <p>3. Communicate information about a social issue or community activity</p> <p>Reading and Writing Skills Foundation:</p> <p>3. Writing for Knowledge: Write a short report or explanatory text on a familiar subject</p>		

Unit performance codes: Y = Yet to do; NYC = Not yet completed; CS = Completed satisfactorily

Teacher's signature:

Date:

Evidence of successful completion of the unit could include:

- teacher checklist and observation
- video of the role plays
- Worksheet 1 completed.



Sample assessment record sheet: Intermediate

Unit name: **Where's the party?**

VCAL Level: **Intermediate**

Student name:

Form/Group:

Unit Outline:

Risks and risk taking are a part of life. We can't avoid risks but we can manage them and choose which ones to take. In situations where alcohol and drugs are involved, where people become intoxicated, choices about risks may not always be managed well. Where driving is involved, young people may find themselves in dangerous situations. The unit provides a context where young people can think through behaviours and possible risks in a safe environment. It also aims to help young people become more informed about intoxication and the effects of intoxication. The unit concentrates mainly on the development of problem solving, communication and research skills.

The focus of the activities are to:

- work with others to discuss issues and solve problems
- develop problem-solving skills
- develop interpersonal communication skills required for working in teams
- develop teamwork skills
- identify factors that contribute to decisions
- identify high risk behaviours
- developing research skills
- extracting meaning from written texts related to a specific research question
- communicating ideas clearly and precisely
- communicating information and ideas for a purpose and a specified audience.

Learning outcomes and performance:

Activity	Learning Outcomes	Performance	Evidence/comments
1. Let's party!!!	<p>Oral Communication Skills Intermediate:</p> <p>4. Oracy for exploring issues and problem solving: Use and respond to spoken language in discussions to explore issues or solve problems (elements (a), (b) and (d))</p>		



<p>2. Getting home</p>	<p>Personal Development Skills Intermediate Unit 1: 5. Demonstrate interpersonal skills to communicate ideas and information</p> <p>Oral Communication Skills Intermediate: 4. Oracy for exploring issues and problem solving: Use and respond to spoken language in discussions to explore issues or solve problems (elements (a), (b) and (d). The activity could be extended to cover all elements)</p>		
<p>3. What is intoxication?</p>	<p>Personal Development Skills Intermediate Unit 2: 3. Use a range of communication strategies to raise awareness of a complex social issue or community activity (to cover all the elements the activity would need to be extended to allow students to use a range of communication strategies)</p> <p>Reading and Writing Skills Intermediate: 3. Writing for Knowledge: Write a report, explanatory or expository text</p> <p>7. Reading for Knowledge: Demonstrate that meaning has been gained from reading an explanatory, expository or informative text</p>		

Unit performance codes: Y = Yet to do; NYC = Not yet completed; CS = Completed satisfactorily

Teacher's signature:

Date:

Evidence of successful completion of the unit could include:

- teacher checklist and observation
- video of the role plays
- Worksheet 1 completed.



Activity 1: Let's party!!!

In this activity students are given a time line where the events of a party unfold. They must make a decision about when to leave the party.

What to do

Set the scene by telling students that they are going to attend a friend's party. Prepare the room for the party by pushing the furniture to the edges of the room. Have the students move into the centre of the room.

Tell students that you have a timeline (Handout 1) which describes what's happening at the party. You will read out what's happening at different times and that the students will need to decide if they will leave the party or stay. Those who choose to leave the party should sit around the side. Those who stay remain standing/sitting in the middle of the room.

After reading the description of what is happening at the party at a specific time, give students a chance to decide whether to stay or go.

Continue until all the students have left the party or until the party ends.

Alternatively, students can work in small groups and can read through the timeline (*Handout 1: Let's get out of here!!*) and discuss amongst themselves at what time they would leave the party and why.

As a whole group, discuss with students why they decided to stay or to leave the party at a certain point. This discussion should focus on peer pressure, consequences and risks. At the conclusion of the discussion, ask students if they would, now, change the time when they left the party.

Student role and responsibilities in relation to the activities

Contribute to class discussions.

Listen to the scenario and reflect on decisions.

Level of teacher support

Facilitate discussion.

Ask questions that will encourage students to reflect on risks and consequences.

Key questions

Why did you decide to leave the party?

What are the possible risks to consider when making your choice to leave?

What could be the consequences of staying at the party?

Would you do anything different next time?

What can cause a fun activity to end up out of control?

Extension activity

Ask students to create their own timeline of a party where risks are involved. Students can swap with a friend and discuss the point where they would leave and why.



Assessment

This is a learning activity. To use it as an assessment task you would need to collect evidence such as:

- teacher checklist and observation of the discussion.



Activity 2: Getting home

In this activity, students act out several scenes based around choices about leaving a party.

What to do

Students work in groups of four. Each assumes the role of a person described in Worksheet 1.

Students act out the situations given in Worksheet 1. After each scene, students write down the various choices they discussed and decide on the most appropriate choice.

Discuss each scenario as a whole class, focusing on which choices students considered most appropriate and why.

Student role and responsibilities in relation to the activities

Contribute to role playing.

Contribute to class discussion.

Level of teacher support

Facilitate discussion.

Support role playing.

Key questions

What are the choices people face about getting home safely from a party?

What risks do pedestrians face when they are intoxicated?

Extension activity

Students develop the scenarios into a short play, video or digital story.

Assessment

This is a learning activity. To use it as an assessment task you would need to collect evidence such as:

- teacher checklist and observation of the role plays and discussion
- video of the role plays
- Worksheet 1 completed.



Activity 3: What is intoxication?

In this activity, students complete a research project defining and exploring the effects of intoxication and how it affects drivers, and prepare an e-poster or A3 poster based on this information.

What to do

As a whole class, discuss:

- how students define intoxication
- how they arrive at these definitions
- how their definitions differ.

Discuss methods in which students can obtain information about intoxication. These will include websites, books, newspaper articles etc.

As a whole class, brainstorm issues, themes, and questions students may need to investigate to complete their research project.

These may included:

- How does intoxication affect the body?
- What can cause intoxication?
- How does intoxication affect behaviour?
- How does intoxication affect decision making and driving ability?
- What are the laws in Victoria regarding intoxication?

Working in pairs, students research information about intoxication.

Students present this information as a poster on A3 paper or as an e-poster. Before beginning the poster they should complete Worksheet 2. This will help them to think about:

- what they are trying to get across
- who the poster is targeted at
- what graphics to use to make the poster more attractive
- how and where the poster might be used.

When the posters have been completed, they should be displayed, preferably to the whole school community. Ask students to self-assess their poster by rating it on a scale from 1 to 10 with 10 being the highest. To assist students to reflect on how they have worked, it would be more effective if they rated different aspects of the poster such as:

- appropriateness for audience
- appropriateness for purpose
- clarity of the message
- content
- visual impact.



Student role and responsibilities in relation to the activities

Research information about intoxication.

Participate in class discussions.

Develop poster to present information.

Level of teacher support

Assistance with finding resources for research.

Assistance with compiling and presenting information.

Key questions

What is intoxication?

How do we arrive at a definition of intoxication?

How do definitions of intoxication differ?

Extension activity

Students write a report using the information they researched as part of this activity. Alternatively, students may present an oral report using the information.

Foundation level students may complete this activity if information about intoxication is provided for them.

Assessment

This is a learning activity. To use it as an assessment task you would need to collect evidence such as:

- research notes
- Worksheet 2 completed
- An e-poster or A3 poster.



Handout 1: Let's get out of here!!

At the Party



9 pm

When you arrive, everybody is having a good time. There is music and dancing, and some food, but the party seems to revolve mainly around drinking. You find you don't know anybody there and most of the guests are in an older age group.



10 pm

A few people show signs of having drunk too much, but most are dancing, talking, enjoying themselves.



11 pm

The party's getting very noisy. One person has been sick, another has passed out.



Midnight

There is a brief argument when those giving the party try to get rid of someone who tries to start a fight. Most of the people you have met and have been talking to are leaving.



1 am

A lot of people have left. Those who are still there are drinking steadily. There is less talking and laughing, and the music is now very much louder. The person you came with is staying on, but you are offered a lift home by someone else.



2 am

A neighbour appears, he is very angry and threatens to call the police unless the noise is turned down. Everyone is obviously affected by alcohol, but all are still drinking.



3 am

A window is broken. The neighbour reappears and threatens to call the police if the party doesn't end. The supply of alcohol has run out. Someone is calling a taxi.



4 am

The last few guests are leaving. You are offered a lift home, although the driver has been drinking steadily.



5 am

Instead of driving you and the other passengers straight home, the driver suggests you all go for a burn down the highway.



5.15 am

CRASH!

What made you quit when you did?



Worksheet 1: Arrive alive



The crew

Amelia got her licence two weeks ago. She's the loud one in the group and likes to take control of the conversation and get her own way.

Vanessa has been on her P-plates for almost a year. She's the calm, rational one.

Marko has had his licence for two months. He's a bit of a daredevil and has already had two minor crashes.

Pierce just got his licence yesterday. He hasn't had a chance to drive on his own yet. Pierce is the joker of the group.

The story

It's Saturday night and the crew are heading off to their friend's party where alcohol will be provided. Their friend Amelia picks the others up in her dad's station wagon. They need to decide how they get home after the party? Should there be an agreed non-drinker? Should they get a taxi? Walk or stay the night?

Act out the scene in the car.

What options did you discuss?

What did the group decide?

WHERE'S THE PARTY?



They decide that Vanessa will be the agreed non-drinker and not drink any alcohol or use any drugs. They all have a great time at the party, but at the end of the night it is clear that Vanessa has been drinking. How do they feel about Vanessa's actions? How are they going to get home?

Act out the scene at the party.

What options did you discuss?

What did the group decide?

They decide to leave the car and walk home. Marko has had a lot to drink. He can walk ok with the help of the others, but lives in the opposite direction. What should they do?

Act out the scene in the street.

What options did you discuss?

What did the group decide?



Worksheet 2: Intoxication poster: *the step before*

Complete this sheet before beginning your poster. It will help you to make the poster more effective.

What's the purpose of the poster?

Who will read the poster?

What sort of graphics will make the poster more interesting?

Where will the poster be displayed?





APPENDIX – *Crash 'n' Burn* VCAL newspaper



Notes: