

## ADAPTING THE GETREEL TEACHING UNIT FOR UPPER PRIMARY SCHOOLS

### Why GetReel in Primary Schools?

The importance of sequenced, continuous drug education focusing on harm minimisation has been widely acknowledged by educators and supported by research (Ballard, Gillespie & Irwin, 1994; Midford, Munro, McBride, Snow & Ladzinski, 2002). Drug education in primary schools contributes significantly to meeting young people's need to have access to accurate and age appropriate information about drugs and drug-related issues (Bui, 1998; NSW Department of Education and Training, 2000).

The primary classroom can provide a supportive environment in which children can:

- explore their attitudes and values
- develop skills of decision making
- understand social contexts and individual characteristics
- increase their knowledge of drug usage and healthy behaviours

Primary students are strongly encouraged to participate in the GetReel Design a Drug Ad Competition in 2006. Proof of the high quality research skills and creativity of primary school students were evident in previous entries.

Further information about drug education approaches in primary schools can be found at <http://druginfo.adf.org.au/article.asp?id=3755>

### **References:**

Ballard, R., Gillespie, A. & Irwin, R. (1994). *Principles for Drug Education in Schools*. Canberra: Faculty of Education, University of Canberra.

Bui, C. (1998). *Primary Steps: Educating 5-14 year olds about drugs*. Melbourne: Australian Drug Foundation.

Midford, R., Munro, G. McBride, N., Snow, P. & Ladzinski, U. (2002). Principles that underpin effective school-based drug education. *Journal of Drug Education*, 32, 363-386.

NSW Department of Education and Training (2000). *K - 6 Drug education resource: Curriculum materials to support teaching, and learning in Personal Development, Health and Physical Education* (2<sup>nd</sup> Ed.). Sydney: NSW DET.

## **Curriculum links**

Participating in the GetReel Design a Drug Ad Competition enables students to work towards achieving outcomes from across the curriculum, especially in Personal Development, Health and Physical Education, English, Science and Technology and the Creative Arts.

## **Outcomes**

The following outcomes are from the NSW Board of Studies K-6 syllabus documents for Stage 3. These can be adapted, as relevant, for other States.

## **Personal Development, Health and Physical Education (PDHPE)**

### *Values and Attitudes*

V1 Refers to a sense of their own worth and dignity.

V4 Increasingly accepts responsibility for personal and community health.

### *Skills*

COS3.3 Communicates confidently in a variety of situations.

DMS3.2 Makes informed decisions and accepts responsibility for consequences.

PSS3.5 Suggests, considers and selects appropriate alternatives when resolving problems.

### *Knowledge and Understanding*

IRS3.11 Describes roles and responsibilities in developing and maintaining positive relationships.

PHS3.12 Explains the consequences of personal lifestyle choices.

SLS3.13 Describes safe practices that are appropriate to a range of situations and environments.

## **English**

### *Talking and Listening*

TS3.1 Communicates effectively for a range of purposes and with a variety of audiences to express well-developed, well-organised ideas in dealing with more challenging topics.

### *Reading*

RS3.7 Critically analyses techniques used by writers to create certain effects, to use language creatively, to position the reader in various ways and to construct different interpretations of experience.

### *Writing*

WS3.9 Produces a wide range of well-structured and well-presented literary and factual texts for a wide variety of purposes and audiences using increasingly challenging topics, ideas, issues and written language features.

WS3.12 Produces texts in a fluent and legible style and uses computer technology to present these effectively in a variety of ways.

WS3.13 Critically analyses own texts in terms of how well they have been written, how effectively they present the subject matter and how they influence the reader.

## **Science and Technology**

### *Knowledge and Understanding*

ICS3.2 Creates and evaluates information products and processes, demonstrating consideration of the type of media, form, audience and ethical issues.

PSS3.5 Creates and evaluates products and services, demonstrating consideration of sustainability, aesthetic, cultural, safety and functional issues.

### *Learning Processes*

DMS3.8 Develops and resolves a design task by planning, implementing, managing and evaluating design processes.

UTS3.9 Evaluates, selects and uses a range of equipment, computer-based technology, materials and other resources to meet the requirements and constraints of investigation and design tasks.

## **Creative Arts**

Note: Achievement of Creative Arts outcomes will depend upon the choices made by students in presenting and communicating their drug ad message.

### *Visual Arts*

VAS3.1 Investigates subject matter in an attempt to represent likeness of things in the world.

VAS3.2 Makes artworks for different audiences, assembling materials in a variety of ways.

### *Drama*

DRAS3.1 Develops a range of in-depth and sustained roles.

DRAS3.2 Interprets and conveys dramatic meaning by using elements of drama and a range of movement and voice skills in a variety of forms.

DRAS3.3 Devises, acts and rehearses drama for performance to an audience.

## **Modifying the GetReel Teaching Unit for Primary Classes**

The sequence of lessons within the teaching unit can be followed effectively for upper primary and lower-mid secondary grades.

Modifications to the Teaching Unit for 10-12 years olds are suggested below, and obviously further adaptations can be made, depending on the school context and the learning needs of the particular students.

*Lesson 1- Introduction and Drug Facts:* The focus drugs for the activities recommended can be alcohol, tobacco and medicines, such as 'puffers' for asthma sufferers and paracetamol. Handouts for tobacco and alcohol could be used by students, with the other information sheets for teacher information only. Activities such as the 'Matching Exercise' (Activity 1.5) can be modified by omitting certain terms and definitions from the set copied for students.

*Lesson 2- In Someone Else's Shoes:* While Rebecca's Story (handout 2.1) is engaging and powerful, the issues that it raises and the illicit drug use described may not be appropriate for discussion with a primary class. Clearly this depends on your particular school context. Activities 2.2 and 2.3 are certainly appropriate for upper primary students.

*Lesson 3- Consequences of Drug Use:* All 3 activities are suitable for primary students, although the newspaper articles provided in the handout for Activity 3.3 may not be appropriate in some primary school contexts. It is recommended for primary teacher to follow the alternative suggestion made in the Teaching Unit and to locate other more suitable articles, shows or movies featuring young people.

*Lesson 4- Seeking Help:* Again, these activities are suitable for primary students. The handout for Activity 4.2 can be modified by selecting the questions that relate to use of licit or legal drugs, such as alcohol and tobacco.

*Lessons 5 to 8 - Consumers and Advertising, Designing a TV ad (parts 1 and 2):* These lessons are suited to primary students, with the recommendation for teachers to make minor modifications, depending on students' literacy skills.

**For your library: Some recommended resources for upper primary/lower secondary students**

In addition to the many websites recommended, the following books may provide useful information for students.

*For primary students:*

Bryant-Mole, K. (2001). *What do we think about drugs?* London: Hodder Wayland.

Green, J. (2001). *What do we think about alcohol?* London: Hodder Wayland.

*For primary and secondary students:*

Haughton, E. (1999). *How do drink and drugs affect me?* Hove: Wayland.

Lamb, K. (2001). *Health Issues: Alcohol.* London: Hodder Wayland.

Morgan, S. (2001). *Health Issues: Smoking.* London: Hodder Wayland.

Powell, J. (2000). *Why do people smoke?* London: Hodder Wayland.

Westcott, P. (2000). *Why do people take drugs?* London: Hodder Wayland.