

Sample Grid Snapshot

REMEMBERING	List the main events in the <i>It Couldn't Happen To Me</i> . List the main health messages gained from reading the narrative	Choose one of the main characters and describe the main problems he/she faced in regard to effects of alcohol use Considering the use of alcohol by themselves or others	Construct a lotus diagram showing the effects and consequences of alcohol consumption	Make a facts chart about alcohol using information from the narrative as well as the internet. Categorise the information under 5 different headings.	Discuss and list situations in the narrative and other situations involving alcohol and order them from highest to lowest risk justifying their selections	Argue the fact that one of the minor conflicts in the narrative should in fact have been the focus of the narrative.
UNDERSTANDING	Write a news report about the accident in the narrative outlining important facts about alcohol use and consequences	Prepare a flowchart to illustrate the choices and sequence of events in the narrative. Does this compare to real life situation. Why or why not? Or: My best friends Raj and Toby have been here too. They keep saying 'sorry man'. How does this quote from the narrative relate to drink spiking? What is drink spiking and what are the laws around it? Or: Defend the statement that Raj and Toby are responsible for the accident. Or: Who is responsible for the accident? Justify your answer.	Pick one illustration in the narrative and write a summary that defines the main purpose or message Or: Compare and contrast two organs of the body and how they are affected by alcohol	How important is research into the impact of alcohol on our bodies? Explain, using one area of research as support.	Using a jigsaw strategy have different groups identify a part of the brain and explain how consumption of alcohol can affect it Or: In pairs answer quiz (Alcohol and the brain >>) questions . Pairs are then given one question each to research and find correct answer to that question	Using a dictogloss strategy, and view podcast alcohol and the brain. In pairs compare notes. Using these notes, design a class quiz Or: Small groups design their own dictogloss describing and explaining the effects of alcohol on different parts of the body. This is then read to the rest of the class.
APPLYING	Defend the statement and Drink driver parking image >>	Construct a timeline to explain what series of events/laws have been put into place as a means of limiting the potential harms associated with alcohol consumption. Record the events at various places on the timeline.	Build a model of the brain (2D/3D or digital) to demonstrate how alcohol effects its different parts	Develop criteria to judge which factor has the greatest influence on alcohol use. For example; Family, friends, media, environment , curiosity and draw conclusions	Estimate and research how much money is spent on alcohol effects on the community	Write a persuasive letter using your own research to argue against the sale of alcohol in bottle shops.

ANALYSING	<p>From the narrative gather information on who drinks alcohol and why people drink or not drink alcohol.</p> <p>Or: Design a questionnaire to gather information about who drinks alcohol and why people drink or not drink alcohol. Conduct the questionnaire and analyse the data for patterns of responses. Present the findings orally or digitally. Compare these findings to what was gathered from the narrative.</p> <p>Or: Work with a partner and list the reasons young people:</p> <ul style="list-style-type: none"> choose to drink alcohol choose not to drink alcohol. <p>Ask each pair to compare their list with another pair and add any additional reasons.</p> <p>Repeat the process for the reasons adults:</p> <ul style="list-style-type: none"> choose to drink to alcohol choose not to drink alcohol. <p>Ask group members to present/write their main reason(s) for each category on a Venn diagram.</p>	<p>Using the events/facts presented in the narrative, identify and research the economic and social costs of alcohol use. Suggest strategies that might reduce or overcome these findings.</p> <p>Or: Deconstruct an advertisement for alcohol including visual and written text, colour etc</p> <p>Reconstruct the same ad outlining the effects and health messages.</p>	<p>Locate the results of the 2008 National Survey on the use of alcohol by Australian secondary school students</p> <p>In pairs, discuss the changes in prevalence of drinking alcohol amongst students aged 12- to 15-years and those aged between 16 and 17</p> <p>Create trend graphs showing the percentage of students not using alcohol from 1990-2008</p> <p>Pair up with another pair to compare graphs and discuss the perceptions people have about rates of drug use by school aged young people and the picture shown by the graphs.</p>	<p>Using a barrier game strategy, have pairs construct a cross word puzzle using alcohol facts taken from the narrative and other research findings.</p> <p>Or: After analysing the narrative, prepare an exposition ,outlining a critical evaluation of who should be charged for the death of KAT.</p>	<p>Construct an experiment to show an understanding of standard drinks. Make sure the experiment is written up as a procedure.</p>	<p>Create a digital/ board game that compares and contrasts good and bad responses to the impact of the use of alcohol.</p> <p>Or: Create a game, for example jeopardy, using facts gained from the narrative and other research</p>
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EVALUATION	<p>In groups, use the POOCH decision making process to analyse scenarios involving alcohol use. Scenarios may be used from the narrative or compose their own.</p> <p>Or: Each group to select one scenario.</p> <p>Brainstorm and categorise the possible harms associated with the selected scenario addressing the following consequences:</p> <ul style="list-style-type: none"> - physical - social - emotional - economic - legal. 	<p>Prepare a discussion web followed by a debate on the topic:</p> <p>Alcohol should be banned</p> <p>The price of alcohol should be doubled</p> <p>There should be a legal BAC for all activities (not just driving) when an adult is in public and consumes alcohol.</p>	<p>Students identify strategies that could be followed to counteract two of the consequences of alcohol consumption.</p> <p>Include the challenges and barriers to these strategies and suggest ways to overcome them.</p>	<p>Prepare a list of criteria to judge the suitability of health products and services available for those with alcohol use problems. [For example, Kat's father in the narrative.]</p> <p>Collect information on two health services and after judging on the criteria design a brochure or poster or create a web-site that advertises the chosen health service in a non-risk manner, dispelling young people's concerns and encouraging young people to use their service.</p> <p>Present their brochure, poster or website to the class group</p>	<p>Write an article for a popular teen magazine, sketch for youtube, a note on facebook or a scene in a popular teen television programme on the importance of safety around alcohol, using the narrative as your point of reference or the basis of your discussion</p>	<p>Choose 3 major events from the narrative and write the cause and effect of each event.</p>
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CREATING	<p>Create a new alternative drink to alcohol, give it a name and a label outlining effects of usage and then devise a marketing strategy.</p>	<p>Plan and compose an advertising campaign to raise awareness among teenagers of the issues of alcohol use.</p> <p>The narrative, <i>It Couldn't Happen To Me</i> refers to standard drinks on page 12. It reads:</p> <p>The Australian standard drink contains 10g of alcohol (equivalent to 12.5 ml of alcohol). A serving of alcohol frequently differs from a 'standard drink' often being larger. For example, for table wine, a standard drink corresponds to 100ml of wine, whereas a typical serve may be 150ml.</p> <p>What does this mean? What is a standard drink? Do all alcohol drinks have the same amount of alcoholic content? Why/why not? Does a standard drink vary? Why /why not?</p> <p>Interactive drink measure activity. http://www.therightmix.gov.au/www/html/741-interactive-drink-measure.</p> <p>Design their own way to illustrate an understanding of a standard drink</p>	<p>Compose a classroom blog/wiki defining and discussing the short and long term effects of alcohol.</p> <p>Or: Students are to individually produce an information product, such as a brochure or information chart, which focuses on one risk factor for alcohol use.</p> <p>Students are to: Research selected risk factor. Identify contributing factors for the prevalence of the risk factor. Use health data/statistics to support their choice – how big is the problem? How do the choices made by young people play a role in the problem – both positively and negatively? Identify personal strategies that could be put into place to address the risk factors. Identify strategies government and non-government organisations have introduced to address the risk factors. List sources of information used, including: author, date, place of publication.</p>	<p>Make a calendar using illustrations and facts from the narrative, marketing the idea of safety around alcohol</p>	<p>Using the narrative as a base, create a consequence circle or ripple effect diagram illustrating how the use of alcohol affects the individual, others and the community. Combine the results of other and categorise the consequences.</p>	<p>'Alcohol and drink driving don't mix' Produce an information product/advertisement with a road safety message</p> <p>Or: Design key questions for a group discussion about individuals, groups and different levels of government responsible for the management of alcohol products. or Alcohol and energy drinks can be deceiving. Explain.</p>
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