

OVERVIEW

Students investigate a health promotion strategy and, based on their evaluation of the effectiveness of this strategy, they plan a birthday party. This involves making decisions about how the party will be conducted, taking into account their social, legal and ethical responsibilities to their guests, family and neighbours.

DESIGN CONNECTIONS

- Design in ICT
- Design elements (Space, Colour, Sound, Texture, Taste and Smell)

SUMMARY OF STUDENT TASKS

Students:

- investigate a specific health promotion strategy focusing on adolescent alcohol consumption
- create a poster or brochure which refutes myths about alcohol in the body
- formulate a party plan
- design and create an invitation
- design the party setting
- plan the catering, including a non-alcoholic drink, such as a mocktail. Where appropriate, students follow the recipe for a mocktail and make it.

LINKS TO THE ESSENTIAL LEARNING STANDARDS

This unit provides opportunities for students to develop the following knowledge and skills identified in the relevant standards statements for Level 6.

STRAND	DOMAIN	DIMENSION	KEY ELEMENTS OF STANDARDS
Physical, Personal and Social Learning	Health and Physical Education	Health knowledge and promotion	'... compare and evaluate perceptions of challenge, risk and safety ... They analyse the positive and negative health outcomes of a range of personal behaviours and community actions. They identify the health services and products provided by government and non-government bodies and analyse how these can be used to support the health needs of young people.'
	Interpersonal Development	Building social relationships	'... students demonstrate awareness of complex social conventions, behaving appropriately when interacting with others. They describe how local and global values and beliefs determine their own and

			others' social relationships. They evaluate their own behaviour in relationships, identify potential conflict and employ strategies to avoid and/or resolve it.'
Discipline-based Learning	Science	Science at work	'... demonstrate an awareness of the ways in which scientific vocabulary is used incorrectly in the mass media ...'
Interdisciplinary Learning	Information and Communications Technology (ICT)	ICT for visualising thinking	'Students are efficient and effective in their use of appropriate ICT tools and editing techniques for assisting in visualising thinking.'
		ICT for creating	'...students apply a range of techniques, equipment and procedures that minimise the cost, effort and time of processing ICT solutions and maximise the accuracy, clarity and completeness of the information.' 'Their products demonstrate a clear sense of purpose and respect for the audience.'
	Thinking Processes	Reasoning, processing and inquiry	'They process and synthesise complex information and complete activities focusing on problem solving and decision making which involve a wide range and complexity of variables and solutions.' 'They make informed decisions based on their analysis of various perspectives and, sometimes contradictory, information.'
	Design, Creativity and Technology (DCT)	Investigating and designing	'When designing, they generate a range of alternative possibilities ...' 'They effectively use ICT equipment, techniques and procedures to support the development of their design ...'

		Producing	'...students implement a range of production processes accurately, consistently, safely/hygienically and responsibly ...'
--	--	-----------	---

TEACHING ADVICE

Introduction

While this unit focuses on students planning a birthday party, underpinning much of this unit are matters relating to adolescent alcohol consumption. As a consequence, it is important that Tasks 1 and 2 are handled by a teacher with expertise in this area. If this is not possible, then students could focus mainly on the Information and Communications Technology, and Design, Creativity and Technology aspects of the remaining tasks.

Task 2 focuses on students discussing with their parents/guardians matters relating to adolescent alcohol consumption. Parents need advance notice of this, and should be provided with the opportunity to not participate.

Most tasks involve the use of ICT, and students are also required to have access to a kitchen for the final task. Students should be able to complete the unit within 6–8 hours.

Prior learning

ICT domain: students require proficiency in using software types such as desktop publishing, word processing or illustrative graphics. Students need to be able to insert and edit images and apply knowledge of design elements.

Task 1: Rethinking drinking

Key focus

Students:

- investigate a major health promotion strategy related to adolescent alcohol consumption
- evaluate the extent to which the strategy modifies student's personal behaviours and actions.

Teaching and learning

<p>This task involves students:</p> <ul style="list-style-type: none"> • locating information on a health promotion strategy • using visualising thinking tools to assist in developing an understanding of the purpose of the strategy, its target audience and the behaviours and actions that are being addressed. • evaluating the effectiveness of this strategy and clarifying their personal opinions regarding the availability of alcohol at their party. 	<p>This task involves teachers:</p> <ul style="list-style-type: none"> • establishing a teacher workspace on the Intel Seeing Reason website so that students can store their visualising thinking files using <i>Seeing Reason</i>. See Resources for the website address • locating relevant material within the resource kit 'Rethinking Drinking – You're in Control' • facilitating research and discussions on the effectiveness of a health promotion strategy in modifying behaviours regarding the health, social and legal matters associated
---	--

with having a party.

Task 2: Facts and myths

Key focus

Students:

- explore information and misinformation about alcohol in the body
- complete an information fact sheet on alcohol
- use ICT to create a poster or brochure refuting myths about alcohol in the body.

Design connections

Design in ICT (Information products: Posters, Brochures)

Teaching and learning

<p>This task involves students:</p> <ul style="list-style-type: none">• viewing the PowerPoint file Alcohol facts• completing Worksheet 1: Alcohol, which relates to the file 'Alcohol Facts'• viewing the relevant sections of 'Design in ICT' (posters and brochures) to acquire information on design features and designing tools.• designing and producing a poster or brochure on the myths of alcohol. The audience for the brochure is other students at the school.	<p>This task involves teachers:</p> <ul style="list-style-type: none">• providing and presenting resources such as Resource 1: Alcohol facts (PowerPoint file) for students to explore information and issues regarding alcohol in the body• providing student material, Worksheet 1: Alcohol, to the students, which is used in collaboration with the PowerPoint file• discussing with students the design features of effective posters or brochures that appeal to their age group• discussing with students the relevant sections of 'Design in ICT' (refer to 'Design connections' above)• ensuring that students have access to computers to produce a poster or brochure refuting myths about alcohol in the body.
---	--

Task 3: Party decisions

Note: this task requires teachers having a good knowledge of the nature and effects of alcohol in society.

Key focus

Students:

- state what decisions need to be made to ensure that a party is successful
- determine those factors that will influence the nature of the party
- develop preventative and contingency plans in order to fulfil legal and social obligations to guests, neighbours and family
- generate ideas for the party theme.

Design connections

Design process (Designing)

Teaching and learning

<p>This task involves students:</p> <ul style="list-style-type: none">• discussing their roles and	<p>This task involves teachers:</p> <ul style="list-style-type: none">• informing parents/guardians that their
--	--

<p>responsibilities to their family, guests and neighbours when hosting a party</p> <ul style="list-style-type: none"> • completing, with their parents/guardians, Worksheet 2: Party safe • viewing the relevant sections of 'Design process' (Designing) to acquire information on generating ideas • generating ideas for a party theme. 	<p>children will be discussing with them matters relating to the presence of alcohol at parties. Parents may request that student material, Worksheet 2: Party safe, is not to be completed by them and their children.</p> <ul style="list-style-type: none"> • discussing with students their legal obligations and social responsibilities to their guests, neighbours and family. • providing students with relevant strategies for generating ideas for a party theme, as outlined in 'Design process' (Designing) (refer to 'Design connections' above).
--	--

Task 4: You're invited

Key focus

Students:

- collect and evaluate different styles of invitations
- design the layout and prepare the content for an invitation
- use ICT to create an invitation.

Design connections

Design in ICT (Information products: Invitations)

Teaching and learning

<p>This task involves students:</p> <ul style="list-style-type: none"> • collecting/viewing different styles of invitations • determining criteria by which the invitations will be assessed, for example, attractiveness of layout, colour, use of images, production costs, and applying the criteria to determine features of effective invitations • viewing 'Design in ICT' (Invitations) to obtain ideas and strategies for designing and producing invitations • designing the layout of the invitation, taking into account the chosen party theme, and preparing the content, taking into account decisions made and issues discussed in previous tasks • using ICT to produce the invitation, checking for accuracy and completeness of information. 	<p>This task involves teachers:</p> <ul style="list-style-type: none"> • ensuring that students have access to computers to produce a party invitation • providing students with access to 'Design in ICT' (Invitations) • discussing with students criteria by which collected invitations can be evaluated • providing students with feedback on their designs.
---	---

Task 5: Setting the scene

Key focus

Students:

- use ICT to draw to scale the party area

- select design features that will complement the party theme
- produce a floor plan of the party area or a diorama of the party scene.

Design connections

Design elements (Space, Colour, Sound, Texture)

Teaching and learning

This task involves students:	This task involves teachers:
<ul style="list-style-type: none"> • selecting a real or imaginary party area, and drawing its size to scale (this can be hand-produced or created using software) • viewing 'Design elements' (Space, Colour, Sound, Texture) to obtain design ideas • selecting design features, for example, lighting, colour scheme, props, seats and tables, sounds and textures, that will complement the party theme • producing a floor plan of the party area or producing a diorama of the party scene, incorporating the selected design features. 	<ul style="list-style-type: none"> • providing students with access to 'Design elements' (Space, Colour, Sound, Texture) • ensuring that students have access to computers to produce a scaled drawing, if appropriate • providing a safe working environment if students produce a diorama during class time.

Task 6: Anyone for mocktails?

Note: if students make a mocktail, they will need access to a kitchen.

Key focus

Students:

- plan the food menu for the party
- locate recipes for mocktails, an alternative to alcoholic drinks
- prepare a mocktail, suitable for the party.

Design connections

Design elements (Colour, Taste and Smell)

Teaching and learning

This task involves students:	This task involves teachers:
<ul style="list-style-type: none"> • viewing 'Design elements' (Colour, Taste and Smell) to obtain design ideas • locating recipes for party food including mocktails (students should access recipes in both electronic and print form) • devising the menu • obtaining ingredients to make a mocktail and following instructions to safely produce it. Enjoy! 	<ul style="list-style-type: none"> • providing students with access to 'Design elements' (Colour, Taste and Smell) • ensuring that students have access to computers to locate recipes from the Internet • providing a safe working environment for students to produce a mocktail.

Resources

Websites

Intel

<http://www.intel.com/education/seeingreason/index.htm>

The *Seeing Reason Tool* promotes cause-and-effect thinking through visual mapping. Students create visual representations of the factors and relationships in a cause-and-effect investigation. These maps make thinking visible and promote collaboration as students work together to refine their understanding.

ABC Local News – The teen's view of the riots in Perth

www.abc.net.au/perth/stories/s1066351.htm

7:30 Report – Opinions differ on Northbridge curfew

www.abc.net.au/7.30/content/2003/s891674.htm

Today Tonight – Street of flames

www.seven.com.au/todaytonight/story/?id=19266

ABC AM – Police arrest 19 in fourth night of riots

www.abc.net.au/am/content/2005/s1313065.htm

Australian Drug Foundation

www.adf.org.au

Drug Info clearinghouse

http://www.druginfo.adf.org.au/browse.asp?ContainerID=fact_sheets

Victoria Police Party Safe Program

www.police.vic.gov.au/showcontentpage.cfm?contentpageid=6793

Australian Party Information Guide

www.party-oz.com.au

Resilience Education and Drug Information

www.redi.gov.au

Roadsafety (useful mocktail recipes)

http://www.roadsafety.qld.gov.au/qt/LTASinfo.nsf/index/rs_mocktails

Victorian University (useful mocktail recipes)

http://www.vu.edu.au/library/pdf/Brochure_mocktails.pdf

Print

Rethinking Drinking – You're in Control, Department of Education, Science and Training

This resource was distributed to all schools with secondary enrolments in October 2004. The resource includes:

- video

- teachers' manual and student workbook containing lesson plans and activities
- parent/community information booklet
- CD-ROM incorporating all written materials.

The resource can be ordered through the Australian Council for Health, Physical Education and Recreation (ACHPER) at:

<http://www.achper.org.au/bookshop.php?id=515>

Party Safe Kit from Knox Community Health Centre

Party Safe Kit from Victoria Police

Drug Education Package for Video Resource – Seven Dimensions Pty Ltd

On the Edge Resilience Education and Drug Information for Upper Secondary Students by the Commonwealth Department of Education, Science and Training

My TV Resilience Education and Drug Information for Lower Secondary Students by the Commonwealth Department of Education, Science and Training

Bernard, Michael, *You Can Do It, ASG's Education Programs*, Australian Scholarship Group, 2001. Useful for conflict resolution

Drent, Alisa, *Parenting Today, Parents Book*, ACER Press, 2001. Useful for conflict resolution

Teacher resources

Resource 1: Alcohol facts (PowerPoint)

Student materials

Worksheet 1: Alcohol

Worksheet 2: Party safe