



# Think Twice

Copyright © Life Education Australia 2020

**Reproduction and Communication for educational purposes.**

The Australian *Copyright Act 1968* (the Act) allows a maximum of one chapter or 10% of the pages of this work, whichever is the greater, to be reproduced and/or communicated by any educational institution for its educational purposes provided that the educational institution (or the body that administers it) has given a remuneration notice to Copyright Agency Limited (CAL) under the Act.

For details of the CAL licence for educational institutions contact:

**Copyright Agency Limited**

Level 11, 66 Goulburn Street

Sydney NSW 2000

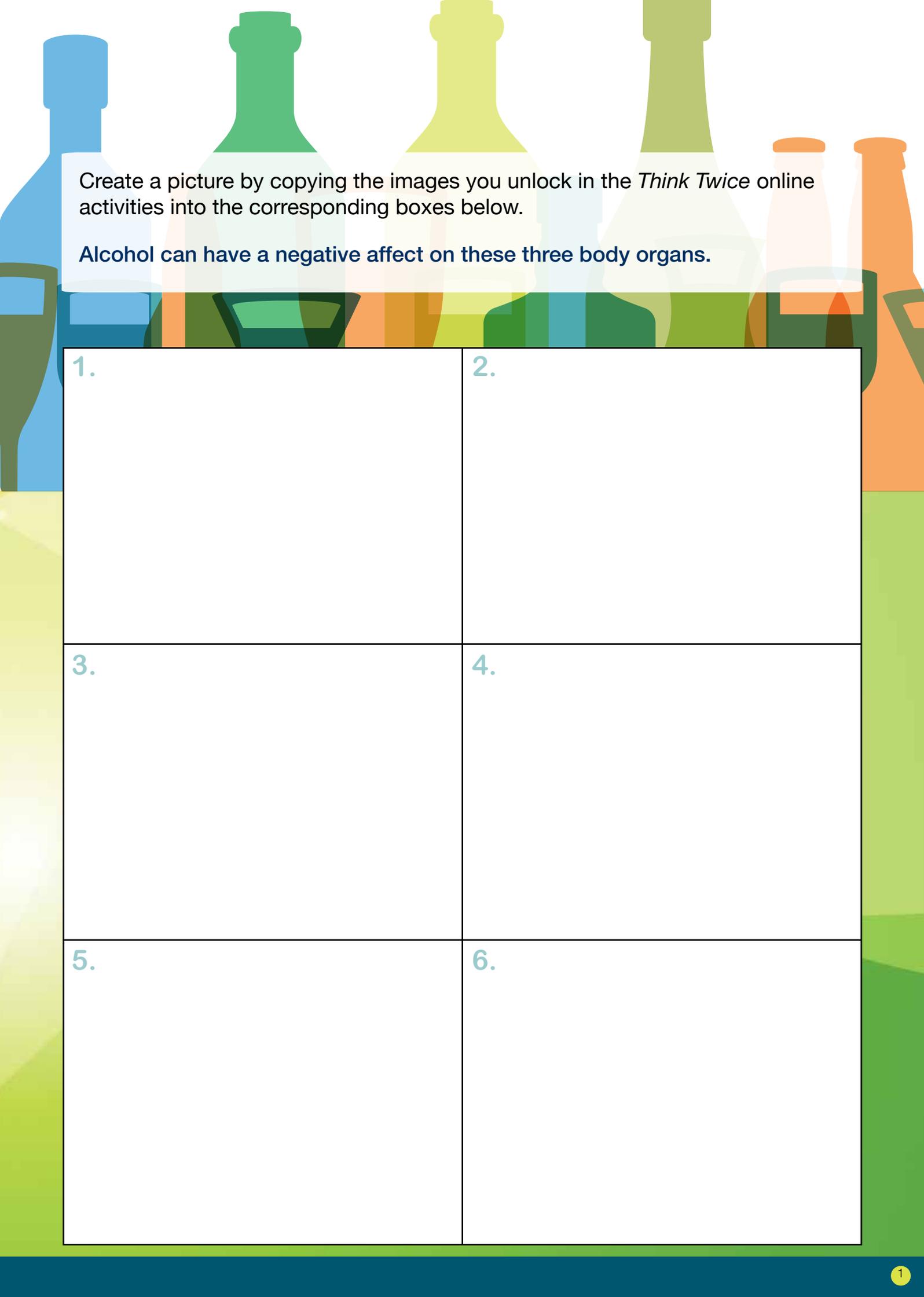
Telephone: (02) 9394 7600

Facsimile: (02) 9394 7601

E-mail: [info@copyright.com.au](mailto:info@copyright.com.au)

**Reproduction and Communication for other purposes.**

Except as permitted under the Act (for example a fair dealing for the purposes of study, research, criticism or review) no part of this book may be reproduced, stored in a retrieval system, communicated or transmitted in any form or by any means without prior written permission. All inquiries should be made to the publisher at the address above.



Create a picture by copying the images you unlock in the *Think Twice* online activities into the corresponding boxes below.

**Alcohol can have a negative affect on these three body organs.**

1.

2.

3.

4.

5.

6.

# Follow the path

Choose one of the scenarios below. Create 2 flowcharts to illustrate 2 different potential outcomes.

## Your Flowchart Symbols:



Circle = start/stop



Diamond = a decision



Arrow = direction



Square = something happens



### Scenario 1

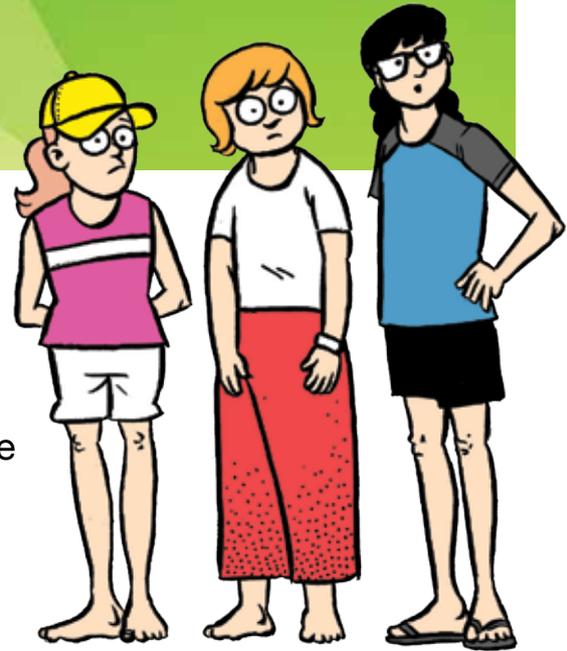
A group of 14 year olds are at a party and someone pulls alcohol out of their bag. What can they do?

### Scenario 2

An older person who has been drinking alcohol at a party is insisting they can drive their friends home.



# Under the influence



List five people who influence you and five people that you influence.

Rate the influence on a scale from 1 to 3 (1 = a little, 2 = sometimes, 3 = a lot). Write P or N or PN to describe whether the influence is positive, negative or both.

*Remember, this list is for you, no one else has to see it.*

People who influence me	How much?	Positive or Negative?
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____
5. _____	_____	_____

People I influence	How much?	Positive or Negative?
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____
5. _____	_____	_____

# Community squares

Welcome to the Community Squares Public Forum – where people can have their say about issues that concern them.

Write what each person might say about alcohol and its impact on the community.



School Teacher



Ambulance Driver



Sportsperson



Policeperson



Parent



Doctor



# Keep everyone healthy

## DESIGN AN ALCOHOL RELATED HEALTH MESSAGE

You work for an advertising agency and have been asked to come up with a campaign to deliver an alcohol related health message.

The message should address more than one of the following effects of alcohol use: physical, social, legal & financial.

Plan your campaign below, and then develop it using other tools.

### MY CAMPAIGN PLAN:

What is your message?

---

What do you hope this message will achieve?

---

Who is your audience?

---

What medium will you use? (posters, TV ad, online, billboard or print)

---

What main colours will you use?

---

What types of images will help convey your message?

---

Do you need a script? Write it below.

---

---

---

---

---

---

---

---

# Alcohol survey – who knows the facts?



You now know a number of facts about alcohol consumption. In this activity, find out how much your family and friends know.

On the opposite page is a survey to give to your friends and family. The first four questions have been written for you. Write the remaining questions yourself, based on things you have learnt in Think Twice.

Find 10 people to answer your survey, and keep a record of the number of questions each person answers correctly. Then work out the number of people who fall into each of the categories below. Finally, use the table at the bottom of the page to create a bar graph that illustrates the results of your survey.

## MY SURVEY RESULTS ARE:

8 correct

---

7 correct

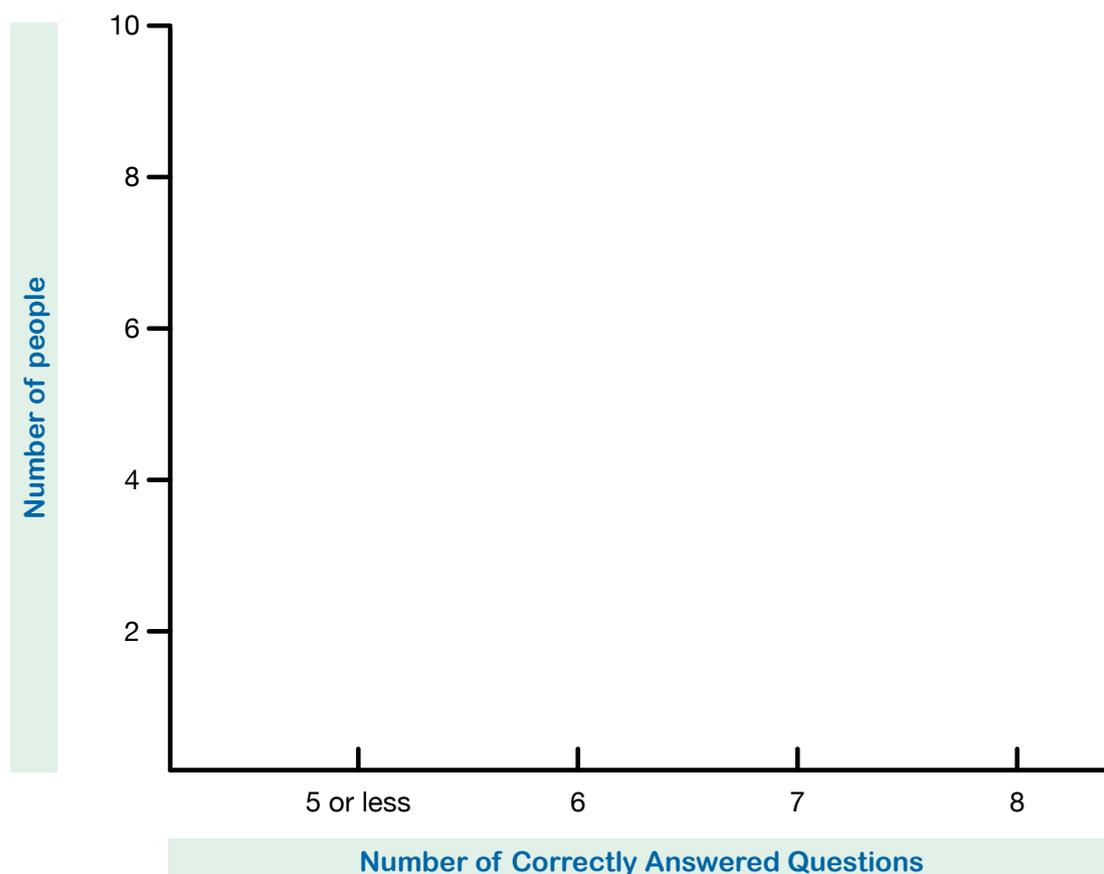
---

6 correct

---

5 or less correct

---



# Friends and family survey

## MY SURVEY QUESTIONS ARE:

1. Long term alcohol abuse can lead to cancer. (True)
2. Alcohol affects every person's body the same way. (False)
3. The liver breaks down most of the alcohol in a person's body. (True)
4. Alcohol affects nearly every organ in the body. (True)

5.

6.

7.

8.



# Note to parents and carers

Your child has taken part in the Life Education *Think Twice* module.

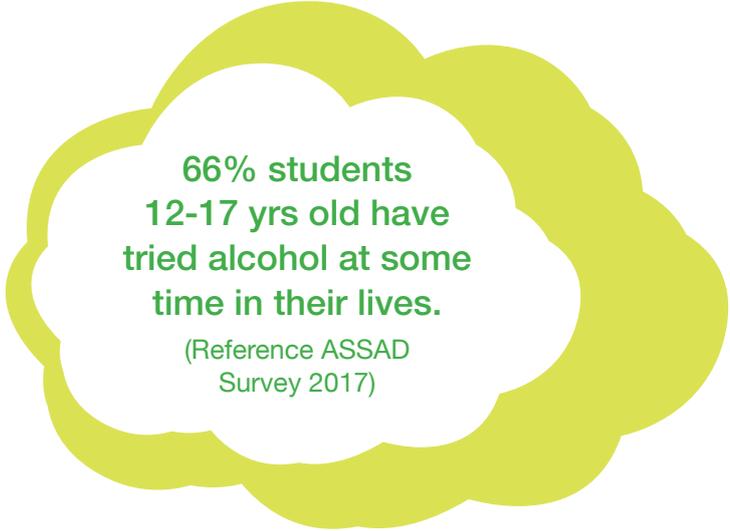
## What is it about?

The Think Twice module tackles the topic of alcohol in a way that's appropriate for your child's age group. We looked at:

- myths and facts about alcohol,
- physical, social and legal consequences of consuming alcohol such as the effects of alcohol on the teenage brain and the laws related to the sale and supply of alcohol,
- reasons why people choose not to drink alcohol.

## Why is it important?

The average age of experimentation with alcohol is around 16 years of age.<sup>1</sup> Young people are exposed to alcohol use either at home, in the media or in the community. Targeting young people with alcohol education at the beginning or before initial experimentation with alcohol has the potential to delay or discourage use. As alcohol can have negative effects on brain development, the longer the delay the more chance the brain has to finish developing.



66% students  
12-17 yrs old have  
tried alcohol at some  
time in their lives.

(Reference ASSAD  
Survey 2017)

## So what's next?

Life Education has provided your child's **teacher** with print and digital resources to use in the classroom.

You can continue the learning and conversations about alcohol at home by accessing a range of videos, information and other helpful resources for **parents and carers** on our website.

Go to: [lifeeducation.org.au](http://lifeeducation.org.au)



<sup>1</sup> National Drug Strategy Household Survey 2016





Our Community Partners



**LIFE EDUCATION AUSTRALIA**

**Phone:** 1300 HAROLD

**Email:** [info@lifeeducation.org.au](mailto:info@lifeeducation.org.au)

**[lifeeducation.org.au](http://lifeeducation.org.au)**

**Empowering our children and young people to make safer and healthier choices through education**

