



An interactive film campaign for Years 7 - 12 exploring confrontation, conflict resolution, and the pressure young people face in the 21st century.

Teacher Resource Pack
Your Call: *Shirtfront*



Constable Care
Child Safety
Foundation

This resource contains everything you need to support your students' learning before, during and after their interaction with the *Shirtfront* interactive film campaign.

Using this resource pack

The activities in this resource are created in three stages, designed to guide your engagement with the film. The three stages are:

- Engagement: before watching
- Analysis: after watching
- Extension: creating work

Each activity in this resource contains:

- Learning Outcomes
- Set Up/Preparation Required
- Detailed Activity Instructions

The activities are designed to use the interactive film *Shirtfront* as the key text in a text analysis and topic exploration around the topic of conflict resolution, violence and peer pressure.

More information can be found regarding *Shirtfront* and the **Your Call** series of film campaigns on the website www.yourcall.rocks



Heads up - Some sensitivities

The film contains some coarse language and underage drinking.

Your
Call



KEY CONCEPTS

Conflict resolution

Young people engage in and are surrounded by a variety of conflicts during their time in high school, just as adults are. The way that these conflicts are managed can have a serious impact on a young person's experience of high school and the world around them. Learning to solve problems becomes a very useful life long skill.

Non-violent problem solving

Often young people can jump to violent strategies to resolve difficult tension. Developing strategies that involve kindness, empathy and resilience support young people in being able to choose non-violent solutions when faced with conflict.

Peer pressure

Peer pressure is a common theme of our work at **Your Call** and is something that young people are exposed to on a daily basis. We see peer pressure existing in a new form amongst young people today. Rather than an aggressive overt bullying behaviour, peer pressure manifests as a pressure playing on a young person's fear of missing out (FOMO). Working through a fear of isolation, peer pressure can be a very powerful influencing factor in drug use in a young person's behaviour.

Resilience

Resilience is a key prosocial skill that empowers young people to remain in control in the face of adversity. This project supports young people in their resilience development, to gain control in combatting peer pressure and withstanding the challenges they may be exposed to in dealing with conflict resolution and drug and alcohol consumption.

Mental Health First Aid

Just like physical first aid, the ability to respond appropriately in a crisis can be life-saving. **Shirtfront** explores some mental health challenges and opens up the discussion for effective strategies to support our young people in these points of crisis. Responding effectively to situations like hallucinations, depression, or a panic attack are highly beneficial skills to help young people support each other if experiencing mental illness or under the influence of illicit substances.

Positive bystander behaviour

Bystander behaviour is a common theme in our films at **Your Call** and an essential prosocial skill for addressing violence prevention. The ability to make informed choices to support those around you can be a valuable asset in reducing harm in dangerous and potentially volatile situations.

Empathetic attitudes

Empathy and the power of its use is a common theme in our films at **Your Call**. An understanding of empathy is a strong prosocial tool to use in order to empower young people to assess their decisions and risks, and learn how to disarm instead of incite aggression and violence.

synopsis

You and your two mates Nick and James from school are all on the local footy team and looking forward to playing in Saturday's grand final. But your coach takes a dim view of his players getting into scrapes both on and off the field, so staying out of trouble between now and Saturday could be important. But with a house party to go to, players from the other team causing trouble, and face-offs with Crazy Trent the school tough guy, staying cool and getting to play might be harder than it looks.

Shirtfront puts YOU in the driver's seat about how you react to confrontational situations. Make the decisions and see what happens.

Your Call puts YOU in charge of the action. In the classic style of "choose your own adventure" books, you decide the actions that change the story and the outcome. With multiple choices to make and lots of different endings, the story really is in your hands...

CURRICULUM LINKS

Shirtfront and the related activities in this resource pack respond to two key elements of the Western Australian Syllabus and Australian National Curriculum. The theme of healthy choices and non-violent problem solving is a core component of the Year 9 and 10 'Personal, Social, and Community Health' branch of the Health and Physical Education syllabus. This program and the related activities explore the many themes and issues that the syllabus covers, from exploring reasons why young people choose to use alcohol, physical and mental health, to emotional self-regulation, and social risk management. The film and the activities in this resource pack are designed to engage students in vigorous discussion about complex and confronting issues. Through participating in these processes, students will be exploring and developing a myriad of skills outlined in the National Curriculum's 'General Capabilities' section. The 'General Capabilities'

section of the new curriculum emerged from the Melbourne Declaration of Educational Goal's for Young Australians (2008) as a high priority for Australian schools. Our program supports teachers and students in addressing and skill building in the 'Personal and Social Capabilities', 'Ethical Understanding', and 'Critical and Creative Thinking' branches of these General Capabilities.

This resource pack also covers a wide variety of curriculum points for Drama, Media and English subject areas. Many links can be made between the activities and those content areas as additional learning.

For more detailed information regarding curriculum link, please see the table on Curriculum Links at the back of this resource pack.



Yeah,
come on!

Nah,
leave it

section one

ENGAGEMENT

Pre-watching activities

This section of the resource pack is designed to be used as an engagement phase to help introduce the key themes and the film itself. It is recommended that students engage in these activities prior to watching the film. We also recommend that the student's work is kept available during the time spent working on these activities, as work generated in Section 1 will be utilised in Sections 2 and 3.

ACTIVITY 1

Focus question

Learning outcomes:

Students will:

- Engage with and reflect on their own, peer and social understandings of violence in their own community.
- Explore the prevalence and severity of violence within their community and the impact it can have on their lives.
- Share their experiences of stress, and develop a common understanding of the pressure that young people face in the twenty-first century.

Set up

- List of focus questions
- Open space for a group discussion

Activity instructions

The focus questions below can be approached in a variety of ways, catering to the needs and learning styles of the class. Example options include:

Think pair share – discussion

1. Students are presented with one question at a time.
2. They are given 1 minute to think individually about the question and make notes.
3. Students pair up and discuss their thoughts, adding to their notes.
4. Pairs are called upon to share their thoughts with the group.

Dot point response – written

1. Students are given the list of questions and asked to create three key dot point ideas in response to each one.
2. A focus on individual work and time for thought should be given to allow students to reflect honestly on their own personal experiences.
3. Students are asked to share some of their ideas for each question.

Share their experiences of stress, and develop a common understanding of the pressures that young people face in the twenty-first century.

ACTIVITY 1 (cont)

Expert groups – Written and discussion

1. Students are split into small groups (3 – 5) and the questions are divided up between groups.
2. Groups are then given time to research their questions in detail and prepare specific and factual responses to each question.
3. The groups then share their findings for the whole class, demonstrating for the larger group their new expert knowledge.
4. (Hold onto the written responses to this activity to be referred back to in the Post-Show Activity 5)
8. What role does the bystander play in a fight? Who has the most power?
9. Do men or women fight more often? Why?
10. What does non-violent conflict resolution mean? What does it look and feel like?
11. Is there lots of violence in the world? Why? Can it be stopped?

Focus questions

1. Do you think violence is a good way to solve a conflict or argument?
2. Is fighting just a normal part of high school?
3. How often do fights occur at school? Amongst young people in general? Is it just as common amongst adults? Why?
4. Why do fights usually happen?
5. What are common reasons people become violent?
6. Are there more effective ways to solve conflict than fight? What are these options?
7. Should there be stricter consequences for violence in school? In adult life? Why?

NB: With this activity please be guided by your own school's policy around disclosure and privacy, regarding the discussions that may be elicited that may need to be protectively interrupted, followed up and/or referred on to other supports/welfare staff.

Develop their creativity and content generation skills through the creation of short narratives.

ACTIVITY 2

Expectations storyboard

Learning outcomes:

Students will:

- Engage in the narrative of *Shirtfront* and explore potential openings for the journey key characters will go on.
- Develop their creativity and content generation skills through the creation of short narratives.
- Examine the consequences of poor conflict resolution.
- Develop an understanding of the pressures that the characters in *Shirtfront* face and the options available to manage this stress.

Set up

- Blank Storyboard A3 sheets (Appendix A)
- Print out of the *Shirtfront* synopsis (p. 4)

Activity instructions

1. Students can either work individually or in small groups for this activity.
2. Hand each student/group a copy of the *Shirtfront* synopsis and ask them to read it thoroughly.
3. Once the students have an understanding of the given circumstances and the characters involved in the film, they are to create a storyboard of how they believe the film's narrative will play out.
4. The storyboard should use 8 – 12 frames and include (but is not limited to) the following:
 - a. Introduction that introduces the characters and setting
 - b. Scenes that highlight the pressures the main character is facing
 - c. The main characters' engagement with violence
 - d. The consequences of their coping strategies
 - e. A resolution (can be either positive or negative)
5. The students/groups can use the provided storyboard template or create one in any form they prefer.
6. Once each group has created their stories, they should present them to the rest of the class.
7. After each group has presented, the class should engage in a discussion about similarities, differences, and reasons for the chosen endings of their storyboards.

ACTIVITY 3

Non-violent Conflict Resolution

Learning objectives:

Students will:

- Develop their ability to recognise poor conflict resolution and the ability to make change within situations of oppression.
- Extend their capacity to empathise with people involved in difficult situations.
- Generate practical problem solving strategies appropriate to their own context.

Instructions

Scenario 1: Jacinta and Sophie

Jacinta is a 'popular' girl at school. She has a short temper and often resorts to physical violence to resolve conflict. Sophie is new to the school and is rather shy. She isn't good at making new friends and usually takes a while to adjust to a new school. Sophie has become Jacinta's newest target. Sophie is physically and verbally abused every day by Jacinta, isolating Sophie at school. Sophie has withdrawn from any extra-curricular activities and missed school at least twice in the last week.

- You are Sophie's favourite teacher at school. How can you support her in coming back to school full time and decrease the bullying she experiences?
- You are Jacinta's brother/sister in the year above her at school. How can you help her solve the conflict with Sophie in a positive way?

Scenario 2: Ryan and Josh

Ryan and Josh are friends. They have the same friends at school and play footy together on the same team after school. Ryan's family has a lot more money than Josh's family. Ryan constantly ridicules Josh for his second-hand clothes as well as makes fun of Josh's family. Josh is having a particularly bad day one day and ends up in a fight with Ryan where he breaks Ryan's nose.

- You are the school principal and have Josh in your office to talk about the fight. How do you plan to deal with this incident?
- You are Josh's best mate from footy and you go to a different school to him. How can you help Josh deal with this conflict?

Set up

- Printed versions of the scenarios below

Scenario 3: Ben

Ben is a dedicated and confident student. He excels academically and at sport. He has lots of friends at school and has a positive rapport with his teachers. Ben also spends a lot of time using Facebook and Instagram. Recently he has started receiving lots of abusive comments on his posts and photos. It has progressed to the point where a few people humiliate and abuse him for everything he posts. He receives private messages from the same people every day insulting him, and threatening him and his family.

- You are Ben's parent. How would you support him in this situation?
- You are Ben's best friend at school. You are the only person he has spoken to about the abuse. How can you help stop this from happening?

Discussion

Discussion afterwards should focus on generating a list of strategies for dealing with conflict. The discussion should analyse the effectiveness of the strategies and the consequences of the choices.

ACTIVITY 4

School survey

Learning outcomes:

Students will:

- Develop an understanding of their school's attitudes and values towards violence, as well as gain a clear image of how violence occurs in their school community.
- Extend their understanding of the prolific nature of violence.
- Gain an understanding of how to develop and conduct a simple survey and analyse quantitative data.

Instructions

1. The students are to work in small groups to implement the survey, collect the data and analyse the results.
2. **DATA COLLECTION:** The data collection phase can be conducted in a variety of ways, depending on what you feel is appropriate for your school. The objective is to administer the survey to as many participants as possible and keep a written record of their responses. This step of the activity could be conducted in one of the ways below, or however you see fit.
 - a. Students work in small groups and are assigned different classrooms to go to, to complete the survey. They should be responsible for explaining the survey, giving clear instructions and assisting participants to complete the form.
 - b. Students can complete the survey during recess and lunch times approaching staff and students independently.
 - c. The survey could be emailed to teachers or students to complete electronically and returned for analysis.
3. **DATA RECORDING**
 - a. The second phase of the process is to record and count the collected data, once it has been returned. The students should use Microsoft Excel (or similar) to record their data. The data can be recorded in whatever way the students feel is appropriate, however, we suggest filling in the spreadsheet in a fashion similar to the table below:

	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9
S1	3	3	4	5	3	5	4	4	4
S2	1	2	3	2	2	2	1	2	4
S3									
S4									
S5									
S6									
S7									

Set up

- Copies of the School Violence Survey (Appendix B)
- Access to Microsoft Excel

4. DATA ANALYSIS

- a. Using the SUM functions on Excel, the students should work out the average score (between 1 and 5) for each of the questions.
 - b. Using this data, the students can create graphs (in Excel or Word) to present their findings.
 - c. Groups should compare averages and collate data to collect averages for the school community.
 - d. Once the data has been collated and presented, the group can discuss what the data tells them about the school community's attitudes towards violence.
5. **DISCUSSION:** Students should consider the following questions when discussing and analysing the data:
- a. Which questions reflect the school community has a positive attitude towards violence?
 - b. Are there any results that suggests the school community has a negative attitude towards violence?
 - c. Which results stand out as different to other similar results?
 - d. Which questions have the highest score? Why might that be?
 - e. What did you expect the results to be? Are they different from the data you collected?

Extend their understanding of the prolific nature of violence



section two

ANALYSIS

Post-watching activities

This section of the resource pack is designed to be used as a tool to analyse the film itself. The focus is to gain an understanding of the film as a literary text and to explore the motivation and desires of the characters, along with the choices that they made.

ACTIVITY 5

Character analysis

Learning objectives:

Students will:

- Develop an understanding of the characters in the film
- Explore the motivations behind the choices that the main characters made and the consequences of these choices
- Begin to relate the choices and behaviours of the characters in the film to the context of their own lives

Set up

- Character Analysis Worksheet (Appendix D)

Instructions

1. After watching the film, students should select one of the main characters (Tom, Nick or James) and complete the character analysis worksheet.
2. The analysis should focus on the choices that the characters make and their attitudes and behaviours in relation to violence.

Discussion

1. Once the students have completed the character analysis worksheet, the group should come together to discuss the following questions:
 - a. What are common reasons the characters resorted to violence?
 - b. Why does Tom choose to be violent? What are the consequences?
 - c. Do any of the characters make non-violent choices? How would they play out as opposed to the violent options?
 - d. In a potentially dangerous situation (like with Crazy Trent), is violence okay?
 - e. Is a fight okay as long as no one gets hurt? Why? Why not?
 - f. How could Tom and his mates solve their moments of conflict without violence?

Continue to develop their understanding of how violence emerges in our community and the consequences of violent choices

ACTIVITY 6

Theme analysis

Learning objectives:

Students will:

- Explore the topic of violence and conflict resolution.
- Continue to develop their understanding of how violence emerges in our community and the consequences of violent choices.
- Expand their understanding of *Shirtfront* and its key themes.

Set up

- Whiteboard
- Computers

Instructions

1. Working as a whole class, after watching *Shirtfront*, brainstorm the key themes that emerge from the film. Some key themes that are explored in the film include:
 - a. Violence and aggressive behaviour vs non-violent conflict resolution
 - b. Pressures that teenagers face
 - c. Toxic Masculinity
 - d. The need to fit in
 - e. Peer Pressure
2. Once the class has completed the brainstorm, divide the students into small groups and assign a topic for each group.
3. The small groups are responsible for researching the given theme and becoming an expert in this area for the class.
4. Each group should research the following information about their theme:
 - a. Definition of the theme – what does it mean?
 - b. Common examples of the theme – where does it happen? Or where do you see it?
 - c. Prevalence in Australia – is it part of our culture?
 - d. How the theme affects young people in WA – is it something relevant to you?
 - e. How the characters in the film were affected by the theme – how did it play out for the characters in the film?
 - f. Positive solutions to the problem that the theme covers – what can be done about it?
 - g. How can you promote these positive solutions and support young people to engage with them?
5. Once the students have researched their topic and collected information for each of the questions (and anything else they have found), they should prepare a short presentation for the rest of the class. The presentation can take any form that the group wishes. This could include a PowerPoint, Prezi, speech, short film, etc.



section three

EXTENSION

Post-watching Activities

This section of the resource pack is designed to be used to extend students learning around the topics related to *Shirtfront*. Once students have analysed the film itself, these activities will continue their learning through the themes of violence and conflict resolution amongst young people in Western Australia.

ACTIVITY 7

Character Role Play

Learning objectives:

Students will:

- Explore the topic of violence and conflict resolution.
- Develop their ability to make non-violent decisions and resolve conflict in an effective and useful way.
- Expand their repertoire of problem solving strategies.

Set up

- Context Cards Template (Appendix D)
- Wide empty space for students to move around in

Instructions

1. Working in small groups, students should discuss times in their lives where they have been faced with a challenging conflict that had the potential to become violent.
2. Once the group has found a good story, they should complete the context card template to structure their scenario.
3. Once they have written down their scenario, students should assign characters to each of their group members.
4. Working as a group, the students should analyse the scenario and identify the key conflict, and the factors driving it to tension.
5. The students should now brainstorm in their group potential actions that the characters could take to resolve the conflict. Students should work to create non-violent solutions and ensure no character comes into harm. Groups should be encouraged to keep their resolution grounded in real life. If it wouldn't really work at their school, it's not a great option for the scene – it needs to be something the group believes would work in real life.
6. Once the group has decided on a strong resolution for their scene, they should rehearse their role play. Decide on the key moments of action and dialogue, then be ready to present to the class.
7. Each group should have a turn to present their scene and their conflict resolution strategy. The class should discuss the strategy, why it was effective, and if they think it would work in real life.

Explore the role of decision making and the power they have to make change through the choices they engage in

ACTIVITY 8

Storyboard and Alternative Ending

Learning objectives:

Students will:

- Explore the role of decision making and the power they have to make change through the choices they make.
- Extend their understanding of the characters in *Shirtfront* and the key choices these characters made.
- Develop their understanding of safe and responsible decision making in regard to the topic of violence prevention.

Set up

- Blank storyboard template (Appendix A)

Instructions

1. Working in small groups, students should re watch the film and, using the blank templates, storyboard the key scenes in the film.
2. Once the film has been storyboarded, the students are tasked with planning alternative endings to the film, responding to the following contexts:
 - a. Create an ending that represents a mature response to violence and conflict resolution
 - b. With the potential endings, ensure that no harm comes to any of the characters in the film
3. Now that the film *Shirtfront* has been explored, the students should turn their focus on their own experiences of non-violent conflict resolution. Working in small groups, the students should share some of their experiences with the challenges that Tom faced. Once the group identifies an interesting (but appropriate) story, they should storyboard the key events of the scenario.

4. The students should focus on storyboarding up to a crisis point (climax, a point where the characters are in a risky situation) and then plan how the characters could handle the situation to create a positive outcome.
5. The group should prepare two alternate endings of their story, both reflecting how a character could have made a different choice to reduce the risk the characters were in.

EXTENSION

6. Once the storyboards have been completed, groups should select their most interesting story and begin work turning it into a short film.
7. Working from the storyboards, groups should begin creating short written scripts for each of the scenes in the storyboard.
8. Once the dialogue has been created, students should identify locations, props and costumes required for each scene in the storyboard.
9. From here, students should begin the process of filming their scenes. This can be done in a variety of ways, depending on what is available to you:
 - a. Connect with the media department and work with their students to film the scenes.
 - b. Connect with the drama department to use their students as the actors.
 - c. Work within the class and film using cameras available at the school.
 - d. Work within the class and use iPhones or iPads to film the scenes.
10. The final task is to complete the editing phase of production. This can be done using simple software such as iMovie, or could be done with more complex software such as Adobe Premier Pro or Final Cut Pro.



appendix



APPENDIX A

Storyboard Template

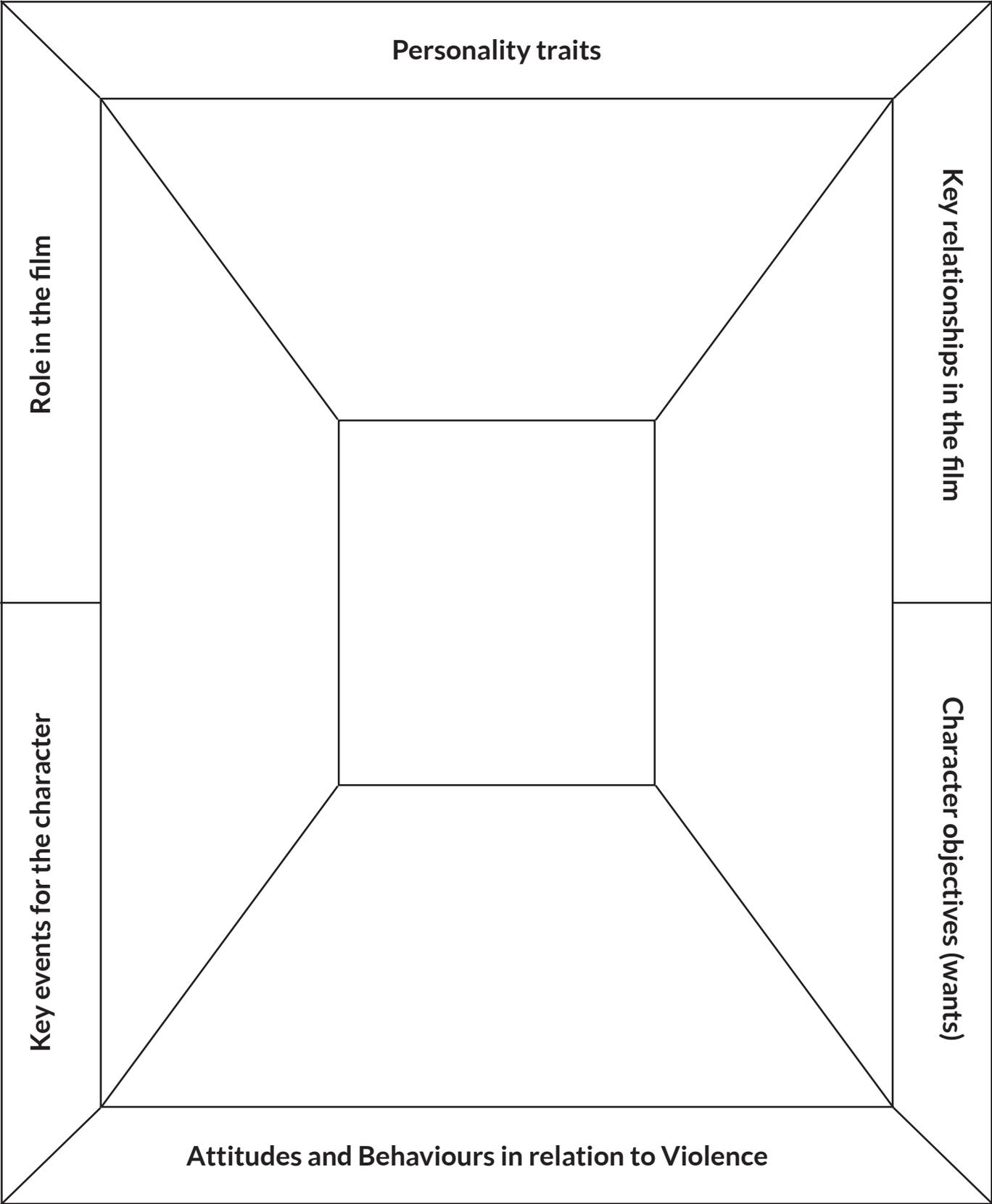
	SCENE 4		SCENE 1
	SCENE 5		SCENE 2
	SCENE 6		SCENE 3

APPENDIX C

1. For each sentence, choose the answer that shows how much you agree or disagree.
(please choose one answer for each statement)

VIOLENCE ATTITUDE SURVEY		Strongly Disagree	Disagree	Neither agree or disagree	Agree	Strongly Agree
1.	Lots of people at our school use violence to solve problems	1	2	3	4	5
2.	Fights are very risky and have serious consequences	1	2	3	4	5
3.	I have used violence to solve a problem	1	2	3	4	5
4.	I think that fighting is just a normal part of school life	1	2	3	4	5
5.	There should be more serious consequences for violence at school	1	2	3	4	5
6.	I am violent, either at school or at home, at least once a week	1	2	3	4	5
7.	Older generations are more violent than the current generation	1	2	3	4	5
8.	Violence or fighting is the best way to solve an argument	1	2	3	4	5
9.	Teenagers are facing more stress in this generation than previous generations	1	2	3	4	5
10	Being a teenager is stressful	1	2	3	4	5

APPENDIX D



APPENDIX H

CONTEXT CARD

CHARACTERS	
Character Name	Actor
KEY MOMENTS	
Key Moment 1	Key Moment 2
Key Moment 3	Key Moment 4
POTENTIAL VIOLENCE	
<p>List the reasons why there could potentially be violence:</p> <ol style="list-style-type: none">1.2.3.	

APPENDIX H (cont)

RESOLUTION	
List potential ways the story could end - look for non-violent endings	
Action	Result

Curriculum Links Table

Health and Physical Education

Area	Year	Link	Activities
Health and Physical Education	7	Strategies to make informed choices to promote health, safety and wellbeing (ACPPS073)	1, 3, 7
		Preventive health practices for young people to avoid and manage risk (ACPPS077)	1, 3, 4
	8	Communication techniques to persuade someone to seek help (ACPPS072)	3, 5, 7, 8
		The reasons why young people choose to use or not use drugs (ACPPS073)	1, 2, 3, 5
		Skills and strategies to promote physical and mental health, safety and wellbeing in various environments (ACPPS073)	5, 8
		Sources of health information that can support people who are going through a challenging time (ACPPS076)	1, 7
	9	Skills to deal with challenging or unsafe situations (ACPPS090)	1, 3, 6, 7
		Actions and strategies to enhance health and wellbeing in a range of environments (ACPPS091)	1, 2, 3, 4, 7, 8
		Impact of external influences on the ability of adolescents to make healthy and safe choices (ACPPS092)	1, 2, 3, 5, 6
	10	Skills and strategies to manage situations where risk is encouraged by others (ACPPS091)	3, 8
		Critical health literacy skills and strategies (ACPPS095)	3, 5, 6, 7
		Social, economic and environmental factors that influence health (ACPPS098)	7, 8

Curriculum Links Table (cont)

Area	Year	Link	Activities
Critical and Creative Thinking	Level 6	Pose questions to critically analyse complex issues and abstract ideas	ALL
		Assess risks and explain contingencies, taking account of a range of perspectives, when seeking solutions and putting complex ideas into action	2, 3, 4, 5, 7, 8
Personal and Social Capabilities	Level 6	Assess their strengths and challenges and devise personally appropriate strategies to achieve future success	1, 2, 3, 8
		Evaluate, rethink and refine approaches to tasks to take account of unexpected or difficult situations and safety considerations	5, 6, 8
		Critically analyse self-discipline strategies and personal goals and consider their application in social and work-related contexts	1, 2, 3, 4, 7
		Develop and apply criteria to evaluate the outcomes of individual and group decisions and analyse the consequences of their decision making	2, 3, 7, 8
		Formulate plans for effective communication (verbal, nonverbal, digital) to complete complex tasks	2, 8, 9, 8
Ethical Understanding	Level 6	Distinguish between the ethical and non-ethical dimensions of complex issues	1, 2, 3, 4, 5, 6
		Evaluate diverse perceptions and ethical bases of action in complex contexts	1, 2, 3, 4, 5, 6

Curriculum Links Table (cont)

Area	Year	Link	Activities
Media Arts	Year 10	Media works that manipulate narrative conventions in the context of the media type, genre and/or style studied (ACAMAM073)	2, 8
		Clear self-production processes using appropriate technical skills, scripts, storyboards and layouts (ACAMAM075)	2, 8
		The impact of their own and others' media work for the intended audience, purpose and context (ACAMAR078)	2, 8
		Media production skills to integrate and shape codes and conventions in media work for a specific purpose, meaning and style (ACAMAM075)	2, 8
		The impact of their own and others' media work for the intended audience, purpose and context (ACAMAR078)	1, 2, 3, 5
English	Year 10	Compare the purposes, text structures and language features of traditional and contemporary texts in different media (ACELA1566)	2, 5, 6
		Create sustained texts, including texts that combine specific digital or media content, for imaginative, informative, or persuasive	2, 5, 6
		Reflect on, extend, endorse or refute others' interpretations of and responses to literature (ACELT1640)	2, 5, 6
		Evaluate the social, moral and ethical positions represented in texts (ACELT1812)	2, 5, 6

RESOURCES

Kids Help Line – Risk Taking Behaviour

<https://kidshelpline.com.au/parents/issues/risk-taking-and-teens>

SDERA

School of Drug Education and Road Aware is a leading government education body in the drug education sector

www.sdera.wa.edu.au

Drug Aware

Drug Aware is a leading organisation targeted at young people providing accurate, credible and current information about illicit substances

www.drugaware.com.au

WA Police

The WA police website provides very detailed information about safety in the community and how you can stay safe.

<https://www.police.wa.gov.au/Your-Safety>

WA Government

This link is for specific legislation that outlines how illicit substances are view in the eyes of the law

https://www.slp.wa.gov.au/legislation/statutes.nsf/main_mrttitle_609_homepage.html

Reach Out

A leading organisation providing support to young people addressing a variety of issues they may face

<http://au.reachout.com/>

Headspace

Headspace is the National Youth Mental Health Foundation providing early intervention mental health services to 12-25 year olds. Many branches in local areas.

www.headspace.org.au

Kids Help Line

Telephone counselling for children and young people

Freecall: 1800 55 1800

www.kidshelp.com.au

Alcohol and Drug Foundation

Helping communities to prevent and reduce alcohol and drug harm

<http://adf.org.au/>

Drug and Alcohol Research and Training Australia

Comprehensive resource for parents and young people about illicit substances

<http://darta.net.au/presentations/>

Lifeline

Call line for young people and adults in crisis

13 11 14

www.lifeline.org.au