Mapping the School Health and Alcohol Harm Reduction Project (SHAHRP) resource and the Australian curriculum: middle years

Introduction
In targeting alcohol, a key issue affecting the health and wellbeing of young people and their communities, the School Health and Alcohol Harm Reduction Project (SHAHRP) fosters knowledge, understanding and skills for decision making and teaches the application of problem-solving techniques to support healthy living.

The SHAHRP alcohol education program (refreshed 2012) is appropriate for students in the middle years of schooling (years 6-10). The 15-lesson, 2-phase model is delivered over 2 sequential years of schooling. Research evidence demonstrates that phase 1 has most behavioural impact when it is delivered immediately prior to experimentation (13 years of age), and phase 2 when it is delivered in the year that the majority of student initiate experimentation (14 years of age).

The School Health and Alcohol Harm Reduction Project (SHAHRP) program espouses principles of good practice. The program:
1. Has a strong evidence base, and has been evaluated in Australia and Northern Ireland for its behavioural impact on young people

2. Follows good practice in school alcohol and drug education by:

   - addressing alcohol at a critical time in youth development ('inoculation' pg 14, SHAHRP Teacher manual) and at a transition time in schooling
   - placing the teacher at the centre of an extended learning experience for students
   - enabling the teacher or support staff to follow up any issues students may have
   - adopting an approach of sequential learning
   - encouraging alcohol education embedded in the curriculum
   - using interactive pedagogy and student-centred learning strategies

3. Aligns with and contributes to achieving learning outcomes of the Australian curriculum's:
   - General capabilities
   - Health and Physical Education curriculum strand: Personal, social and community health

4. Adopts a strength based approach. Participation in the SHAHRP program will strengthen young people's capacity to make safe or safer decisions about alcohol by focusing on age related normative use; harm assessment and prediction; and realistic age appropriate harm reduction strategies.

Further information about SHAHRP: http://ndri.curtin.edu.au/research/research-specific-sites/school-health-and-alcohol-harm-reduction-project/about-shahrp

Further information about the Australian curriculum, including Downloading the Health and Physical Education curriculum in sections according to needs: http://www.australiancurriculum.edu.au/   See Print/Download

Australian curriculum: General capabilities and SHAHRP

In the Australian Curriculum, general capabilities refer to an integrated and interconnected set of knowledge, skills, behaviours and dispositions that can be developed and applied across the curriculum to help students become successful learners, confident and creative individuals and active and informed citizen living and working successfully in the twenty-first century. http://www.acara.edu.au/curriculum/general_capabilities.html

The following descriptions, extracted from the HPE Australian curriculum are followed by statements about each General capability and SHAHRP.

Literacy

The Australian Curriculum: Health and Physical Education (F–10) assists in the development of literacy by introducing specific terminology used in health and physical activity contexts. Students understand the language used to describe health status, products, information and services. They also develop skills that empower them to be critical consumers able to access, interpret, analyse, challenge and evaluate the ever-expanding and changing knowledge base and influences in the fields of health and physical education.

The interactive, topical **SHAHRP** teaching activities develop knowledge of alcohol and personal and peer safety. Young people develop critical literacy skills to assist in interpretation of word and media and confident communication with peers, family and community.

Numeracy

Students interpret and analyse health and physical activity information using statistical reasoning, identifying patterns and relationships in data to consider trends, draw conclusions, make predictions and inform health behaviour and practices.

Through consideration of the nature of alcohol and its use, **SHAHRP** assists in developing in young people a practical understanding of quantity, percentage, time and statistics. This equips them to better understand alcohol and the implications of alcohol use.

Information and communication technology capability (ITC capability)

Students develop ICT capability as they learn to use ICT effectively and appropriately to access, create and communicate information and ideas, solve problems and work collaboratively in all learning areas at school, and in their lives beyond school… The Australian Curriculum: Health and Physical Education (F–10) enhances ICT learning by helping students to effectively and safely access online health and physical activity information and services to manage their own health and wellbeing.

Teachers delivering the **SHAHRP** resources assist students to use ICT to source credible information about alcohol and avenues of support, and to increase awareness of social media, including potential issues around social media and alcohol use.

Critical and creative thinking

In Health and Physical Education, students' critical and creative thinking skills are developed through learning experiences that encourage them to pose questions and seek solutions to health issues by designing appropriate strategies to promote and advocate personal, social and community health and wellbeing. Students also use critical thinking to challenge societal factors that negatively influence their own and others' health and wellbeing.

Through examining scenarios, discussing concepts and role-playing a range of possible responses and alternative courses of action, **SHAHRP** provides multiple opportunities and strategies to enable students to develop problem-solving and decision-making skills.

Personal and social capability 👥

The Australian Curriculum: Health and Physical Education (F–10) is a key contributor to the development of personal and social capability for all students. The curriculum provides opportunities for students to explore their own identities and develop an understanding of factors that influence and shape who they are. They learn how to recognise, understand, validate and respond appropriately to their own emotions, strengths and values.

By developing and clarifying young people's personal views of alcohol in the social context of their peers and environment, **SHAHRP** is well-placed to contribute to self-efficacy. In addition, young people share strategies and avenues of support, developing empathy and practical skills to support their peers.

Ethical understanding ⚖️

The Australian Curriculum: Health and Physical Education (F–10) focuses on the importance of treating others with integrity, fairness and compassion, and valuing and respecting diversity and equality for all. Students examine ethical principles and codes of practice appropriate to different contexts, such as at school, at home, in the community, in relationships, on the sporting field, in the natural environment and when using digital technologies such as social media.

The **SHAHRP** education program provides a safe learning environment where young people can examine the health, social and legal consequences of their and others' actions and the potential impact of alcohol on judgment and relationships.

Intercultural understanding 🌐

The Australian Curriculum: Health and Physical Education (F–10) provides opportunities for students to recognise and respect different ways of thinking about personal, family and social health issues. They also learn about different individual, group and intergroup participation in physical activity and health practices. Students learn to appreciate that differences in beliefs and perspectives may affect how some people make food and health choices, or how they are able to participate in physical activities

SHAHRP fosters discussion where young people can examine their own views and those of others, building understanding and empathy. While SHAHRP places the topic of alcohol within the Australian society and culture, it affords the opportunity to take a comparative, global view of trends and issues.

See the Section: Mapping SHAHRP to the Australian curriculum for examples of the relevance of the General capabilities to each SHAHRP lesson.

Further information about the General capabilities in the Australian curriculum:
http://www.australiancurriculum.edu.au/GeneralCapabilities/Overview/General-capabilities-in-the-Australian-Curriculum
Further information about the General capabilities in the Health and Physical Education subject of the Australian curriculum:
http://www.australiancurriculum.edu.au/healthandphysicaleducation/general-capabilities

Australian curriculum: Health and Physical Education and SHAHRP

The Health and Physical Education curriculum for years Foundation to 10 consists of 2 connected strands:
- Personal, social and community health
- Movement and physical activity

Alcohol and drug education is one of the 6 Focus areas for the Personal, social and community health strand for all years of schooling from Foundation to Year 10.

Sub-strands within the strand Personal, social and community health are:
- Being healthy, safe and active
- Communicating and interacting for health and wellbeing
- Contributing to healthy and active communities

For further information about the structure of the Health and Physical Education curriculum:

http://www.australiancurriculum.edu.au/healthandphysicaleducation/content-structure

Content descriptions within the sub-strands guide curriculum and indicate scope and sequence.

Content descriptions for the sub-strands of the Personal, social and community health strand, years 5-6, 7-8 and 9-10 are as follows:

Sub-strand 1: Being healthy, safe and active		
Years 5-6	*Years 7-8*	*Years 9-10*
Explore personal and cultural identities and how they change and adapt to different contexts and situations **(5-6.1 in the mapping exercise which follows)**	*Investigate the impact of transition and change on identities* **(7-8.1)**	*Evaluate factors that shape identities and analyse how individuals impact the identities of others* **(9-10.1)**
Investigate resources and strategies to manage changes and transitions associated with puberty **(5-6.2)**	*Evaluate strategies to manage personal, physical and social changes that occur as they grow older* **(7-8.2)**	*Examine the impact of changes and transitions on relationships* **(9-10.2)**
Investigate community resources and strategies to seek help about health, safety and wellbeing **(5-6.3)**	*Practise and apply strategies to seek help for themselves or others* **(7-8.3)**	*Plan, rehearse and evaluate options (including CPR and first aid) for managing situations where their own or others' health, safety and wellbeing may be at risk* **(9-10.3)**
Plan and practise strategies to promote health, safety and wellbeing **(5-6.4)**	*Investigate and select strategies to promote health, safety and wellbeing* **(7-8.4)**	*Propose, practise and evaluate responses in situations where external influences may impact on their ability to make healthy and safe choices* **(9-10.4)**
Sub-strand 3: Communicating and interacting for health and wellbeing		
Practise skills to establish and manage relationships **(5-6.5)**	*Investigate the benefits of relationships and examine their impact on their own and others' health and wellbeing* **(7-8.5)**	*Investigate how empathy and ethical decision making contribute to respectful relationships* **(9-10.5)**
Examine the influence of emotional responses on behaviour and relationships **(5-6.6)**	*Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity* **(7-8.6)**	*Evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses* **(9-10.6)**
Recognise how media and important people in the community influence personal attitudes, beliefs, decisions and behaviours **(5-6.7)**	*Develop skills to evaluate health information and express health concerns* **(7-8.7)**	*Evaluate and apply health information from a range of sources to health decisions and situations* **(9-10.7)**

	Sub-strand 3: Contributing to healthy and active communities	
Investigate the role of preventive health in promoting and maintaining health, safety and wellbeing for individuals and their communities **(5-6.8)**	*Plan and use health practices, behaviours and resources to enhance the health, safety and wellbeing of their communities* **(7-8.8)**	*Plan, implement and critique strategies to enhance the health, safety and wellbeing of their communities* **(9-10.8)**
Explore how participation in outdoor activities supports personal and community health and wellbeing and creates connections to the natural and built environment **(5-6.9)**	*Plan and implement strategies for connecting to natural and built environments to promote the health and wellbeing of their communities* **(7-8.9)**	*Plan and evaluate new and creative interventions that promote their own and others' connection to community and natural and built environments* **(9-10.9)**
Investigate and reflect on how valuing diversity positively influences the wellbeing of the community **(5-6.10)**	*Examine the benefits to individuals and communities of valuing diversity and promoting inclusivity* **(7-8.10)**	*Critique behaviours and contextual factors that influence the health and wellbeing of their communities* **(9-10.10)**

Elaborations for each sub-strand give examples of how the Content descriptions (above) might be implemented in an education program.

Mapping SHAHRP to the Australian curriculum

The table which follows links the SHAHRP classroom alcohol education program to the relevant General capabilities, Content descriptions and Elaborations of the Personal and social and community health strand.

Note: As Australian states vary regarding the average age of students in year levels, links have been made from Phase 1 (for young people 12-13 years) to both the Year 5-6 and 7-8 curriculum. Phase 2 lessons have been linked to both the year 7-8 and 9-10 curricula where young people will be 13-14 years of age. There is the expectation that SHAHRP is implemented over two consecutive years.

SHAHRP Phase 1 lessons	Intention/s of the lesson: from SHAHRP	General Capabilities	Years 5-6, 7-8 HPE Content descriptions	Elaborations: examples where SHAHRP lessons can contribute to the Australian HPE curriculum
Lesson 1 The big picture	-Introduction to unit; harm minimisation -Clarify classroom rules and expectations -Myths about alcohol debunked with facts -Alcohol use statistics and harms linked to level of alcohol use -Normative patterns of alcohol use for young people		5-6.7 7-8.7	-Analysing health messages in the media and comparing their interpretations with those of other members of the class -Analysing the credibility of health messages conveyed by different sources
Lesson 2 Why people use alcohol	*It is intended that students will…* -Identify reasons why people choose to drink or not to drink alcohol -Predict which reasons are most likely to lead to harmful outcomes -Explore some of the factors which may affect a		5-6.1 7-8.3	-Investigating how personal and cultural identities are influenced by the groups and communities to which we belong and the places to which we are connected -Exploring how family, peers and the media influence how individuals interact in a given situation -Examining scenarios to highlight how emotions,

	choice about whether to use alcohol or not		7-8.4	dispositions and decision making can affect outcomes -Investigating reasons why young people choose to use or not use drugs, and proposing strategies to make informed choices
Lesson 3 Alcohol and the body	*It is intended that students will…* -Define what alcohol is and how it affects the body -Identify how sobering up occurs and recognise common myths about sobering up -Identify what comprises a standard drink -Be able to pour a standard drink of spirits, wine and beer	📖 🖩 ⚙	5-6.4 5-6.7 7-8.7 7-8.8	-Comparing product labels on food items or nutritional information… -Analysing health messages in the media and comparing their interpretations with those of other members of the class -Analysing the credibility of health messages conveyed by different sources -Investigating preventative health practices relevant to young people and designing and implementing health promotion activities targeting these practices
Lesson 4 What's in a drink?	*It is intended that students will…* -Be able to identify different sorts of alcoholic beverages -Be able to locate standard drinks information on labels -Identify what blood alcohol content (BAC) is -Be familiar with the factors that affect BAC. -Be familiar with the law regarding driving and alcohol -Identify some of the effects of long term heavy drinking -Become familiar with the NHMRC guidelines for low risk consumption of alcohol -The NHMRC guidelines for young people and pregnant women	📖 🖩 ⚙ 👥 ⚖	5-6.4 5-6.8 7-8.1 7-8.2	-Comparing product labels on food items or nutritional information… -Investigate practices that help promote and maintain health and wellbeing and creating connections with others to enhance social health -Examining the impact of physical changes on gender, cultural and sexual identities -Accessing and assessing health information and services that support young people to effectively manage changes and transitions as they grow older
Lesson 5 Identifying harms and strategies	*It is intended that students will…* -Predict and describe situations in which harms are most likely to occur -Recognise the varying effects of alcohol in relation to levels of use.	📖 ⚙ 👥 ⚖	5-6.1 5-6.7 7-8.3 7-8.5 7-8.6	-Exploring how family, peers and the media influence how individuals interact in a given situation -Sharing how important people in their live influence them to act or behave in a healthy or safe way -Examining scenarios to highlight how emotions, dispositions and decision making can affect outcomes -Analysing how behaviours, actions, and responsibilities to situations can change depending on whether they are by themselves, with friends or with family -Investigating personal, social and cultural factors that influence the way individuals respond emotionally to

				different situations
Lesson 6 Mastering media messages	*It is intended that students will…* -Develop an awareness of advertising directed at the youth market -Examine the techniques advertisers use to influence young peoples' choices -Develop an advertising message which is attractive to young people and promotes a harm minimisation message in relation to the use of alcohol		5-6.3	-Researching health information sources and places where they can seek help, and prioritising those that are reliable and trustworthy -Applying criteria to online information to assess the credibility of the information -Creating ways to share information about local services young people can access for help, such as a blog, app or advertisement
			5-6.4	-Scripting and rehearsing how to refuse drugs they may be offered, such as medication, tobacco product or alcohol -Selecting and practising appropriate responses to promote safety in different situations…
			5-6.7	-Examining how media and public identities influence the way people act and the choices they make
			7-8.3	-Practising different communication techniques to persuade someone to seek help
Lesson 7 Decisions	*It is intended that students will…* -Identify some of the factors influencing decisions made about alcohol consumption -Identify a range of choices and outcomes in situations involving alcohol -Predict likely consequences for choices -Apply knowledge about harm minimisation strategies and effects of alcohol to a range of situations		5-6.4	-Selecting and practising appropriate responses to promote safety in different situations…
			5-6.5	-Assessing the impact of different relationships on personal health and wellbeing
			5-6.6	-Analysing situations in which emotions can influence decision making including in peer-group, family and movement situations -Discussing how inappropriate emotional responses impact relationships -Exploring why emotional responses can be unpredictable
			5-6.8	-Proposing and implementing actions and protective behaviours that promote safe participation in physical activities
			5-6.9	-Discussing how access to natural and built environments can help or hinder participation in physical activities
			7-8.3	-Examining scenarios to highlight how emotions, dispositions and decision making can affect outcomes
			7-8.4	-Proposing and practising strategies for celebrating safely, including assertiveness, refusal skills, planning travel arrangements and contingency plans
			7-8.5	-Analysing how their relationships influence

			7-8.6	behaviours and actions -Recognising and interpreting emotional responses to stressful situations and proposing strategies for managing these responses
			7-8.7	-Proposing ways to support others who are going through a challenging time
Lesson 8 Harm busters and Self- assessment	*It is intended that students will…* -Devise and articulate strategies to avoid, reduce or minimise harm in a range of situations involving alcohol use -Apply a number of different perspectives in developing strategies -Identify means by which they could call for assistance, arrange to leave a party safely or refer a friend in need to adults who can help -Engage in a self-assessment of the unit of work.		5-6.3	-Researching health information sources and places where they can seek help, and prioritising those that are reliable and trustworthy
			5-6.4	-Selecting and practising appropriate responses to promote safety in different situations…
			5-6.7	-Sharing how important people in their life influence them to act or behave in a healthy or safe way
			5-6.8	-Understanding the importance of social support and a sense of belonging in promoting mental health and wellbeing
			7-8.2	-Accessing and assessing health information and services that support young people to effectively manage change and transitions as they grow older
			7-8.3	-Collaborating with peers to suggest strategies they could use in emergencies -Exploring help-seeking scenarios young people encounter and sharing strategies for dealing with each situation
			7-8.4	-Proposing and practising strategies for celebrating safely, including assertiveness, refusal skills, planning travel arrangements and contingency plans
			7-8.5	-Analysing how behaviours, actions, and responses to situations can change depending on whether they are by themselves, with friends or with family
			7-8.6	-Exploring different viewpoints, practising being empathetic and considering alternative ways to respond
			7-8.7	-Analysing the credibility of health messages conveyed by different sources -Proposing ways to support others who are going through a challenging time

SHAHRP Phase 2 lessons	Intention/s of the lesson: SHAHRP	General Capabilities	Years 7-8, 9-10 HPE Content descriptions	Elaborations: examples where SHAHRP lessons can contribute to the Australian HPE curriculum
Lesson 9 Standard drinks	*It is intended that students will…* -Revise pouring of standard drinks -Revise recommended guidelines for drinking and discuss implications for young people -Revise what factors affect blood alcohol content (BAC)	🖩 ⚙	7-8.1 7-8.2 9-10.2 9-10.7	-Examining the impact of physical changes on gender, cultural and sexual identities -Accessing and assessing health information and services that support young people to effectively manage changes and transitions as they grow older -Assessing behavioural expectations in different relationships and social situations, and examining how these expectations can influence decisions and actions -Critiquing and selecting the most suitable and reliable sources of health information according to the decisions that need to be made
Lesson 10 The Party	*It is intended that students will…* -Identify short term harms that can arise and accidents that can occur to young people while drinking or in the company of drinkers -Plan strategies for reducing or avoiding harm to themselves or to others in social situations involving alcohol use	💻 ⚙ 👥 ⚖	7-8.3 7-8.4 9-10.1 9-10.2 9-10.3 9-10.6	-Examining scenarios to highlight how emotions, dispositions and decision making can affect outcomes -Collaborating with peers to suggest strategies they could use in emergencies -Proposing and practising strategies for celebrating safely, including assertiveness, refusal skills, planning travel arrangements and contingency plans -Analysing how societal norms, stereotypes and expectations influence the way young people think about their bodies, food, physical activity, sexual health, drugs and/or risk-taking -Assessing behavioural expectations in different relationships and social situations, and examining how these expectations can influence decisions and actions -Proposing and practising a range of realistic responses to scenarios where peers are encouraging them to take unnecessary risks -Evaluating situations where an individual may react with extreme emotion and reflecting on the impact that this response may have on the situation and/or their relationships
Lesson 11 Vulnerability	*It is intended that students will…* -Revise the concept of a standard drink, estimate, measure spirit based drinks	🖩 ⚙ 👥	7-8.5 7-8.7	-Analysing how their relationships influence behaviours and actions -Proposing ways to support others who are going

	-Identify the ways in which young people are vulnerable to sexual harm while drunk or in the company of drunken people -Identify other alcohol related harms young people might experience -Identify strategies to reduce further harms from occurring after alcohol related incidents -Create a conversation about alcohol related harm and strategies to prevent further harm	⚖️	9-10.2 9-10.4 9-10.5	through a challenging time -Practising skills to deal with challenging or unsafe situations, such as refusal skills, communicating choices, expressing opinions and initiating contingency plans -Exploring external influences on sexuality and sexual health behaviours, and recognising the impact that decisions and actions can have on own and others' health and wellbeing -Comparing own decisions with those of others and acknowledging others' right to act differently and to change their mind
Lesson 12 Dealing with harms	*It is intended that students will…* -Outline strategies to minimize potential harms to themselves or others -Identify ways of maintaining personal beliefs and standards	📖💻⚙️ 👥⚖️	7-8.1 7-8.3 7-8.5 7-8.6 7-8.7 9-10.1 9-10.4 9-10.5	-Examining online profiles and identities and developing strategies to promote safety in online environments -Examining scenarios to highlight how emotions, dispositions and decision making can affect outcomes -Recognising the impact bullying and harassment can have on relationships, including online relationships -Recognising and interpreting emotional responses to stressful situations and proposing strategies for managing these responses -Proposing ways to support others who are going through a challenging time -Analysing the role of family, friends and community in supporting an individual's identities, and proposing strategies to enhance their own and others' wellbeing -Exploring external influences on sexuality and sexual health behaviours, and recognising the impact that decisions and actions can have on own and others' health and wellbeing -Investigating how the balance of power influences the nature of relationships and proposing actions that can be taken when a relationship is not respectful -Demonstrating and advocating appropriate bystander behaviour where another person's photo has been tagged without permission, sexting and posting explicit content
Lesson 13 Risk ranking	*It is intended that students will…* -Identify risks associated with the circumstances, people or places and alcohol consumption	📖💻⚙️	7-8.4	-Examining strategies for safe practices in different environments, including transport and aquatic environments

			7-8.5	-Analysing how behaviours, actions, and responsibilities to situations can change depending on whether they are by themselves, with friends or with family
	-Predict situations or patterns of consumption which are likely to be of lower risk -Anticipate situations which are likely to be of higher risk	👥 ⚖️		
			7-8.9	-Identifying local natural resources and built environments where individuals and groups can connect as a community and participate in physical and social activities
			7-8.1	-Examining online profiles and identities and developing strategies to promote safety in online environments
			9-10.2	-Practising skills to deal with challenging or unsafe situations, such as refusal skills, communications choices, expressing opinions and initiating contingency plans -Asserting their stance on a situation, dilemma or decision by expressing thoughts, opinions and beliefs that acknowledge the feelings of others
			9-10.4	-Evaluating the influence of personal, social, environmental and cultural factors on decisions and actions young people take in relation to their health, safety and wellbeing
Lesson 14 Getting it said	*It is intended that students will…* -Rehearse assertive and protective behaviours -Anticipate and plan for conflict resolution, negotiation, peer support	🎓 ⚙️ 👥 ⚖️	7-8.2	-Evaluating and practising coping, communication and problem-solving skills to manage changes and emotions associated with puberty and getting older
			7-8.3	-Exploring help-seeking scenarios young people encounter and sharing strategies for dealing with each situation
			7-8.4	-Proposing and practising strategies for celebrating safely, including assertiveness, refusal skills, planning travel arrangements and contingency plans
			7-8.7	-Proposing ways to support others who are going through a challenging time
			9-10.2	-Practising skills to deal with challenging or unsafe situations, such as refusal skills, communications choices, expressing opinions and initiating contingency plans
			9-10.3	-Proposing and practising a range of realistic responses to scenarios where peers are encouraging them to take unnecessary risks
			9-10.4	-Exploring external influences on sexuality and sexual

			9-10.5	health behaviours, and recognising the impact that decisions and actions can have on their own and others' health and wellbeing -Investigating how the balance of power influences the nature of relationships and proposing actions that can be taken when a relationship is not respectful
Lesson15 Helping a friend and Self- assessment	*It is intended that students will…* -Identify realistic and appropriate strategies for young people regarding alcohol related injuries -Engage in a self-assessment of the unit of work.	📖 👫 ⚖	7-8.3	-Collaborating with peers to suggest strategies they could use in emergencies -Practising different communication techniques to persuade someone to seek help -Exploring help-seeking scenarios young people encounter and sharing strategies for dealing with each situation -Demonstrating basic first-aid principles and strategies
			7-8.7	-Analysing the credibility of health messages conveyed by different sources -Proposing ways to support others who are going through a challenging time
			9-10.3	-Planning and practising responses to emergencies where they may be required to administer first aid to a friend, including CPR -Critiquing the appropriateness and effectiveness of help and support services available to young people in the local community
			9-10.4	-Evaluating the influence of personal, social, environmental and cultural factors on decisions and actions young people take in relation to their health, safety and wellbeing
			9-10.6	-Proposing strategies for managing emotional responses and resolving conflict in a family or social situation or online environment
			9-10.7	-Critiquing and selecting the most suitable and reliable sources of health information according to the decision that needs to be made

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