

# ACKNOWLEDGEMENTS

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## BACKGROUND INFORMATION - HISTORY OF THE SCHOOLIES EDUCATION PROGRAM

For about 35 years, students have gathered together in various parts of Queensland to celebrate the completion of Year 12. Records indicate the earliest venues favoured by Schoolies were the Gold Coast and Great Keppel Island, however in recent times Schoolies celebrate in a variety of places including the Gold Coast, Sunshine Coast, Stradbroke Island, Great Keppel Island, the Whitsundays, Hervey Bay and even overseas.

Historically, community concerns became evident as many students attending the event were practising high-risk behaviours, sometimes with tragic results. In 1994, workers on the Gold Coast recognised the need for Year 12 students to celebrate the end of their school years as a “rite of passage”, and joined forces to design a Schoolies education and information package to be used by Year 12 students before the event.

In 1998 the Schoolies Education Program received the “Gold Coast City Council Community Safety Award”. From its beginning in 1994 with a distribution of about 3000

books, the project now has a statewide circulation of around 20,000 Year 12 students. Strategies aimed at making Schoolies a safe and enjoyable week have also been developed in a number of other areas of Queensland. This book is intended to support these initiatives and schoolies education<sup>1</sup> throughout Queensland.

## OVERVIEW OF LESSONS

The lessons in this resource are based on outcomes as stated in the Senior Health Education Syllabus and follow a learner-centred approach with an emphasis on decision making and problem solving. The lessons are designed to be taught by classroom teachers who are known to the students (*Ballard, Gillespie and Irwin, 1994*). If appropriate, outside agencies may be used to supplement, not replace school-based drug education programs such as Schoolies education.

These lessons are designed to be adapted into the time frame most suitable to each individual school. It is acknowledged that lesson length varies between schools as does the placement of Schoolies education within the school curriculum. Ideally, Schoolies education would form part of an ongoing school program in which students have participated in a wide range of learning experiences relating to drugs, sexual health and personal development.

## OUTCOMES

Students are able to:

- ◆ demonstrate an understanding of the short term health consequences of activities during Schoolies Week on both themselves and others
- ◆ identify the social issues around the consumption of alcohol at celebrations
- ◆ identify and evaluate strategies that may minimise unsafe situations or behaviours during celebratory events
- ◆ demonstrate actions to plan for their own Schoolies Week.

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<sup>1</sup> The term Schoolies Education refers to strategies and programs aimed at educating young people about the issues involved in student celebrations following the completion of Year 12.

# HEALTH EDUCATION - SENIOR SYLLABUS

Student celebrations are an ideal issue for investigation. Schoolies Week and other student celebrations are an important part of Year 12, and as such are highly relevant to students' interests and needs. Student celebrations are also an integral part of broader health concerns such as use and misuse of drugs, sexual health, road safety and other health behaviours.

The process of inquiry could be as follows:

<p><b>Selecting an issue</b></p>	<ul style="list-style-type: none"> <li>➤ Identify use and misuse of substances as a health concern.</li> <li>➤ Who is affected?</li> <li>➤ Identify Schoolies as an issue for study.</li> <li>➤ What relevance does it have for students?</li> <li>➤ Identify a diversity of health outcomes.</li> </ul>
<p><b>Defining the issue</b></p>	<ul style="list-style-type: none"> <li>➤ What are the differing health outcomes for young people at Schoolies?</li> <li>➤ Identify the various stakeholders and their differing values, attitudes, knowledge and understandings e.g. young people, parents, accommodation owners, licensed venue owners/managers, volunteer staff at Schoolies, health workers etc.</li> <li>➤ Explore a range of issues relating to these stakeholders and their capacity to contribute to health outcomes.</li> </ul>
<p><b>Exploring the issue</b></p>	<ul style="list-style-type: none"> <li>➤ Identify health inequities.</li> <li>➤ Consider how the 5 action areas interact with each other in the context of Schoolies.</li> </ul>
<p><b>Planning for maintenance and change</b></p>	<ul style="list-style-type: none"> <li>➤ How can socially just change be effected?</li> <li>➤ What would this change be?</li> <li>➤ What effect might it have on identified stakeholders?</li> </ul>
<p><b>Reflecting on the issue</b></p>	<ul style="list-style-type: none"> <li>➤ In what way has this study affected my actions, beliefs, values, and attitudes?</li> <li>➤ How am I able to advocate for the choices I make?</li> <li>➤ How will my friends and I approach Schoolies?</li> <li>➤ What strategies do I have to make decisions when I am at Schoolies?</li> <li>➤ What did I learn?</li> </ul>

Semester Units where this document could be reviewed or incorporated are:

➤ **Personal Health**

1. Schoolies Week could be explored in terms of public policy, socio-cultural issues, the role of the community, provision of and access to health services, physical environment and individual and group choices.
2. Investigation of the extent of binge drinking by young people in the community could lead to the development of a school policy to adapt a multistrategy approach to this issue in line with the principles of Health Promoting Schools.
3. Reflection could occur through the development of personal plans and strategies.

➤ **Peer and Family Health**

1. Schoolies Week provides a framework through which students could explore social expectations and perceptions of their peers. Specific health concerns relevant to Schoolies (or more broadly, Year 12 celebrations) could be identified and explored.
2. Health issues relevant to Schoolies could be considered as “Peer Health” and could be used as initial training in the development of a formalised Peer Support Program. This program, whereby Peer Leaders become integral to the promotion of safe practices could become a formal part of the school culture. (Guardian Angels)

➤ **Community and Environmental Health**

1. Schoolies could be considered as a community.
2. Students could investigate the way in which the dynamics of the social environment of Schoolies affects health outcomes.
3. Planning could occur for the creation of a supportive environment during Schoolies.

➤ **Health of Specific Populations**

1. The choice of Schoolies as a specific population could involve considerations about why the population is specific and also possible health concerns unique to this population.
2. A possible focus could be the political/economic influence of this population as well as its ability to promote and maintain its own health.
3. Students could investigate the provision of services to this specific population as well as advocate for change where necessary.

# HARM MINIMISATION

Harm minimisation, as defined in the National Drug Strategy, accepts that interventions which reduce the risk of harm associated with drug use, without necessarily eliminating it, can have important benefits (*Ballard, Gillespie and Irwin, 1994*). Whilst identifying abstinence as a viable choice in minimising harm, this strategy also includes strategies for safe, minimal use of alcohol and other drugs.

Harm minimisation is a policy of the World Health organisation. It underpins drug education throughout Australia and is Education Queensland's accepted drug education strategy.

Harm minimisation as a framework underpinning this resource is based on a number of principles. These include:

- an understanding that many young people attending Schoolies Week have used, currently use and will use alcohol and/or other drugs.
- a recognition of the rights of young people not to use alcohol and/or other drugs.
- a recognition that people who choose not to use alcohol or other drugs remain subject to potentially harmful situations by the behaviour of other people who are using alcohol and/or other drugs.
- a recognition that the use of alcohol and/or other drugs results in varying degrees of risk for the user and those around them.
- an acceptance that young people participating in Schoolies Week have left school, and that choices they make regarding the use of alcohol and/or other drugs are not within the control of schools.

Adapted from: *Turning the Tide in Schools: Individual School Drug Education Strategy Guidelines, 1997, p15*



## LESSON 1

# Understanding the Issue

## KEY OUTCOMES

- Students brainstorm and discuss the links between alcohol and our culture of celebration
- Students investigate the concept of a standard drink

## CONTENT

### Key Activity: Alcohol in our culture

Students brainstorm occasions/events in our culture where alcohol is typically present eg: Christmas, New Years Eve, coming home from work, Friday night, Weddings, with a meal etc

Discuss the cultural links between alcohol and celebration.

Some other points to consider including in the discussion are:

- What levels of drinking are socially acceptable? Does this vary?
- What levels of drinking are not socially acceptable?
- What cultural factors impact on the acceptability of drinking alcohol?
- Why don't licensed premises continue to serve drinks to drunk patrons?

# Supplementary Activities

## 1. Alcohol and Celebrations

Students conduct a survey with 5 adults. The survey could cover questions about consumption of alcohol, reasons for use/non-use, perceptions about the role of alcohol in celebrations, gender differences, age differences (eg. grandparents values compared with parents values).

The students can use the survey data to draw conclusions about:

- whether the values of the students differ from adult values
- the use of alcohol in our culture, particularly with regard to celebrations.

## 2. Construction of Youth

Use a variety of press clippings to explore the ways in which young people are represented in the media. Discuss the social implications of media representations.

*Teaching consideration: The concept of “social construction” may need to be introduced.*

## 3. What is a “standard drink”?

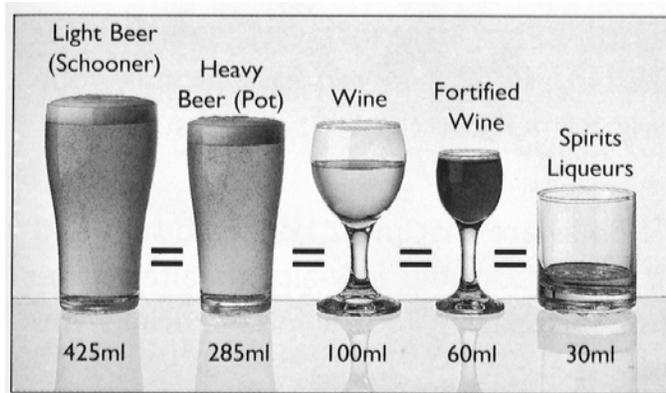
**You will need:**      *Alcohol Go Easy Standard Drinks Kit or  
Measuring jug and Resource Sheet 1  
Variety of glasses  
Food colouring  
Water*

*Teaching consideration: This activity can be successfully completed using a measuring jug instead of a Standard Drinks Kit. See Resource Sheet 1 for the correct standard drink measurements.*

Discuss the concept of a “standard drink”

A standard drink is the amount of any type of alcoholic beverage (served alone or with a mixer) that contains 10 g of pure alcohol.

The following common serves of alcoholic drinks all contain about 10g of alcohol.



Each of these standard drinks contains an equal amount of alcohol.

Divide students into groups. Each group has a wine glass, a beer glass and a spirits glass. Ask the groups to pour various standard drinks (eg. Wine, beer, light beer, spirits).

After completing the pouring exercise, compare the results between groups.

Use the measured glasses (or alternately a measuring jug) in the *Standard Drinks Kit* to check the results.

Discuss the labelling of alcoholic drinks. Students need to realise that a “standard drink” depends upon the amount of alcohol/volume and that drinks can appear similar but have differing amounts of alcohol (eg, a 375 ml bottle of Strongbow Cider – Sweet, Dry and Draught = 1.4 standard drinks, but a 345 ml bottle of Strongbow White Extra Strong = 2.3 standard drinks).

*Teaching consideration: It is important for students to realise the labels of bottles and cans of alcoholic drinks contain information about the contents.*

## 4. Myths about Sobering up

Ask the students to work with a partner to list all the ways they have heard about how to sober up after drinking alcohol.

Ask the pairs of students to join with another pair to combine lists.

As a class, list all the ways that students have heard about sobering up after alcohol.

Use the *Schoolies Week* book to investigate whether any of these are correct. Compare the myths and the reality.

Discuss other myths associated with alcohol including myths about avoiding intoxication eg. Drinking milk before going out, having a lot of food in your stomach.

## LESSON 2

# Identifying the Risks

## OUTCOMES

- Students consider that each situation and the people involved is different and that decisions must constantly be made regarding issues of personal safety
- Students investigate insurance premiums for young drivers and discuss reasons for their findings
- Students discuss their own and other's rights to say no, and the importance of respecting the position of others

## CONTENT

### Key Activity: Schoolies Risk Ranking

#### **You will need: Resource Sheet 2 – Schoolies Risk Ranking Cards**

Create a continuum on the floor with one end being “activities with the greatest risk” and the other end being “activities with the least risk”.

Give each student a card and ask them to place their card on the continuum. Discuss the position of various cards. Some possible points for discussion include:

- Who agrees/disagrees with where the card has been placed? Why/Why not?
- Choose several cards and discuss possible consequences of the activities eg. What are the possible consequences of “sleeping on the beach”?

### Teaching Consideration - Saying No

Encourage students to think of different ways to say “no”. These may include:

- Simply saying “no” (No, thank you)
- Giving a reason (No – I don't like alcohol/I'm under 18/I've had enough to drink)
- Offering an alternative (No thanks. Why don't we get something to eat?)
- Standing up to pressure (I said no and I really meant it)
- Leaving the scene (No thanks – I really have to go now)
- Avoiding the scene (No thanks – I think I'll dance for a while).

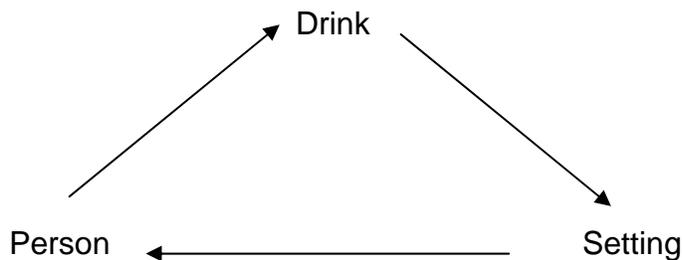
Advise students that becoming upset or responding aggressively are less effective responses than being calm and convincing. Also discuss that some people are harder to say “no” to than others.

## Supplementary Activities

### 1. Triangle of Influencing Factors

**You will need: Resource Sheet 3 – Drink/Person/Setting Cards photocopied on to three different coloured pieces of paper or cardboard eg. Drink cards - pink, Person cards – white, Setting cards – green.**

Explain to the students that the effects of alcohol are influenced by the drink (eg. alcoholic content, speed at which the drink is consumed), the person (eg. male/female, body size, mood, amount of food in the stomach) and the setting in which the drink is consumed.



Divide the students into groups of three. Ask one student from each group to select a “Drink” card, one student to select a “Person” card and one person to select a “Setting” card. The groups then discuss the effects of the three influencing factors.

A new discussion can begin by asking each person with a “Drink” card to change groups.

### 2. Finding information

Ask students about where they can obtain information about drugs, drug-related issues and sexual health.

List agencies and/or sites where information and assistance can be accessed.

The following sites should be helpful:

[www.adin.com.au](http://www.adin.com.au)

[www.druginfo.adf.org.au](http://www.druginfo.adf.org.au)

[www.health.qld.gov.au/sexhealth](http://www.health.qld.gov.au/sexhealth)

[www.fpa.net.au](http://www.fpa.net.au)

### 3. Rules and Regulations

**You will need:** Car insurance information from a range of insurance companies.

Ask students, either individually or in groups, to answer the following questions:

- What is the legal Blood Alcohol level for learner drivers and Provisional Licence holders?
- Do you have to blow into the bag if you are stopped at an R.B.T.?
- What are the penalties for driving under the influence?
- In what ways do insurance premiums differ for drivers under 25? Why?
- Give three options of how you can get home if you or the designated driver have had too much to drink.
- Who would be the person most likely to identify your deceased body (if identifiable)?

(Adapted from *Celebratory Events – West Moreton District Health Services*)

*Teaching Consideration: Information regarding provisional licenses and other driving issues can be obtained from the Royal Automobile Club of Qld.*

### 4. Getting Home Safely

*Teaching Consideration: Ensure that students understand that laws relating to drink driving are in place to protect the health and safety of individuals and the community*

Scenario:

It is Schoolies week and you and your friends, along with some other people you have met during the week are going to a party, which is about 10 km from the apartment where you are staying. You and your friends intend taking alcohol although you do not intend drinking to excess. You need to drive home tomorrow as you have organised a holiday job and you start work tomorrow afternoon. You and your friends need to discuss a strategy for getting to the party and back home again.

1. List the potential harms in this situation.
2. Rank in order of most to least harmful.
3. Identify consequences associated with each of the harms you listed.
4. How could each of these harms be avoided?
5. What could you do to ensure the evening is safe and enjoyable?
6. Based on these considerations, what strategy would you choose? (Be prepared to justify your answer)

## 5. Guardian Angels

### **You will need: Resource Sheet 4**

Discuss the importance of looking after your friends. Consider the harms associated with alcohol consumption and why it is important for a sober person to be present.

Ask students to work in pairs or small groups, to consider the scenarios on the activity sheets.

Conduct a class discussion about the various scenarios, and the actions, which would most effectively reduce harms.

## 6. Sexual Harms

### **You will need: Resource Sheets 5 – *Saying “No”***

Discuss various ways that people can say “no” particularly in situations where they don’t wish to have sex with someone. Consider the difference between responses that are “too soft”, “aggressive” and “assertive”.

Ask students to work in pairs to devise assertive responses to the suggested “lines”.

Conduct a class discussion about ways to say “no” in a variety of situations.

## LESSON 3

# Making It One to Remember - Plans and Actions

### OUTCOMES

- Students develop specific strategies which they will use during Schoolies Week

### CONTENT

Key Activity: Personal Survival Card

**You will need:**      **Schoolies Week Booklets**  
                                 **Information from intended holiday destinations not included in**  
                                 **the Schoolies Week book**  
                                 ***Student Survival Card Template***

Students develop their own personal survival card.

## MY PHONE NUMBERS

Home:

[            ]  
[            ]

Holiday Accommodation:

Phone:

Police:

Ambulance:

Local Medical Centre:

Taxi:

Lifeline:

Alcohol and Drug Information  
Services Hotline:

## Supplementary Activities

### 1. Schoolies Week Buddy Contract

Students work in pairs to develop their own versions of the “Buddy Contract”.

*“We thought it would be good to be able to help ourselves and others to survive safely through Schoolies Week. We produced a Buddy Contract so that everyone has someone looking out for them if they waste themselves. We hope you have a fun and exciting Schoolies Week and look out for your Buddies.”*

**Shailer Park State High School Year 12s – 1998**

# SCHOOLIES WEEK BUDDY CONTRACT

This contract is made between the following two Schoolies Week participants:

\_\_\_\_\_ and \_\_\_\_\_

We hereby agree to the following terms and conditions for the duration of Schoolies Week. Such terms and conditions will apply from the time we leave our homes until we return to our homes at the conclusion of Schoolies Week.

Terms and conditions:

1. I agree to be responsible, not only for my own health and well being, but also that of my Schoolies Week Buddy.
2. I agree that my Buddy and I will take daily turns in being the Buddy-In-Charge of our movements and safe activities.
3. I agree that my Buddy and I will be equally responsible for our property, including cash, credit cards and valuables.
4. I agree that my Buddy and I will be equally responsible for respecting the rights and property of others throughout Schoolies Week.
5. I agree that my Buddy and I will not break the law with regard to:
  - ◆ Drinking alcohol in a public place
  - ◆ Being on licensed premises under the age of 18
  - ◆ Drink driving
  - ◆ Providing incorrect details of my name or age to appropriate authorities.
6. I agree that my Buddy and I will not swim after drinking alcohol or get into a motor vehicle or boat with a driver who has been drinking.

Signed \_\_\_\_\_ Signed \_\_\_\_\_

Witness \_\_\_\_\_ Date \_\_\_\_\_

## 2. Hosting a party

### You will need: Resource Sheet 6

Using Resource Sheet 6, students consider the issues involved for all stakeholders when parties are held during Schoolies Week.

Some issues to consider are listed on the sample below

<b>Issues for the host</b>	<b>Issues for the accommodation owner</b>	<b>Strategies</b>
<ul style="list-style-type: none"> <li>• <i>Peer pressure to have alcohol available</i></li> <li>• <i>Who provides food and drinks?</i></li> <li>• <i>Having a plan for party guests who aren't invited or who are disruptive</i></li> <li>• <i>Having a plan for guests who are intoxicated.</i></li> <li>• <i>Smoke free areas</i></li> <li>• <i>Making your position on "no drugs" clear</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Noise</i></li> <li>• <i>Damage</i></li> <li>• <i>Illicit substances on premises</i></li> <li>• <i>Smoking or non-smoking premises</i></li> </ul>	
<b>Issues for people attending the party</b>		<b>Strategies</b>
<ul style="list-style-type: none"> <li>• <i>Transport</i></li> <li>• <i>Setting a limit to drinking and sticking to it</i></li> <li>• <i>Not leaving drinks unattended</i></li> <li>• <i>Position on illicit drugs</i></li> </ul>		

Teaching considerations: This activity can be developed to include hosting and attending parties in general. "Issues for property owners" could be altered to "Issues for parents".

## Additional Resources

- Ballard, R., Gillespie, A. and Irwin, R. 1994, *Principles for Drug Education in Schools*. University of Canberra, Canberra.
- Education Queensland, 1998, *Guardian Angels – Student Led Drug Education For Safer Student Celebrations*. Brisbane
- *How Will You Feel Tomorrow ? Adolescent Alcohol Education Kit*, The National Drug Strategy Adolescent Alcohol Campaign, Commonwealth Department of Health and Family Services, Canberra, 1996
- Queensland Department of Education 1994, *Drug Education:Policy, Procedures, Guidelines*, Brisbane.
- Queensland Department of Education 1993, *Interpersonal Skills in Drug Education: Activities for Groups, 3<sup>rd</sup> ed*, Brisbane.
- Queensland Department of Education 1991, *Thrills Without Spills*, Brisbane
- Queensland Health, 1997, *Standard Drinks Demonstration Kit*. Brisbane
- *Rethinking Drinking*, Youth Research Centre, University of Melbourne, Melbourne, 1995. ISBN 0 7325 0789 8
- St John Ambulance Australia 1989, *Australian First Aid*, Vol 1, 2<sup>nd</sup> Ed, Forrest, ACT

# RESOURCE SHEET 1

Drink	Alcohol/Volume*	Standard Drink
Champagne	12%	105 ml
Cooler (eg West Coast)	3.5%	363 ml
New Fad Drinks (eg. Sub Zero, Kahlua & Milk, Alcoholic Spring Water, Vault)	5.5%	230 ml
Liqueur	37%	34 ml
Fortified Wine (eg. Port, Sherry)	20%	63 ml
Wine	12.5%	100 ml
Spirits	40%	32 ml
Ready Mix Spirits	6% - 8%	211 ml(6%)
Beer	5%	255 ml
Low Alcohol Beer	2.8%	453 ml
Cider	6%	211 ml

\* Alcohol/Volume means the percentage of any given quantity of the drink that is pure alcohol

## RESOURCE SHEET 2

**Drinking on a boat**

**A sculling competition**

**Having a glass of champagne to celebrate the finish of school**

**Losing count of the number of drinks you've had**

**Inviting lots of friends to your holiday apartment for a party**

**Sleeping over at the apartment of someone you've just met**

**Allowing a stranger to buy a drink for you**

**Swimming whilst under the influence of alcohol**

**Getting into a car with a drunk driver**

**Drinking a whole bottle of vodka**

**Having 6 or more drinks in one session (binge drinking)**

**Taking someone else's car for a spin when you're drunk**

**Going out with no cash**

**Going out without telling someone where you are going**

**Going out with a group of friends**

**Drinking alcohol after a day on the beach**

**Using false I.D.**

**Walking home alone at night**

**Driving home (without a licence) because the person who said they'd drive is drunk**

**Going to a party without organising a lift home first**

**Drinking on a balcony**

**Sleeping on a beach**

**Crossing the road if you're drunk**

**Drinking plus using other drugs**

**Having a couple of drinks with a friend**

**Having sex without a condom when you're drunk**

**Leaving your drink unattended whilst dancing**

**Gatecrashing a party**

## RESOURCE SHEET 3 - PERSON

<p><b>18 year old male small body size</b></p>	<p><b>18 year old male intending to drive home</b></p>
<p><b>18 year old female thinks she might be pregnant</b></p>	<p><b>Person who has already consumed four standard drinks</b></p>
<p><b>18 year old female hasn't eaten for 6 hours</b></p>	<p><b>Person taking medication for asthma</b></p>
<p><b>Person who is feeling happy and expecting to have a good time</b></p>	<p><b>Person who has recently "split up" with their partner and is very depressed</b></p>
<p><b>Person who has been at the beach for the last three hours</b></p>	<p><b>17 year old female small body size</b></p>

## RESOURCE SHEET 3 - SITUATION

<b>With a new male friend who is five years older</b>	<b>With friends in town at night</b>
<b>At a party at a friend's holiday unit</b>	<b>Alone after friends have decided to go elsewhere</b>
<b>On the beach at night with friends from school</b>	<b>Alone at home</b>
<b>On an aircraft on the way to a holiday destination</b>	<b>At a park near the beach</b>
<b>In a car on the way to a party</b>	<b>After smoking a joint</b>

## RESOURCE SHEET 3 - DRINK

<b>2 glasses of wine and 2 glasses of water in 1 hour</b>	<b>1 can of heavy beer drunk in 2 minutes</b>
<b>4 standard drinks of bourbon and Coke in 4 hours</b>	<b>1 bottle of sub-zero drunk in ½ an hour</b>
<b>2 stubbies of Two Dogs</b>	<b>2 glasses of Kahlua and milk</b>
<b>4 cans of Jim Beam and Coke and 4 cans of Jack Daniels and Coke in 4 hours</b>	<b>5 stubbies of West Coast Cooler in 2 hours</b>

## RESOURCE SHEET 4

A person collapses near you at a party. You know this person has had a lot to drink. Everyone at the party is drinking and most people appear unconcerned.

What do you do and why ?

You and a couple of friends are walking through a carpark on the way to a nightclub. You notice a girl lying on the ground. She appears to be vomiting.

What do you do and why ?

You are at a party with some friends. You realise one of your friends is missing. After a search you find them unconscious (but breathing) in a toilet.

What do you do and why ?

You are at a party with friends. You are sober but your friends have had a lot to drink. A bong is being passed around and one of your friends "has a smoke". They soon become disoriented and begin vomiting.

What do you do and why ?

RESOURCE SHEET 5

## SEXUAL HARMS

Saying No

**I'll tell everyone we did  
it anyway, so you  
might as well.**

**Assertive Response:**

**Other people are  
doing it.**

**Assertive Response:**

**If you love me you'll  
have sex with me.**

**Assertive Response:**

**I really love you.**

**Assertive Response:**

**You're so attractive,  
I can't keep my hands  
off you.**

**Assertive Response:**

**I've got a condom,  
so you've got no  
excuse.**

**Assertive Response:**

**You can't get an  
STD the first time.**

**Assertive Response:**

**I haven't got any  
diseases.**

**Assertive Response:**

**It'll be safe, I'll  
pull out in time.**

**Assertive Response:**

**We've known each  
other for a while,  
it's about time we  
had sex.**

**Assertive Response:**

# RESOURCE SHEET 6

<b>Issues for the host</b>	<b>Issues for the accommodation owner</b>	<b>Strategies</b>

# RESOURCE SHEET 6

<b>Issues for people attending the party</b>	<b>Strategies</b>