

Drug Crime and the Law

Lesson Ideas Pack



Introduction

We support the view that schooling should develop a sense of community engagement in students by increasing their potential to be informed, responsible, ethical and active participants in society.

Through practical tasks relating to real life experiences, these *free* resources help students develop a positive attitude towards their role in society. They enable teachers to select lesson ideas within a theme in any order, to best suit **curriculum requirements** and the **interest** of students.

We developed these to make the compulsory content of the Australian Curriculum Humanities and Social Sciences (HASS) Civics and Citizenship syllabus for Years 7-10 *more engaging*.

To make things easy, lesson ideas link directly to the HASS content codes and key concepts, namely, *Democratic Values, The Westminster System, Justice, Participation, and Rights and Responsibilities*.

This resource can be used to support teaching the Australian Curriculum Health and Physical Education sub-strand, *Making Healthy and Safe Choices* for Year 7-10.

Year Level Description and Required Content

Year 7

An understanding of the Civics and Citizenship concepts is developed through a focus on Australia's democracy and legal system. The teaching ideas in this resource assist students to gain knowledge and understanding of how Australia's legal system aims to provide justice, through the rule of law.

Links to curriculum code: [ACHCK050](#) / [VCCCL022](#)

Year 8

An understanding of the Civics and Citizenship concepts is developed through a focus on how citizens can participate in Australia's democracy, contact with their elected representatives, use of lobby groups, and direct action.

Links to curriculum code: [ACHCK062](#) / [VCCCG020](#)

Year 9

An understanding of the Civics and Citizenship concepts is developed through a focus on how Australia's legal system works to support a democratic and just society.

Links to curriculum code: [ACHK078](#) / [VCCCL034](#)

Year 10

An understanding of the Civics and Citizenship concepts is developed through a focus on the Australian Government's role and responsibilities at a global level, for example provision of foreign aid, peacekeeping, participation in international organisations and the United Nations.

Links to curriculum code: [ACHCK091](#) / [VCCCG031](#)

An understanding of the Civics and Citizenship concepts is developed through a focus on how Australia's international legal obligations shape Australian law and government policies, including in relation to Aboriginal and Torres Strait Islander Peoples.

Links to curriculum code: [ACHCK093](#) / [VCCCL032](#)

An understanding of the Civics and Citizenship concepts is developed through a focus on what are the challenges to and ways to sustain a resilient and cohesive democracy.

Links to curriculum code: [ACHCK094](#) / [VCCCC036](#)

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Learning Intentions

Resource Focus

Australia's illegal drug trade is currently estimated to be worth \$11.3 billion per year with Australia having one of the highest rates of illegal drug use per capita in the world. (ABC NEWS - 17 Feb 2022)

During 2021, around 296 million people throughout the world used illicit drugs. These figures have increased from 2016 by 23 per cent. The illicit drug trade continues to hold back economic and social development and constitutes a fundamental threat to security and stability in some parts of the world. (adapted [World Drug Report 2023](#) (unodc.org))

This resource provides students in years 7-10 with the opportunity to explore how Australia's democracy, and other world democracies, can be undermined by illicit drug crime; and to identify the safeguards that protect Australia's and individual's democratic rights and wellbeing from the impact of the illicit drug trade.

Students Understand

- What is meant by the term 'illicit drugs' and the links between these drugs and criminal activity
- That illicit drug criminal activity exists in Australia and it has strong international links
- That Australia has laws and strategies to disrupt the chain of illicit drug manufacture and supply, and these can impact on criminal drug activity
- That there are a range of indicators that can be signs of illicit drug manufacture and supply and unexplained wealth
- That Crime Stoppers is a safe and discreet way of reporting suspicious activity.

Lesson Ideas

Tuning in

The National Drug Strategy Household Survey (NDSHS) is currently collating data from 2022 about alcohol and tobacco consumption, and illicit drug use among the general population in Australia. It is conducted every two to three years. The 2019 survey estimated that 9.0 million (43%) people aged 14 and over in Australia had illicitly used a drug at some point in their lifetime (including the non-medical use of pharmaceuticals). The illicit drug trade impacts on economic and social development around the world. It threatens security and stability in some countries and disproportionately impacts on the most vulnerable and marginalized. In this section, students will explore what is meant by the term 'illicit drugs' and how they are made available in Australia.

- Introduce the class to the theme of the resource they will be exploring over the next four lessons. Using the notes above, explain the impact that the illicit drug trade is having on the world, including Australia.
- Write down the term "illicit drugs" in the middle of the whiteboard or a large sheet of paper. Conduct a class call out to determine what is meant by the term and what might be listed as an illicit drug. These can be written around "illicit drugs" in the form of a spider diagram. Show or provide a copy of the factsheet [What are illegal drugs](#) and ask students to identify any illicit drugs they may have missed. Add these to the spider diagram. (If requiring further background information about illegal drugs this can be accessed via the Australian Government's, Department of Health and Aged Care web page - [Types of drugs](#)).
- Ask students to predict how these drugs may appear on the streets of Australia. Add these as dot points below the spider diagram. Discuss the ways they have come across this information.
- Show the news clip [Sydney men charged over multinational crime ring importing drugs to NSW | ABC News](#). Ask students whether this information supports/adds to their predications and what evidence there is of Australian authorities cooperating with international agencies.
- Hand out a piece of paper to each student asking them to write their name on the top of their sheet. Explain that they will predict and write down ways they could be an active citizen to combat illicit drug crime activity in their community. Collect the completed sheets. These will be used in the last lesson.

Lesson Idea 1: Drug trafficking

Criminal networks traffic a range of drugs world-wide, including cannabis, cocaine, heroin and methamphetamine. As international borders become increasingly open, global abuse and accessibility to drugs have become increasingly widespread.

In this lesson students will explore the impact of drug taking on Australian democratic society/communities and how organised crime accesses, grows or creates illicit drugs in Australia.

- Explain the purpose of the lesson to the class then display the document [The social impact of illicit drugs](#) on an interactive whiteboard. (Or hand out a paper copy to each student.) Conduct a guided reading of the document. Discuss the impact of drug taking on individuals and society. Ask students to complete the [Making Connections](#) exercise (Text to Self, Text to Text and Text to World) using what they have experienced, read or seen to help them to understand the document they have just read. Once completed ask students to pair and share their answers.
- Show the media video [NZ drug haul: Authorities find more than half a billion dollars' worth of cocaine found floating in the ocean \(9news.com.au\)](#). Provide each student with a [Note taking worksheet](#), explaining how it is structured:
 - questions they have about the information in the news item
 - words they don't know the meaning of
 - key information provided in the video
 - summary of the key facts.

Instruct students to complete the worksheet while watching the video a second time. Once finished, discuss any unknown vocabulary and questions students have. Complete the activity by asking students to use the information they have written on their worksheet to write a paragraph identifying how illicit drugs can be brought into Australia.

- Pose the following question to the class. "If illicit drug supplies have increased in Australia, where are the drug criminals getting their supplies from?" Provide students with blank [maps of the world](#) and explain that they will be using information from four separate illicit drug flow maps to create a combined Australian illicit drug flow map.

Show the following maps highlighting heroin, cocaine, marijuana, methamphetamines pathways.

- [Heroin trafficking flow](#)
- [Cocaine trafficking flow](#)
- [Map of marijuana and hashish trade routes](#)
- [Traffic flow on methamphetamines 2016-2020 \(by reported seizures\)](#)

While showing each map, conduct a class call out to determine where the drugs are harvested and/or manufactured, and how they come into Australia and the Pacific.

Show the maps once more allowing time for students to add the relevant information to their map. Remind students that their map must have a title and a colour key for each illicit drug. Collect the completed maps to be assessed.

- Finish the lesson by mentioning that many of these drugs won't arrive on Australia's shores via legal means and discuss what they might do if they see suspicious activity such as boxes being unloaded from a boat on a deserted beach.

Lesson Idea 2: Drug crime and the law

Drug laws in Australia are very complex. Some are legislated at federal level and others at state and territory level.

Commonwealth drug crimes are those that fall under Federal laws and should be reported to the Australian Federal Police. They include the importation and exportation of illicit drugs.

State and Territory drug crimes include local drug manufacturers, drug dealers and drug users. These should be reported to state and territory police.

It is important to note that all forms of illicit drug crime can be reported to Crime Stoppers.

Australian law enforcement agencies' key mandate is to reduce the supply of illicit drugs to the Australian community. To this end Australia's government and law enforcement agencies cooperate nationally and with international organisations to combat illicit drug use and trafficking.

In this lesson students research the strategies being used by Australia's law enforcement agencies to target illicit drug crime as well as the federal and state/territory laws designed to successfully prosecute drug criminals.

- Display on an interactive whiteboard the Australian Criminal Intelligence Commission [infographs](#) of importation methods and national seizures and arrests in Australia 2020-2021. Discuss as a class how drugs came into Australia during 2019-2020 and how successful the police were in seizing illicit drugs and drug criminals.
- Explain that Australia has a [National Drug Strategy](#) aimed at cutting down criminal drug activity. Display the [National Drug Strategy](#) (Australian Government Department of Health and Aged Care website) and ask students to identify key elements of the strategy. Discuss how each element might relate to the success stories outlined in the previous activity.
- Display the diagram [Illicit drug conventions and laws used in Australia](#) on the interactive whiteboard. Explain that there are three levels of conventions and laws used in Australia to prosecute drug criminals. Explore an example of each level using the hyperlinks and discuss how they might be used to prosecute drug criminals.
- Provide each student with a copy of the [Illicit drug laws and seizures](#) worksheet and explain the activity. Once completed ask students to use their notes to outline the range of laws in Australia that can be used to prosecute drug criminals.

Lesson Idea 3: Know the signs

Illicit drug crime is one of the key concerns currently affecting Australians. In April 2022 the Federal Government announced a funding commitment of \$3.5m to support a Crime Stoppers campaign visiting local communities across Australia to encourage citizens to be active in sharing what they know about the manufacture and supply of illicit drugs. The campaign focuses on providing information to community members about the processes used by organised crime and those higher up the illicit drug trade. Any information provided by the community will be used by the police and other law enforcement agencies to unsettle domestic drug markets, disrupt national and international supply chains and hamper activities of criminal networks, particularly organised crime groups.

In this lesson students will explore how to identify signs of drug crime activity.

- Provide students with the key facts of the recent Federal Government funding provided to Crime Stoppers Australia to encourage community members to share what they know about the manufacture and supply of illicit drugs.
- Show students the video [ABC 7.30: Drugs may contain a 'biological calling card'](#) explaining that the new campaign is focusing on the manufacturers of the drugs sold by the street dealers. Discuss the key points of the report.
- Explain to the class that they will be exploring the *Know the Signs* resources on the [Crime Stoppers Victoria](#) site. Break the class into five groups. Name the groups A, B, C, D and E. Provide:
 - group A with copies of [Know The Signs: How To Detect A Clandestine Drug Lab](#)
 - group B with a computer and link to [How To Spot A Crop House](#) and copies of [Know The Signs: How To Detect A Cannabis Crop House \(Cch\)](#)
 - group C with a computer with the link to [Do You Know A Drug Dealer Online](#)
 - group D with a computer and a link to [Have You Seen Unexplained Wealth](#)
 - Group E with a computer and a link to [They'll never know it was you who protected yourself and your family](#).

Ask each group to read through their sheets and/or watch their video/s, discuss the information provided and write down the key points. Once completed, form new groups of students including a member from groups A-E. Give them three minutes each to share the key points of their *Know the Signs* scenario. Remind students to ask clarifying questions if they don't understand everything that has been said to them or they need more information. Conduct an [Options Explosion](#), (a [Project Zero Thinking Routine](#)) to explore what students could do if faced with each of the scenarios listed above.

- Write each of the scenarios on the interactive whiteboard or on a large piece of butcher's paper and give each group a number of post it notes.
- Ask them to think about each of the scenarios and write on a post it note what they might do if they had information about the drug criminal activity. Emphasise that there may be a number of options and to write them down and add them to the relevant scenario.
- Once everyone has posted their notes, read through them individually discussing with the class why the action is most appropriate or not. If Crime Stoppers isn't mentioned, mention the organisation, its role and that they will learn more in the next lesson.

- Conclude the lesson by asking students to use an app such as [Adobe Express](#) to create a poster highlighting the signs of one of the *Know the Signs* scenarios. These will be completed and collected in the next lesson.

Lesson Idea 4: What can I do?

As mentioned in Lesson 2, information about possible importation and exportation of illicit drugs should be reported to the Australian Federal Police while information about local drug manufacturers, drug dealers and drug users should be reported to state and territory police. A list of [federal, state and territory police contact information can be found here](#).

If citizens wish to report any form of illicit drug crime **anonymously** this can be reported to Crime Stoppers either nationally or via the state and territory organisations.

Remind students that if they are in Australia and in immediate danger or at risk of harm due to criminal drug activity, call triple zero (000). This will link them immediately to the local police. Staying safe is their number one priority.

Crime Stoppers

Crime Stoppers is Australia's most trusted information receiving service for people wanting to share what they know about illicit drug criminal activity without saying who they are. There is a national Crime Stoppers and eight Crime Stoppers organisations operating in every state and territory in Australia. They work closely with police, media, and the community to help solve, reduce, and prevent crime by collecting information and passing on those details to police and other law enforcement agencies to help keep communities and families safe.

In this lesson students will explore their national, state or territory Crime Stoppers website to look at drug crime resources and the reporting process.

- Show students the Crime Stoppers scenarios [They'll never know it was you who protected yourself and your family](#) and ask them to discuss the key messages in each video. Ask students to identify the key information that would have been shared with Crime Stoppers.
- Ask students to share possible scenarios in their school/community and work lives where they may see drug crime activity that could be reported to Crime Stoppers. View the Crime Stoppers resource, [What you should try to remember](#) on an interactive whiteboard or provide students with a copy of the document. Conduct a shared reading on the information. Show the video [Your fav fashion girlie busts a dr*g deal](#). Explain that the video will be shown a second time and students are to write down what they observed using the *What you should remember* resource as a guide. Conduct a Pair and Share exercise to review their observations.
- Show students the [Crime Stoppers Reporting Statistics for 2023](#) on an interactive whiteboard. Provide students with graph paper and ask them to draw either a bar or column graph using the statistics on the whiteboard to show the types and percentages of crimes reported to Crime Stoppers in 2022. Remind students about the key elements of the graph such as the title, the two axis and using an appropriate scale. Once completed ask the following questions:

- What are the key types of crimes reported to Crime Stoppers?
 - What is the most reported category?
 - Why do you think this is the most reported category?
- Ask students to break into pairs and provide them access to a computer and the [Crime Stoppers Australia](#) website. (Alternatively conduct this activity as a class via an interactive whiteboard.) Explain that they are to explore the national Crime Stoppers site as well as their own state or territory website to find information about drug crime. Discuss as a class what they discovered and how it might be relevant to them as citizens.
 - Ask students to look at the [How it works](#) page on the Crime Stoppers Australia website. Discuss how the Crime Stoppers reporting process works. Emphasise the importance of anonymity. Explore and discuss the type of information required when making a report. Using one of the Crime Stoppers [Know The Signs](#) resources, ask students to write down the key information they would need to provide Crime Stoppers if they were reporting illicit drug crime activity. Pair and share their ideas.
 - Conclude the lesson by asking students to complete the *Know the Signs* posters they designed in Lesson 3 adding relevant police and Crime Stoppers contact details. Display the posters and discuss as a class how to highlight the issue of police drug crime and reporting to the wider school community. This could include displaying posters or inviting a member of the police drug crime unit or Crime Stoppers to speak at an assembly.
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Resources

Lesson Idea – Tuning In

- [What are illegal drugs](#) – website
- [Types of drugs](#) - website
- [Sydney men charged over multinational crime ring importing drugs to NSW | ABC News.](#) – video

Lesson Idea 1: Drug trafficking

- [Social impact of illicit drug taking](#) – information sheet
- [Making Connections](#) – p2 of information sheet
- [NZ drug haul: Authorities find more than half a billion dollars' worth of cocaine found floating in the ocean \(9news.com.au\)](#) - video
- [Note taking worksheet](#) - worksheet
- [Maps of the world](#) – website (map)
- [Heroin trafficking flow](#) – website (map)
- [Cocaine trafficking flow](#) – website (map)
- [Map of marijuana and hashish trade routes](#) – website (map)
- [Traffic flow on methamphetamines 2016-2020 \(by reported seizures\)](#) – website (map)

Lesson Idea 2: Drug crime and the law

- [Infographs](#) - website (infograph)
- [National Drug Strategy](#) – website
- [Illicit drug conventions and laws used in Australia](#) – diagram
- [Illicit drug laws and seizures](#) – worksheet

Lesson Idea 3: Know the signs

- [ABC 7.30: Drugs may contain a 'biological calling card'](#) – video
- [Crime Stoppers Victoria](#) – website
- [Know The Signs: How To Detect A Clandestine Drug Lab](#) – information sheet
- [How To Spot A Crop House](#) – video
- [Know The Signs: How To Detect A Cannabis Crop House \(Cch\)](#) – information sheet
- [Do You Know A Drug Dealer Online](#) – video
- [Have You Seen Unexplained Wealth](#) – video
- [They'll never know it was you who protected yourself and your family](#) – website and videos
- [Options Explosion](#) – instructions PDF
- [Project Zero Thinking Routine](#)) - website
- [Adobe Express](#) - app

Lesson Idea 4: What can I do?

- [Federal, state and territory police contact information](#) – information sheet
- [They'll never know it was you who protected yourself and your family](#) – video
- [What you should try to remember](#) – website
- [Your fav fashion girlie busts a dr*g deal](#) - video
- [Crime Stoppers Reporting Statistics for 2023](#) - spreadsheet
- [Crime Stoppers Australia](#) – website
- [How it works – Crime Stoppers](#) – website
- [Know The Signs resources](#) - website

Further Student Enquiry

- [Consequences and sequels](#) - workcard
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Further Student Enquiry

This activity is based on de Bono's lesson, [Consequences and sequels](#). Conduct a media search with the class identifying current scenarios where illicit drugs or drug manufacturing activity have been detected.

Ask students to imagine they were the first to discover the drugs or criminal activity and complete the following activities as a class. Students:

- brainstorm choices for action and identify what they conclude is the most appropriate choice.
- identify the risks of making this choice.
- identify the positive consequences of this choice.
- discuss whether there maybe another choice that has fewer or more risks and equal/more/less positive consequences?
- make a list of each consequence, whether it be a risk or consequence and identify them as *immediate, short-term, medium-term, or long-term*.
- decide which choice they would make and identify it as either a good or a bad choice.
- identify if the consequences of the choice will be manageable for them or for others around them.
- predict if its sequel will be equally beneficial to them and to society.
- write a class statement to show why their final choice is the best in terms of consequences and sequels.

Assessment

Formative

Use information from class discussions and completed handouts to provide information about the level of knowledge and understanding of the Learning Intentions. For example:

- Students investigate and determine what is considered to be an illicit drug in Australia and the impact they have on a democratic society.
- Students explore and map the countries producing and illegally importing illicit drugs into Australia.
- Students investigate and discuss the actions being taken by the federal, and state and territory police to combat the manufacturing, illegal importing and selling of illicit drugs.
- Students explore and discuss the Australian federal and state and territory laws used to prosecute drug criminals.
- Students explore and outline the role of Crime Stoppers to combat illicit drug crime.
- Students investigate and discuss the safeguards introduced to protect citizens who take action, and report drug criminal activity.

Summative

- Conduct the Further Student Enquiry activity as an individual assessment to determine the level of knowledge and understanding of actions to be taken when drug crime activity is observed and the consequences these actions will create for society.
- Students design, for the school/classroom, a persuasive poster, role play, ICT presentation, story board, pamphlet or speech that promotes action when signs of illicit drug crime are observed.

This material can also be [accessed online](#)

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