

The Department of Education and Training presents



# CREATING CONVERSATIONS

- TALKING ABOUT DRUG ISSUES





CREATING CONVERSATIONS IS A SCHOOL-BASED PROGRAM THAT INVOLVES STUDENTS FACILITATING PARENT EVENTS USING INTERACTIVE STRATEGIES TO RAISE AND DISCUSS DRUG ISSUES. IT IS AIMED AT ENHANCING COMMUNICATION BETWEEN PARENTS AND ADOLESCENTS, DEVELOPING A RANGE OF SKILLS IN STUDENTS THAT BUILD RESILIENCE, AND STRENGTHENING PARTNERSHIPS WITH COMMUNITIES.

THIS RESOURCE SUPPORTS TEACHERS AND SCHOOL TEAMS TO IMPLEMENT THE PROGRAM IN THE SCHOOL. IT INCLUDES A STUDENT MANUAL, WHICH CONTAINS A RANGE OF ACTIVITIES AND TIPS FOR STUDENTS TO USE IN PREPARATION FOR THEIR CREATING CONVERSATIONS PARENT EVENT.

# CREATING CONVERSATIONS



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*I loved it.*



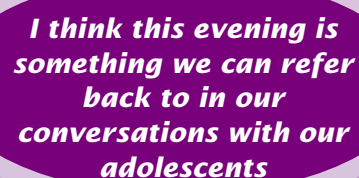
*My eyes were opened that students could comprehend the information on drugs and their effects in such a mature way*




*I learnt a lot*



*Opened Lines of communication*



*I think this evening is something we can refer back to in our conversations with our adolescents*



*I like the idea of people sharing their thoughts and feelings openly*




*The activities quickly got us discussing and we became a group*



*Congratulations on a great evening*



*Made me feel we are not alone*



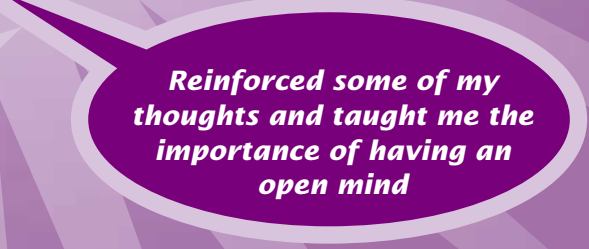
*I thought the student's presentation was both interesting and informative*



*Great night*



*open discussion was both enjoyable and educational*



*Reinforced some of my thoughts and taught me the importance of having an open mind*

# ACKNOWLEDGEMENTS

*Creating Conversations* was initiated by joint student and parent workshops conducted over several years at St Columba's College, Essendon. This innovation was led by Ms Bern Murphy, a teacher at the school. The Department of Education and Training took up the challenge of formally documenting, developing and expanding this initiative. Many students and parents have already had an opportunity to enjoy this experience and the benefits it offers.

The *Creating Conversations* project has been made possible by a number of individuals, organisations and schools. Special acknowledgment goes to Roger Holdsworth, Manager of the Youth Research Centre, Melbourne University, who contributed to the foreword and was a member of the original advisory group. Helen Cahill wrote the Role-Play Technology section of the manual. Many of the activities have been adapted from Helen's work. She is widely recognised for her work in using role-play in various areas of the curriculum. Robyn Ramsden wrote the support material and co-ordinated the development and production of the manual. The original scripts for the skits and some of the scenarios were written by Kate Rogers, a former student of St Columba's College, and were further developed by those who used them. Bern Murphy, Lauriston Girls' School and Rutherglen Secondary College contributed activities. Other schools involved have added their individual touches to the project. A number of the activities were adapted from the Department of Education and Training publications *Get Wise*<sup>1</sup> and *Get Real*<sup>2</sup>.

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## **We wish to acknowledge the following people who supported the *Creating Conversations* pilot programs and/or provided valuable feedback throughout the establishment phase:**

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# FOREWORD

Open communication with parents is an essential element in helping to reduce young people's substance use and can protect them from difficult life events. It will assist them to understand their parents' concerns and discuss drug issues in a calm and helpful manner. This should start early. The Victorian Youth Round Table on Drugs and Young People<sup>3</sup> agreed that '...for parents to have the maximum influence on young people, they need to discuss issues in an open way and start during the early schools years'. Young people with a strong sense of connection to their family and who feel they can talk to them about difficult issues are less likely to be involved in risky behaviour such as drug misuse.

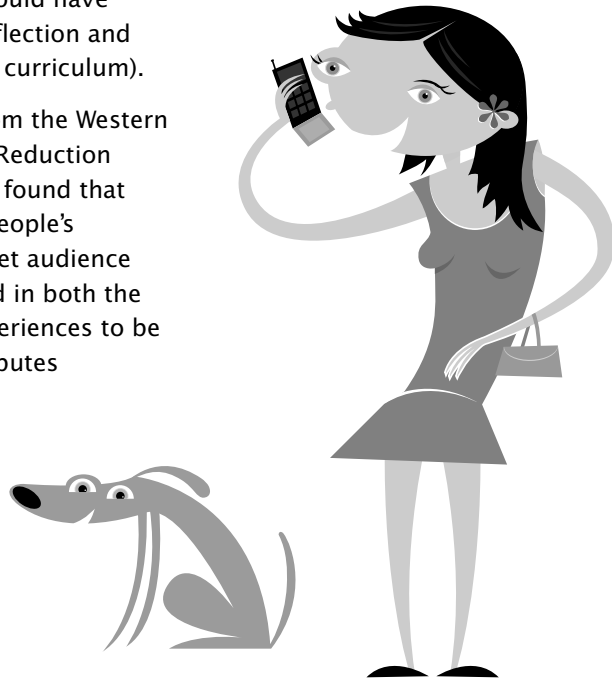
*Creating Conversations* helps parents and students improve their communication about drugs. Evaluation of the project<sup>4</sup> showed students gained self-confidence, improved their public-speaking ability, and developed problem-solving skills, better peer relations and greater understanding of drug issues. Their parents also benefited through being able to share views with other parents and young people, while gaining greater understanding of drug issues, strategies for dealing with related issues, and some local contacts for further information or advice.

Roger Holdsworth from The Youth Research Centre Melbourne University highlights the importance of involving young people in their learning. In his research paper, *Schools That Create Real Roles For Young People*<sup>5</sup>, he maintains that approaches to learning should build on the strengths, views, experiences and skills of young people. He sees learning as taking place most effectively when it is active, relevant to the needs of the learner and when it recognises their contributions as partners in the learning process.



Holdsworth emphasises the importance of doing real things of value as part of the curriculum. He argues that much, or all, of what happens in schools should be directed by three statements of 'value': it should be valued by the students (that is, they choose to do it); it should have value in a community beyond the classroom (that is, it should be active, hands-on, create something worthwhile, have a purpose beyond the teacher's assessment); and it should have academic value (that is, it should involve reflection and learning, and meet or exceed the mandated curriculum).

Research in relation to alcohol education from the Western Australian School Health and Alcohol Harm Reduction (SHAHRP) Project<sup>6</sup> concurs with this view. It found that '....education programs that ignore young people's concerns are likely to be viewed by the target audience as irrelevant'. Having young people involved in both the preparation and facilitation allows their experiences to be explored, valued and discussed. This contributes to the relevance of the whole program.



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<sup>1</sup> Department of Education and Training, Victoria, 2000, Get Wise: Working on Illicits in School Education.

<sup>2</sup> Department of Education and Training, Victoria, 1997, Get Real: A Harm-Minimisation Approach to Drug Education for Primary and Secondary Schools.

<sup>3</sup> Department of Education, Employment and Training, Victoria: 24 August, 2000, Victorian Youth Round Table on Drugs and Young People.

<sup>4</sup> Department of Education, Employment and Training, Victoria: 2000 & 2001, Evaluation reports of schools participating in Creating Conversations Pilot Programs.

<sup>5</sup> Holdsworth, R., 1998, Schools That Create Roles For Young People.

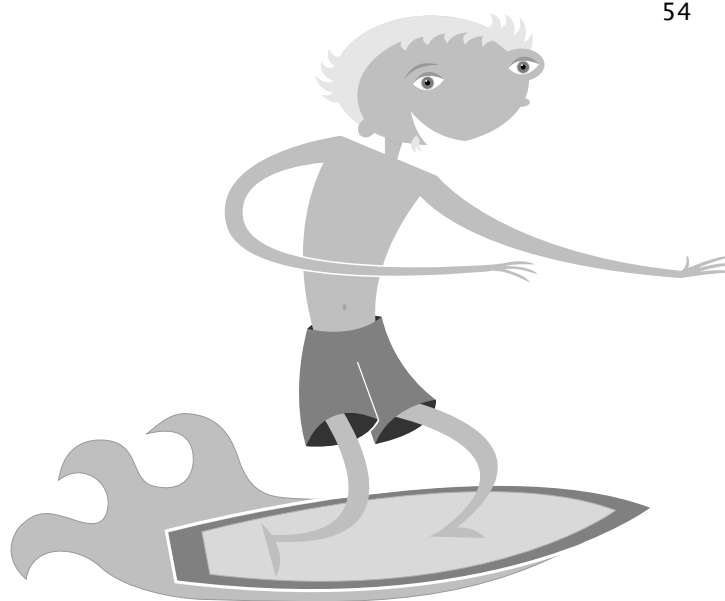
<sup>6</sup> McBride, N., Midford, R., & Farrington, F., 2000, School Health and Alcohol Harm Reduction project.



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# Introduction

⇒ THIS SECTION OF THE MANUAL BRIEFLY  
EXPLAINS THE CREATING CONVERSATIONS PROJECT  
AND PROVIDES INFORMATION ABOUT THE  
RATIONALE, AIMS AND PRINCIPLE OF HARM MINIMISATION.



# INTRODUCTION TO CREATING CONVERSATIONS

*Creating Conversations* is a school-based program that involves students in facilitating parent events about drug issues using interactive strategies. This training manual helps school communities plan such events and provides the training that students need to effectively engage their parents in discussions about drugs.

## Rationale

The *Creating Conversations* pilot program is a response to the following evidence:

- parents are powerful figures in influencing the behaviour of young people<sup>1</sup>
- a parent education component in school drug education programs can be an important contributor to reducing drug-related harm in young people.<sup>2</sup>
- open communication with parents influences the extent of adolescent drug use<sup>3</sup>
- a warm relationship with at least one parent is a protective factor helping to build resilience in young people<sup>4</sup>
- interventions are most likely to create change if they are based on the experiences of the young people they are trying to influence<sup>5</sup>
- events based purely on information, or facilitated in a didactic way, can actually add to anxiety, while the opportunity to communicate often eases anxiety<sup>6</sup>
- young people view parents as a very important and necessary part of any drug prevention strategies<sup>7</sup>.

## Aims

The aims of *Creating Conversations* are to:

- enhance communication between parents and adolescents about drug issues
- enable participants to develop an awareness of the wide range of attitudes about drug-related issues
- provide opportunities for students to develop a range of skills that build resilience and connectedness to school and family
- increase drug knowledge
- strengthen partnerships with communities to address local issues about drug-related student wellbeing.

## Harm Minimisation

*Creating Conversations* is based on the principle of harm minimisation, which involves a range of approaches to prevent and to reduce drug-related harm, including abstinence from drug use, prevention, early intervention, specialist treatment, supply control and safer drug use.



Features distinguishing harm minimisation from other approaches are that it:

- acknowledges that many people in our community use drugs
- takes into account the relationship between people, the drugs they use and the environments in which they use them

A harm minimisation approach does not condone or encourage drug use. It aims to reduce the risks associated with use and to promote healthier alternative behaviours. It acknowledges that students can be affected by their own drug use and the drug use of others, including parents, relatives, siblings and friends.

## About the Project

### *Creating Conversations:*

- assists schools to provide opportunities for students to talk openly with their families about issues that are real and relevant to them
- recognises that young people are best placed to articulate their issues
- creates an opportunity for young people to share their ideas and to discuss a range of possible options and strategies with parents and others who attend the events
- involves young people in the entire process, and notably in the facilitation of the events.

Students who have taken part in the program claim they enjoyed learning about drugs through a less traditional classroom approach and felt they learnt more because they needed to know the information to facilitate a successful parent event.

**It is important to remember that the overwhelming majority of Australian youth do not use illicit drugs. For those who do, it is usually part of experimentation and not to harmful levels.**

**Teaching about volatile solvents as drugs should not be included in the mainstream drug education curriculum. For this reason, none of the activities in the *Creating Conversations* program relate to volatile solvent use. For more information, see Appendix 1, which briefly outlines the Policy Guidelines relating to volatile solvents, or refer to the resource entitled *Volatile Solvents: A Resource For Schools: Health and Safety Guidelines*<sup>8</sup>.**

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<sup>1</sup> Ballard, R., Gillespie, A., & Irwin, R., 1994, Principles for Drug Education in Schools: An initiative of the School Development in Health Education Project, Faculty of Education, University of Canberra, Canberra.

<sup>2</sup> Dusenbury, L., & Falco, M., 1995, 'Eleven components of effective drug abuse prevention curricula', *Journal of School Health*, v.65, no. 10, pp. 420–424.

<sup>3</sup> Fuller, A., 1998, *From Surviving to Thriving, Promoting Mental Health in Young People*.

<sup>4</sup> Fuller, McGraw & Goodyear, 1998, *Mind of Youth*.

<sup>5</sup> McBride, Midford & Farrington, 2000, 'Alcohol harm reduction education in schools: Planning an efficacy study in Australia', *Drug and Alcohol Review*, no. 19, pp. 83–93.

<sup>6</sup> Department of Education, Employment and Training, Victoria, 1999, *Get Wise: Working on Illicits in School Education, Communicating With Parents* section.

<sup>7</sup> Cohen, D., & Linton, K., 1995, *Parent Participation in an Adolescent Drug Abuse Prevention program*, pp. 159–169.

<sup>8</sup> Bellhouse, R., Johnston, G., & Fuller, A., 2001, *Volatile Solvents: A Resource For Schools: Health and Safety Guidelines*, Department of Education and Training, Victoria.

# Implementation

» This section of the manual contains information about how to implement creating conversations in the school. It includes advice about making the project culturally inclusive and contains a form to record the details of your school's implementation plan.



# How To Make It Happen

- **Establish whether there is interest in the project, or an opportunity to link to the school's Drug Education Action Plan.** This can be achieved by talking to relevant groups in the school such as your Individual School Drug Education Strategy (ISDES) core team or welfare committee.
- **Enlist the support of other staff, parents, support personnel and community agencies.** This assists with the training of students and the preparation for the parent event. It helps to ensure that the program meets the needs of families in the school community. It also improves the profile of the project and increases the likelihood of its future sustainability in your school.
- **Register for a training session being conducted in your region.** The training session will provide information about the *Creating Conversations* model, a demonstration of the activities and an opportunity to plan for implementation.
- **Decide which year level or class the project best suits in your school.** Consider whether to use a class as your student facilitators, or a group of approximately 20 volunteers. Both options work successfully and each has advantages and disadvantages. The model was designed for years 9 and 10 students, because this is the age when they are most likely to be involved in risk-taking behaviour and when they have the potential to acquire a repertoire of skills adequate to facilitate a very successful event. It is also an age when it is particularly important to provide opportunities for young people to communicate with their families. While designed for students of this age, the activities can be adapted to suit other year levels.
- **Where possible, arrange for your students to see a demonstration by their peers of the activities that might typically occur during a parent event.** This may be done in conjunction with DE&T Senior Program Officers.
- **Set a date for your parent event.** Use your support team and student facilitators in planning and publicising the event.
- **Use your support team to continue to workshop the activities with the students so they have opportunities to hone their skills.** Have them demonstrate some activities at a staff meeting, or to a health class etc.
- **Conduct your event.** Distribute and collect evaluations.
- **Reflect on the event in a debriefing involving student facilitators and the support team.** Continue to provide opportunities for your student facilitators to use the skills they have developed through this exercise.





# CREATING CULTURALLY INCLUSIVE CONVERSATIONS

A literature review conducted around the *Creating Conversations* model<sup>1</sup> provided the following key findings:

- Parent drug education for culturally and linguistically diverse (CLD) and indigenous communities should be specifically designed to reflect special needs.
- Parent drug education should be respectful and sensitive to CLD and indigenous backgrounds.

Activities from the *Creating Conversations* model have been successfully adapted for Arabic, Somali and Vietnamese communities, and later will be available in other languages.

Conducting the activities in other languages requires considerable effort. It is important to build relationships with CLD parents, be mindful of appropriate parenting styles in some cultures, and adapt material to accommodate cultural differences.

CLD references listed under the resource section of this manual and the *Creating Conversations* training day will provide further insight into the effective engagement of CLD families.

## Principles for Effective Engagement of CLD Communities

The same principles and practices that engage parents in general, apply to working effectively with indigenous and CLD parent communities. Collaboration, respectful communication, programs designed to meet local needs, teacher professional development and appropriate resourcing are pertinent factors.

Many schools in CLD communities encounter difficulties in achieving a desirable level of parent participation. In some cases the concept and appreciation of school–parent partnerships is unfamiliar to parents and, therefore, needs to be clearly communicated.





Other reasons for difficulties in achieving a desirable level of parent participation may include:

- **parental expectations** – in some cultures parents do not expect to be involved in their child's schooling, so they entrust the school with full responsibility
- **working hours** – these may not be conducive to the development of collaborative partnerships
- **translated materials** – difficulties may be experienced in developing or circulating translated invitations.

When facilitating drug education activities cross-culturally, there are a number of things to consider:

- drug concepts may differ between cultures
- use of some drugs may be acceptable in some cultures, but unacceptable in others
- different cultures may have varying beliefs about the health effects of drug use
- there may be generational differences regarding drug use, drug choice and broader issues, and these may increase communication problems between young people and their families.

When working with CLD parent communities, the following strategies are suggested:

- present information in a culturally sensitive way using the appropriate languages, and demonstrating an understanding of the participants' cultural contexts
- use interpreters who understand the topic, issues and sensitivities
- use drug and alcohol workers from the same cultural communities.

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<sup>1</sup> Johnston, G., & Bellhouse, R., 2001, for the Department of Education and Training, Creating Conversations Office-Based Research.

# IMPLEMENTATION PLAN FOR HOLDING A CREATING CONVERSATIONS PARENT EVENT

**The aim of *Creating Conversations* is to enhance communication between parents and young people about drugs.**

This plan should be sent to the Senior Program Officer at the Regional Office following completion by the planning team. This will assist in identifying a focus for the event and communicating details such as the timeline and group of students involved.

School: \_\_\_\_\_

Address: \_\_\_\_\_

Contact person: \_\_\_\_\_ Telephone: \_\_\_\_\_

Position: \_\_\_\_\_ Fax: \_\_\_\_\_

E-mail: \_\_\_\_\_

**Please provide the following details:**

**1** Outline briefly how the need for this program was identified.

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**2** Describe your aims and objectives in implementing this program.

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- 3 Provide a brief description of how you see the ongoing implementation of this program.

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- 4 Identify other school-based personnel involved in planning and delivering the program.

Name: \_\_\_\_\_ Position: \_\_\_\_\_

Name: \_\_\_\_\_ Position: \_\_\_\_\_

Name: \_\_\_\_\_ Position: \_\_\_\_\_

- 5 Identify support personnel/agencies and parents involved in planning and delivering the program.

Name: \_\_\_\_\_ Contact details: \_\_\_\_\_

Name: \_\_\_\_\_ Contact details: \_\_\_\_\_

Name: \_\_\_\_\_ Contact details: \_\_\_\_\_

- 6 Identify how you propose to implement the project e.g. Year 9 health class, group of volunteers at Year 10:

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- 7 Identify other supporting drug education or student welfare programs, curriculum or policies the school has in place to support this initiative?

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- 8 Outline a proposed time line for implementing the program, e.g. Term 1, 200\_\_.

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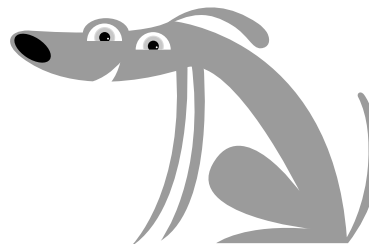
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# CHECKLIST FOR PARTICIPATION IN CREATING CONVERSATIONS

- ✓ A planning team is formed involving school-based and community-based personnel and parent representatives who will oversee the development and implementation of the project, including the training of students.
- ✓ *Creating Conversations* is an integrated part of the schools drug education program, e.g. taught within the health curriculum.
- ✓ The program has the support of the Principal and staff.
- ✓ The school agrees to ensure participants complete the evaluation form provided at the conclusion of the event.
- ✓ The school agrees to participate in a further evaluation process, should it be required.
- ✓ The program reflects the aim of encouraging stronger and more integrated community-school partnerships in supporting young people.
- ✓ The project adopts the principles of effective drug education and is based on the principles of harm minimisation.
- ✓ The school provides opportunities for students to demonstrate their skills at a parent event.
- ✓ The school provides further opportunities for students to hone their skills.

Principal: \_\_\_\_\_

Signature: \_\_\_\_\_ Date \_\_\_\_\_

**Please return to the Senior Program Officer  
(Student Wellbeing/Drug Education) at your DE&T Regional Office.**

**For further inquiries contact:**

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Department of  
Education & Training



# SUPPORTING FRAMEWORKS

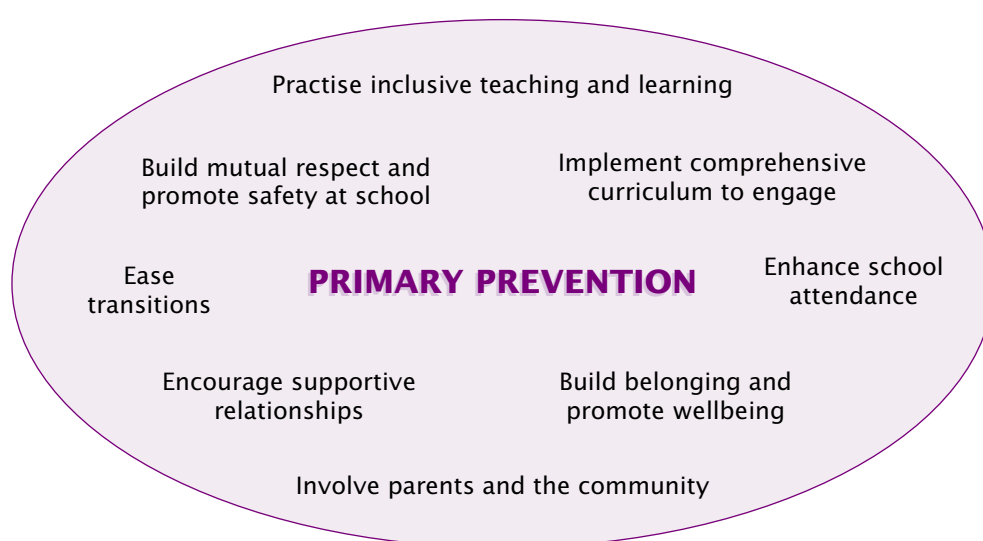
» THIS SECTION OF THE MANUAL BRIEFLY OUTLINES  
HOW THE CREATING CONVERSATIONS MODEL  
FITS WITHIN IMPORTANT FRAMEWORKS AND PROVIDES  
EXAMPLES OF HOW IT LINKS TO THE CSF II OUTCOMES  
AT LEVELS 5 AND 6 OF THE HEALTH  
AND PHYSICAL EDUCATION KEY LEARNING AREA.



# FRAMEWORK FOR STUDENT SUPPORT SERVICES IN VICTORIAN GOVERNMENT SCHOOLS

Students are better prepared for learning when they are healthy, safe and happy. All children and young people need support as they grow towards adulthood to help them develop as healthy, secure and resilient people. *The Framework for Student Support Services*<sup>1</sup> has been developed to help schools do this in a comprehensive and integrated way. It outlines four interrelated levels of activity used to group the wide range currently being undertaken by schools and related support services.

- 1 Primary prevention** strategies are designed to enhance the emotional and social health of all students.
- 2 Early intervention** is focused on groups that are at a higher risk of harm and aims to improve their resilience through effective and appropriate support programs and treatment.
- 3 Intervention** provides effective treatment to students in crisis.
- 4 Restoring wellbeing** aims to provide appropriate support to students, their families and other members of the school community affected by emergency situations or potentially traumatic incidents.



*The impact and experience of school on the social and emotional life of children is significant. No other human institution, outside the family, plays such an important role in shaping a child's view of the world. Dr J. Wragg<sup>2</sup>*

The *Creating Conversations* program sits best in the area of primary prevention. It promotes strengths, wellbeing and positive outcomes for young people by engaging with them and acknowledging their rights and responsibilities to influence their environment. *Creating Conversations* involves parents, families and the community in establishing a supportive environment.

## Resilience/Protective Factors

Many primary prevention strategies, such as those provided by projects like *Creating Conversations*, seek to build resilience in young people: a capacity to bounce back or adjust to stress or change. It is suggested that young people who have a number of protective factors in their lives are less likely to engage in long-term risky behaviour. It is these protective factors that contribute to resilience. Protective factors can be divided into three categories:

- **Caring relationships** – the *Creating Conversations* program provides a nurturing environment in which young people can develop relationships with significant adults. It promotes success for students and positive parent and community involvement. It fosters communication with family. Being connected, or having a warm relationship, even with one parent, can protect young people.
- **High and positive expectations** – facilitating a *Creating Conversations* event is an opportunity for young people to be acknowledged and respected for their contribution.
- **Youth participation and contribution** – *Creating Conversations* provides a meaningful activity by which young people can contribute to their family, school, peers and community. It fosters a sense of responsibility and encourages students to participate in decisions related to their learning experiences.

## THE MIDDLE YEARS STRATEGY

The period of early adolescence is a critical developmental phase in students' lives. The Department of Education and Training through the strategy in the Middle Years<sup>3</sup> is deeply committed to exploring how student engagement and achievement can be improved during these vital years.

While the *Creating Conversations* model was designed as an initiative for enhancing communication between parents and adolescents about drug issues, it fits very well with the Middle Years Strategy because it provides students with genuine opportunities to:

- include their own issues in the curriculum
- work with their peers and in teams
- work with parents and other adults
- develop positive relationships with teachers, their peers and parents
- be involved in varied approaches to learning
- focus on their own personal development.

This in turn will assist them to gain:

- autonomy
- success and recognition
- an active role in their own learning
- leadership skills
- a sense of achievement.

## CURRICULUM STANDARDS FRAMEWORK II

The *Curriculum Standards Framework II* (CSF II)<sup>4</sup> describes what students should know and be able to do. CSF II is arranged into eight key learning areas (KLAs). Drug education is placed within the Health and Physical Education (HPE) KLA. Major knowledge and skills are arranged into three strands within the HPE CSF II. Aspects of two of these strands, Health of Individuals and Populations and Self and Relationships, are addressed by the content of *Creating Conversations*.

Within each strand of the CSF II there are learning outcomes that answer the question: 'What should students know and be able to do as an outcome of their learning at this level?' Student participation in *Creating Conversations* will provide an opportunity to gain knowledge and skills relevant to a number of CSF II learning outcomes. The following table outlines examples from the *Creating Conversations* program that link to CSF outcomes at levels 5 and 6.

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<sup>1</sup> Department of Education, Employment and Training, 1999, Framework For Student Support Services in Victorian Government Schools, Teacher Resource.

<sup>2</sup> Wragg, Dr J., 1996, Keynote Address: 'The Development of School Based Prevention and Welfare Programs for At Risk Children', *Student Welfare: The Key to Learning* conference paper.

<sup>3</sup> Department of Education, Employment and Training, 1999 (adapted from Hill and Crévola, 1997), The Middle Years.

<sup>4</sup> Board of Studies, Carlton, 2000, Curriculum and Standards Framework II – Health and Physical Education.



## Direct Links to CSF II

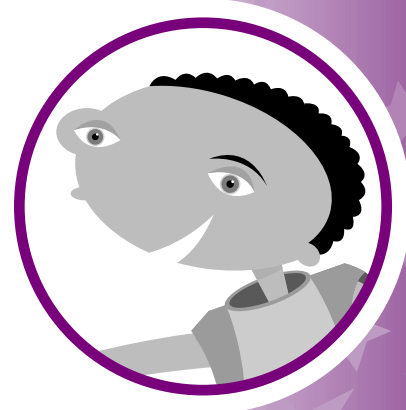
Strand	Level	Outcome	Evident when students, for example:
Health of Individuals and Populations	5	HPIP0501 <i>Describe health issues about which young people make decisions, and strategies that are designed to maintain or improve their health.</i>	<ul style="list-style-type: none"> <li>identify both the positive and negative aspects of risk taking</li> <li>identify strategies to minimise harms</li> <li>explore how drugs can be grouped in different ways and acknowledge the potential harms of all drugs (Drug Groupings)</li> </ul>
	5	HPIP0502 <i>Describe health resources, products and services available to individuals and groups in Australia and consider how they could be used to improve health.</i>	<ul style="list-style-type: none"> <li>identify and utilise a range of resources to improve their drug knowledge in preparation for the parent event</li> <li>identify relevant information to include in show bag provided to families at the <i>Creating Conversations</i> event</li> </ul>
	6	HPIP0601 <i>Analyse the positive and negative health outcomes of a range of personal behaviours and community actions.</i>	<ul style="list-style-type: none"> <li>analyse the harms associated with drug use (Harm Ranking Activity)</li> <li>analyse the health consequences for the individual and community of smoking (Hypothetical)</li> <li>compare and evaluate perceptions of challenge, risk and safety in relation to drug use</li> </ul>
	6	HPIP0602 <i>Analyse services and products associated with government and non-government bodies and how these can be used to support the health needs of young people.</i>	<ul style="list-style-type: none"> <li>identify a range of support services available within and outside the school in relation to drug issues</li> <li>explain strategies to seek help for drug related health concerns for self or others</li> </ul>
Self and Relationships	5	HPSR0501 <i>Describe hereditary and environmental factors that affect human development.</i>	<ul style="list-style-type: none"> <li>describe the effects of activities such as smoking on human development (Hypothetical)</li> </ul>
	5	HPSR0502 <i>Describe the effect of family and community expectations on the development of personal identity and values.</i>	<ul style="list-style-type: none"> <li>explain community and personal attitudes and values related to drug use (Harm Ranking Activity)</li> <li>describe the impact of parental reactions on the development of personal identity and values (Don't jump to conclusions)</li> <li>identify the pressures on young people and the impact on decision making (The Hot Seat)</li> </ul>
	5	HPSR0503 <i>Describe how relationships change over time and are affected by achievements, roles and responsibilities.</i>	<ul style="list-style-type: none"> <li>identify ways of dealing with changes in roles and responsibilities in peer groups, family and school situations (Hidden Thoughts)</li> </ul>
	6	HPSR0601 <i>Evaluate a specific intervention designed to enhance human development.</i>	<ul style="list-style-type: none"> <li>not relevant</li> </ul>
	6	HPSR0602 <i>Identify the major tasks involved in establishing personal identity.</i>	<ul style="list-style-type: none"> <li>identify a range of attitudes of various people in the community about a drug-related issue, such as smoking in a public place</li> <li>discuss how young people establish personal values and attitudes about drugs in relation to a range of community views and attitudes</li> </ul>
	6	HPSR0603 <i>Analyse ways in which individuals and groups seek to influence the behaviours of others concerning friendships and relationships.</i>	<ul style="list-style-type: none"> <li>demonstrate communication and cooperation skills necessary to cope effectively with changes</li> </ul>

# HELPFUL Hints

» This section of the manual includes  
HELPFUL Hints for training sessions, choosing  
a program, planning, promoting and following  
up the event and using role-play techniques.



# CONDUCTING TRAINING SESSIONS

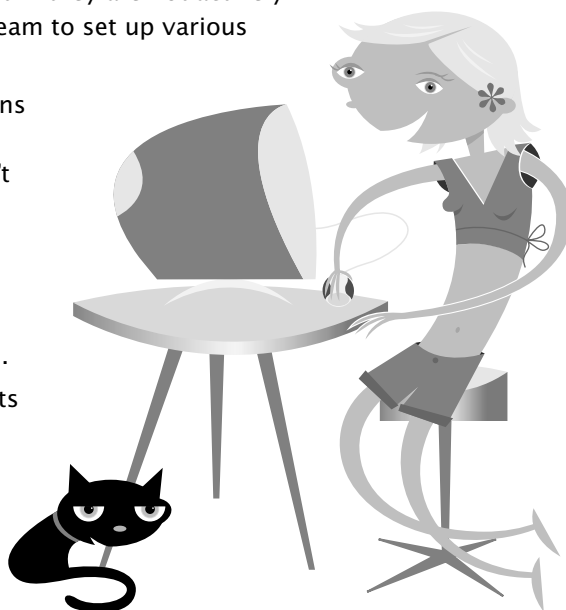


In addition to the helpful hints you will find in the activities section of this manual, the following advice may assist you to conduct training sessions and plan for the event.

Having young people prepare, facilitate and take charge of a parent event where the topic is drugs may be seen as risky. Your greatest concern might be that you won't be in control of what is discussed. This fear can be allayed by providing students with training and an opportunity to practise beforehand. Appropriate language in relation to drug use is very important, as unacceptable terms may perpetuate myths and stereotypes. Preferred terminology can be found on page 13 in the 'A-Z of Illicit Drugs' section of *Get Wise*<sup>1</sup>. Discussing important issues with students is a good way to improve their understanding and develop the use of appropriate language.

The nature of your *Creating Conversations* planning team and your personal style will determine how you conduct training sessions for students. However, the following suggestions may assist.

- Attend a regional training day.
- Organise a peer-led demonstration from a past pilot school, or show the *Creating Conversations* video (provided to the planning team at the time of training). This will demonstrate to students what they are being asked to do.
- Make sure you have other school staff, support personnel, parent or community agency representatives to assist you with training. Ensure they are familiar with the program and the activities.
- Prepare the materials you need ahead of time. The master copies in the activity section of the manual can be laminated.
- Students will easily become bored if they are not actively involved, so use your planning team to set up various activity groups for training.
- Start the first few training sessions with an icebreaker, if you are working with students who aren't very familiar with each other.
- At the end of each training session, allow time for students to demonstrate to each other what they have been working on.
- Build in opportunities for students to rehearse by having them demonstrate an activity at a staff meeting, school council meeting or for another class.



- Ask students to bring props for their characters or borrow some from the drama department. This will greatly assist them to get into character for the hypothetical and role-plays.
- Inquire as to whether students can be provided with opportunities in other classes to practice responding to questions. This is particularly useful in preparing for the hypothetical.
- Train students in a number of activities before getting them to select the ones they wish to use during their parent event.
- Include other activities in students' training that will improve their drug knowledge, if you are feeling concerned about their preparation. Use resources such as *Get Wise*<sup>2</sup> and *Get Real*<sup>3</sup>. Some training programs are included in the sample section of the manual.
- Encourage students to vary the activities and/or rename the characters to help them take ownership of the program.

## PLANNING THE EVENT

### Invitations

Invitations to the event should be sent out well ahead of time through the usual channels, such as school newsletters and parent bulletins. It is also useful to have students in the group hand write invitations to the parents/guardians of someone else in the group, or to other key people they wish to invite.

### Showbags

It is a good idea to give families an information kit to take home. This will contain factual information about drugs, strategies for communication with children, and agencies that can be contacted for support, including local resources. Your local municipal council will have a services directory, which may list drug and alcohol services. It is a good idea to involve students in contacting agencies and discussing the suitability of any pamphlets for inclusion in the showbags.

### Evaluation

Evaluating the event is an important way for students to check its usefulness and obtain feedback as to how it might be improved upon next time. **There are evaluation forms for parents, students, student facilitators, staff and other adult participants in the evaluation section of this manual.**

# CHOOSING a PROGRAM

There are eleven activities suggested in the *Creating Conversations* program. They involve a range of skills and different levels of training. It is not possible to include all of the activities at a single event, so choose the ones that best suit your group. Experience suggests that a program of one and a half to two hours works well.

Some of the activities are good to use in the classroom to enhance drug knowledge. The Drug Groupings activity and Harm Ranking Activity are good examples of this, as they both promote discussion and draw upon an understanding of drug information.

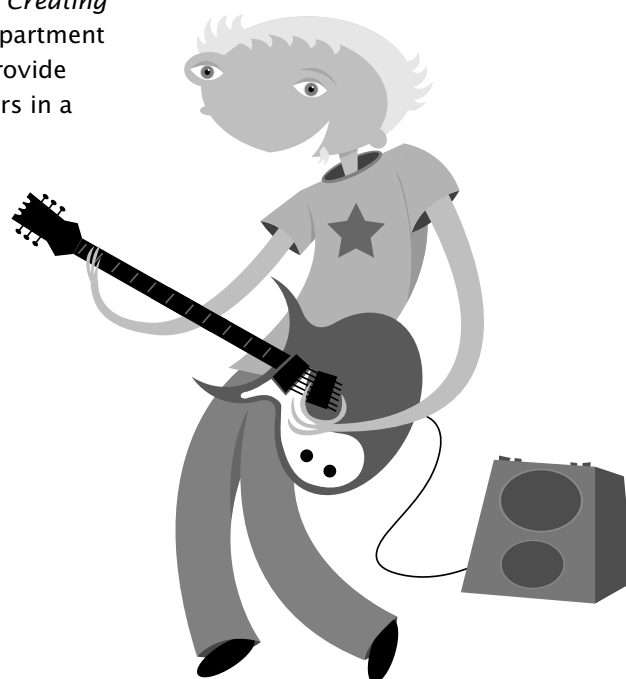
***Creating Conversations* is a student-facilitated approach to enhancing communication with parents about drug issues. However, it may be appropriate to have a teacher assist with some activities, particularly if the discussion generated by an activity is complex.**

A brief endorsement of the program by a member of the school administration is beneficial. A *Creating Conversations* event is a good opportunity for staff to communicate with parents and establish better links between home and school.

# PROMOTING THE EVENT

- Promote the involvement of students in this event as a way of improving communication between parents and adolescents about drug issues.
- Engage the support of the School Council and any parent associations or groups operating in your school. Attend a meeting of these bodies to discuss the impending parent event, or provide information that can be tabled. Even better, have students demonstrate an activity at the meeting. It is good preparation for the students, too.
- Use school newsletters and other publications for advertising, and take advantage of as many opportunities as you can to increase the likelihood of the message getting home. It would be great to include articles written by students highlighting their hopes for the event and the benefits of improving communication with parents about drugs.
- Publicise the program at relevant gatherings of the school community. For example, school assemblies, year-level assemblies, parent events, report collection etc.
- Set up a buddy program to encourage parents to bring another person along to the event: partner, friend, neighbour or relative. This is particularly useful in CLD communities.
- Use telephone trees.
- Promote the event on noticeboards that can be seen by parents visiting the school. Include photos of students taken during training sessions.

- Have students demonstrate one or two activities at a staff meeting to encourage staff support.
- Students can be asked to produce personalised invitations to send to the families of other members of the *Creating Conversations* team or to the parents of those in other year level(s) who are being encouraged to attend.
- Organise students to make and display posters advertising the event, and place these in appropriate venues, such as local shopping, recreation and community centres.
- Advertise the forthcoming *Creating Conversations* event through community radio, or ask local newspapers to run an article.
- Run parent events in other languages and include some student facilitated *Creating Conversations* activities. The Department of Education and Training can provide trained drug education facilitators in a number of languages. Use interpreters and multicultural aides to inform parents of the event. Don't forget to provide culturally appropriate food.
- Let people know if child minding is available.



# SUGGESTIONS FOR FOLLOWING UP YOUR CREATING CONVERSATIONS EVENT

- Provide debriefing for students and the planning team to discuss highlights, feedback received, areas to improve upon and future opportunities.
- Publish an article with photographs in the school newsletter, magazine or on noticeboards.
- Provide an opportunity for public recognition – school assembly, year-level assembly, daily student and staff bulletins, and daily announcements.
- Make sure that presentation of certificates is accompanied by a presentation ceremony with invited guests, such as the School Council President.
- Acknowledge the contribution of members of the planning team with a letter, morning tea etc.
- Inform staff that the project is a good opportunity for students to link this experience with other work requirements.
- Make a video of the event to use for future training.
- Liaise with local community agencies to see if they would like students to present activities to any of their parent groups, or during staff training or professional development programs.
- Demonstrate an activity at a staff meeting or school council meeting for those who were unable to attend the event.
- Use the trained student resource as a springboard into Local Community Drug Forums.
- Plan to run another event.
- Explore the possibility of training other students in the school to run an event in their first language.
- Provide an opportunity to celebrate the success with those involved in preparing for the event, where possible including Regional Senior Program Officers, the training school, agency representatives, teachers support staff etc.



# ROLE-PLAY TECHNOLOGY

## Some of the activities in *Creating Conversations* are based on role-play.

Role-play technology can be used as a method of research and enquiry into health-related issues. It is a quick, practical and engaging technique for looking into the factors and influences affecting behaviour, and for relating, sharing and comparing experiences.

Not only is it a tool for examining circumstances, predicaments and decisions, but it is also an excellent means of *communication*. Participants and onlookers are given rapid access to a range of experiences and roles. Teachers, doctors, health workers, parents and students can gain insights and understanding that can better direct their practice, their decisions and their interactions.

The technique also works as an agent for change. The role-plays become a form of 'rehearsal for life' in which participants can develop their *skills* in the areas of communication, assertiveness, prediction, problem solving and decision making. The role-play technology is an ideal means by which to generate a coaching environment in which participants can create solutions, model best practice, and engage in peer support in the relative safety of play. A hypothetical is an opportunity to replay situations, trial options and examine consequences and outcomes.

Role-play technology has been used in a range of *contexts* to deal with a number of health-related issues. It has been used with classes to explore such issues as drug use, sexuality and relationships, personal safety and decision making. It can be used to raise awareness of issues relating to social or emotional health, such as abuse, sexual harassment, bullying and teasing, and discrimination. It has been a useful tool in training doctors, health workers, parents and teachers to communicate more effectively with young people.

Acting out is not in itself sufficient to generate enquiry and change. The technology referred to is the *process* by which the facilitator leads analysis, examination and discussion, and includes a range of techniques for prompting and directing role-play. Role-play technology can be distinguished from therapy, entertainment, and playback theatre by the process and focus on enquiry. It is not the scenario or the story that is of prime importance, but the examination, discussion or reworking of the situation. Furthermore, the technology will not stand-alone. Its effectiveness rests upon the *commitment, sensitivity, knowledge and skill* of the facilitator.

Helen Cahill

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<sup>1</sup> Department of Education, Employment and Training, Victoria, 2000, Get Wise: *Working on Illicits in School Education*.

<sup>2</sup> Department of Education, Employment and Training, Victoria, 2000 Get Wise: *Working on Illicits in School Education*.

<sup>3</sup> Department of Education, Employment and Training, Victoria, 1997 Get Real: A Harm-Minimisation Approach to Drug Education for Primary and Secondary Schools.



# Activities

» This section contains Creating Conversations activities for use by teachers and other members of the planning team. Hints for conducting the activities are included as well as some suggestions for summing up the discussion at the end of the activity.

Schools can choose a combination of activities to suit their own circumstances.





# Snakes

Student Facilitator:

(This activity is from the Communicating with Parents section of *Get Wise*.)

## Aims

- To introduce the concept of harm minimisation as an approach to drug-related issues.
- To identify similarities in strategies for prevention and reduction of harm.

## Hints

- Snakes is a useful introductory activity. Preparation can be reduced by having the participants simply read the script from behind a newspaper or equivalent. However, the student facilitators need to be well prepared to successfully conclude the activity, in as much as they need to practise how to encourage and manage discussion.
- Make sure they have considered the following points about the differences between the drugs and snakes scenarios.

The main *differences* between the two scenarios are:

- people do not choose to get bitten by a snake
- there are many reasons, including positive ones, for the use of drugs
- only some people choose to use illicit drugs
- drugs are much more prevalent than snakes.

The two scenarios are *similar* in that:

- it is desirable for people to take measures to prevent harm in both cases
- people are definitely better off being aware of the dangers involved in both situations
- with knowledge, people can take action to protect themselves.

## Description of Activity

This activity requires two people to read each scenario, and a facilitator to make a couple of points at the end. The activity requires no introduction.

### Scenario One

CHARACTERS	PLAYED BY
Dad	<input type="text"/>
Mum	<input type="text"/>

## ACTIVITY 1 (5 minutes)

**DAD:** I'm really worried about the kids. There are lots of snakes out there.

**MUM:** Well, there's no way we're going to move. You're always worrying about something.

**DAD:** Perhaps we should keep them inside over summer.

**MUM:** They'd drive us crazy. Anyway they have to walk to the bus every day. I'll mow the lawns.

**DAD:** Do you think we should talk to the kids about snakes, tell them some scary stories?

**MUM:** No, I know Josh would just go looking for them then.

**DAD:** But I heard of a two year-old that picked up a snake because it looked pretty and then got bitten.

**MUM:** Well, I guess they need to know what to do if they come across one. Surely they teach them that at school.

**DAD:** Well, they might, but it's our problem. We could get a book or first-aid video from the library and show them what to do if they get bitten.

**MUM:** Yeah, we had better make sure they know how to protect themselves.

### Scenario Two

CHARACTERS	PLAYED BY
Dad	
Mum	

**DAD:** I'm really worried about the kids. There are lots of drugs around out there.

**MUM:** Well there's no way they're going to go away. You're always worrying about something.

**DAD:** Perhaps we should keep them inside over summer.

**MUM:** They'd drive us crazy. Anyway they have to walk to the bus every day.

**DAD:** Do you think we should talk to the kids about drugs, tell them some scary stories?

**MUM:** No, I know Josh would just go looking for them then.

**DAD:** But I heard of a ten year-old that took some pills someone had offered her.

**MUM:** Well, I guess they need to know what to do if they come across them. Surely they teach them that at school.

**DAD:** Well, they might, but it's our problem. We could get a book or video from the library and show them what to do if they were offered drugs.

**MUM:** Yeah, we had better make sure they know how to protect themselves.

### Student Facilitator Comments

Sum up the discussion by stating that snakes and drugs are clearly very different dangers. People don't choose to get bitten by a snake, however, the main message here is that information and communication are important for prevention of harm from snakes and drugs.



# AGREE OR DISAGREE Activity

**Student Facilitator:**

## Aims

- To highlight the differences in values and attitudes of those in the group.
- To encourage participants to reflect on their own attitudes and values.

## Hints

- This activity requires a facilitator who can keep the discussion moving and stop a few participants from dominating.
- There is the potential during this activity for a student or parent to make an incorrect statement or claim. Staff may need to support student facilitators in handling these.
- Make sure the students have considered the following points:
  - the statements are ambiguous, so it's okay if people interpret them in different ways
  - there is no right or wrong answer to any statement
  - the participants are free to change their minds and move to another sign after hearing from the nominated representative from each group.

## Description of Activity

Give three signs ('agree', 'disagree' and 'undecided') to three members of the facilitating team, asking them to move to specified locations in the room. If you are working with large numbers of people, you may also add 'strongly agree' and 'strongly disagree' signs to spread the group further. Choose three or four statements. The ones listed have been used successfully in the past. Once a statement has been read and discussed, the students with the signs are responsible for helping their group select a representative to report back to the larger group. Having the statements written on the back of the signs will help the students facilitate the groups.



### A Possible Introduction

This activity is called the Agree or Disagree Activity and will require you to move around the room and discuss your point of view with others. There are three people, each holding a sign marked 'agree', 'disagree' or 'undecided'. I will read out a statement about drugs and you move to the sign that best represents your view or opinion. The group leader will then ask you all to discuss your reasons for choosing that sign in response to the statement. Each group will select a representative to report the main comments back to the rest of us. The statements don't necessarily have a right or wrong answer and may be interpreted in different ways. It is your interpretation that's important. I must remind you this is not a debate. The first statement is...

**Choose three or four statements.**  
**These ones have been used with success in the past.**

- 1 Alcohol is worse than drugs like ecstasy or heroin.
- 2 It's more risky for a boy to get drunk than a girl.
- 3 Parents have the most influence on young people.
- 4 Alcohol and other drug education is the parent's responsibility.
- 5 Young people get most of their information about drugs from friends, television and other media.
- 6 Education has little effect on young people's choice to take up smoking cigarettes.
- 7 Most teenagers make sensible choices when it comes to drugs.





# HYPOTHETICAL 1: THE BIG EVENT

**Student Facilitator:**

This is a sample hypothetical. You may develop your own statements and characters if you wish.

## Aim

- To create discussion and develop insights into the issue of smoking in public places.

## Hints

- This activity works better if the students have had a few rehearsals. It is a good activity to use in a staff meeting, as it involves audience participation.
- A necessary point to get across is that both the panellists and audience are playing a role, so it is important for the students to stay in character and for the audience to ask questions that challenge the character's ideas.
- You can hand out some of the questions provided to start off the process, or you can give out names of the characters to small groups of people and get them to come up with their own questions. The latter also encourages communication between members of the audience.
- Encourage students on the panel to help each other out if someone gets a difficult question. Having some prepared responses is one way of making this easier.
- Wearing at least one prop is always useful.

## Description of Activity

The student facilitator reads out the hypothetical, then:

- introduces each member of the panel
- invites them to talk briefly about themselves and to give their opinion about smoking
- facilitates the questioning process:
  - invites members of the audience to ask questions of the panel members
  - reminds the audience that they are also playing a role and are meant to ask questions that challenge the characters' opinions
  - prompts the audience, if necessary, or gives out question cards.

## A Possible Introduction

This activity is called the Hypothetical and it involves a number of characters on a panel giving their opinion about smoking. The audience will be invited to ask questions that challenge the ideas of the characters on the panel.

The hypothetical situation is that a huge sporting event has been organised at the \_\_\_\_\_(insert name of local venue). There will be half-time entertainment, including models parading on a catwalk showing the latest fashions. It is an open-air event. There is controversy as to whether the organisers should allow smoking. To help them make this decision, they wish to hear from members of the public and have invited a representative panel to debate the issue.

### Tobacco Company Executive

(Mr Nick O'Teen)

**Tobacco Company Executive:** I believe that there is no conclusive proof that smoking affects health. It's legal and, what's more, I provide employment for thousands of people who would otherwise be hungry. I don't force people to smoke; it's their choice.

### Fitness Instructor

(Ms Verity Fit or Mr Barry Fit)

**Fitness Instructor:** I believe people who don't smoke are fitter than those who do because smoking reduces lung capacity. If you want to reach the top in your sport – don't smoke!

### Non-smoker

(Mildred aged 55)

**Non-smoker:** I suffer from asthma and it's smoking that causes it. I think smoking should be made an illegal activity, because passive smoking makes me wheeze. Smokers are such selfish people!

### Doctor

(Dr Penny Cillin /Dr Steth. A. Scope)

**Doctor:** I believe, in fact I know, smoking is the main cause of drug-related deaths. Smoking causes lung cancer and passive smoking also results in illness. Smoking doesn't just kill, it results in poor quality of health for many people. Smoking should be banned.

### Adolescent Smoker

(Winnie Blue/Benny Hedges aged 15)

**Adolescent Smoker:** Look, I smoke, okay, and it's my choice. I like it; it's fun and all my friends smoke, too. It's a good excuse just to hang out together and I can give up whenever I want; I'm not addicted.

### Smoker

(Bob aged 85)

**Smoker:** I've smoked a pack of ciggies every day since I was 12 and I've never had a sick day in my life. I'm living proof that smoking is okay and that what people go on about is bunkum! Smoking calms my nerves; you know, helps me to relax.

### Financial Adviser

(Ms/Mr Lotta Cash)

**Financial Adviser:** I believe that cigarette smoking is expensive and a waste of money. Three packets a week is \$30, or \$1500 a year. For someone like Bob, that's \$120 000 in his lifetime, which would be a very comfortable unit in a retirement home.

### Model Agent

(Tamara)

**Model Agent:** I don't mind if my young models smoke because it stops them from overeating and I like my models to be rather on the thin side. (Don't we all?) I don't let them smoke on the catwalk, of course, but behind the scenes is fine. It helps to settle their nerves.

### QUIT Worker

(Will Power)

**QUIT Worker:** Well, I think smoking is a disgusting habit. It's unhealthy and it costs the community huge amounts of money. Smoking should be banned. It's my job to help people give up.

### Student Facilitator Comments

Say that this has been a useful discussion and thank the audience for their assistance in asking probing questions of panel members. Close by stating that the panel will now deliberate further and make a decision regarding the issue of smoking at the proposed sporting event.



# MR Nick O'NEEN

I believe that there is no conclusive proof that smoking affects health. It's legal and, what's more, I provide employment for thousands of people who would otherwise be hungry. I don't force people to smoke; it's their choice.

# Ms Verity Fit

I believe people who don't smoke are fitter than those who do because smoking reduces lung capacity. If you want to reach the top in your sport – don't smoke!

# MR BARRY FIT

I believe people who don't smoke are fitter than those who do because smoking reduces lung capacity. If you want to reach the top in your sport – don't smoke!

# MILDRED AGED 55

I suffer from asthma and it's smoking that causes it.  
I think smoking should be made an illegal activity,  
because passive smoking makes me wheeze. Smokers are such  
selfish people!

# DR PENNY CILIN

I believe, in fact I know, smoking is the main cause of drug-related deaths. Smoking causes lung cancer and passive smoking also results in illness. Smoking doesn't just kill, it results in poor quality of health for many people. Smoking should be banned.

# DR STEPH A. SCOPE

I believe, in fact I know, smoking is the main cause of drug-related deaths. Smoking causes lung cancer and passive smoking also results in illness. Smoking doesn't just kill, it results in poor quality of health for many people. Smoking should be banned.

# Winnie BLUE

Look, I smoke, okay, and it's my choice. I like it; it's fun and all my friends smoke, too. It's a good excuse just to hang out together and I can give up whenever I want; I'm not addicted.

# BENNY HEDGES

aged 15

Look, I smoke, okay, and it's my choice. I like it; it's fun and all my friends smoke, too. It's a good excuse just to hang out together and I can give up whenever I want; I'm not addicted.



**AGED 85**

**BOB**

I've smoked a pack of ciggies every day since I was 12 and I've never had a sick day in my life. I'm living proof that smoking is okay and that what people go on about is bunkum!

Smoking calms my nerves; you know, helps me to relax.

# Ms Lotta Cash

I believe that cigarette smoking is expensive and a waste of money. Three packets a week is \$30 or \$1500 a year. For someone like Bob, that's \$120 000 in his lifetime, which would be a very comfortable unit in a retirement home.

# MR Lotta CASH

I believe that cigarette smoking is expensive and a waste of money. Three packets a week is \$30 or \$1500 a year. For someone like Bob, that's \$120 000 in his lifetime, which would be a very comfortable unit in a retirement home.

# Tamara

I don't mind if my young models smoke, because it stops them from overeating and I like my models to be rather on the thin side. (Don't we all?) I don't let them smoke on the catwalk, of course, but behind the scenes is fine. It helps to settle their nerves.

# WILL POWER

Well, I think smoking is a disgusting habit. It's unhealthy and it costs the community huge amounts of money. Smoking should be banned. It's my job to help people give up.

## Sample Questions

These questions can be used to help students prepare for the parent event, or they can be distributed to the audience during the event as a prompt.

### Question to: Tobacco Company Executive

*Do you sleep well at night knowing many people are sick as a result of your product?*

### Question to: Tobacco Company Executive

*Well, Mr O'Teen, you claim there is no conclusive proof that smoking causes lung cancer, so what are those little warning stickers, like smoking kills, you put on the packets?*

### Question to: Doctor

*Are the effects of passive smoking really that bad, or is Mildred just a complainer?*

### Question to: Doctor.

*Now, how do you explain Bob, after all, he is 85 and still seems pretty healthy?*

### Question to: Adolescent

*Do you worry about your health, or getting lung cancer?*

### Question to: Adolescent

*What makes you think you can give up whenever you like, when nicotine is reported to be even more addictive than heroin?*

### Question to: Adolescent or Quit worker

*The rate of teenage smoking appears to be going up, especially for girls. Why do you think they seem to be ignoring the warnings?*

### Question to: Adolescent

*What made you take up smoking in the first place? Was it peer pressure?*

### Question to: Fitness instructor

*What about Jumping Jai, isn't he a smoker and an Olympic medallist? And Shane Warne, Pete Sampras and Tiger Woods are also notable sports people who smoke.*

### Question to: Fitness instructor

*If someone was a heavy smoker and gave up, would their fitness improve?*

### Question to: Financial Adviser

*Don't you think if people weren't allowed to smoke at the event they would stay home and then ticket sales would be down?*

**Question to: Financial Adviser**

Now, you seem to be very focused on money. What advice would you give to the adolescent who is starting out on a very expensive habit?

**Question to: Mildred**

Petrol fumes must also make you wheeze. Do you want cars banned as well? Do you consider that smokers should have rights, too?

**Question to: Mildred**

Mildred, would you be able to go to the game if they allowed smoking?

**Question to: Bob**

What would you say to your grandson if he wanted to start smoking at 12?

**Question to: Bob**

You sound like you have a bit of trouble breathing; do you think it's related to smoking?

**Question to: Bob**

That sounds like a bad cough you've got. Have you thought about seeing a doctor?

**Question to: Model Agent**

What about those ads on TV that show wrinkles around the mouth and yellow teeth from smoking – surely that's not a good look for a model?

**Question to: Model Agent**

Do you consider your models' health? What about proper nutrition for energy?

**Question to: Quit Worker**

Now, Mr Power, your job is to help people give up. What advice would you have for both Bob and the adolescent? Is it too late for Bob to think about giving up?

**Question to: Quit Worker**

Mr Power, do you realise that if you got every smoker to give up smoking you'd be out of a job. Does that worry you?

**Question to: Quit Worker**

The adolescent claims to be able to give up whenever he/she wants. Have you got any advice for him/her?



# HYPOTHETICAL 2: BOOZE 'N' DEBS

**Student Facilitator:**

## Aim

To create discussion about the issue of alcohol at public functions that involve sporting clubs.

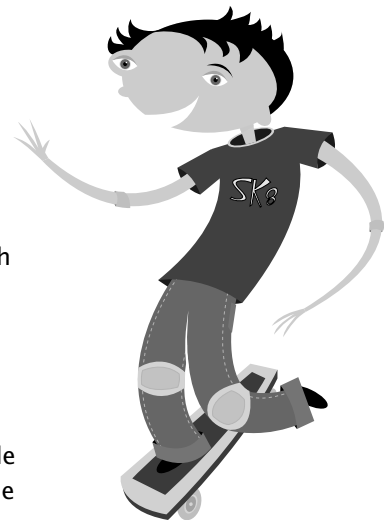
## Hints

- This activity works better if the students have had a few rehearsals. A rehearsal could take place at a staff meeting. This has the added benefit of engaging a potential audience.
- A necessary point to get across is that both the panellists and audience are playing roles so it is important for the students to stay in character and for the audience to ask questions that challenge the characters ideas.
- You can hand out some of the questions to start off the process, or you can give out names of the characters to small groups of people and get them to come up with their own questions. The latter also encourages communication between members of the audience.
- Encourage students on the panel to help each other out if someone gets a difficult question. Having some prepared responses is one way to make this easier.
- Wearing at least one prop is always useful.

## Description of Activity

The student facilitator reads out the hypothetical, then proceeds as follows:

- Calls for a volunteer from the audience to act as the Recreation Reserve President
- Introduces the members of the panel and invites each of them to talk briefly about themselves
- Poses rehearsed questions to the panel
- Invites members of the audience to ask questions of the panel members
- Reminds the audience that they are also playing a role and are meant to ask questions that will challenge the characters' opinions
- Prompts the audience, if necessary, or gives out question cards.





## A Possible Introduction

This activity is called the Hypothetical. It involves a number of characters on a panel giving their opinions as to whether or not alcohol should be allowed at the local debutante ball. The audience will be invited to ask questions that challenge the ideas of the characters on the panel.

The hypothetical situation is that last year the (Name of City/Suburb/Town) Recreation Reserve Committee decided to reintroduce a debutante ball as a fundraiser for the football, netball, cricket and tennis clubs. (Name of City/Suburb/Town) had not held a debutante ball for more than 30 years and the community was very excited about reviving this tradition.

It was a great success. A huge profit was made and distributed amongst the clubs. All the clubs have now commenced improvements to their facilities. However, most of the ball profits came from the sale of alcohol, and many underage debutantes, partners and guests were able to buy and consume alcohol there. This caused great concern. It has been proposed that this year's debutante ball have no alcohol; not even BYO.

The Recreation Reserve Committee has organised a public forum to help it decide what should happen this year.

## The Panel

Student	Mother of debutante, ex-debutante herself and Netball Club President – Netty Nostalgia
Member of Audience	Recreation Reserve President – Henry/Henrietta Parkes
Student	Police and TAC representative – Sergeant Holmes
Student	Debutante Trainer – Tania Deltango
Student	Debutante for this years Ball – Lily White
Student	Last years debutante – Shaza Been
Student	Ex Deb partner, Football club President – Jack Blunt

## Netty Nostalgia

Mother of debutante, ex-Deb and Netball Club President

(Student's name)

### Character Notes

You have lived in (Name of City/Suburb/Town) all your life. You were one of the last debutantes in 1971. You were netball champion and you are now President of the Netball Club. Your daughter would like to make her debut this year. You are very confused about this issue. As President of the Netball Club you are delighted with all the money that is coming into your club. You are also thrilled that the community is reviving this tradition and that everyone is working together. It has been one of your dreams that your little girl would one day make her debut in the same hall as you did, BUT the stories that you have heard about the young ones drinking last year have you really worried. You wish everything could be nice and simple like it was when you were a girl. You drink alcohol occasionally, but you don't really like it. You wish the young ones would just wait until they are old enough to drink and then the problem would be solved.

### Questions

**PRESENTER:** Netty, what are your thoughts on the proposed debutante ball?

**NETTY:** I love deb. balls. I made my debut more than 30 years ago and I've always wanted my daughter to make hers. I've even saved my dress and she's going to wear it – well, I think she is. Anyway, it is such an important night in a young girl's life. The Netball Club is so happy to be part of it and raising money to improve the facilities for our girls.

**PRESENTER:** So you have no trouble with alcohol at the ball?

**NETTY:** When I made my debut there was no alcohol. I still don't drink very much. I don't really like it. I wish we could have balls like we used to where everyone was just happy to dance. These young ones should just behave and wait 'til they are old enough to drink legally.

### Question from the Floor

**Q:** Netty, do you think that your Netball Club has a responsibility to ensure that you encourage safe drinking practices?

**NETTY:** I've never really thought about that. I mean, I spend so much time organising umpires, getting teams going and coaches. Wouldn't it be up to the schools or the parents to make sure kids don't be silly? I mean, when I was young, we girls never thought of having a drink. I wish things weren't so complicated now.

**Henry/Henrietta Parkes**

Recreation Reserve President

**(audience volunteer)****Character Notes**

You have lived in (Name of City/Suburb/Town) all your life. You have been a great sports person. You have recently retired from work and now you are ready to spend a lot of your free time restoring the local Recreation Reserve to its former glory. You are determined that it will be the best in the district. You like to have a drink of beer and, as far as you are concerned, alcohol and sport will always be synonymous. You know that successful fundraising is based upon sales of alcohol. You think it is up to the parents of the young people to make sure that no underage drinking takes place. You are annoyed that some do-gooders could be threatening this earner that benefits the whole community.

**Questions**

**PRESENTER:** What projects have been started at the Recreation Reserve because of the money raised from last year's deb ball?

**HENRY/HENRIETTA:** By crikey (presenter's name) I'm glad you asked that. The Tennis Club has installed lights on four courts and next week those four courts will be surfaced with Rebound Ace. The Netball Club has also chosen to resurface with a new non-slip surface. It also plans to improve the ladies change rooms. The Football Club has built a gymnasium. The cricket club has built new net areas. You should all get yourselves down there and have a gander. Bloody fantastic.

**PRESENTER:** So you really don't need any more money?

**HENRY/HENRIETTA:** Gee, we haven't paid for any of it yet. We will need about 10 deb balls to pay off our loans and get back in the black again.

**PRESENTER:** How important was the sale of alcohol in last year's profits?

**HENRY/HENRIETTA:** It was the icing on the cake. Ticket sales covered our costs, but the drink sales gave us the big profits. If you make it BYO, we'll have to charge more for tickets and still not make as much money.

**Question from the Floor**

**Q:** I'm from Riverview Community Care and I direct my question to Henry/Henrietta Parkes. Are you aware that as President of the club running the ball, you would personally have to pay any fines associated with serving alcohol to minors?

**HENRY/HENRIETTA:** Look, we're a close-knit community here. We stick together. Besides, it's not my fault if the kids get a drink or two. Their parents should make sure that they have lemonade to drink. Anyway, who's got time to ask for ID cards? We were flat out serving drinks last year. You don't want to make trouble for yourself, you know.

## Sergeant Holmes

Police and TAC Representative

(Student's name)

### Character Notes

You have been a policeman in (Name of City/suburb/Town) for 10 years. You love the community and want to have a good relationship with everyone here. You used to play footy and cricket and you are one of their top supporters, however, you have recently witnessed the aftermath of a couple of fatal road accidents caused by excessive alcohol consumption. This has caused you to be increasingly uncomfortable with the amount of alcohol consumed after matches. In fact, you have stopped going to club functions so that you do not look hypocritical. You would like the clubs to take more responsibility for ensuring that the drinking laws are followed and safe drinking practices are adopted. You would be happy for the deb. ball to go ahead if there was a crack down on underage drinking.

### Questions

**PRESENTER:** *Sergeant Holmes, as the law enforcer, are you happy with the (Name of City) Debutante Ball selling alcohol?*

**HOLMES:** *As long as all laws are followed, there shouldn't be any problems.*

**PRESENTER:** *It is alleged that last year, much underage drinking took place. Isn't that breaking the law?*

**HOLMES:** *Yes, underage drinking is a breach of the law. This could break a club and cost my mate/friend Henry/Henrietta as President a considerable amount of money. Each underage drinker would have an on the spot fine of \$50. The committee would be fined \$4000 for supplying and allowing underage drinking, plus allowing underage people on the premises unaccompanied by a parent. The club could also face the Licensing Board and be fined a further \$3000. This whole issue is a difficult one for a policeman like myself. I understand the need to raise money for the clubs, and I understand how good it is to all get together for club functions, however, if clubs do not take the laws seriously, then I'm afraid I will have to enforce the law. Then, unfortunately, I look as though I am working against the community rather than for it.*

### Question from the Floor

**Q:** *I'm on the Cricket Club Committee and my question goes to Sergeant Holmes. You used to be down at the club after matches and, if I remember rightly, you were celebrating with the rest of us. Why can't you just be off duty the night of the ball?*

**HOLMES:** *Times have changed, I'm afraid. I needn't remind you all of the two car accident tragedies suffered by our community over the past year. Those young lives were lost due to excessive drinking. Young people are definitely drinking dangerously and we adults have to rethink how and why this is happening. I'd be happy if the deb. ball went ahead as long as everyone concerned took responsibility to ensure no laws were broken. Then you wouldn't have to ask me to be negligent and hypocritical. I have to enforce the law.*

## Tania Deltango

Debutante Trainer

(Student's name)

### Character Notes

You love to dance. Dancing is the most important thing to you. You have been thrilled to revive the tradition of the deb. ball. You were very disappointed that last year the young people only danced 'properly' for two dances. You believe a ball should be a program of formal dances and then there would be no alcohol problems.

### Questions

**PRESENTER:** Do you think it is necessary to sell alcohol at a debutante ball?

**TANIA:** No, definitely not. A ball should be a magical night of dancing. The girls should be floating in swirls of chiffon in the masterful arms of smooth-stepping young men. Have you seen what happens to people's dancing when they drink? They forget their steps. They wiggle and gyrate without rhythm. They become dishevelled – shirts hang out, hair is all over the place. It's just too, too horrible to contemplate.

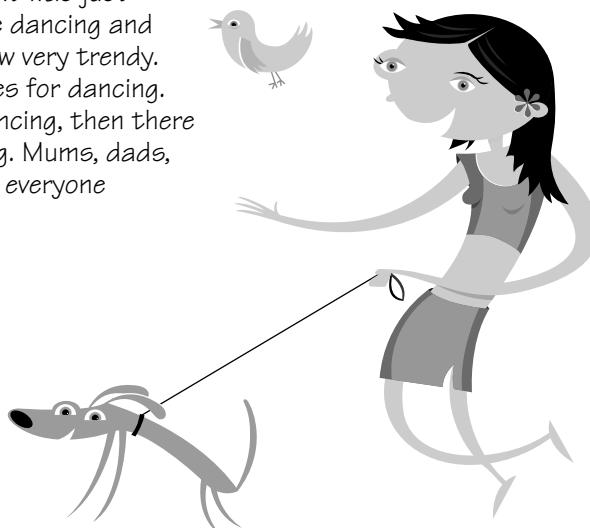
**PRESENTER:** So I gather that you were disappointed with last year's ball?

**TANIA:** It broke my heart. Those beautiful young people had worked so hard all through training. They looked absolutely lovely. And their presentation dance, did you see it? Darling, it was just divine. And then – the drinking started. What kind of ball is it when the deb's get ignored and everyone sits and drinks rather than dances?

### Question from the Floor

**Q:** Tania, have you considered that debutante balls and the old formal ballroom dancing are relics from the past and that young people are bored by it all? Do you think this is why many of them chose to drink to excess that night?

**TANIA:** Please, please, not all the young ones were drinking. It was just some. They love the dancing and Latin dancing is now very trendy. We need more places for dancing. If everyone were dancing, then there would be no drinking. Mums, dads, brothers, sisters – everyone should be dancing.



## Lily White

Prospective debutante this year

(Student's name)

### Character Notes

You are 16 years old. You are in Year 11. You really want to be a deb. You have a good group of friends and you get on with everyone. You haven't got a steady boyfriend. You have been to a few parties. Your mum and dad don't want you drinking until you are old enough. So far, you haven't been to any parties where there has been a lot of booze. You think that it is grown up and sophisticated to drink and you are keen to try it. You think that if you're old enough to make your debut, you must be old enough to have alcoholic drinks at parties.

### Questions

**PRESENTER:** Lily, are you looking forward to making your debut?

**LILY:** I can't wait. I have the most beautiful dress. We are having the best fun learning how to dance. My partner is really nice. Both Mum and Dad are excited. I've been teaching Dad how to dance so he can dance with me, too. Mum says she's never seen him dance properly before. All my relatives are coming to watch and all my friends will be there. I'm soooooo excited.

**PRESENTER:** Last year there was an 'after Deb.' party. Will you be going to that?

**LILY:** As if I'd miss it. Everyone says it was wild. We've got it all planned, how we're going to get totally smashed.

**PRESENTER:** How old are you?

**LILY:** Sixteen.

**PRESENTER:** Do your parents know that you will be drinking alcohol at the deb. ball?

**LILY:** We haven't talked about it, but someone told me that making your debut is like your entry into being an adult. So if I'm old enough to do that, then I must be old enough to drink.

### Question from the Floor

**Q:** Lily, are you at all concerned that your debutante ball could be spoilt if you or any of your friends get drunk?

**LILY:** It'll be funny. Everyone loosens up after a few drinks. Nothing happens you know. People just stagger about a bit and some might throw up, but nothing bad happens. It's not like we're shooting up heroin or doing anything really bad.

## Shaza Been

Debutante Previous Year

(Student's name)

### Character Notes

You are 17 and made your debut last year. You had a steady boyfriend then, but you broke up after the ball. You thought making your debut would be the best thing that ever happened, but it turned out to be a nightmare for you. Now you haven't got as many friends and you are feeling somehow lost and unmotivated. You go out to heaps of parties and you always get drunk. This helps cover up how bad you feel about not having a boyfriend.

### Questions

**PRESENTER:** Did you enjoy making your debut last year?

**SHAZA:** It was exciting.

**PRESENTER:** You don't sound totally thrilled. Could you give us more details?

**SHAZA:** Well, the actual deb. part was great, but it really turned out to be the worst night of my life.

**PRESENTER:** What happened?

**SHAZA:** My boyfriend was not my partner – you never have your boyfriend. He came of course, but he got really drunk. At first it was funny and I was having a drink, too. Then he got all aggressive and stupid. He started trying to crack onto other girls and picking fights with the other guys. At the party it was awful. He was in a big fight. I wanted to leave, but I didn't know what to do with him. He even pushed me around. My dress got ripped. He said awful things to me. Finally he spewed and passed out.

**PRESENTER:** What happened after that?

**SHAZA:** The party just kept going. Everyone thought that he was a legend. I was crying and everyone thought I was pathetic. We broke up because of that night.

### Question from the Floor

**Q:** Shaza, do you think your debutante night would have been perfect if your boyfriend was unable to buy alcohol at the ball?

**SHAZA:** He was going to get drunk no matter what. Maybe he wouldn't have been as bad so early, but he had planned to drink a whole bottle of Bundi at the party in any case. Anyway, it's a nerd party if there is no grog. If you get drunk then you don't worry what people think about you. You just write yourself off.



## Jack Blunt

Football Club President, ex-debutante partner, father of debutante partner last year

(Student's name)

### Character Notes

You are a bombastic personality. You are used to getting your way and being the centre of attention. You have always been a larrikin. You hate all that political correctness garbage and call a spade a spade. As far as you are concerned, a bloke should be a beer-swilling, chain-smoking chauvinist, or he is not a proper bloke. You expect your sons to be exactly like you were when you were young. You think the football club is the place where men can be men and that alcohol just has to be part of any club function. You resent the idea that people should even contemplate interfering with Football Club business.

### Questions

**PRESENTER:** Well, Jack, should the deb. ball be dry?

**JACK:** Give me a break, darlin'! Next thing you'll tell me we shouldn't have dead horse on dog's eyes. Of course we should sell booze. You heard Henry/Henrietta. We wouldn't make a cracker if it were dry. Don't listen to Netty either. She wasn't called 'naive Netty' for nothing. She thought we blokes were heading out to the cars for the test cricket scores way back in 1971, but we had our flasks and our bottles stashed. Having a drink is part of growing up. I was proud to have a drink with my son at last year's ball.

**PRESENTER:** How old was your son?

**JACK:** Sixteen. Look I've been teaching him how to drink for the last four years. I've been giving him drinks so he's used to it. I even buy him beer to take to parties so he doesn't pinch it or have trouble buying it. He can really handle it now. I bought him light once, but he told me it was for girls, so I get him super. He'll be drinking me under the table soon, the little bugger. So, don't you try telling me I haven't been a responsible parent.

### Question from the Floor

**Q:** Jack, don't you feel some legal responsibility as Football Club President to ensure that the club follows the law in relation to serving and consumption of alcohol?

**JACK:** Pigs! A president's main responsibility is to win premierships.



### Sample Questions

These questions can be used to assist students prepare for the parent event, and they can be distributed amongst the audience during the event to prompt some interaction.

*Netty, do you think that your Netball Club has a responsibility to ensure that you encourage safe drinking practices?*

*I'm from Riverview Community Care and I direct my question to Henry/Henrietta Parkes. Henry/Henrietta, are you aware that as President of the club running the ball, you would personally have to pay any fines associated with serving alcohol to minors?*

*I'm on the Cricket Club Committee and my question goes to Sergeant Holmes. You used to be down at the club after matches and, if I remember rightly, you were celebrating with the rest of us. Why can't you just be off-duty the night of the ball?*

*Tania, have you considered that debutante balls and the old formal ballroom dances are relics from the past and that young people are bored by it all? Do you think this is why many of them chose to drink to excess that night?*

*Lily, are you at all concerned that your debutante ball could be spoilt if you or any of your friends are drunk?*

*Shaza, do you think your debutante night would have been perfect if your boyfriend was unable to buy alcohol at the ball?*

*Jack, don't you feel some legal responsibility as Football Club President to ensure that the club follows the law in relation to serving and consumption of alcohol?*

### Student Facilitator Comments

Say that this has been a useful discussion and thank the audience for its assistance in asking probing questions of the panel members. Close by stating that the panel will now deliberate further and decide whether to allow alcohol at the next deb. ball.

# Big Nostalgia Kitten

I've lived here all my life and was one of the last debutantes in 1971. I was netball champion in my day and currently I'm President of the Netball Club. My daughter would like to make her debut this year; however, I'm very confused about the alcohol issue. On the one hand I'm delighted with the fundraising money that is coming into the club, and I'm thrilled that the community is reviving the debutante tradition with everyone working together; however, I'm concerned about the stories I've heard about the underage drinking. I don't really enjoy alcohol that much myself and I just wish the young ones would wait until they are old enough and then there wouldn't be a problem.

# HENRIETTA PARKES

I've lived here all my life and been a great sportsperson. I'm retired now and looking forward to spending a lot of my free time restoring the Recreation Reserve to it's former glory.

I'm determined it will be the best in the district. I enjoy a social drink and, as far as I'm concerned, alcohol and sport will always be synonymous. The financial success of last year's deb. ball was largely due to alcohol sales, and I think it's up to the parents to ensure that their children don't indulge in underage drinking. I'm annoyed that some do-gooders could be threatening this lucrative earner that benefits the entire community.

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# SERGEANT HOLMES

I've been a policeman in (Name of City/Suburb/Town) for 10 years. I love this community and want to have a good relationship with everyone here. I used to play footy and cricket and I'm one of their top supporters, however, I've recently witnessed the aftermath of a couple of fatal road accidents caused by excessive alcohol consumption. This has caused me to be increasingly uncomfortable with the amount of alcohol consumed after matches. In fact, I've stopped going to club functions so that I don't look hypocritical. I'd like clubs to take more responsibility for ensuring drinking laws are followed and safe drinking practices adopted. I'd be happy for the Deb. Ball to go ahead if there was a crackdown on underage drinking.

# Tania Delgado

I love to dance. Dancing is the most important thing to me. I've been rapt to revive the tradition of the deb. ball. I was so very disappointed when last year the young people only danced 'properly' for two dances. I believe a ball should be a program of formal dances and then there would be no alcohol problems.

# Why Not?

I'm 16 years old and I'm in Year 11. I really want to be a deb. I have a good group of friends and I get on with everyone, although I haven't got a steady boyfriend at present. I've been to a few parties, but not to anywhere there's been a lot of booze. My Mum and

Dad don't want me drinking until I'm old enough. Personally I think it's grown up and sophisticated to drink and I'm keen to try it. I figure if I'm old enough to make my debut, then I'm old enough to drink at parties.

# SHAZA BEEN

I'm 17 and I made my debut last year. I had a steady boyfriend then, but we broke up after the ball. I thought making my debut would be the best thing that ever happened to me, but it turned out to be a nightmare. Now I haven't got as many friends and I feel somehow lost and unmotivated. I go out to heaps of parties, and I always seem to get drunk. I guess it helps to cover up how bad I feel about not having a boyfriend.



# Jack Blunt

I like getting my way and being the centre of attention and I'm proud of it. I've always been a larrikin. I hate all that politically correct garbage, and always call a spade a spade.

A bloke ought to be a beer-swilling, chain-smoking chauvinist or he's not a proper bloke.

The football club is a place where men can be men and I've never heard of anything so ridiculous as alcohol not being part of a club function. I resent the idea of people even contemplating interfering with Football Club business.



# THE HOT SEAT

**Student Facilitator:**

## Aims

- To demonstrate how difficult it is to make decisions and, in particular, to make decisions quickly and in circumstances where the person feels pulled in different directions.
- To demonstrate the variety of thoughts common to young people in these situations.

## Hints

- It is not really important what decision is made, because this depends on the quality of the arguments. The focus should be on exploring the pros and cons and opening these up for consideration by the audience.
- Avoid using the terms 'Good' or 'Bad' or 'Angel' and 'Devil' in relation to the consciences, as this places a value judgement on the decisions made. Remind students that a harm minimisation approach does not focus on whether it is right or wrong to use drugs. (Refer them to their definition of harm minimisation and remind them to be aware of inappropriate terms on page 13 of *Get Wise*.) The purpose of the activity is to have parents understand how difficult it can be to make decisions about drug situations. When presented with a scenario, parents can often see that there are many arguments 'for' and 'against' the situation, that decisions are often not easy to make, and that adolescents often think the situation through carefully before making a decision.
- If you feel the audience is ready for it, you can invite some adults to become the voices and, perhaps, get students to help them out.
- Students can add other thoughts in the space provided at the bottom of each hot-seat activity in the student manual.
- Three or four hot seat activities is a good number.
- This activity is a very good one to take to a staff meeting.

## Description of Activity

The student facilitator asks a volunteer to sit in the chair, facing the audience. They are read a scenario and must try to become the identity in that scenario. A person stands either side of the hot seat. Their role is to be the 'for' and 'against' thoughts of the person in the chair. The volunteer listens to the arguments given by the people on either side of the chair, and must attempt to block out his/her own thoughts and make a decision based only on the arguments heard. It's a bit like a debate happening between the arguments for and against and the volunteer needs to choose which person made the most persuasive point(s).

## A Possible Introduction

This activity is called The Hot Seat, because it involves a volunteer from the audience being presented with a dilemma. While sitting in the 'hot seat', the person must try to put himself/herself in the shoes of the person in the dilemma. Two people from the Creating Conversations team will become the 'for' and 'against' thoughts of the person in the hot seat. The person sitting in the chair is allowed no thoughts of his or her own and must make a decision based on the arguments presented. Now, can we please have a volunteer to sit in the hot seat and could \_\_\_\_\_ and \_\_\_\_\_ take up their positions as the 'for' and 'against' thoughts.

## Suitable Dilemmas

- 1 You are in Year 7 and you walk past a group of pretty tough Year 10 students who are smoking. Instead of intimidating you, they offer you a cigarette. Do you take one?

FOR	AGAINST
Student <input type="text"/>	Student <input type="text"/>
<ul style="list-style-type: none"> <li>▪ Just take it and try it – it won't hurt.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Smoking is stupid; you don't have to smoke to be cool.</li> </ul>
<ul style="list-style-type: none"> <li>▪ It's just one cigarette and they'll be so impressed.</li> </ul>	<ul style="list-style-type: none"> <li>▪ You don't even know how to smoke. How embarrassing if you start choking.</li> </ul>
<ul style="list-style-type: none"> <li>▪ You can't get hooked on one and you only need to have a few puffs.</li> </ul>	<ul style="list-style-type: none"> <li>▪ It only takes one to start and you can become addicted very quickly.</li> </ul>
<ul style="list-style-type: none"> <li>▪ You'll be the most popular kid with the Year 7s if you hang out with these guys.</li> </ul>	<ul style="list-style-type: none"> <li>▪ You could get lung cancer. Haven't you seen those ads on TV?</li> </ul>
<ul style="list-style-type: none"> <li>▪ You won't have to buy any. They want you to have one of theirs.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Yeah, that's at first. If you start smoking it's going to cost you a lot of money.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Smoking helps calm your nerves.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Smoking is a stimulant; it speeds up the central nervous system.</li> </ul>
<ul style="list-style-type: none"> <li>▪ It says on the pack that 'smoking harms others' – that's not you.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Haven't you seen those ads on TV every cigarette is doing you damage saying your teeth will turn yellow, and your hair and clothes will stink. Wrinkles around your mouth are not a good look!</li> </ul>
<ul style="list-style-type: none"> <li>▪ You don't even have to inhale if you don't want to.</li> </ul>	<ul style="list-style-type: none"> <li>▪ If you get caught, imagine the trouble you'll be in.</li> </ul>
<ul style="list-style-type: none"> <li>▪ You won't get caught. Kids do it at school all the time. Who's going to see you?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Be an individual, do what you want, not what others think you should do.</li> </ul>

**2** You are 17 years old and you and four of your friends have been invited to spend the weekend at a friend's beach house. There will be no adults there and the main reason for going is to try marijuana for the first time. Do you accept the invitation?

FOR		AGAINST	
Student		Student	
▪ It's best to try it when you have friends with you, so go on, do it.		▪ What if someone gets sick or hurt?	
▪ Your friends will be there if you get into trouble.		▪ Yeah, get into trouble, that's what will happen if your parents find out. They will be furious.	
▪ It could be a lot of fun.		▪ I don't think sitting in the corner stoned off your head is having fun!	
▪ It's just you and your friends – there's no way your parents will find out		▪ It's not legal, you know.	
▪ Don't be such a nerd, it's just a bit of dope, you can't get hooked on it.		▪ You could trigger a mental illness, you know, schizophrenia.	
▪ Everyone knows a bit of dope doesn't cause serious harm. What damage could trying it do?		▪ What if you are allergic to it and have an extreme reaction. Who will look after you then?	
▪ You'll spend the rest of your life wondering what it was like. Here's your opportunity.		▪ Heard of a psychosis? That could happen to you.	
▪ You're old enough to do what you want and this could be a great weekend.		▪ Be an individual, accept the invite, but don't go just to smoke dope.	
▪ People will think you're cool.		▪ You might regret this for the rest of your life if something goes wrong.	

3

You are a parent and you are quite worried about your 15 year-old daughter, (Justine). Recently Justine has been very secretive and has stopped talking to you and started getting into trouble at school. You wonder whether she is using drugs. You have tried talking to her about your concerns, but she just gets angry and shuts down. While cleaning her room, you come across her personal diary. Do you read it?

FOR

AGAINST

Student

Student

- You have to read it; she's your daughter and it could be something serious.

- If it were serious she'd tell you. You can't read it, it's her personal diary, not yours.

- Just read it and put it back, she'll never know.

- There are other ways of finding out; ask her friends.

- What if something really bad is going on? You'll be sorry if you didn't do something.

- Imagine how sorry you'd be if Justine finds out you read her personal diary.

- You can't help if you don't know what's going on. Just take a quick look.

- How would you like it if someone read your diary?

- She probably wants you to read it, because she doesn't know how to tell you.

- She'll never trust you again; you'll make the relationship worse.

**4** You are a 15 year-old girl at a party with three of your friends. It's 11.30 and your father is picking you and your friends up at midnight. Your parents think there is no alcohol at the party, but one of your friends is so drunk she can hardly stand up and she is very likely to vomit in your dad's car. If he found out there was alcohol at the party, you would be in serious trouble. Do you still give her a lift?

FOR	AGAINST
Student <input type="text"/>	Student <input type="text"/>
<ul style="list-style-type: none"> <li>You have to give her a lift, she's your best friend.</li> </ul>	<ul style="list-style-type: none"> <li>You can't give her a lift, your dad will be so angry with you for lying to him.</li> </ul>
<ul style="list-style-type: none"> <li>You can't leave her at the party, she might be taken advantage of.</li> </ul>	<ul style="list-style-type: none"> <li>If she vomits in the car, you'll be grounded for months.</li> </ul>
<ul style="list-style-type: none"> <li>If she vomits, tell your dad she suffers from motion sickness.</li> </ul>	<ul style="list-style-type: none"> <li>Why should you get into trouble for something she did?</li> </ul>
<ul style="list-style-type: none"> <li>If something happens to her, you'll feel very bad.</li> </ul>	<ul style="list-style-type: none"> <li>Get someone else to take her home.</li> </ul>
<ul style="list-style-type: none"> <li>How do you know you can trust someone else to take her home?</li> </ul>	<ul style="list-style-type: none"> <li>She can catch a taxi, just give her the money.</li> </ul>
<ul style="list-style-type: none"> <li>She's too drunk to catch a taxi and what about the cab driver?</li> </ul>	<ul style="list-style-type: none"> <li>Your parents will never trust you again – you told them there was no alcohol remember.</li> </ul>
<ul style="list-style-type: none"> <li>Friends are supposed to look out for each other. You'd want her to do the same for you, wouldn't you?</li> </ul>	<ul style="list-style-type: none"> <li>It's her responsibility not yours.</li> </ul>

**5** You are a 19 year-old boy and your 15 year-old sister is going to a party. You know there will be no adults present as the host's parents are on a holiday. Your sister has asked you to buy her some alcohol. Do you buy it for her?

FOR	AGAINST
Student <input type="text"/>	Student <input type="text"/>
<ul style="list-style-type: none"> <li>▪ Come on, you did it when you were her age. Don't be a hypocrite.</li> </ul>	<ul style="list-style-type: none"> <li>▪ If anything happens, it will be on your head.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Just tell her not to drink too much, or only buy her half the amount.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Yes, but she's a girl. Someone may take advantage of her. How will you feel then?</li> </ul>
<ul style="list-style-type: none"> <li>▪ She looks up to you, you're her really cool big brother. Don't ruin your image, too.</li> </ul>	<ul style="list-style-type: none"> <li>▪ It doesn't take much to get a 15 year-old girl drunk. You know that.</li> </ul>
<ul style="list-style-type: none"> <li>▪ It's normal. All teenage kids drink at parties.</li> </ul>	<ul style="list-style-type: none"> <li>▪ How cool will you feel if she gets into trouble?</li> </ul>
<ul style="list-style-type: none"> <li>▪ You survived it! It was just a bit fun.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Think back to teenage parties you went to. Do you want your sister at one of those.</li> </ul>
<ul style="list-style-type: none"> <li>▪ There will be others there to look after her.</li> </ul>	<ul style="list-style-type: none"> <li>▪ They'll be drinking too. So unless you're prepared to go to this party to look after her, then you shouldn't buy it.</li> </ul>

- 6 You are an 18 year-old boy/girl. Many of the people you have recently met take ecstasy on a regular basis. You and your friend have been offered half a tablet each just to try it. Do you try it?

FOR	AGAINST
Student <input type="text"/>	Student <input type="text"/>
<ul style="list-style-type: none"> <li>It's only half and you're with friends.</li> </ul>	<ul style="list-style-type: none"> <li>You don't know what's in it. You could be taking soap powder or LSD and what about the mood swings? Do you want that? Don't take the risk.</li> </ul>
<ul style="list-style-type: none"> <li>It's free, you don't have to pay for it and it's not addictive.</li> </ul>	<ul style="list-style-type: none"> <li>You may lose control. You don't know the effect it will have on you.</li> </ul>
<ul style="list-style-type: none"> <li>Why do you think it's called ecstasy? 'Cos you'll have a fabulous time, you could do with a break.</li> </ul>	<ul style="list-style-type: none"> <li>Research shows ecstasy causes memory loss later – that's called brain damage.</li> </ul>
<ul style="list-style-type: none"> <li>Don't be such a dork, they'll think you're too straight.</li> </ul>	<ul style="list-style-type: none"> <li>Be an individual, do what you want. Who cares about other people's opinions?</li> </ul>
<ul style="list-style-type: none"> <li>Just think of the FUN, FUN, FUN.</li> </ul>	<ul style="list-style-type: none"> <li>Remember the laws of physics, if you go that high then you also go that low. Do you really want to feel that bad?</li> </ul>
<ul style="list-style-type: none"> <li>Your friends are there to look after you. It's completely safe, just drink the right amount of water.</li> </ul>	<ul style="list-style-type: none"> <li>They've all been drinking, they won't know what to do if something goes wrong.</li> </ul>
<ul style="list-style-type: none"> <li>These guys use it all the time and they rave about it.</li> </ul>	<ul style="list-style-type: none"> <li>You know, people have died from taking just one ecstasy tablet.</li> </ul>



**7** You are a 16 year-old girl at a party with many of your friends. A boy who is considered to be the best looking boy at the party asks you if you'd like a lift home. He has only just turned 18 and has had his licence for a short time, he has also been drinking but doesn't appear drunk. Do you accept the lift?

FOR		AGAINST	
Student		Student	
▪ He's so hot, you just have to get into that car.		▪ Don't get into the car, he's drunk and will probably have an accident.	
▪ It's late and you need a lift home. Do you really want to ring your parents this late?		▪ You can catch a cab.	
▪ You can't afford a cab. You need that money for other things.		▪ You don't even know him, this could be a life and death situation. Do you want to end up in a wheelchair?	
▪ You will be safe; you can take care of yourself. Just make sure he concentrates when he drives.		▪ He's only just got his licence; he's not a very experienced driver.	
▪ You only live down the road; you won't even be in the car for very long.		▪ It's a well-known fact most accidents happen within 500 metres of your home.	
▪ It will make you more popular, just think your friends will be so jealous and everyone will know.		▪ They won't be jealous if you end up in hospital. Haven't you seen those TAC ads on television?	

9

You are 14 years old and you suffer from asthma. Your best friend's father is driving you to a very important basketball game – your team made it to the semi-finals. He is smoking in the car and you are concerned about your asthma. Do you ask him to stop?

FOR

AGAINST

Student

Student

- You have to say something, you'll have an asthma attack and won't be able to play.
- Just ask him to wait until you get to the game.
- He'll think your being responsible.
- Imagine losing the game, because you run out of breath.
- That will just blow it around the car.
- Come on, you need to be more assertive, stand up for yourself. When it comes to your health, you can't compromise.

- You can't tell him what to do, he's an adult.
- It's his car and therefore his choice.
- He'll think your being a smart Alec.
- Just wind down the window and let some air in.
- Look, just start coughing a lot and maybe he'll get the hint.
- Stop whinging, it's only 10 minutes away.

## ACTIVITY 5 (5 minutes each)

- 9** You are a parent of a 15 year-old girl (Anna). Anna wants to go to the Big Day Out Concert with her friends. You have some big concerns about it, but do you let her go?

FOR	AGAINST
Student <input type="text"/>	Student <input type="text"/>
<ul style="list-style-type: none"> <li>▪ She's a very responsible 15 year old and her friends are very nice.</li> </ul>	<ul style="list-style-type: none"> <li>▪ She's 15, that's way too young – anything could happen to her.</li> </ul>
<ul style="list-style-type: none"> <li>▪ You went to concerts when you were her age.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Yes, but things are different now, it's a lot more dangerous.</li> </ul>
<ul style="list-style-type: none"> <li>▪ She will think you don't trust her.</li> </ul>	<ul style="list-style-type: none"> <li>▪ It's not her you don't trust, it's others at the concert. Tell her that.</li> </ul>
<ul style="list-style-type: none"> <li>▪ You have to let go sometime.</li> </ul>	<ul style="list-style-type: none"> <li>▪ What about the alcohol and drugs you hear about at these events?</li> </ul>
<ul style="list-style-type: none"> <li>▪ Set rules and limits and then let her go, she will be so appreciative, she may even do some housework!</li> </ul>	<ul style="list-style-type: none"> <li>▪ Well the rules are she can go to these events when she is 17 not 15.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Let her go during the day and pick her up before night, or go with her.</li> </ul>	<ul style="list-style-type: none"> <li>▪ What, are you trying to be the cool parent? Just say, no.</li> </ul>
<ul style="list-style-type: none"> <li>▪ You need to think about this. You need to talk it over with her before you make a decision.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Buy her a CD, that's better than going.</li> </ul>

### Student Facilitator Comments

As a dilemma concludes, ask the following questions of the volunteer:

- Based on the arguments heard, what is your decision?
- Which point convinced you to make that decision?
- Did you find it difficult to make a decision?



# HIDDEN THOUGHTS

## 1 – EDDIE

**Student Facilitator:**

### Aim

To explore the thoughts that are not expressed, for various reasons, but which are nonetheless significant in their influence on the discussion/communication taking place.

### Hints

- This activity requires more rehearsal than some of the others.
- You may wish to adapt the scenario so that it better suits your school community.
- It may be useful to have an adult manage the discussion of the hidden thoughts in conjunction with the student facilitator.

### Description of Activity

This is a role-play that can be done in a variety of ways. The hidden thoughts may be explored throughout the scenario by having a person acting as a 'brain' behind each character. To maximise the effect, the hidden thoughts characters can be dressed in black or respond to the 'pause' and 'play' buttons, as on a remote control. Alternatively you can ask the audience what each of the characters might be thinking and not saying. This will also offer the opportunity to discuss the style of parenting demonstrated.

### A Possible Introduction

The next activity is about a 16 year-old boy called Eddie and his parents, Doug and Olive. The aim of this activity is to explore what the characters are possibly thinking, but not saying, so each of the characters has a 'brain' behind them. Eddie had been away at a friend's house on the weekend and the parents arrived home earlier than expected to find the boys smoking marijuana. We take up the scene with Eddie's parents.

CHARACTERS	PLAYED BY
<b>Mum</b> Olive	<input type="text"/>
<b>Dad</b> Doug	<input type="text"/>
<b>Son</b> Eddie	<input type="text"/>

**MUM:** You have to speak to him Doug. This is serious. You have to be tough, Doug. You're his father.

**DAD:** Okay, I will, just take it easy.

**MUM:** Eddie wouldn't get involved in this sort of thing if you were tougher. It's drugs, Doug, and marijuana is illegal. He is so easily led that boy.

**DAD:** You need to calm down Olive. He's 16 – time he made his own decisions.

**MUM:** Don't tell me to calm down Doug.

**FREEZE**

**DAD'S VOICE:** Here she goes again, overreacting as usual, now I'm going to have to deal with it.

**MUM'S VOICE:** Who does Doug think he is telling me to calm down. I have the right to be concerned. I'm his mother.

[Eddie enters.]

**EDDIE:** Hi Mum, hi Dad. I'm so hungry, I could eat a horse.

**MUM:** [Looking closely at Eddie.] What's wrong with your eyes Eddie?

**EDDIE:** What are you talking about?

**MUM:** Eddie, your father wants to have a talk to you. Don't you, Doug?

**DAD:** Eddie, come and sit down. We need to have a chat.

**MUM:** Firm, Doug, be firm.

**DAD:** Now, where have you been tonight, Eddie? Were you with Tom?

**EDDIE:** What's all this about? Yeah, I was with Tom; kicking the footy at the park.

**FREEZE**

**EDDIE'S VOICE:** Oh man, what's going on here? Something's up I hope it's not bad.

**MUM:** Oh, bloody hell, Eddie. Where did you get it from?

**EDDIE:** The footy? Tom's house.

**MUM:** Don't act smart with me young man. I just got a call from Tom's mother. Do you know how embarrassing this is? I play tennis with these women!

**DAD:** [Calmly.] So where did you get it from Eddie?

**EDDIE:** I found it when we were walking.

**MUM:** Where'd you get the boon from then?

**EDDIE:** It's called a bong mum and Tom's brother lent it to us.

**FREEZE**

**EDDIE'S VOICE:** Oh, no, I'm busted now. I can't let them find out I supplied it. I'll just play it cool.

**MUM'S VOICE:** This is so embarrassing. I can't believe Eddie would do this to me. I'm going to be the talk of the Tennis Club.

**DAD:** Now Eddie, I hope you're sorry about this.

**EDDIE:** I am. I'm sorry, okay.

**DAD:** See, Olive, the boy's sorry.

**MUM:** [Yelling.] Sorry! Sorry is just not good enough. He needs a punishment...and you're going to give it to him.

**DAD:** If the boy's sorry I think we can trust that he won't do it again. Right, Eddie?

**EDDIE:** Yeah, right, I won't do it again. Okay, mum, I promise.

**FREEZE**

**DAD'S VOICE:** Geez, I'm missing out on the soccer scores, it would be easier to sort this out when Olive's not around. It's not that bad, Eddie could be doing worse things. It's only dope.

**MUM'S VOICE:** Why do I always have to be the disciplinarian? Doug always puts his head in the sand when it comes to parenting. I'm sick of being the bad guy.

**MUM:** I need a bit of back up here, Doug. Why don't you back me up and give the boy a bloody punishment?

**DAD:** If you calmed down just a bit, we could sort this situation out properly. You just need to settle down, Olive.

**MUM:** It's all right for you, Doug, you don't have to play tennis with these women tomorrow. They're going to think I'm a bad mother. Eddie, I'm so angry...

**STOP**

### Student Facilitator Comments

After stopping the role-play, ask the following questions of the audience:

- What are some other possible thoughts the characters might have been having?
- Has anyone got any comment to make about how the parents were handling this situation?
- Olive and Doug did communicate about how they would deal with Eddie, but how else could they have handled the situation?



# HIDDEN THOUGHTS

## 2 – GORDON

**Student Facilitator:**

### Aims

- To explore the possible effects and impacts of marijuana use.
- To encourage discussion about strategies for dealing with this situation

### Hints

- This activity requires more rehearsal than some of the other activities.
- You may wish to adapt the scenario so that it better suits your school community.
- It may be useful to have an adult manage the discussion of the hidden thoughts in conjunction with the student facilitator.

### Description of Activity

This is a role-play about a peer group that is worried about their friend's dope smoking and the effect it is having on him. The activity is aimed at exploring the hidden thoughts of the characters. It is important to involve the audience in exploring the hidden thoughts and discussing strategies for managing this situation.

### Possible Introduction

Hi, my name is \_\_\_\_\_. The following activity is a role-play about a peer group that is concerned about a friend's use of marijuana. The aim of the activity is to explore what the characters might be thinking, but not saying, and then discuss some ways of managing this situation.

CHARACTERS	PLAYED BY
Jake	<input type="text"/>
Trinh	<input type="text"/>
Tess	<input type="text"/>
Gordon	<input type="text"/>
Greg	<input type="text"/>

[Jake, Trinh, Tess and Greg are sitting in front of the TV watching 'Friends' and they have a conversation about Gordon.]

**TRINH:** You know what I love about this episode? It really does show how important your friends are, you know – for laughs and looking out for each other.

**GREG:** Yeah, that's right, blokes provide the laughs and the girls do the looking after bit!

**TRINH:** Don't be so sexist, I reckon Tess is much funnier than you.

**GREG:** Well, what about Gordy? He's the funniest guy alive, or at least he used to be, before he started smoking so much dope.

**JAKE:** Yeah, you're right, you know. He was the life of the party even when he wasn't at a party, if you know what I mean.

**GREG:** Remember the time he did that stand-up comedy routine in the common room. He had the whole year level wetting their pants!

**TESS:** Yeah, well, I reckon he's about as funny as Mr Mac in History class and he doesn't care about us anymore.

**JAKE:** Yeah, well, we're his friends. We are supposed to care about him, not just sit back and talk about how he's changed.

**TRINH:** Do you think there's something wrong and that's why he smokes dope most of the time instead of just some of the time?

**JAKE:** I think there is a big problem, but I don't know what it is. He doesn't even try to have fun anymore.

**TRINH:** Should we know? We are his friends and friends are supposed to look out for each other. Maybe we should ask him.

**GREG:** Well, I've tried asking and he always tells me he's okay and not to worry.

**JAKE:** Well, Gordy's clearly not okay, he hasn't been to History class for ages and he's probably going to fail. He dropped out of soccer and the worst thing is that he doesn't talk to us anymore.

**TESS:** Maybe he just wants some time out. He can look after himself. Lots of people go through a phase of dope smoking and he's not harming anyone else.

**TRINH:** No, I think we need to talk to Gordy as a group; tell him we are concerned about him and that we want to help him. I'm not saying go behind his back, but we can't just sit back and watch him just drop out.

**TESS:** Yeah, but if he wanted help don't you think he would ask for it?

**GREG:** Nah, I'm with Trinh, we've gotta do something.

[Door knock.]

**JAKE:** I don't believe it! Gordy has actually turned up. [He goes to the door and lets Gordy in.]

**GREG:** Hey, Gordy, how are ya doing?

**GORDY:** Yeah, great, sorry I'm late.

**TRINH:** Where have you been?

**GORDY:** Nowhere, just lost track of time. You know how it goes.

**TRINH:** Gordy, are you okay? I mean, we are worried about you. You've changed so much and you don't seem happy. Is there something wrong?



**GORDY:** Nah, what makes you say that? I'm fine just leave me alone.

**GREG:** Come on Gordy, you spend more time off your face than on the planet, you're not one of the gang anymore. What's going on in that head of yours?

**GORDY:** Look I'm just having a few hassles that's all and I can work them out for myself. I'm fine, really.

**TESS:** That's exactly what I said. C'mon Gordy, do you want to play a game of cards?

**JAKE:** Gordy, we're your mates and we can't help you if you don't talk to us. What's wrong, man?

**GORDY:** Nothing, I told you, I'm all right.

**FREEZE**

### Student Facilitator

Ask the audience the following questions:

- What other thoughts might the characters be having?
- How are Gordy's friends handling this situation?
- Do you have any other suggestions as to how they could handle this situation?

### Other Thoughts the Characters Might Be Having

**TRINH:** I think we need to get professional help. If something bad happens, I'll regret not doing something. I think we're out of our depth.

**GREG:** Maybe we should ask Gordy's brother what's going on, or maybe that will make things worse.

**JAKE:** If we say anything, we could get Gordy into real trouble, and if we don't he could get into trouble anyway. Maybe we could ask someone at school and not mention Gordy's name.

**TESS:** Am I really being a friend by pretending everything's fine and ignoring how much Gordy's changed? Would I want my friends to leave me alone to face my own problems?

**GORDY:** Oh, jeez, I know I've got problems, but there's nothing these guys can do to help me out. They don't understand; no one does.



# DON'T JUMP to CONCLUSIONS

**Student Facilitator:**

(This activity is from the Communicating with Parents section of *Get Wise*.)

## Aims

- To encourage parents to be inquisitive, but not judgemental.
- To highlight the need for open communication.

## Hints

- This activity requires some degree of rehearsal and can be adapted to suit the audience.
- It is a good activity to finish the night on as it reinforces the message that communication is important. It also finishes on a positive note.
- The scenario can be adapted to suit the school community.

## Description of Activity

This is a role-play that aims to highlight the importance of open communication between parents and adolescents.

## A Possible Introduction

This activity is based on a scenario about a 16 year-old boy called Rupert, his father, Daryl, and mother, Lindy. The parents are very concerned about Rupert's recent change of behaviour. The activity is called Don't Jump To Conclusions and is really self-explanatory.

CHARACTERS	PLAYED BY
Rupert (boy)	<input type="text"/>
Daryl (dad)	<input type="text"/>
Cheryl (mum)	<input type="text"/>
Cindy (girlfriend)	<input type="text"/>
Doctor	<input type="text"/>

**SCENE ONE: [Mum and dad discussing Rupert's changing behaviour.]**

DAD: Honey, I'm home.

MUM: Hi, Daryl. How was your day?

DAD: Could've been better. I tell you what, Cheryl, those flamin' 'P' platers on the road can drive a bloke off his tree.

MUM: Oh, Daryl, love, I've been thinking.

DAD: Yeah, we do need a new car, don't we love?

MUM: [Sighs.] No this is important.

DAD: What's on your mind, possum?

MUM: It's about Rupey. I'm really worried about him, Daz.

DAD: What do you mean, love?

MUM: Well, for starters, he's sold his bike and that pool we finally got that cost us an arm and a leg, he doesn't swim in the damn thing.

DAD: Struth, love, now that you mention it, remember that Pearl Jam T-shirt he used to live in, well, he doesn't even wear it anymore. And what's with him wearing bloody jumpers in the middle of summer?

MUM: Maybe he's hiding something from us.

DAD: So, what are you thinking?

MUM: I think we need to get him some help, Daz. I don't want this leading into anything too serious.

**FREEZE**

**SCENE TWO: [Rupert and Cindy discussing Rupert's dilemma.]**

RUPERT: Ohhh, geez, Cindy, me parents are on my case big time. I think they're getting real cluey.

CINDY: Why? What makes you think that?

RUPERT: Well, they're like asking me all these questions and stuff. Why I ain't swimming in the pool, why I sold my bike...geez I miss that bike...the list goes on.

CINDY: I warned you about getting into this stuff anyway. You know I don't like it.

RUPERT: Ohh, don't tell me you're gonna be on my case as well. I've had enough of people looking out for me. [Walks away.]

CINDY: [Yelling.] I'm sick of these mood swings as well...Go on, walk right away. You do that; just walk away from all your problems.

RUPERT: Sorry, babe. Look it'll work out.

CINDY: What are you gonna do, Rupey?

**FREEZE**

**SCENE THREE [Dad, Rupert and Doctor at a clinic.]**

**DOCTOR:** *[Walking out of office.]* I'm ready to see you now, Daryl.

**DAD:** Wait here, Rupert, while I have a chat to the doctor.

**DOCTOR:** What seems to be the problem?

**DAD:** Well, Doc, it's about my son Rupert. Lately he's been acting strangely: like he sold his bike so he must need money for something. He never swims in our backyard pool anymore, and he's always wearing long sleeves in the middle of summer. He seems to be avoiding me.

**DOCTOR:** Yes, well, it *does* sound like he's using drugs, heroin probably. That would explain him selling his bike for money and wearing long sleeves to hide the track marks.

**DAD:** I just don't know what to do anymore, Doc.

**DOCTOR:** Well, send him in and I'll have a chat to the lad.

*[Dad walks out and gets Rupert.]*

**RUPERT:** What's going on? What am I doing here?

**DOCTOR:** Your father tells me you've been acting rather strangely lately and your parents are really worried about you, Rupert. You've been wearing jumpers in summer and sold your bike. Well, it sounds to your father – and I agree – that you might be involved in drugs.

**RUPERT:** *[Jumps up.]* What? I got a flamin' tattoo and I didn't want dad to find out 'cos I thought he'd think less of me. I wish people wouldn't jump to conclusions.

**Student Facilitator Comments**

Maybe make the comment that people should be careful about making assumptions based on parts of a story, then ask the audience the following question:

*How could the characters in this scenario have handled the situation differently?*





# DRUG QUIZ - MYTH BUSTERS!

**Student Facilitator:**

## Aim

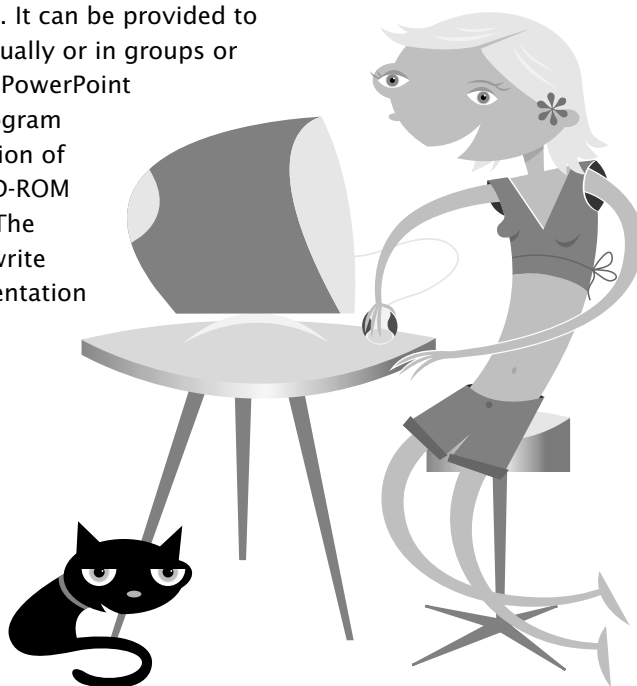
To provide participants with some drug knowledge

## Hints

- If you are using a quiz show format, you are more likely to get parent volunteers:
  - if you organise the questions into blocks of five for each contestant, with an easy question to begin
  - provide opportunities for the contestant to get assistance from the audience.
- You will need to provide some small prizes for winning contestants or group with the highest score etc.

## Description of Activity

This quiz can be done in a variety of ways. Select the style that best suits your agenda and then choose the questions you would like to use. It can be provided to participants to complete individually or in groups or you may wish to present it as a PowerPoint activity using a current quiz program format. For this purpose, a version of the quiz can be found on the CD-ROM that accompanies this manual. The student facilitator will need to write an introduction to suit the presentation you choose.





## PART 1 DRUG QUIZ

# MYTH BUSTERS!

Circle the most correct answer:

**1 What does the term 'horse' refer to?**

- A Dope
- B LSD
- C Turf cigarettes
- D Heroin

**2 In what year was the first Australian beer can produced?**

- A 1949
- B 1954
- C 1959
- D 1961

**3 What was distinctive about the first Australian beer can?**

- A It was in the shape of a kangaroo
- B It held two gallons
- C It had a screw top
- D It had to be opened with a can-opener

**4 Amphetamines affect the body by:**

- A slowing it down
- B causing hallucinations
- C speeding it up
- D all of the above

**5 LSD can cause:**

- A decreased blood pressure
- B slow heartbeat
- C bad breath
- D rapid breathing

**6 Caffeine is not present in:**

- A chocolate
- B coffee
- C sleeping pills
- D tea

**7 In small doses, caffeine:**

- A lowers body temperature
- B increases urination
- C causes warts to grow
- D increases body hair

**8 In 1945 the percentage of men who smoked was approximately:**

- A 20
- B 40
- C 70
- D 90

**9 Which of the following is correct?**

- A Memory is not affected by cannabis
- B Normal people never have a bad reaction to cannabis
- C High doses of cannabis can cause hallucinations
- D It is not possible to become dependent on cannabis

**10 How long does it take the liver to break down the alcohol in one standard drink?**

- A 1 minute
- B 1 hour
- C 1 day
- D 1 week



## PART 2 DRUG QUIZ

# MYTH BUSTERS!

<p><b>11 Which of the following is correct?</b></p> <p>A Tranquillisers speed up the central nervous system</p> <p>B Sleeping tablets are not tranquillisers</p> <p>C Tranquillisers are used as a muscle relaxant</p> <p>D Tranquillisers are not addictive</p>	<p><b>12 How long does it take for nicotine to react on the brain after inhaling cigarette smoke?</b></p> <p>A 30 seconds</p> <p>B 2 seconds</p> <p>C 7 seconds</p> <p>D 2 minutes</p>
<p><b>13 From which country did coffee originate?</b></p> <p>A Arabia</p> <p>B Jamaica</p> <p>C Ireland</p> <p>D Brazil</p>	<p><b>14 Amphetamines can have the following effect:</b></p> <p>A restlessness and difficulty sleeping</p> <p>B sleepiness</p> <p>C reduced heart rate</p> <p>D increased appetite</p>
<p><b>15 Approximately how many beer cans placed end to end would you need to make a continuous line on the Calder Highway from Bendigo to Mildura?</b></p> <p>A 30 000                      B 300 000</p> <p>C 3 000 000                D 30 000 000</p>	<p><b>16 Ecstasy is MDMA, which stands for:</b></p> <p>A Methylenediozymethamphetamine</p> <p>B Methylene</p> <p>C Methyleamphetamine</p> <p>D Methyladone</p>
<p><b>17 The most potent form of cannabis is:</b></p> <p>A marijuana</p> <p>B hemp plant</p> <p>C hash</p> <p>D hashish oil</p>	<p><b>18 Alcohol is considered a depressant because:</b></p> <p>A you become very sad</p> <p>B it slows down messages going to and from the brain</p> <p>C you feel sleepy and tired</p> <p>D you can forget things that happen</p>
<p><b>19 One of the physical effects of using cocaine includes:</b></p> <p>A lower levels of energy</p> <p>B increased appetite</p> <p>C increased body temperature</p> <p>D decreased heart rate</p>	<p><b>20 Which of the following is not a tranquilliser?</b></p> <p>A Valium</p> <p>B Sleeping tablets</p> <p>C Serapax</p> <p>D No-Doz</p>



## ANSWERS DRUG QUIZ

# MYTH BUSTERS!

<b>1 What does the term 'horse' refer to?</b> <b>D</b> Heroin.	<b>2 In what year was the first Australian beer can produced?</b> <b>C</b> 1959
<b>3 What was distinctive about the first Australian beer can?</b> <b>C</b> It had a screw top.	<b>4 Amphetamines affect the body by:</b> <b>C</b> speeding it up.
<b>5 LSD can cause:</b> <b>D</b> rapid breathing.	<b>6 Caffeine is not present in:</b> <b>C</b> sleeping pills.
<b>7 In small doses, caffeine:</b> <b>B</b> increases urination.	<b>8 In 1945 the percentage of men who smoked was approximately:</b> <b>C</b> 70
<b>9 Which of the following is correct?</b> <b>C</b> high doses of cannabis can cause hallucinations.	<b>10 How long does it take the liver to break down the alcohol in one standard drink?</b> <b>B</b> 1 hour
<b>11 Which of the following is correct?</b> <b>C</b> Tranquillisers are used as a muscle relaxant.	<b>12 How long does it take for nicotine to react on the brain after inhaling cigarette smoke?</b> <b>C</b> 7 seconds
<b>13 From which country did coffee originate?</b> <b>A</b> Arabia	<b>14 Amphetamines can have the following effect:</b> <b>A</b> restlessness and difficulty sleeping.
<b>15 Approximately how many beer cans placed end to end would you need to make a continuous line on the Calder Highway from Bendigo to Mildura?</b> <b>C</b> 3 000 000	<b>16 Ecstasy is MDMA which stands for:</b> <b>A</b> Methylenediozymethamphetamine.
<b>17 The most potent form of cannabis is</b> <b>D</b> hashish oil.	<b>18 Alcohol is considered a depressant because:</b> <b>B</b> it slows down messages going to and from the brain.
<b>19 One of the physical effects of using cocaine includes:</b> <b>C</b> increased body temperature.	<b>20 Which of the following is not a tranquilliser?</b> <b>D</b> No-Doz.





## CREATING CONVERSATIONS

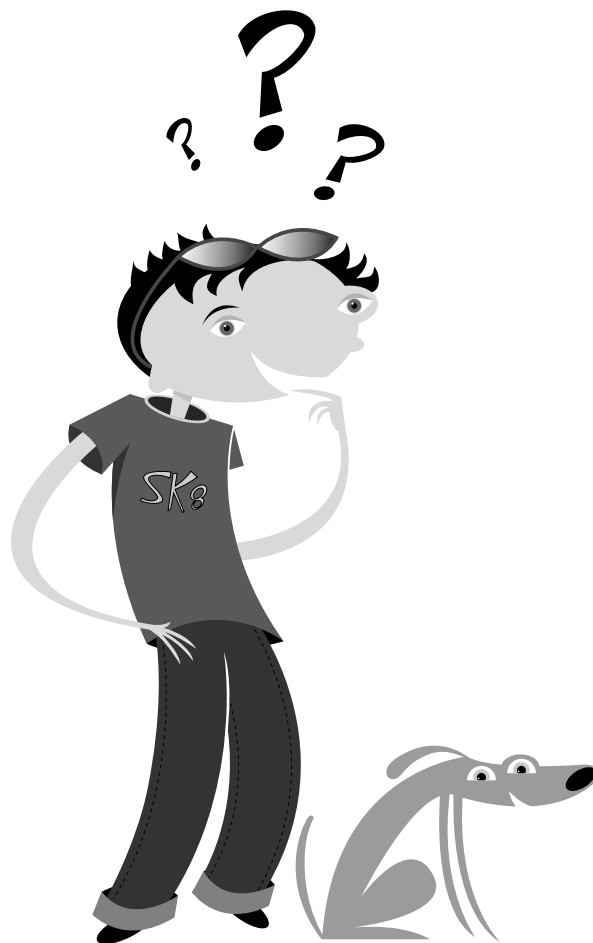
# MYTH BUSTERS!

## DRUG QUIZ

### ANSWER SHEET

Group Name: 

QUESTION	ANSWER
1	
2	
3	
4	
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17	
18	
19	
20	





# Harm Ranking Activity

**Student Facilitator:**

The following two activities, Harm Ranking Activity and Drug Groupings, are good examples of activities that can be used in class to provide drug information and promote discussion.

## Aim

To enable participants to explore their own personal values and attitudes with respect to drug use, and to become aware of others' values and attitudes, especially across generations.

## Hints

- It is not necessary to use all the situation cards provided and you may prefer to make up your own.
- This activity may be done in a variety of ways and depends on the size of the group you are working with. It is described here as a small group activity involving all participants, but it can also be done using a number of volunteers, who place themselves on a continuum at the front of the audience.
- It is very useful as a classroom activity and students really need to have practised before running it on the night.
- Students may be responsible for facilitating the small groups, but it is useful to have a teacher involved to ensure information provided is correct and to assist with the management of discussion.
- A group size of eight to ten works well.
- The value of this activity is in the discussion that happens along the way and not how the situations have been ranked.

## Description of Activity

Each person is given at least one situation card (depending on the size of the group, the number of situation cards and the time available) and asked to place it along a continuum from 'least harmful' to 'most harmful'. He or she needs to explain to the group why that position on the continuum has been chosen.

When each person has placed their card, any member of the group can make changes to the ranked order, if justification for the change is given.

Comparing the three considered the most dangerous and three considered least dangerous by each group is a good way to finish the activity. There is often a surprising degree of similarity between each group's selections.

### A Possible Introduction

Hello, my name is \_\_\_\_\_. Next we have the Harm Ranking Activity. To participate, you need to break into groups of about eight. Each of you is given one or more cards that you place on a continuum from least harmful to most harmful. You take turns to read out your situations and decide where to put them on the continuum. After all the cards have been placed, anyone in the group can alter the ranking if justification for the change is given.

If necessary, the group leaders will explain the activity again when you have formed into groups.

### Situations

ACCEPTING A LIFT WITH A PERSON WHO  
HAS BEEN DRINKING

UNDERAGE DRINKING ON PUBLIC TRANSPORT

GETTING STONED EVERY DAY

GIVING A HASH BISCUIT TO SOMEONE WITHOUT  
TELLING THEM

GROWING 5 CANNABIS PLANTS IN YOUR BACKYARD

LETTING YOUR 12 YEAR-OLD BROTHER TRY SPEED

SHARING A NEEDLE WHILE USING AN ILLICIT DRUG

SMOKING A CIGARETTE TO CALM YOUR NERVES

SMOKING A JOINT AT A PARTY

HAVING A DRINK WITH YOUR PARENTS

SMOKING MARIJUANA AT SCHOOL

SUPPLYING SPEED TO ALL YOUR FRIENDS AT A PARTY

TAKING 3 VALIUM TABLETS WITH A GLASS OF WINE

TAKING AN ECSTASY TABLET AT A NIGHT CLUB

TAKING AN LSD TAB AT HOME BY YOURSELF

TAKING AN UNKNOWN TABLET FROM A FRIEND  
WHO CONVINCES YOU TO TRY IT

TAKING YOUR GRANDMOTHER'S MEDICATION  
FROM HER CABINET

TRYING COCAINE FOR THE FIRST TIME

USING ANABOLIC STEROIDS TO ENHANCE  
YOUR MUSCLE DEVELOPMENT

USING HEROIN WHEN PREGNANT

USING NO-DOZ TO HELP YOU STAY AWAKE  
WHEN STUDYING



# DRUG GROUPINGS

**Student Facilitator:**

(Adapted from *Get Wise*: Primary Classroom Activity section)

## Aims

- To explore different ways of classifying drugs.
- To clarify information about the effects of drugs.
- To reinforce the notion that all drugs have the potential to cause harm depending on environmental and personal factors.

## Hints

- This is a very useful activity to use as part of the training process as it addresses important drug information. It does not matter if you choose not to run it on the night.
- Students can be paired with parents to provide support and encourage communication during the activity.
- This activity works better if students have practised beforehand.
- This activity needs to be supported by a staff member with knowledge in this area.

## Description of Activity

- The facilitator chooses fourteen from the group and pairs each of them up with a student. Each pair is then given a drug tag. (If there aren't 14 people in the group, the facilitator works with the number he or she has and selects the appropriate number of tags.)
- The facilitator nominates three areas in the available space – the left side of the room for the 'yes' response, the right side for the 'no' response, and the middle of the room for 'unsure'.
- The facilitator reads out each of the statements below. After each statement is read, participants consider whether their response is 'yes', 'no', or 'unsure' and then move to the designated area.
- The facilitator allows discussion after each move, inviting individual participants to explain the choices they made.
- Participants can change to a different area after the discussion, if a move is justified.

## Alternative Method

Drug tags can be given to all participants and the activity conducted in the same way. This will result in more than one person or pair having each tag. This provides some interesting discussion, as people with the same tags may respond differently.

### A Possible Introduction

This activity explores how drugs can be grouped in different ways. It shows how harms associated with a particular drug may change from person to person and are dependent on the situation in which the drug is used. When a statement is read out, you and your partner should discuss your response and then move to the appropriate area of the room. Move to the left side of the room if your answer is 'yes', to the right side of the room if your answer is 'no', or stay in the middle if you are unsure.

### Statements

- 1 If you think your drug is:
  - a a medicine, go to the left of the room
  - b a drug used for pleasure, go to the right of the room.
- 2 If you think your drug is:
  - a legal or licit, go to the left of the room
  - b illegal or illicit, go to the right of the room.
- 3 If you think your drug:
  - a can be bought without a prescription, go to the left of the room
  - b needs a prescription, go to the right of the room.
- 4 If you think your drug is:
  - a used to help people to cope with stress or problems, go to the left of the room
  - b not used to help people with stress or problems, go to the right of the room.
- 5 If you think your drug:
  - a can cause harm, go to the left of the room
  - b can't cause harm, go to the right of the room.

### Student Facilitator Comments

**After each statement ask participants:**

Why have you placed yourself there? *or* Why have you placed your card there?

**After discussion ask participants:**

Would anyone like to move? *or* Should any cards be moved?

Only ask a few people each time, and remember opinions will differ depending on individual views and personal experiences.

Conclude the activity by saying that this activity demonstrates that drugs can affect people in ways that are both helpful and harmful. All drugs have the potential to cause harm. It depends on how they are used and who is using them.

## DRUG TAGS

HEROIN

METHADONE

MARIJUANA

COFFEE

PANADOL

CHOCOLATE

CHAMPAGNE

VENTOLIN

ECSTASY

ANTIBIOTICS

COCAINE

ANABOLIC  
STEROIDS

LSD

CIGARETTES

# Evaluation

» This section of the manual contains a **Creating Conversations Event Feedback Form** to be completed by a member of the school planning team and returned to the regional office.

It also contains evaluation forms for completion by parents, student facilitators, the student audience, school staff and agency representatives.

The forms are included on the CD-Rom so that they can be adapted to suit. It is useful to evaluate your **Creating Conversations Event** and present the findings to staff, the organizing team and student facilitators to ensure it meets its aims and objectives, and to guide future development.





# CREATING CONVERSATIONS EVENT FEEDBACK FORM

This form is to be completed by a member of the *Creating Conversations* planning team and returned to the Regional Senior Program Officer (Student Wellbeing/Drug Education) at your DE&T regional office. For further inquiries contact:

## Regional Contact Details

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### Robyn Ramsden

Telephone (03) 9637 2029 Fax (03) 9637 2030

Email: ramsden.robyn.l@edumail.vic.gov.au

School: \_\_\_\_\_

Address: \_\_\_\_\_

Contact person: \_\_\_\_\_ Telephone: \_\_\_\_\_

Position: \_\_\_\_\_ Fax: \_\_\_\_\_

### 1 Number of people attending the *Creating Conversations* event:

Parents ☐ Students (non-facilitators) ☐  
Education Personnel/Agency Reps/Others ☐

### 2 From the information provided in Q 1 of the parent survey, please record below the number of parents who indicated that the '*Creating Conversations* event will enable them to better address drug-related issues with their children.'

☐ ☐ ☐ ☐ ☐  
strongly agree agree don't know disagree strongly disagree

### 3 We'd appreciate your comments about the event, issues that you would like to discuss, or any assistance you need to move forward.

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Thank you for your assistance in completing this form. It will help us monitor the effectiveness of the program.

**NB.** If you are utilising *Creating Conversations* to access School Community Drug Forum funding, use the evaluation form provided in the Victorian Support materials and send completed evaluations to the central DE&T office as requested.

# CREATING CONVERSATIONS

## Evaluation

### Parent Form

**School:**

- 1** Overall the *Creating Conversations* event will better enable me to address drug-related issues with my children.

☐

strongly agree

☐

agree

☐

don't know

☐

disagree

☐

strongly disagree

**Give reason/s for your rating.**

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- 2** Please tick the aspect/s of the event you found most valuable.

- The communication between students, parents and school personnel ☐
- The opportunity to share values, attitudes and opinions about this issue ☐
- The ability of students to present the event in such a competent and responsible way ☐
- The knowledge gained about drug issues and harm minimisation ☐
- The team work evident ☐
- The confidence and pride exhibited by students ☐
- Other ☐
- Other ☐

**Additional Comments**

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**3** The activities were useful and allowed me to become involved in discussions.

☐ strongly agree      ☐ agree      ☐ don't know      ☐ disagree      ☐ strongly disagree

**Additional Comments**

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**4** What effect did hearing the attitudes and opinions of other parents and young people have?

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**5** What aspects of our *Creating Conversations* event could be improved?

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**6** What issues or areas of discussion would you like included in our next parent event?

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**THANK YOU** for completing the evaluation, as this will help us plan future events.

# CREATING CONVERSATIONS Evaluation

## Student Facilitator Form

**School:**

**1** Overall the *Creating Conversations* event was effective:

☐

strongly agree

☐

agree

☐

don't know

☐

disagree

☐

strongly disagree

**Give reason/s for your rating.**

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**2** Please tick the aspect/s of the event you found most valuable

- The communication between yourselves, other students, parents and teachers ☐
- The knowledge and skills gained in presenting the event ☐
- The positive reaction from parents and teachers about what you achieved ☐
- The compliments received from your friends and others ☐
- The ability to work as a team ☐
- The confidence and pride gained ☐
- Other ☐
- Other ☐

**Additional Comments**

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**3** The activities were useful and allowed me to become involved in discussions.

☐ strongly agree      ☐ agree      ☐ don't know      ☐ disagree      ☐ strongly disagree

**Additional Comments**

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**4** What effect did hearing the attitudes and opinions of other parents and young people have?

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**5** What aspects of our *Creating Conversations* event could be improved?

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**6** Would you like to continue being involved in *Creating Conversations*?  
Give reasons for your answer.

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**THANK YOU** for completing the evaluation as this will help us plan future events.

# CREATING CONVERSATIONS

## Evaluation

### Student Form

**School:**

**1** Overall the *Creating Conversations* event was effective:

☐ strongly agree    ☐ agree    ☐ don't know    ☐ disagree    ☐ strongly disagree

**Give reason/s for your rating.**

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**2** Please tick the aspect/s of the event you found most valuable

- The communication between students, parents and teachers ☐
- The opportunity to share values, attitudes and opinions about this issue ☐
- The ability of students to present in such a competent and responsible way ☐
- The knowledge gained about drug issues and harm minimisation ☐
- The team work evident ☐
- The confidence and pride exhibited by the students ☐
- Other ☐
- Other ☐

**Additional Comments**

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**3** The activities were useful and allowed me to become involved in discussions.

☐

strongly agree

☐

agree

☐

don't know

☐

disagree

☐

strongly disagree

**Additional Comments**

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**4** What effect did hearing the attitudes and opinions of other young people and parents have?

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**5** What aspects of our *Creating Conversations* event could be improved?

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**THANK YOU** for completing the evaluation as this will help us plan future events.

# CREATING CONVERSATIONS Evaluation

## Education Personnel/Agency Representatives Form

**School:**

**1** Overall the *Creating Conversations* event was effective:

☐ strongly agree    ☐ agree    ☐ don't know    ☐ disagree    ☐ strongly disagree

**Give reason/s for your rating.**

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**2** Please tick the aspect/s of the event you found most valuable

- The communication between students, parents and teachers ☐
- The opportunity to share values, attitudes and opinions about this issue ☐
- The ability of students to present in such a competent and responsible way ☐
- The knowledge gained about drug issues and harm minimisation ☐
- The team work evident ☐
- The confidence and pride exhibited by the students ☐
- Other ☐
- Other ☐

**Additional Comments**

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**3** The activities were useful and allowed me to become involved in discussions.

☐

strongly agree

☐

agree

☐

don't know

☐

disagree

☐

strongly disagree

**Additional Comments**

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**4** What effect did hearing the attitudes and opinions of parents and young people have on you?

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**5** What aspects of our *Creating Conversations* event could be improved?

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**THANK YOU** for completing the evaluation as this will help us plan future events.

# Getting Staff Involved

» This section of the manual contains a number of overhead masters that are suitable for use in explaining the Creating Conversations Project to school staff and supporting personnel. It also contains some 'hot seat' scenarios about relevant issues for school staff. These scenarios can be performed by students at a staff meeting in preparation for the parent event, or they can be used to generate discussion about issues relevant to the school's drug education policy.

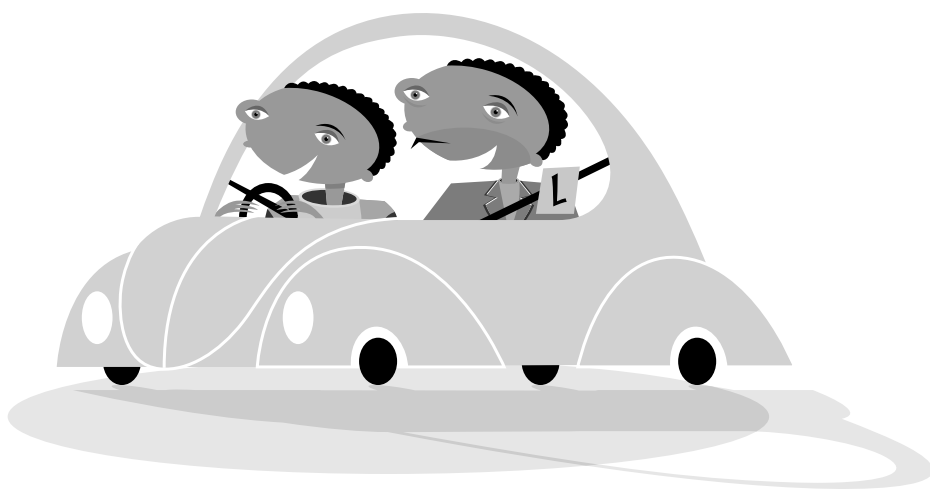


# SAMPLE STAFF PRESENTATION OUTLINE

The following sample presentation is designed to assist with the provision of information to staff to generate interest in the project. If time is limited, a demonstration of some of the activities followed by an opportunity to ask questions may suffice.

- Overhead 1: About *Creating Conversations*
- Overheads 2 and 3: Aims
- Hot Seat Demonstration by students with volunteer member of staff
- Overheads 4, 5 and 6: Model features: highlight points that are most relevant
- Hidden Thoughts – Eddie skit presented by students
- Overheads 7 and 8: Implementation: discuss viable options
- The Hot Seat demonstrated by students
- Overhead 9: Supports and benefits
- Answer questions
- Invite those interested to view the *Creating Conversations* video at another time.

**N.B:** If you do not have a group of students trained to present the Hot Seat scenarios, substitute members of staff. Model one yourself with two colleagues who have been briefed. Provide scripts for volunteers for the remaining two.



# ABOUT THE PROJECT



- Creating Conversations is a project that involves students facilitating parent events about drug issues using role play and other activities.



## Aims

- To enhance communication between parents and adolescents
- To provide opportunities for students to develop a range of skills that build resilience and connectedness



## Aims CONTINUED...

- To strengthen partnerships within communities to address local issues about drug related student wellbeing
- To implement Creating Conversations as a sustainable program that contributes to the ongoing health and wellbeing of young people.



## MODEL FEATURES

- Is a primary prevention activity
- Uses a harm minimisation approach
- Involves a school team in planning and training
- Utilises a peer training element
- Uses interactive strategies
- Sustainability is built into the design



# MODEL FEATURES

## CONTINUED...

- Can be adapted to suit the school's needs
- Can be presented in parent's first language
- Can link with or build on other initiatives
- Parents and students can be involved in all stages of the process
- Provides necessary resources.





# IMPLEMENTATION

After attending a training day and deciding to be involved in this project the school should:

- enlist the support of other staff, parents, support personnel and community agencies
- decide which year level or class the project best suits in the school
- arrange for students to see a demonstration of the activities that might typically occur during a parent event or view the training video



# IMPLEMENTATION CONTINUED...

- set a date for the parent event
- continue to workshop the activities with the students
- run the event
- conduct evaluations
- reflect and debrief with student facilitators and the training team
- plan for future events.



# SCHOOL RESPONSIBILITIES

- Complete evaluation
- Provide an audience
- Present a certificate or provide a reference for students
- Assist neighbouring schools who might want to be involved at a later stage
- Continue to run Creating Conversations events that involve students, parents and the wider community.

# Hot Seat Scenarios – Staff Forum

In preparation for the event and to generate interest, it is a good idea to have students present a couple of the *Creating Conversations* activities at a staff meeting. Alternatively, the students could present the following Hot Seat activities to generate staff discussion about drug issues in preparation for the development or revision of a policy etc. These were developed with a pilot school for this purpose.

## Scenario

- 1 You are a Year 12 teacher. One of your students invites you to the post-exam party. You know some of the students are already 18, but a number of them who will be there are still 17. You know there will be alcohol at the party and there may be other drugs present. This is not a school-endorsed function. Do you attend?

FOR	AGAINST
<ul style="list-style-type: none"> <li>You have become really close to them during the year; they will be disappointed if you don't go.</li> </ul>	<ul style="list-style-type: none"> <li>It's time you started separating yourself from them. They only asked you to attend to be polite.</li> </ul>
<ul style="list-style-type: none"> <li>But you really enjoy their company; they know how to have a good time.</li> </ul>	<ul style="list-style-type: none"> <li>What if the fun gets out of hand? Your relationship with them will be compromised.</li> </ul>
<ul style="list-style-type: none"> <li>Their behaviour is not YOUR responsibility; their parents have allowed them to go.</li> </ul>	<ul style="list-style-type: none"> <li>Once a teacher, always a teacher if something goes wrong.</li> </ul>
<ul style="list-style-type: none"> <li>You could always leave if things get out of hand.</li> </ul>	<ul style="list-style-type: none"> <li>Do you want to be put in that position?</li> </ul>
<ul style="list-style-type: none"> <li>You know these students will be responsible – it will be OK.</li> </ul>	<ul style="list-style-type: none"> <li>Alcohol and other drugs change people's behaviour.</li> </ul>
<ul style="list-style-type: none"> <li>They want to celebrate the end of their school life with their teachers. You have to go.</li> </ul>	<ul style="list-style-type: none"> <li>But as a teacher you have a duty of care. This puts you in a difficult position.</li> </ul>

## Scenario

2

A student in your Year 10 mentor group tells you on Monday morning about a rave she went to over the weekend where she tried ecstasy. She asks you not to tell anyone. Do you keep her confidence?

FOR	AGAINST
<ul style="list-style-type: none"> <li>It happened over the weekend; it's nothing to do with school.</li> </ul>	<ul style="list-style-type: none"> <li>You have a duty of care. Because she has told you the school is now involved. You can't keep it to yourself.</li> </ul>
<ul style="list-style-type: none"> <li>Unless in your professional judgment she is in imminent danger, under the Information Privacy Act you are not required to pass on information about a situation that occurred outside school.</li> </ul>	<ul style="list-style-type: none"> <li>What if she does it again and next time she has an adverse reaction to it. How would you feel then?</li> </ul>
<ul style="list-style-type: none"> <li>Students have the right to confidentiality. Besides she's 16 and old enough to make her own decisions.</li> </ul>	<ul style="list-style-type: none"> <li>What will her parents say if they find out you knew and didn't tell them?</li> </ul>
<ul style="list-style-type: none"> <li>If you tell someone else and she finds out, she will never trust you again.</li> </ul>	<ul style="list-style-type: none"> <li>Do you want to be the sole keeper of this information?</li> </ul>
<ul style="list-style-type: none"> <li>By telling someone else, this situation could get blown out of all proportion. What if she is expelled?</li> </ul>	<ul style="list-style-type: none"> <li>Her safety is more important than having her trust.</li> </ul>
<ul style="list-style-type: none"> <li>How do you know that she really did try ecstasy?</li> </ul>	<ul style="list-style-type: none"> <li>Even if she didn't take it this time, she may be thinking about it, and you need to ensure any potential harm is minimised</li> </ul>
<ul style="list-style-type: none"> <li>If you keep her trust, she will come to you if she needs help down the track.</li> </ul>	<ul style="list-style-type: none"> <li>She may be telling you this because she WANTS you to get help for her. At least get some advice.</li> </ul>

## Scenario

- 3 In a class discussion of a novel, the issue of drug use is raised. A student who seldom participates in class discussions asks: 'Have you ever tried illegal drugs?' You think back to the parties you attended. Do you tell her that you have?

FOR	AGAINST
<ul style="list-style-type: none"> <li>It would be hypocritical not to tell the truth.</li> </ul>	<ul style="list-style-type: none"> <li>Your personal experiences won't add anything to this discussion. You know it won't stop at one question.</li> </ul>
<ul style="list-style-type: none"> <li>This is a good opportunity to talk about harm minimisation.</li> </ul>	<ul style="list-style-type: none"> <li>You can talk about harm minimisation without talking about your own experiences.</li> </ul>
<ul style="list-style-type: none"> <li>Students will respect you more for your honesty.</li> </ul>	<ul style="list-style-type: none"> <li>Students will actually lose respect for you if you tell them this information.</li> </ul>
<ul style="list-style-type: none"> <li>Everyone knows that people experiment; there's no harm in telling them.</li> </ul>	<ul style="list-style-type: none"> <li>Your disclosure could be interpreted as condoning drug use.</li> </ul>
<ul style="list-style-type: none"> <li>This is a good opportunity for the students to talk about important issues for them.</li> </ul>	<ul style="list-style-type: none"> <li>Is the classroom the best place to discuss students' personal issues anyway?</li> </ul>
<ul style="list-style-type: none"> <li>If you dismiss her question, she may never speak up in class again.</li> </ul>	<ul style="list-style-type: none"> <li>You could thank her for her question, but decline to personally disclose.</li> </ul>
<ul style="list-style-type: none"> <li>What's wrong with talking about something that happened a long time ago?</li> </ul>	<ul style="list-style-type: none"> <li>What if the students go home and tell their parents their teacher uses illegal drugs?</li> </ul>

## Scenario

4

A student confides in you that her friend is using drugs. She has seen her with some tablets. Her friend says she purchased them from a friend, and they help her relax. You know the girl has been disinterested in school for some time, and has recently started missing classes. You believe that she has moved out of home. What do you do?

FOR	AGAINST
<ul style="list-style-type: none"> <li>You must talk to her. She might need some extra support at the moment.</li> </ul>	<ul style="list-style-type: none"> <li>You can't talk to her; you will get the girl who spoke to you into trouble. She asked you not to let on you know anything.</li> </ul>
<ul style="list-style-type: none"> <li>It is more important that you have an opportunity to get her some support before the situation gets worse.</li> </ul>	<ul style="list-style-type: none"> <li>You don't know her very well and it's not your responsibility.</li> </ul>
<ul style="list-style-type: none"> <li>Get some advice from the Student Welfare Coordinator, her Year Level Coordinator or someone from the leadership team.</li> </ul>	<ul style="list-style-type: none"> <li>That would be breaching confidentiality and place the student at risk of being labelled.</li> </ul>
<ul style="list-style-type: none"> <li>Sometimes you have to breach confidentiality when you feel the student is in danger.</li> </ul>	<ul style="list-style-type: none"> <li>I heard there is new Privacy Legislation coming out. Wait until things are a bit clearer.</li> </ul>
<ul style="list-style-type: none"> <li>You don't have to disclose details, just tell the Year Level Co-ordinator you have concerns about her work and ask her to approach it from that level</li> </ul>	<ul style="list-style-type: none"> <li>It's too easy for the student to get around the Year Level Co-ordinator and you may only have one shot at this.</li> </ul>
<ul style="list-style-type: none"> <li>There is more than one risk factor. You have a responsibility to act.</li> </ul>	<ul style="list-style-type: none"> <li>Is it that serious? You don't even know what the tablets are.</li> </ul>
<ul style="list-style-type: none"> <li>Exactly, that raises alarm bells. If they were legitimate why is she getting them from a friend?</li> </ul>	<ul style="list-style-type: none"> <li>Who knows? Sometimes friends just want to help each other out. She might not have any money to buy tablets that have been prescribed.</li> </ul>
<ul style="list-style-type: none"> <li>You know that even if she doesn't want help now, at least she knows you are interested in her. She may think about it and come back to you later.</li> </ul>	<ul style="list-style-type: none"> <li>She might just think you are being nosy, panic and stop coming to school altogether.</li> </ul>

# RESOURCES

» This section of the manual provides details of references, pamphlets and websites that may be of value in further preparation for implementing Creating Conversations.





# DRUG INFORMATION

Get Real: A Harm Minimisation Approach to Drug Education for Primary and Secondary, Department of Education, Victoria, 1997

Get Wise: Working on Illicits in School Education, Department of Education, Employment and Training, Victoria, 2000

Rethinking Drinking, Youth Research Centre, University of Melbourne, 1997

The Australian Illicit Drug Guide, Andrew Campbell, Black Inc, Melbourne, 2001

Volatile Solvents: A Resource For Schools: Health and Safety Guidelines, Department of Education and Training, Victoria, 2001



## Parenting Resources

Drugs and Your Teenager: A practical guide for Australian Parents, Martin Palin and Shelley Beatty, Rivoli, Melbourne, 2000

Kids and Drugs: a realistic guide for parents, Paula Goodyear, Allen and Unwin publishers, N.S.W, 1998

Raising Real Parents: A Guide for Parents of Teenagers, Andrew Fuller, ACER, 2000



## Indigenous, and Culturally and Linguistically Diverse Resources

The Backgrounds Report, Department of Education and Training, 2001

Taking It On Conference Papers, Department of Education and Training, 2001

**N.B. See pamphlets below available in other languages.**

### Pamphlets

Drug Information For Parents: Turning The Tide, Backgrounds Project,  
Department of Education, Employment and Training, October 1999.  
**Available in 12 languages.**

Young people, Parents and Drugs: Some commonly Asked Questions: Parent Drug  
Education Project, Department of Education, Employment and Training,  
1999. **Available in 12 languages.**

Alcohol and the Law and Young People, Victoria Police Drug and Alcohol Policy  
Coordination, 2001. **Available in 18 languages.**

### Resilience and Wellbeing

Framework for Student Support Services in Victorian Government Schools,  
Teacher Resource, Department of Education, Employment and Training, 1999

A Parent's Treasure Chest: Exploring the path to resilience, Constance Jenkin and  
Anne McGenniss, Jesuit Social Services, 2000

From Surviving to Thriving: Promoting Mental Health in Young People, Andrew  
Fuller, ACER, 1998

The Heart Masters: A program for the promotion of emotional intelligence in the  
junior to middle years of secondary school. Andrew Fuller, Bob Bellhouse &  
Glenda Johnston, 2002

### Useful Websites

Department of Education and Training **[www.sofweb.vic.edu.au](http://www.sofweb.vic.edu.au)**

Australian Drug Foundation **[www.adf.org.au](http://www.adf.org.au)**

Drug Info Clearinghouse **[www.druginfo.adf.org.au](http://www.druginfo.adf.org.au)**

Vic. Health **[www.vic.health.vic.gov.au](http://www.vic.health.vic.gov.au)**

Vic Parenting Centre **[www.vicparenting.com.au](http://www.vicparenting.com.au)**

# SAMPLE Documents

» THE FOLLOWING PAGES CONTAIN EXAMPLES  
OF TRAINING PROGRAMS, INVITATIONS, CERTIFICATES,  
AN ACTIVITY SELECTION SHEET, A PERMISSION LETTER  
AND AN AGENDA FOR YOU TO ADAPT TO SUIT.



# Training Programs



## Student Training Sessions: Model 1

### Can be run as a number of sessions

When training is not done as part of a health class, it is necessary to ensure that students have an opportunity to gain enough drug knowledge to feel comfortable running the night. Rehearsal of the *Creating Conversations* activities alone may not provide adequate drug knowledge to help students manage discussion with parents. Focus on activities that will help prepare them for the drug issues that will most likely be discussed on the night.

### Introduction

Welcome/Outline

Peer Workshop or Video

Discussion regarding what's involved /commitment required.

### Activities

**Activity 1: Match the word activity – classification of drugs.** Design a sheet that requires students working in groups to identify a list of drugs as stimulants, depressants or hallucinogens. It is also useful to ask students to match key words with their definitions. *Get Wise*<sup>1</sup> provides the information to assist with this.

**Activity 2: Drug Groupings.** This activity can be found in the primary booklet of *Get Wise* and is also listed as a possible activity for *Creating Conversations*. Initially it needs to be facilitated by an adult.

**Activity 3: Body Map.** This can be found in both the primary and secondary classroom activity sections in *Get Wise*. Focus on the drugs they most need to feel comfortable about discussing.

**Activity 4: Danger Ranking** This activity can be found in the *Creating Conversations* manual. *Rethinking Drinking*<sup>2</sup> contains an alcohol related version of this activity.

**Activity 5: Drug Quiz – Myth Busters!** Use the drug quiz from the *Creating Conversations* program.

**Activity 6: *Creating Conversations* Activities.** Divide students into groups to rehearse one of the *Creating Conversations* activities from the manual. Bring them back to perform for the rest of the group. Encourage constructive feedback.

### Questions/Concluding Remarks

Feedback from students will enable you to identify the need for further sessions.

## Student Training Sessions: Model 2

### Two full days

Dates: \_\_\_\_\_

Time: 9.30 a.m. – 3.00 p.m.

Venue: \_\_\_\_\_

Facilitators: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Day 1 Program

<b>9.30</b>	Introduction/Welcome/About <i>Creating Conversations</i> Past pilot school demonstration of some activities <ul style="list-style-type: none"><li>▪ Snakes</li><li>▪ The Hot Seat</li><li>▪ Hypothetical</li><li>▪ Role-play</li></ul>
<b>10.30</b>	MORNING TEA
<b>10.45</b>	Students from past pilot school to coach the students on the activities demonstrated earlier in three groups: <ul style="list-style-type: none"><li>▪ The Hot Seat (6 students)</li><li>▪ Hypothetical (10 students)</li><li>▪ Role-play (6 students)</li></ul>
<b>11.30</b>	Each of the three groups demonstrates its activity (with encouragement from past pilot school students)
<b>12.00</b>	LUNCH
<b>1.00</b>	Workshop activities from <i>Creating Conversations Manual</i> <ul style="list-style-type: none"><li>▪ Drug Groupings (in pairs)</li><li>▪ Danger Ranking – Least Harmful/Most Harmful (small groups)</li></ul>
<b>1.30</b>	Body Map activity from <i>Get Wise</i> (small groups)
<b>2.15</b>	BREAK
<b>2.30</b>	Video clips from the <i>Creating Conversations</i> video <ul style="list-style-type: none"><li>▪ Quiz</li><li>▪ Role-plays</li></ul>

## Day 2 Program

<b>9.30</b>	Agree or Disagree Activity from the <i>Creating Conversations</i> Manual
<b>9.40</b>	Students (in their groups) practise the activities they have chosen to use for the parent workshop
<b>10.30</b>	MORNING TEA
<b>10.45</b>	Individual students draft a letter to someone they would like to invite to the workshop (friend, neighbour, uncle, aunt, grandparent, parents' friend etc.)
<b>11.00</b>	Use brainstorming in small groups to list possible tasks and allocate roles: <ul style="list-style-type: none"><li>▪ Showbags</li><li>▪ Stage Props</li><li>▪ Signs</li><li>▪ Venue/times/food</li><li>▪ Lights, if appropriate</li><li>▪ Ushers</li><li>▪ Anything else?</li></ul>
<b>11.40</b>	Small groups report to the whole group on tasks identified Collate information on one large sheet of butchers paper
<b>12.00</b>	LUNCH
<b>1.00</b>	Students practise chosen activities in groups
<b>1.15</b>	Do a complete run-through of activities for the parent event
<b>2.15</b>	Tips and feedback from adult facilitators
<b>2.30</b>	What still needs to be sorted out?

<sup>1</sup> Department of Education, Employment and Training, Victoria, 2000, *Get Wise: Working on Illicits in School Education*.

<sup>2</sup> Australian Associated Brewers Inc, 1997, *Rethinking Drinking*, The Australian Council for Health, Physical Education and Recreation (ACPHR).

# CREATING CONVERSATIONS

## Activity Selection Sheet

Name \_\_\_\_\_

Form \_\_\_\_\_

From the list below, please select the activities you would like to participate in at the parent event being held on \_\_\_\_\_.

Please number these in order of priority (1 indicates your first preference, 2 your second preference, and so on.)

- |   |                          |
|---|--------------------------|
| <b>Snakes</b>   | <input type="checkbox"/> |
| <b>Agree or Disagree Activity</b>   | <input type="checkbox"/> |
| <b>Hypothetical 1: The Big Event</b>  | <input type="checkbox"/> |
| <b>Hypothetical 2: Booze 'n' Debs</b>   | <input type="checkbox"/> |
| <b>The Hot Seat</b>   | <input type="checkbox"/> |
| <b>Hidden Thoughts 1 – Eddie</b>  | <input type="checkbox"/> |
| <b>Hidden Thoughts 2 – Gordon</b>   | <input type="checkbox"/> |
| <b>Don't Jump to Conclusions</b>  | <input type="checkbox"/> |
| <b>Drug Quiz – Myth Busters!</b>  | <input type="checkbox"/> |
| <b>Harm Ranking Activity</b>  | <input type="checkbox"/> |
| <b>Drug Groupings</b>   | <input type="checkbox"/> |
| <b>Behind the scenes organisational duties, including showbags, invitations, publicity, props</b> | <input type="checkbox"/> |

## Permission Letter



### Re: *Creating Conversations* – talking about drug issues

Dear Parents/Guardians

Your son/daughter of year \_\_\_\_ has volunteered to be part of a program in which Seaside College is taking part. The program is called *Creating Conversations* and is an innovative way of encouraging students to plan and facilitate a Parent Information Event about drug issues. Students are trained to conduct activities designed to provide information and get you thinking and talking.

Schools across Victoria have been invited to participate, and it will be an excellent opportunity for our students to develop and expand their skills in cooperation, performance and leadership. They will work with Mr/Mrs/Ms \_\_\_\_\_ the Year \_\_\_\_ Coordinator, \_\_\_\_\_, the Health and Physical Education teacher \_\_\_\_\_, and the school nurse \_\_\_\_\_. Training for the program will occur on Monday afternoons during Health classes for six weeks commencing \_\_\_\_\_, or/during Wednesday lunch times for the remainder of the term. The students will be working towards presenting a Parent Event in (insert month) and you will be invited to attend this session, along with other parents and students of year \_\_\_\_\_. Students will be expected to participate in all training sessions and on completion of the program will be awarded a certificate to acknowledge their efforts.

There will be no cost to parents and we are sure that the program will be of benefit to your child. Please complete the attached permission form and return to school by \_\_\_\_\_. Feel free to contact \_\_\_\_\_ or \_\_\_\_\_ if you require more details.

Yours sincerely

Principal

I give permission for my son/daughter \_\_\_\_\_ of Year \_\_\_\_ to participate in the training for *Creating Conversations*.

Signed \_\_\_\_\_

Parent/Guardian



## Invitations

# RIVERVIEW COLLEGE



### *Creating Conversations*

Dear Parents and Guardians

You are cordially invited to our *Creating Conversations* event, which will create opportunities for discussing drug issues with students. This will develop greater awareness of the diversity of attitudes, feelings and values about drugs that are found in our community. The event has been planned by a group of year 9 and 10 students who will run the event.

It will take place on \_\_\_\_\_ between the hours of \_\_\_\_\_ in the College library.

Refreshments will be provided, as will child care, upon request.

We would be delighted if you could attend. For further information or to accept this invitation, please contact \_\_\_\_\_ by telephoning \_\_\_\_\_, or complete the reply slip below.

Yours sincerely

Principal

Please return this reply slip to \_\_\_\_\_ by \_\_\_\_\_

I/We will be attending the *Creating Conversations* event.

Name: \_\_\_\_\_

Number attending (including student/s) ☐

Child minding required ☐

Number of children ☐

# CREATING CONVERSATIONS

## Important Family Activity

Dear Parents and Guardians

Drug Education is an essential topic for families to discuss, if they hope to minimise the harm these substances can cause.

At \_\_\_\_\_ College/School we are creating an opportunity for all families of students in Year \_\_\_\_ to have that discussion. We will be using a program called *Creating Conversations*, which involves young people and their parents in fun, activity-based presentations.

As well as being highly enjoyable, these activities lead to a shared understanding of drugs and their effects. This is a very relaxed and non-threatening way for students and their parents and guardians to approach the topic of drugs. Parents who have been involved in other *Creating Conversations* events have said...



Date: \_\_\_\_\_ Time: \_\_\_\_\_

Place: \_\_\_\_\_

Students have been preparing throughout the term to run this event and are looking forward to as many parents as possible joining them on \_\_\_\_\_.

Light refreshments will be provided.

Child-minding facilities are available, on request.

Yours Sincerely

Principal

I/We will be attending the *Creating Conversations* event on \_\_\_\_\_

Name: \_\_\_\_\_

Number attending (including student/s) ☐

Child minding required ☐

Number of children ☐

# CREATING CONVERSATIONS



Dear Parents and Guardians

You have been invited to participate in *Creating Conversations*.

This event provides students of Year \_\_\_\_ and their parents with an opportunity to communicate about drugs and drug-related issues in a fun and non – threatening way. It also provides opportunities for students to develop team building and facilitation skills.

A number of students have been preparing for this event for many weeks. We would appreciate your attendance. Come and see a hypothetical about smoking where a tobacco company executive Mr Nick O'Teen tries to justify smoking to Dr Penny Cillin, who claims smoking causes a range of illnesses. Get involved in 'hot seat' activities and agree and disagree statements.

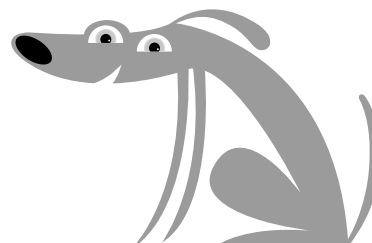
Refreshments will be provided, as will child minding, upon request.

Date: \_\_\_\_\_

Time: \_\_\_\_\_

Place: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_



Yours truly

Principal

I/We will/will not be attending the *Creating Conversations* event.

Number attending (including student/s) ☐

Child minding required ☐

Number of children ☐

## Agenda

# HAPPY PLACE COLLEGE PRESENTS



## *Creating Conversations*

### Agenda

<b>Welcome/Introduction</b>	Principal
<b>About Creating Conversations</b>	Student Host
<b>Snakes</b>	Names of students
<b>Agree or Disagree Activity</b>	Names of students
<b>The Hot Seat</b>	Names of students
<b>Hypothetical</b>	Names of students
<b>Danger Ranking</b>	Names of students
<b>Don't Jump to Conclusions</b>	Names of students
<b>Drug Quiz</b>	Names of students
<b>Concluding Remarks</b>	Name of Teacher

### Acknowledgements

- |  |       |
|--|-------|
| ▪ Showbags   | Names |
| ▪ Planning Team                                      | Names |
| ▪ Invitations etc                                    | Names |
| ▪ Refreshments provided by Year 11 Hospitality class |       |

Photo of students during training



# CERTIFICATE OF ACHIEVEMENT

**AWARDED TO**

---

**In recognition of the work undertaken  
in planning and presenting:**

**CREATING CONVERSATIONS**

**an interactive event involving young people and their  
parents in discussions about drug issues.**

---

Principal

---

Organiser



# A CERTIFICATE OF APPRECIATION

**AWARDED TO**

---

**Date**

---

**For facilitating a**

**CREATING CONVERSATIONS EVENT**

**for parents, students, teachers and support personnel**



# ACKNOWLEDGEMENT OF OUTSTANDING EFFORT

This letter is to acknowledge the performance and efforts of \_\_\_\_\_ in the preparation and running of a parent event at \_\_\_\_\_ Secondary College on \_\_\_\_\_. The event was part of the *Creating Conversations* program, which is supported by the Department of Education and Training. The aim of the program is to enhance communication between adolescents and their parents in relation to drug-related issues. An important feature of the program is that it is conducted entirely by the students.

Students were involved in preparing materials for the event and in presenting various interactive activities to an audience that consisted mainly of adults. The success of the event was contingent on students knowing their individual roles and ensuring they fulfilled their obligations to their peers by participating competently and confidently.

This letter can form part of any reference or curriculum vitae that \_\_\_\_\_ is required to provide in the future. I am happy to elaborate further on \_\_\_\_\_ contribution to the *Creating Conversations* program should this be required.

\_\_\_\_\_ was committed to successfully completing a demanding and challenging task, and in doing so demonstrated the following:

- the ability to research appropriate information
- the ability to work as part of a team
- the ability to speak in front of an audience of adults.

The school was enormously proud of \_\_\_\_\_ efforts and he/she is to be commended on her contribution to the success of the event. The feedback from parents was extremely positive and they commented on how the event generated discussion within families. Representatives from the Department of Education and Training who attended the event were extremely impressed by the student's knowledge and skills.

Yours sincerely

\_\_\_\_\_  
Teacher/Organiser

\_\_\_\_\_  
Principal

# Pilot Schools

» This section of the manual lists the schools that were involved in the three-year pilot phase of **Creating Conversations**. They are a useful resource for other schools wishing to implement the project. We acknowledge the valuable contributions they made to the development of the project.





# SCHOOL CONTACT DETAILS



## School

## Contact Details

### 1999

Altona Secondary College	Brett Scott	(03) 9398 5811
Methodist Ladies College, Kew	Kim Weston	
	Felicity Donnoli	
	Terri Whatmore	(03) 9274 6333
St Columba's College, Essendon	Bern Murphy	(03) 9337 5311

### 2000

Braybrook College	Kelly Panousierious	(03) 9312 2900
Craigeburn Secondary College	Jane Redfern	(03) 9308 1144
Lalor Secondary College	David Mocheridge	(03) 9465 2066
Mt Erin Secondary College, Frankston	Sophie Angus	
	Dianne Lynch	(03) 5971 1606
St Paul's College, Altona North	Tarik Kendjer	(03) 9314 6333
Sunbury Secondary College	Sally Field	(03) 9744 7695

### 2001

Alexandra Secondary College	Sue Malcolm	(03) 5770 2000
Ballarat Secondary College– Wendouree Campus	Marg McDonald	(03) 53367200
Ballarat High School	Heather Kearle	(03) 5334 1006
Bairnsdale Secondary College	Sandy Turvey	
	Anne Cross	(03) 5152 6100
Beechworth Secondary College	Mandy Collins	(03) 5728 1264
Belmont High School, Geelong	Robin Knox	(03) 52435355
Box Forest Secondary College, Glenroy	Paul Dingle	(03) 9304 0400
Brighton Grammar	Melissa Juzva	(03) 9592 6011
Catholic Regional College – Melton	Simone Cymbalk	(03) 9743 6522
– North Keilor	Marion Leonard	
	Jamie McRae	(03) 9725 8277
– Sydenham	Anne Cook	(03) 9390 1444
Croydon Secondary College	Lesley Sinfield	
	Eileen Dalrymple	(03) 9726 8277
Essendon East/Keilor District College, Keilor East Campus	Janet Evans	(03) 9331 5295

## 2001

Forest Hill College, Burwood East	Jarrad Clark	
	Peter Drummond	(03) 9802 2699
Gilmore College For Girls, Footscray	Karen Marsh	(03) 9689 4788
Gippsland Grammar	Jan Henry	(03) 5144 1188
Gisborne Secondary College	Teresa Peri	(03) 5428 3691
Highvale Secondary College, Glen Waverly	Stephanie Hadley	(03) 9803 5144
Kangaroo Flat Primary School, Bendigo	Gayle Fuller	(03) 5447 7542
Kurnai College-Churchill Campus	Kim McDuffie	
	Ruth Howard	(03) 5122 1455
Lauriston Girls' School, Armadale	Linda Carter	
	Joan Ross	(03) 9864 7555
Maffra Secondary College	Kylie Cooper	(03) 5147 1790
Maribyrnong Secondary College	Madeleine Pitcher	(03) 5330 1500
Mount Clear Secondary College, Ballarat	Dom Camenzuli	(03) 5330 1500
Murtoa College	Wally Coleman	(03) 5385 2381
Myrtleford Secondary College	Darryl Perkins	(03) 5752 1011
Northcote High School	Craig Price	(03) 9481 0266
Portland Secondary College	Judy Lane	(03) 5523 1344
Rainbow Secondary College	Sharyn Cook	(03) 5395 1063
Rutherglen Secondary College	Ro Porter	(02) 6032 9483
Sale College	Gaye Finlay	(03) 5144 1711
Warranwood Primary School	Julie Trembath	(03) 9876 6066
Wesley College-Prahran Campus	Anthony Beardell	(03) 9510 8694



# APPENDIX AND NOTES



# APPENDIX 1

The following advice is provided in *Volatile Solvents: A Resource For Schools: Health and Safety Guidelines*.<sup>1</sup>



## Volatile Solvents Policy Guidelines

- Teaching about volatile solvents as drugs should not be included in the mainstream drug education curriculum. Volatile solvent education should be provided in the preventive context of Occupational Health and Safety. Young people should be taught about the appropriate use of chemicals, alerted to the hazards and equipped with strategies to prevent or reduce possible harm.
- **Direct reference to volatile solvents as drugs should be avoided.**
- In circumstances where a group of students is particularly at risk from volatile solvent use, or where volatile solvent use is widespread, a specific classroom or group response may be appropriate. Intervention programs should be based on the principles of the *Framework for Student Support Service in Victorian Government Schools*.<sup>2</sup>
- If volatile solvent usage by students is prevalent, seek expert assistance.



<sup>1</sup> Bellhouse, R., Johnston, G., & Fuller, A., 2001, *Volatile Solvents: A Resource For Schools: Health and Safety Guidelines*, Department of Education and Training, Victoria.

<sup>2</sup> Department of Education, Employment and Training, 1999, *Framework for Student Support Services in Victorian Government Schools*, Teacher Resource.

[illegible]

This image shows a single page of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page, leaving small margins at the top and bottom. There is no handwriting or other markings on the page.

## A stylized, grey, cartoonish character with spiky hair, large expressive eyes, and a small star on its chest. The character is framed by a thick purple circle. The character's body is simple, with a short-sleeved shirt and a long, thin tail-like appendage. The overall style is clean and modern, using a limited color palette of grey, purple, and white.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

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This image shows a single page of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page, leaving small margins at the top and bottom. There are no vertical margin lines, and the page is completely blank except for the lines themselves.

# Student Manual

» This section of the manual contains activities for student use. It is designed to be photocopied and given to students as a workbook, and can also be found on the CD-ROM, so that it can be printed in colour or adapted to suit the local context.



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# What Is Creating Conversations?

Welcome to Creating Conversations!

## What is it?

- A drug education program that allows young people and adults to communicate and share ideas about drug issues.
- An opportunity to explore a variety of situations faced by young people in relation to drug and alcohol issues.

## What are you in for?

- Training sessions with teachers and support staff to learn a range of activities.
- Presenting role-plays and other activities to your parents, teachers and peers.

You will be in a good position to create open communication with your family and friends about drug issues. *Creating Conversations* provides the opportunity to put adults in your shoes and recognises that decisions are not always easy to make.

You don't need to be a drama expert, or know the answer to every question about drugs. It is important, however, that you develop an understanding of some drug concepts and definitions. These are provided below. If you need further information you can always ask a teacher to provide it using resources like *Get Wise*<sup>1</sup>, or you can look up the *Australian Drug Foundation* (ADF) website: **[www.adf.org.au](http://www.adf.org.au)**

This booklet provides a range of activities and your group needs to choose the ones that are most suitable. Your teacher has a manual that contains more information and the cards for various activities. To help out, a training session conducted by students from a past pilot school may be available, and there is a video that demonstrates some of the activities. So, good luck!

**To help run *Creating Conversations*, it is important to have a good understanding of some drug-related terms so that you can explain them to other people. Here are some definitions you will need to know.**

**Drug:** There are many ways that drugs can be defined, but it's best to use the World Health Organization's (WHO) 'A drug is any substance which, when taken into the body, alters its function physically and/or psychologically, excluding food, water and oxygen'. This includes medicines, caffeine (coffee and chocolate), alcohol and tobacco, as well as the psychoactive drugs that people are often most concerned about.

<sup>1</sup> Department of Education, Employment and Training, Victoria, 2000, *Get Wise: Working on Illicits in School Education*.

**Licit drug:** This is a drug that is acceptable by law except under certain circumstances, such as when a person is under the legal age. Licit drugs include alcohol, tobacco, medications and caffeine.

**Illicit drug:** This is a drug that is not legal to use, possess or produce. Illicit drugs include cannabis, amphetamines, heroin and ecstasy. Alcohol could be considered illicit if illegally sold to a person under the age of 18.

**Psychoactive drug:** Drugs of this kind are commonly taken for their effect on how we think, feel and behave. They can be categorised into three groups according to the way they affect the body:

- 1 Stimulants** speed up the messages from the central nervous system to the rest of the body. They increase the heart rate, blood pressure and body temperature. They can increase confidence, reduce tiredness and hunger. Larger doses may cause headaches, blurred vision and panic. Examples: amphetamines, cocaine, nicotine, ecstasy and caffeine.
- 2 Depressants** slow down the messages from the central nervous system to the rest of the body, initially reducing inhibitions, but may eventually cause unconsciousness, vomiting and death. Examples: alcohol, cannabis, heroin, tranquillisers and methadone.
- 3 Hallucinogens** effect a person's perception of what's going on. They can distort what a person sees, hears and touches. The effects can vary greatly from person to person and from experience to experience. Some drugs can belong to two categories. Examples: ecstasy, cannabis in large doses, LSD, and magic mushrooms.

A very important term for you to explain is *harm minimisation*. Here is one definition and a space for you to write your own.

**Harm minimisation** is an approach to drug use that aims to reduce the harmful effects on you, your friends and family. It focuses on preventing the harms that might result from using drugs and not on whether using drugs is right or wrong. Wearing a helmet while riding a bike, and wearing sunscreen, are examples of harm minimisation.

In a nutshell, harm minimisation, for me, means:

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# CREATING CONVERSATIONS: THE PROGRAM

## A Possible Introduction

Hi, my name is \_\_\_\_\_ and I'm part of the *Creating Conversations* team. I'd like to welcome everyone and thank you for coming along. It is my job to host this event. The *Creating Conversations* team and I will take you through the activities we have been learning over past weeks. *Creating Conversations* is based on a harm-minimisation approach to drug education and the activities are about issues related to drug use in the community. They are designed to encourage you to share your thoughts and opinions with others. (Perhaps explain how you got involved in the *Creating Conversations* project.)

We would like everyone to remember that we are not experts in the field of drug education, so we may not have all the answers, but there are other people here who can help out (name them, e.g. teacher, agency representative, Senior Program Officer). We are not drama experts so our performance may not be 'slick' and we may make a few errors, but that's all part of it. I would also like to point out that the views presented are not necessarily our own. If you do have any specific questions, a number of teachers here are more than happy to assist. There are showbags containing information for you to take home. Please enjoy the event.

## My Introduction

Hello, my name is...

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# SNAKES

**Student Facilitator:**

This activity requires two people to read each scenario as well as a facilitator to make a couple of points at the end. The activity requires no introduction.

## Scenario One

CHARACTERS	PLAYED BY
Dad	<input type="text"/>
Mum	<input type="text"/>

**DAD:** I'm really worried about the kids. There are lots of snakes out there.

**MUM:** Well, there's no way we're going to move. You're always worrying about something.

**DAD:** Perhaps we should keep them inside over summer.

**MUM:** They'd drive us crazy. Anyway they have to walk to the bus every day. I'll mow the lawns.

**DAD:** Do you think we should talk to the kids about snakes, tell them some scary stories?

**MUM:** No, I know Josh would just go looking for them then.

**DAD:** But I heard of a two year-old that picked up a snake because it looked pretty and then got bitten.

**MUM:** Well, I guess they need to know what to do if they come across one. Surely they teach them that at school.

**DAD:** Well, they might, but it's our problem. We could get a book or first-aid video from the library and show them what to do if they get bitten.

**MUM:** Yeah, we had better make sure they know how to protect themselves.

## Scenario Two

CHARACTERS	PLAYED BY
Dad	<input type="text"/>
Mum	<input type="text"/>

**DAD:** I'm really worried about the kids. There are lots of drugs around out there.

**MUM:** Well there's no way they're going to go away. You're always worrying about something.

**DAD:** Perhaps we should keep them inside over summer.

**MUM:** They'd drive us crazy. Anyway they have to walk to the bus every day.

**DAD:** Do you think we should talk to the kids about drugs, tell them some scary stories?

**MUM:** No, I know Josh would just go looking for them then.

**DAD:** But I heard of a ten year-old that took some pills someone had offered her.

**MUM:** Well, I guess they need to know what to do if they come across them. Surely they teach them that at school.

**DAD:** Well, they might, but it's our problem. We could get a book or video from the library and show them what to do if they were offered drugs.

**MUM:** Yeah, we had better make sure they know how to protect themselves..

### Student Facilitator Comments

Sum up the discussion by saying that snakes and drugs are clearly very different dangers. People don't choose to get bitten by a snake, however, the main message here is that information and communication are important for prevention of harm from either snakes or drugs. The hints in the teacher's section of the manual might also be useful.







# AGREE OR DISAGREE Activity

**Student Facilitator:**

## A Possible Introduction

This activity is called the Agree or Disagree Activity and will require you to move around the room and discuss your point of view with others. There are three people each holding a sign marked 'agree', 'disagree' or 'undecided'. I will read out a statement about drugs and you move to the sign that best represents your view or opinion. The group leader will then ask you all to discuss your reasons for choosing that sign in response to the statement. Each group will select a representative to report the main comments back to the rest of us. The statements don't necessarily have a right or wrong answer and may be interpreted in different ways. It is your interpretation that's important. I must remind you this is not a debate. The first statement is...

## My Introduction

Hi, my name is...

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**Choose three or four statements.**  
**These ones have been used with success in the past.**

1 Alcohol is worse than drugs like ecstasy or heroin.

2 It's more risky for a boy to get drunk than a girl.

3 Parents have the most influence on young people.

4 Alcohol and other drug education is the parent's responsibility.

5 Young people get most of their information about drugs from friends, television and other media.

6 Education has little effect on young people's choice to take up smoking cigarettes.

7 Most teenagers make sensible choices when it comes to drugs.





# HYPOTHETICAL 1: THE BIG EVENT

**Student Facilitator:**

## A Possible Introduction

This activity is called the Hypothetical and it involves a number of characters on a panel giving their opinion about smoking. The audience will be invited to ask questions that challenge the ideas of the characters on the panel.

The hypothetical situation is that a huge sporting event has been organised at the \_\_\_\_\_ (insert name of local venue). There will be half-time entertainment, including models parading on a catwalk showing the latest fashions. It is an open-air event. There is controversy as to whether the organisers should allow smoking. To help them make this decision, they wish to hear from members of the public and have invited a representative panel to debate the issue.

## My Introduction

Hi, my name is...

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After reading the hypothetical:

- introduce each member of the panel.
- invite them to talk briefly about themselves and give their opinion on smoking.

Facilitate the questioning process:

- invite members of the audience to ask questions of the panel members.
- remind the audience that they are also playing a role and are meant to ask questions that challenge the characters' opinions.
- prompt the audience, if necessary, or give out question cards.

PERSON PLAYING THE ROLE

**Student Facilitator:**

PANELLISTS

**Tobacco Company Executive** (Mr Nick O'Teen)

**Fitness Instructor** (Ms Verity Fit/Mr Barry Fit)

**Non-smoker** (Mildred, aged 55)

**Doctor** (Dr Penny Cillin/Dr Steth A. Scope)

**Adolescent Smoker** (Winnie Blue/Benny Hedges, aged 15)

**Smoker** (Bob, aged 85)

**Financial Adviser** (Ms/Mr Lotta Cash)

**Model Agent** (Tamara)

**QUIT Worker** (Will Power)

**Tobacco Company Executive**  
(Mr Nick O'Teen)

**Tobacco Company Executive:** I believe that there is no conclusive proof that smoking affects health. It's legal and, what's more, I provide employment for thousands of people who would otherwise be hungry. I don't force people to smoke; it's their choice.

**Fitness Instructor**

(Ms Verity Fit or Mr Barry Fit)

**Fitness Instructor:** I believe people who don't smoke are fitter than those who do because smoking reduces lung capacity. If you want to reach the top in your sport – don't smoke!

**Non-smoker**

(Mildred aged 55)

**Non-smoker:** I suffer from asthma and it's smoking that causes it. I think smoking should be made an illegal activity, because passive smoking makes me wheeze. Smokers are such selfish people!

**Doctor**

(Dr Penny Cillin /Dr Steth. A. Scope)

**Doctor:** I believe, in fact I know, smoking is the main cause of drug-related deaths. Smoking causes lung cancer and passive smoking also results in illness. Smoking doesn't just kill, it results in poor quality of health for many people. Smoking should be banned.

**Adolescent Smoker**

(Winnie Blue/Benny Hedges aged 15)

**Adolescent Smoker:** Look, I smoke, okay, and it's my choice. I like it; it's fun and all my friends smoke, too. It's a good excuse just to hang out together and I can give up whenever I want; I'm not addicted.

**Smoker**

(Bob aged 85)

**Smoker:** I've smoked a pack of ciggies every day since I was 12 and I've never had a sick day in my life. I'm living proof that smoking is okay and that what people go on about is bunkum! Smoking calms my nerves; you know, helps me to relax.

**Financial Adviser**

(Ms/Mr Lotta Cash)

**Financial Adviser:** I believe that cigarette smoking is expensive and a waste of money. Three packets a week is \$30, or \$1500 a year. For someone like Bob, that's \$120 000 in his lifetime, which would be a very comfortable unit in a retirement home.

**Model Agent**

(Tamara)

**Model Agent:** I don't mind if my young models smoke because it stops them from overeating and I like my models to be rather on the thin side. (Don't we all?) I don't let them smoke on the catwalk, of course, but behind the scenes is fine. It helps to settle their nerves.

**QUIT Worker**

(Will Power)

**QUIT Worker:** Well, I think smoking is a disgusting habit. It's unhealthy and it costs the community huge amounts of money. Smoking should be banned. It's my job to help people give up.

### Sample Questions

(question cards are in the teacher's booklet and can be distributed to the audience)

#### Question to: Tobacco Company Executive

Do you sleep well at night knowing many people are sick as a result of your product?

#### Question to: Tobacco Company Executive

Well, Mr O'Teen, you claim there is no conclusive proof that smoking causes lung cancer, so what are those little warning stickers, like smoking kills, you put on the packets?

#### Question to: Doctor

Are the effects of passive smoking really that bad, or is Mildred just a complainer?

#### Question to: Doctor.

Now, how do you explain Bob, after all, he is 85 and still seems pretty healthy?

#### Question to: Adolescent

Do you worry about your health, or getting lung cancer?

#### Question to: Adolescent

What makes you think you can give up whenever you like, when nicotine is reported to be even more addictive than heroin?

#### Question to: Adolescent or Quit worker

The rate of teenage smoking appears to be going up, especially for girls. Why do you think they seem to be ignoring the warnings?



**Question to: Adolescent**

What made you take up smoking in the first place? Was it peer pressure?

**Question to: Fitness instructor**

What about Jumping Jai, isn't he a smoker and an Olympic medallist? And Shane Warne, Pete Sampras and Tiger Woods are also notable sports people who smoke.

**Question to: Fitness instructor**

If someone was a heavy smoker and gave up, would their fitness improve?

**Question to: Financial Adviser**

Don't you think if people weren't allowed to smoke at the event they would stay home and then ticket sales would be down?

**Question to: Financial Adviser**

Now, you seem to be very focused on money. What advice would you give to the adolescent who is starting out on a very expensive habit?

**Question to: Mildred**

Petrol fumes must also make you wheeze. Do you want cars banned as well? Do you consider that smokers should have rights, too?

**Question to: Mildred**

Mildred, would you be able to go to the game if they allowed smoking?

**Question to: Bob**

What would you say to your grandson if he wanted to start smoking at 12?

**Question to: Bob**

You sound like you have a bit of trouble breathing; do you think it's related to smoking?

**Question to: Bob**

That sounds like a bad cough you've got. Have you thought about seeing a doctor?

**Question to: Model Agent**

What about those ads on TV that show wrinkles around the mouth and yellow teeth from smoking – surely that's not a good look for a model?

**Question to: Model Agent**

Do you consider your models' health? What about proper nutrition for energy?

**Question to: Quit Worker**

Now, Mr Power, your job is to help people give up. What advice would you have for both Bob and the adolescent? Is it too late for Bob to think about giving up?

**Question to: Quit Worker**

Mr Power, do you realise that if you got every smoker to give up smoking you'd be out of a job. Does that worry you?

**Question to: Quit Worker**

The adolescent claims to be able to give up whenever he/she wants. Have you got any advice for him/her?

**Student Facilitator**

Say that this has been a useful discussion and thank the audience for their assistance in asking probing questions of panel members. Close by stating that the panel will now further deliberate and make a decision regarding the issue of smoking at the proposed sporting event.







# HYPOTHETICAL 2: BOOZE 'N' DEBS

**Student Facilitator:**

## A Possible Introduction

This activity is called the Hypothetical. It involves a number of characters on a panel giving their opinion as to whether or not alcohol should be allowed at the local debutante ball. The audience will be invited to ask questions that challenge the ideas of the characters on the panel.

The hypothetical situation is that last year the (Name of City/Suburb/Town) Recreation Reserve Committee decided to reintroduce a debutante ball as a fundraiser for the football, netball, cricket and tennis clubs. (Name of City/Suburb/Town) had not held a debutante ball for 30 years and the community was very excited about reviving this tradition.

It was a great success. A huge profit was made and distributed amongst the clubs. All the clubs have now commenced improvements to their facilities. However, most of the ball profits came from the sale of alcohol, and many underage debutantes, partners and guests were able to buy and consume alcohol there. This caused great concern. It has been proposed that this year's debutante ball have no alcohol; not even BYO.

The Recreation Reserve Committee has organised a public forum to help it decide what should happen this year.

## My Introduction

Hi, my name is...

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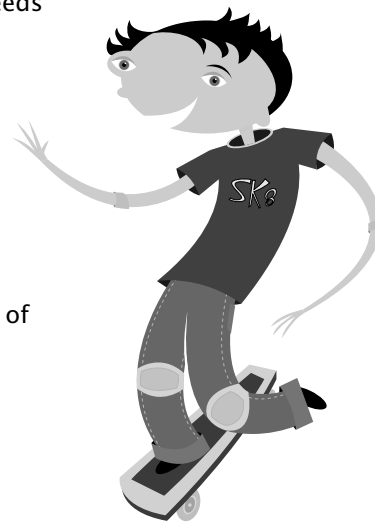
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- After reading the hypothetical the presenter proceeds as follows:
- Calls for a volunteer from the audience to act as the Recreation Reserve President
- Introduces the members of the panel and invites each of them to talk briefly about themselves.
- Poses rehearsed questions to the panel.
- Invites members of the audience to ask questions of the panel members.
- Reminds the audience that they are also playing a role and are meant to ask questions that will challenge the characters' opinions.
- Prompts the audience, if necessary, or gives out question cards.



### The Panel

Student	Mother of debutante, ex-debutante herself and Netball Club President – Netty Nostalgia
Member of Audience	Recreation Reserve President – Henry/Henrietta Parkes
Student	Police and TAC representative – Sergeant Holmes
Student	Debutante Trainer – Tania Deltango
Student	Debutante for this years Ball – Lily White
Student	Last years debutante – Shaza Been
Student	Ex Deb partner, Football club President – Jack Blunt

## Netty Nostalgia

Mother of debutante, ex-Deb and Netball Club President

(Student's name)

### Character Notes

You have lived in (Name of City/Suburb/Town) all your life. You were one of the last debutantes in 1971. You were netball champion and you are now President of the Netball Club. Your daughter would like to make her debut this year. You are very confused about this issue. As President of the Netball Club you are delighted with all the money that is coming into your club. You are also thrilled that the community is reviving this tradition and that everyone is working together. It has been one of your dreams that your little girl would one day make her debut in the same hall as you did, BUT the stories that you have heard about the young ones drinking last year have you really worried. You wish everything could be nice and simple like it was when you were a girl. You drink alcohol occasionally, but you don't really like it. You wish the young ones would just wait until they are old enough to drink and then the problem would be solved.

### Questions

**PRESENTER:** Netty, what are your thoughts on the proposed debutante ball?

**NETTY:** I love deb. balls. I made my debut more than 30 years ago and I've always wanted my daughter to make hers. I've even saved my dress and she's going to wear it – well, I think she is. Anyway, it is such an important night in a young girl's life. The Netball Club is so happy to be part of it and raising money to improve the facilities for our girls.

**PRESENTER:** So you have no trouble with alcohol at the ball?

**NETTY:** When I made my debut there was no alcohol. I still don't drink very much. I don't really like it. I wish we could have balls like we used to where everyone was just happy to dance. These young ones should just behave and wait 'til they are old enough to drink legally.

### Question from the Floor

**Q:** Netty, do you think that your Netball Club has a responsibility to ensure that you encourage safe drinking practices?

**NETTY:** I've never really thought about that. I mean, I spend so much time organising umpires, getting teams going and coaches. Wouldn't it be up to the schools or the parents to make sure kids don't be silly? I mean, when I was young, we girls never thought of having a drink. I wish things weren't so complicated now.

## Henry/Henrietta Parkes

Recreation Reserve President

**(audience volunteer)**

### Character Notes

You have lived in (Name of City/Suburb/Town) all your life. You have been a great sportsperson. You have recently retired from work and now you are ready to spend a lot of your free time restoring the local Recreation Reserve to its former glory. You are determined that it will be the best in the district. You like to have a drink of beer and, as far as you are concerned, alcohol and sport will always be synonymous. You know that successful fundraising is based upon sales of alcohol. You think it is up to the parents of the young people to make sure that no underage drinking takes place. You are annoyed that some do-gooders could be threatening this earner that benefits the whole community.

### Questions

**PRESENTER:** What projects have been started at the Recreation Reserve because of the money raised from last year's deb ball?

**HENRY/HENRIETTA:** By crikey (presenter's name) I'm glad you asked that. The Tennis Club has installed lights on four courts and next week those four courts will be surfaced with Rebound Ace. The Netball Club has also chosen to resurface with a new non-slip surface. It also plans to improve the ladies change rooms. The Football Club has built a gymnasium. The cricket club has built new net areas. You should all get yourselves down there and have a gander. Bloody fantastic.

**PRESENTER:** So you really don't need any more money?

**HENRY/HENRIETTA:** Gee, we haven't paid for any of it yet. We will need about 10 deb balls to pay off our loans and get back in the black again.

**PRESENTER:** How important was the sale of alcohol in last year's profits?

**HENRY/HENRIETTA:** It was the icing on the cake. Ticket sales covered our costs, but the drink sales gave us the big profits. If you make it BYO, we'll have to charge more for tickets and still not make as much money.

### Question from the Floor

**Q:** I'm from Riverview Community Care and I direct my question to Henry/Henrietta Parkes. Are you aware that as President of the club running the ball, you would personally have to pay any fines associated with serving alcohol to minors?

**HENRY/HENRIETTA:** Look, we're a close-knit community here. We stick together. Besides, it's not my fault if the kids get a drink or two. Their parents should make sure that they have lemonade to drink. Anyway, who's got time to ask for ID cards? We were flat out serving drinks last year. You don't want to make trouble for yourself, you know.

## Sergeant Holmes

Police and TAC Representative

(Student's name)

### Character Notes

You have been a policeman in (Name of City/suburb/Town) for 10 years. You love the community and want to have a good relationship with everyone here. You used to play footy and cricket and you are one of their top supporters, however, you have recently witnessed the aftermath of a couple of fatal road accidents caused by excessive alcohol consumption. This has caused you to be increasingly uncomfortable with the amount of alcohol consumed after matches. In fact, you have stopped going to club functions so that you do not look hypocritical. You would like the clubs to take more responsibility for ensuring that the drinking laws are followed and safe drinking practices are adopted. You would be happy for the deb. ball to go ahead if there was a crack down on underage drinking.

### Questions

**PRESENTER:** *Sergeant Holmes, as the law enforcer, are you happy with the (Name of City) Debutante Ball selling alcohol?*

**HOLMES:** *As long as all laws are followed, there shouldn't be any problems.*

**PRESENTER:** *It is alleged that last year, much underage drinking took place. Isn't that breaking the law?*

**HOLMES:** *Yes, underage drinking is a breach of the law. This could break a club and cost my mate/friend Henry/Henrietta as President a considerable amount of money. Each underage drinker would have an on the spot fine of \$50. The committee would be fined \$4000 for supplying and allowing underage drinking, plus allowing underage people on the premises unaccompanied by a parent. The club could also face the Licensing Board and be fined a further \$3000. This whole issue is a difficult one for a policeman like myself. I understand the need to raise money for the clubs, and I understand how good it is to all get together for club functions, however, if clubs do not take the laws seriously, then I'm afraid I will have to enforce the law. Then, unfortunately, I look as though I am working against the community rather than for it.*

### Question from the Floor

**Q:** *I'm on the Cricket Club Committee and my question goes to Sergeant Holmes. You used to be down at the club after matches and, if I remember rightly, you were celebrating with the rest of us. Why can't you just be off duty the night of the ball?*

**HOLMES:** *Times have changed, I'm afraid. I needn't remind you all of the two car accident tragedies suffered by our community over the past year. Those young lives were lost due to excessive drinking. Young people are definitely drinking dangerously and we adults have to rethink how and why this is happening. I'd be happy if the deb. ball went ahead as long as everyone concerned took responsibility to ensure no laws were broken. Then you wouldn't have to ask me to be negligent and hypocritical. I have to enforce the law.*

## Tania Deltango

Debutante Trainer

(Student's name)

### Character Notes

You love to dance. Dancing is the most important thing to you. You have been thrilled to revive the tradition of the deb. ball. You were very disappointed that last year the young people only danced 'properly' for two dances. You believe a ball should be a program of formal dances and then there would be no alcohol problems.

### Questions

**PRESENTER:** Do you think it is necessary to sell alcohol at a debutante ball?

**TANIA:** No, definitely not. A ball should be a magical night of dancing. The girls should be floating in swirls of chiffon in the masterful arms of smooth-stepping young men. Have you seen what happens to people's dancing when they drink? They forget their steps. They wiggle and gyrate without rhythm. They become dishevelled – shirts hang out, hair is all over the place. It's just too, too horrible to contemplate.

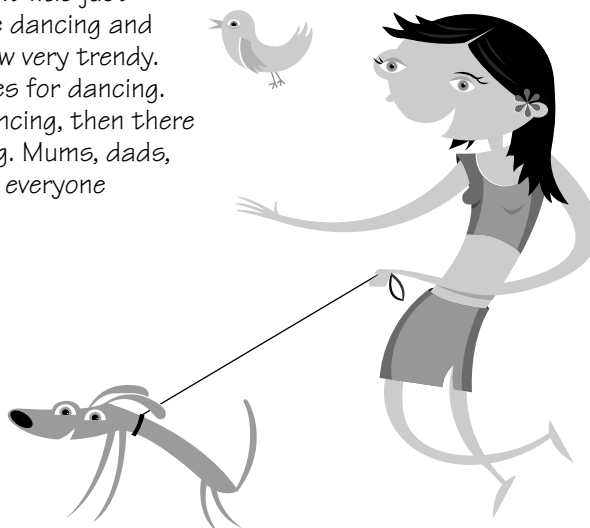
**PRESENTER:** So I gather that you were disappointed with last year's ball?

**TANIA:** It broke my heart. Those beautiful young people had worked so hard all through training. They looked absolutely lovely. And their presentation dance, did you see it? Darling, it was just divine. And then – the drinking started. What kind of ball is it when the deb's get ignored and everyone sits and drinks rather than dances?

### Question from the Floor

**Q:** Tania, have you considered that debutante balls and the old formal ballroom dancing are relics from the past and that young people are bored by it all? Do you think this is why many of them chose to drink to excess that night?

**TANIA:** Please, please, not all the young ones were drinking. It was just some. They love the dancing and Latin dancing is now very trendy. We need more places for dancing. If everyone were dancing, then there would be no drinking. Mums, dads, brothers, sisters – everyone should be dancing.



**Lily White**

Prospective debutante this year

(Student's name)

**Character Notes**

You are 16 years old. You are in Year 11. You really want to be a deb. You have a good group of friends and you get on with everyone. You haven't got a steady boyfriend. You have been to a few parties. Your mum and dad don't want you drinking until you are old enough. So far, you haven't been to any parties where there has been a lot of booze. You think that it is grown up and sophisticated to drink and you are keen to try it. You think that if you're old enough to make your debut, you must be old enough to have alcoholic drinks at parties.

**Questions**

**PRESENTER:** Lily, are you looking forward to making your debut?

**LILY:** I can't wait. I have the most beautiful dress. We are having the best fun learning how to dance. My partner is really nice. Both Mum and Dad are excited. I've been teaching Dad how to dance so he can dance with me, too. Mum says she's never seen him dance properly before. All my relatives are coming to watch and all my friends will be there. I'm soooooo excited.

**PRESENTER:** Last year there was an 'after Deb.' party. Will you be going to that?

**LILY:** As if I'd miss it. Everyone says it was wild. We've got it all planned, how we're going to get totally smashed.

**PRESENTER:** How old are you?

**LILY:** Sixteen.

**PRESENTER:** Do your parents know that you will be drinking alcohol at the deb. ball?

**LILY:** We haven't talked about it, but someone told me that making your debut is like your entry into being an adult. So if I'm old enough to do that, then I must be old enough to drink.

**Question from the Floor**

**Q:** Lily, are you at all concerned that your debutante ball could be spoilt if you or any of your friends get drunk?

**LILY:** It'll be funny. Everyone loosens up after a few drinks. Nothing happens you know. People just stagger about a bit and some might throw up, but nothing bad happens. It's not like we're shooting up heroin or doing anything really bad.

## Shaza Been

Debutante Previous Year

(Student's name)

### Character Notes

You are 17 and made your debut last year. You had a steady boyfriend then, but you broke up after the ball. You thought making your debut would be the best thing that ever happened, but it turned out to be a nightmare for you. Now you haven't got as many friends and you are feeling somehow lost and unmotivated. You go out to heaps of parties and you always get drunk. This helps cover up how bad you feel about not having a boyfriend.

### Questions

**PRESENTER:** Did you enjoy making your debut last year?

**SHAZA:** It was exciting.

**PRESENTER:** You don't sound totally thrilled. Could you give us more details?

**SHAZA:** Well, the actual deb. part was great, but it really turned out to be the worst night of my life.

**PRESENTER:** What happened?

**SHAZA:** My boyfriend was not my partner – you never have your boyfriend. He came of course, but he got really drunk. At first it was funny and I was having a drink, too. Then he got all aggressive and stupid. He started trying to crack onto other girls and picking fights with the other guys. At the party it was awful. He was in a big fight. I wanted to leave, but I didn't know what to do with him. He even pushed me around. My dress got ripped. He said awful things to me. Finally he spewed and passed out.

**PRESENTER:** What happened after that?

**SHAZA:** The party just kept going. Everyone thought that he was a legend. I was crying and everyone thought I was pathetic. We broke up because of that night.

### Question from the Floor

**Q:** Shaza, do you think your debutante night would have been perfect if your boyfriend was unable to buy alcohol at the ball?

**SHAZA:** He was going to get drunk no matter what. Maybe he wouldn't have been as bad so early, but he had planned to drink a whole bottle of Bundi at the party in any case. Anyway, it's a nerd party if there is no grog. If you get drunk then you don't worry what people think about you. You just write yourself off.



## Jack Blunt

Football Club President, ex-debutante partner, father of debutante partner last year

(Student's name)

### Character Notes

You are a bombastic personality. You are used to getting your way and being the centre of attention. You have always been a larrikin. You hate all that political correctness garbage and call a spade a spade. As far as you are concerned, a bloke should be a beer-swilling, chain-smoking chauvinist, or he is not a proper bloke. You expect your sons to be exactly like you were when you were young. You think the football club is the place where men can be men and that alcohol just has to be part of any club function. You resent the idea that people should even contemplate interfering with Football Club business.

### Questions

**PRESENTER:** Well, Jack, should the deb. ball be dry?

**JACK:** Give me a break, darlin'! Next thing you'll tell me we shouldn't have dead horse on dog's eyes. Of course we should sell booze. You heard Henry/Henrietta. We wouldn't make a cracker if it were dry. Don't listen to Netty either. She wasn't called 'naive Netty' for nothing. She thought we blokes were heading out to the cars for the test cricket scores way back in 1971, but we had our flasks and our bottles stashed. Having a drink is part of growing up. I was proud to have a drink with my son at last year's ball.

**PRESENTER:** How old was your son?

**JACK:** Sixteen. Look I've been teaching him how to drink for the last four years. I've been giving him drinks so he's used to it. I even buy him beer to take to parties so he doesn't pinch it or have trouble buying it. He can really handle it now. I bought him light once, but he told me it was for girls, so I get him super. He'll be drinking me under the table soon, the little bugger. So, don't you try telling me I haven't been a responsible parent.

### Question from the Floor

**Q:** Jack, don't you feel some legal responsibility as Football Club President to ensure that the club follows the law in relation to serving and consumption of alcohol?

**JACK:** Pigs! A president's main responsibility is to win premierships.

### Sample Questions

These questions can be used to assist students prepare for the parent event, and they can be distributed amongst the audience during the event to prompt some interaction.

*Netty, do you think that your Netball Club has a responsibility to ensure that you encourage safe drinking practices?*

*I'm from Riverview Community Care and I direct my question to Henry/Henrietta Parkes. Henry/Henrietta, are you aware that as President of the club running the ball, you would personally have to pay any fines associated with serving alcohol to minors?*

*I'm on the Cricket Club Committee and my question goes to Sergeant Holmes. You used to be down at the club after matches and, if I remember rightly, you were celebrating with the rest of us. Why can't you just be off-duty the night of the ball?*

*Tania, have you considered that debutante balls and the old formal ballroom dances are relics from the past and that young people are bored by it all? Do you think this is why many of them chose to drink to excess that night?*

*Lily, are you at all concerned that your debutante ball could be spoilt if you or any of your friends are drunk?*

*Shaza, do you think your debutante night would have been perfect if your boyfriend was unable to buy alcohol at the ball?*

*Jack, don't you feel some legal responsibility as Football Club President to ensure that the club follows the law in relation to serving and consumption of alcohol?*

### Student Facilitator Comments

Say that this has been a useful discussion and thank the audience for its assistance in asking probing questions of the panel members. Close by stating that the panel will now deliberate further and decide whether to allow alcohol at the next deb. ball.



# THE HOT SEAT

**Student Facilitator:**

## A Possible Introduction

This activity is called The Hot Seat, because it involves a volunteer from the audience being presented with a dilemma. While sitting in the 'hot seat', the person must try to put themselves in the shoes of the person in the dilemma. Two people from the Creating Conversations team will become the 'for' and 'against' thoughts of the person in the hot seat. The person sitting in the chair is allowed no thoughts of his or her own and must make a decision based on the arguments presented. Now, can we please have a volunteer to sit in the hot seat and could \_\_\_\_\_ and \_\_\_\_\_ take up their positions as the for and against thoughts.

## My Introduction

Hi, my name is...

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## Suitable Dilemmas

- 1** You are in Year 7 and you walk past a group of pretty tough Year 10 students who are smoking. Instead of intimidating you, they offer you a cigarette. Do you take one?

FOR		AGAINST	
Student		Student	
▪ Just take it and try it – it won't hurt.		▪ Smoking is stupid; you don't have to smoke to be cool.	
▪ It's just one cigarette and they'll be so impressed.		▪ You don't even know how to smoke. How embarrassing if you start choking.	
▪ You can't get hooked on one and you only need to have a few puffs.		▪ It only takes one to start and you can become addicted very quickly.	
▪ You'll be the most popular kid with the Year 7s if you hang out with these guys.		▪ You could get lung cancer. Haven't you seen those ads on TV?	
▪ You won't have to buy any. They want you to have one of theirs.		▪ Yeah, that's at first. If you start smoking it's going to cost you a lot of money.	
▪ Smoking helps calm your nerves.		▪ Smoking is a stimulant; it speeds up the central nervous system.	
▪ It says on the pack that 'smoking harms others' – that's not you.		▪ Haven't you seen those ads on TV every cigarette is doing you damage saying your teeth will turn yellow, and your hair and clothes will stink. Wrinkles around your mouth are not a good look!	
▪ You don't even have to inhale if you don't want to.		▪ If you get caught, imagine the trouble you'll be in.	
▪ You won't get caught. Kids do it at school all the time. Who's going to see you?		▪ Be an individual, do what you want, not what others think you should do.	

2

You are 17 years old and you and four of your friends have been invited to spend the weekend at a friend's beach house. There will be no adults there and the main reason for going is to try marijuana for the first time. Do you accept the invitation?

FOR		AGAINST	
Student		Student	
▪ It's best to try it when you have friends with you, so go on, do it.		▪ What if someone gets sick or hurt?	
▪ Your friends will be there if you get into trouble.		▪ Yeah, get into trouble, that's what will happen if your parents find out. They will be furious.	
▪ It could be a lot of fun.		▪ I don't think sitting in the corner stoned off your head is having fun!	
▪ It's just you and your friends – there's no way your parents will find out		▪ It's not legal, you know.	
▪ Don't be such a nerd, it's just a bit of dope, you can't get hooked on it.		▪ You could trigger a mental illness, you know, schizophrenia.	
▪ Everyone knows a bit of dope doesn't cause serious harm. What damage could trying it do?		▪ What if you are allergic to it and have an extreme reaction. Who will look after you then?	
▪ You'll spend the rest of your life wondering what it was like. Here's your opportunity.		▪ Heard of a psychosis? That could happen to you.	
▪ You're old enough to do what you want and this could be a great weekend.		▪ Be an individual, accept the invite, but don't go just to smoke dope.	
▪ People will think you're cool.		▪ You might regret this for the rest of your life if something goes wrong.	

3

You are a parent and you are quite worried about your 15 year-old daughter, (Justine). Recently Justine has been very secretive and has stopped talking to you and started getting into trouble at school. You wonder whether she is using drugs. You have tried talking to her about your concerns, but she just gets angry and shuts down. While cleaning her room, you come across her personal diary. Do you read it?

FOR

AGAINST

Student

Student

- You have to read it; she's your daughter and it could be something serious.

- If it were serious she'd tell you. You can't read it, it's her personal diary, not yours.

- Just read it and put it back, she'll never know.

- There are other ways of finding out; ask her friends.

- What if something really bad is going on? You'll be sorry if you didn't do something.

- Imagine how sorry you'd be if Justine finds out you read her personal diary.

- You can't help if you don't know what's going on. Just take a quick look.

- How would you like it if someone read your diary?

- She probably wants you to read it, because she doesn't know how to tell you.

- She'll never trust you again; you'll make the relationship worse.

- 4 You are a 15 year-old girl at a party with three of your friends. It's 11.30 and your father is picking you and your friends up at midnight. Your parents think there is no alcohol at the party, but one of your friends is so drunk she can hardly stand up and she is very likely to vomit in your dad's car. If he found out there was alcohol at the party, you would be in serious trouble. Do you still give her a lift?

FOR		AGAINST	
Student		Student	
<ul style="list-style-type: none"> <li>You have to give her a lift, she's your best friend.</li> </ul>		<ul style="list-style-type: none"> <li>You can't give her a lift, your dad will be so angry with you for lying to him.</li> </ul>	
<ul style="list-style-type: none"> <li>You can't leave her at the party, she might be taken advantage of.</li> </ul>		<ul style="list-style-type: none"> <li>If she vomits in the car, you'll be grounded for months.</li> </ul>	
<ul style="list-style-type: none"> <li>If she vomits, tell your dad she suffers from motion sickness.</li> </ul>		<ul style="list-style-type: none"> <li>Why should you get into trouble for something she did?</li> </ul>	
<ul style="list-style-type: none"> <li>If something happens to her, you'll feel very bad.</li> </ul>		<ul style="list-style-type: none"> <li>Get someone else to take her home.</li> </ul>	
<ul style="list-style-type: none"> <li>How do you know you can trust someone else to take her home?</li> </ul>		<ul style="list-style-type: none"> <li>She can catch a taxi, just give her the money.</li> </ul>	
<ul style="list-style-type: none"> <li>She's too drunk to catch a taxi and what about the cab driver?</li> </ul>		<ul style="list-style-type: none"> <li>Your parents will never trust you again – you told them there was no alcohol remember.</li> </ul>	
<ul style="list-style-type: none"> <li>Friends are supposed to look out for each other. You'd want her to do the same for you, wouldn't you?</li> </ul>		<ul style="list-style-type: none"> <li>It's her responsibility not yours.</li> </ul>	

You are a 19 year-old boy and your 15 year-old sister is going to a party. You know there will be no adults present as the host's parents are on a holiday. Your sister has asked you to buy her some alcohol. Do you buy it for her?

## AGAINST

Student

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>▪ Come on, you did it when you were her age. Don't be a hypocrite.</li> </ul>                     | <ul style="list-style-type: none"> <li>▪ If anything happens, it will be on your head.</li> </ul>  |
| <ul style="list-style-type: none"> <li>▪ Just tell her not to drink too much, or only buy her half the amount.</li> </ul>                | <ul style="list-style-type: none"> <li>▪ Yes, but she's a girl. Someone may take advantage of her. How will you feel then?</li> </ul>                                    |
| <ul style="list-style-type: none"> <li>▪ She looks up to you, you're her really cool big brother. Don't ruin your image, too.</li> </ul> | <ul style="list-style-type: none"> <li>▪ It doesn't take much to get a 15 year-old girl drunk. You know that.</li> </ul>   |
| <ul style="list-style-type: none"> <li>▪ It's normal. All teenage kids drink at parties.</li> </ul>                                      | <ul style="list-style-type: none"> <li>▪ How cool will you feel if she gets into trouble?</li> </ul>   |
| <ul style="list-style-type: none"> <li>▪ You survived it! It was just a bit fun.</li> </ul>  | <ul style="list-style-type: none"> <li>▪ Think back to teenage parties you went to. Do you want your sister at one of those.</li> </ul>                                  |
| <ul style="list-style-type: none"> <li>▪ There will be others there to look after her.</li> </ul>  | <ul style="list-style-type: none"> <li>▪ They'll be drinking too. So unless you're prepared to go to this party to look after her, then you shouldn't buy it.</li> </ul> |



**6** You are an 18 year-old boy/girl. Many of the people you have recently met take ecstasy on a regular basis. You and your friend have been offered half a tablet each just to try it. Do you try it?

FOR	AGAINST
Student <input type="text"/>	Student <input type="text"/>
<ul style="list-style-type: none"> <li>It's only half and you're with friends.</li> </ul>	<ul style="list-style-type: none"> <li>You don't know what's in it. You could be taking soap powder or LSD and what about the mood swings? Do you want that? Don't take the risk.</li> </ul>
<ul style="list-style-type: none"> <li>It's free, you don't have to pay for it and it's not addictive.</li> </ul>	<ul style="list-style-type: none"> <li>You may lose control. You don't know the effect it will have on you.</li> </ul>
<ul style="list-style-type: none"> <li>Why do you think it's called ecstasy? 'Cos you'll have a fabulous time, you could do with a break.</li> </ul>	<ul style="list-style-type: none"> <li>Research shows ecstasy causes memory loss later – that's called brain damage.</li> </ul>
<ul style="list-style-type: none"> <li>Don't be such a dork, they'll think you're too straight.</li> </ul>	<ul style="list-style-type: none"> <li>Be an individual, do what you want. Who cares about other people's opinions?</li> </ul>
<ul style="list-style-type: none"> <li>Just think of the FUN, FUN, FUN.</li> </ul>	<ul style="list-style-type: none"> <li>Remember the laws of physics, if you go that high then you also go that low. Do you really want to feel that bad?</li> </ul>
<ul style="list-style-type: none"> <li>Your friends are there to look after you. It's completely safe, just drink the right amount of water.</li> </ul>	<ul style="list-style-type: none"> <li>They've all been drinking, they won't know what to do if something goes wrong.</li> </ul>
<ul style="list-style-type: none"> <li>These guys use it all the time and they rave about it.</li> </ul>	<ul style="list-style-type: none"> <li>You know, people have died from taking just one ecstasy tablet.</li> </ul>
<input type="text"/>	<input type="text"/>

7

You are a 16 year-old girl at a party with many of your friends. A boy who is considered to be the best looking boy at the party asks you if you'd like a lift home. He has only just turned 18 and has had his licence for a short time, he has also been drinking but doesn't appear drunk. Do you accept the lift?

FOR		AGAINST	
Student		Student	
<ul style="list-style-type: none"> <li>▪ He's so hot, you just have to get into that car.</li> </ul>		<ul style="list-style-type: none"> <li>▪ Don't get into the car, he's drunk and will probably have an accident.</li> </ul>	
<ul style="list-style-type: none"> <li>▪ It's late and you need a lift home. Do you really want to ring your parents this late?</li> </ul>		<ul style="list-style-type: none"> <li>▪ You can catch a cab.</li> </ul>	
<ul style="list-style-type: none"> <li>▪ You can't afford a cab. You need that money for other things.</li> </ul>		<ul style="list-style-type: none"> <li>▪ You don't even know him, this could be a life and death situation. Do you want to end up in a wheelchair?</li> </ul>	
<ul style="list-style-type: none"> <li>▪ You will be safe; you can take care of yourself. Just make sure he concentrates when he drives.</li> </ul>		<ul style="list-style-type: none"> <li>▪ He's only just got his licence; he's not a very experienced driver.</li> </ul>	
<ul style="list-style-type: none"> <li>▪ You only live down the road; you won't even be in the car for very long.</li> </ul>		<ul style="list-style-type: none"> <li>▪ It's a well-known fact most accidents happen within 500 meters of your home.</li> </ul>	
<ul style="list-style-type: none"> <li>▪ It will make you more popular, just think your friends will be so jealous and everyone will know.</li> </ul>		<ul style="list-style-type: none"> <li>▪ They won't be jealous if you end up in hospital. Haven't you seen those TAC ads on television?</li> </ul>	

8 You are 14 years old and you suffer from asthma. Your best friend's father is driving you to a very important basketball game – your team made it to the semi-finals. He is smoking in the car and you are concerned about your asthma. Do you ask him to stop?

FOR		AGAINST	
Student		Student	
<ul style="list-style-type: none"> <li>You have to say something, you'll have an asthma attack and won't be able to play.</li> </ul>		<ul style="list-style-type: none"> <li>You can't tell him what to do, he's an adult</li> </ul>	
<ul style="list-style-type: none"> <li>Just ask him to wait until you get to the game.</li> </ul>		<ul style="list-style-type: none"> <li>It's his car and therefore his choice.</li> </ul>	
<ul style="list-style-type: none"> <li>He'll think your being responsible.</li> </ul>		<ul style="list-style-type: none"> <li>He'll think your being a smart alec.</li> </ul>	
<ul style="list-style-type: none"> <li>Imagine losing the game, because you run out of breath.</li> </ul>		<ul style="list-style-type: none"> <li>Just wind down the window and let some air in.</li> </ul>	
<ul style="list-style-type: none"> <li>That will only blow it around the car.</li> </ul>		<ul style="list-style-type: none"> <li>Look just start coughing a lot and maybe he'll get the hint.</li> </ul>	
<ul style="list-style-type: none"> <li>Come on, you need to be more assertive, stand up for yourself. When it comes to your health, you can't compromise.</li> </ul>		<ul style="list-style-type: none"> <li>Stop whinging, it's only 10 minutes away.</li> </ul>	

**9** You are a parent of a 15 year-old girl (Anna). Anna wants to go to the Big Day Out Concert with her friends. You have some big concerns about it, but do you let her go?

FOR	AGAINST
Student <input type="text"/>	Student <input type="text"/>
<ul style="list-style-type: none"> <li>▪ She's a very responsible 15 year old and her friends are very nice.</li> </ul>	<ul style="list-style-type: none"> <li>▪ She's 15, that's way too young – anything could happen to her.</li> </ul>
<ul style="list-style-type: none"> <li>▪ You went to concerts when you were her age.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Yes, but things are different now, it's a lot more dangerous.</li> </ul>
<ul style="list-style-type: none"> <li>▪ She will think you don't trust her.</li> </ul>	<ul style="list-style-type: none"> <li>▪ It's not her you don't trust, it's others at the concert. Tell her that.</li> </ul>
<ul style="list-style-type: none"> <li>▪ You have to let go sometime.</li> </ul>	<ul style="list-style-type: none"> <li>▪ What about the alcohol and drugs you hear about at these events?</li> </ul>
<ul style="list-style-type: none"> <li>▪ Set rules and limits and then let her go, she will be so appreciative, she may even do some housework!</li> </ul>	<ul style="list-style-type: none"> <li>▪ Well the rules are she can go to these events when she is 17 not 15.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Let her go during the day and pick her up before night, or go with her.</li> </ul>	<ul style="list-style-type: none"> <li>▪ What, are you trying to be the cool parent? Just say, no.</li> </ul>
<ul style="list-style-type: none"> <li>▪ You need to think about this. You need to talk it over with her before you make a decision.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Buy her a CD, that's better than going.</li> </ul>

### Student Facilitator Comments

As a dilemma concludes, ask the following questions of the volunteer:

- Based on the arguments heard, what is your decision?
- Which point convinced you to make that decision?
- Did you find it difficult to make a decision?



# HIDDEN THOUGHTS

## 1 – EDDIE

**Student Facilitator:**

### A Possible Introduction

The next activity is about a 16 year-old boy called Eddie and his parents, Doug and Olive. The aim of this activity is to explore what the characters are possibly thinking, but not saying so each of the characters has a 'brain' behind them. Eddie had been away at a friend's house on the weekend and the parents arrived home earlier than expected to find the boys smoking marijuana. We take up the scene with Eddie's parents.

### My Introduction

Hi, my name is...

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#### CHARACTERS

#### PLAYED BY

Mum: Olive

Dad: Doug

Son: Eddie

**MUM:** You have to speak to him Doug. This is serious. You have to be tough, Doug. You're his father.

**DAD:** Okay, I will, just take it easy.

**MUM:** Eddie wouldn't get involved in this sort of thing if you were tougher. It's drugs, Doug, and marijuana is illegal. He is so easily led that boy.

**DAD:** You need to calm down Olive. He's 16 – time he made his own decisions.

**MUM:** Don't tell me to calm down Doug.

**FREEZE**

**DAD'S VOICE:** Here she goes again, overreacting as usual, now I'm going to have to deal with it.

**MUM'S VOICE:** Who does Doug think he is telling me to calm down. I have the right to be concerned. I'm his mother.

[Eddie enters.]

**EDDIE:** Hi Mum, hi Dad. I'm so hungry, I could eat a horse.

**MUM:** [Looking closely at Eddie.] What's wrong with your eyes Eddie?

**EDDIE:** What are you talking about?

**MUM:** Eddie, your father wants to have a talk to you. Don't you, Doug?

**DAD:** Eddie, come and sit down. We need to have a chat.

**MUM:** Firm, Doug, be firm.

**DAD:** Now, where have you been tonight, Eddie? Were you with Tom?

**EDDIE:** What's all this about? Yeah, I was with Tom; kicking the footy at the park.

**FREEZE**

**EDDIE'S VOICE:** Oh man, what's going on here? Something's up I hope it's not bad.

**MUM:** Oh, bloody hell, Eddie. Where did you get it from?

**EDDIE:** The footy? Tom's house.

**MUM:** Don't act smart with me young man. I just got a call from Tom's mother. Do you know how embarrassing this is? I play tennis with these women!

**DAD:** [Calmly.] So where did you get it from Eddie?

**EDDIE:** I found it when we were walking.

**MUM:** Where'd you get the boon from then?

**EDDIE:** It's called a bong mum and Tom's brother lent it to us.

**FREEZE**

**EDDIE'S VOICE:** Oh, no, I'm busted now. I can't let them find out I supplied it. I'll just play it cool.

**MUM'S VOICE:** This is so embarrassing. I can't believe Eddie would do this to me. I'm going to be the talk of the Tennis Club.

**DAD:** Now Eddie, I hope you're sorry about this.

**EDDIE:** I am. I'm sorry, okay.

**DAD:** See, Olive, the boy's sorry.

**MUM:** [Yelling.] Sorry! Sorry is just not good enough. He needs a punishment...and you're going to give it to him.

**DAD:** If the boy's sorry I think we can trust that he won't do it again. Right, Eddie?

**EDDIE:** Yeah, right, I won't do it again. Okay, mum, I promise.

**FREEZE**

**DAD'S VOICE:** Geez, I'm missing out on the soccer scores, it would be easier to sort this out when Olive's not around. It's not that bad, Eddie could be doing worse things. It's only dope.

**MUM'S VOICE:** Why do I always have to be the disciplinarian? Doug always puts his head in the sand when it comes to parenting. I'm sick of being the bad guy.

**MUM:** I need a bit of back up here, Doug. Why don't you back me up and give the boy a bloody punishment?

**DAD:** If you calmed down just a bit, we could sort this situation out properly. You just need to settle down, Olive.

**MUM:** It's all right for you, Doug, you don't have to play tennis with these women tomorrow. They're going to think I'm a bad mother. Eddie, I'm so angry...

**STOP**

### Student Facilitator Comments

After stopping the role-play, ask the following questions of the audience:

- What are some other possible thoughts the characters might have been having?
- Has anyone got any comment to make about how the parents were handling this situation?
- Olive and Doug did communicate about how they would deal with Eddie, but how else could they have handled the situation?



# HIDDEN THOUGHTS

## 2 – GORDON

**Student Facilitator:**

### A Possible Introduction

Hi, my name is \_\_\_\_\_. The following activity is a role-play about a peer group that is concerned about a friend's use of marijuana. The aim of the activity is to explore what the characters might be thinking, but not saying, and then discuss some ways of managing this situation.

### My Introduction

Hi, my name is...

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CHARACTERS	PLAYED BY
Jake	<input type="text"/>
Trinh	<input type="text"/>
Tess	<input type="text"/>
Gordon	<input type="text"/>
Greg	<input type="text"/>



[Jake, Trinh, Tess and Greg are sitting in front of the TV watching 'Friends' and they have a conversation about Gordon.]

**TRINH:** You know what I love about this episode? It really *does* show how important your friends are, you know – for laughs and looking out for each other.

**GREG:** Yeah, that's right, blokes provide the laughs and the girls do the looking after bit!

**TRINH:** Don't be so sexist, I reckon Tess is much funnier than you.

**GREG:** Well, what about Gordy? He's the funniest guy alive, or at least he used to be, before he started smoking so much dope.

**JAKE:** Yeah, you're right, you know. He was the life of the party even when he wasn't at a party, if you know what I mean.

**GREG:** Remember the time he did that stand-up comedy routine in the common room. He had the whole year level wetting their pants!

**TESS:** Yeah, well, I reckon he's about as funny as Mr Mac in History class and he doesn't care about us anymore.

**JAKE:** Yeah, well, we're his friends. We are supposed to care about him, not just sit back and talk about how he's changed.

**TRINH:** Do you think there's something wrong and that's why he smokes dope most of the time instead of just some of the time?

**JAKE:** I think there is a big problem, but I don't know what it is. He doesn't even try to have fun anymore.

**TRINH:** Should we know? We are his friends and friends are supposed to look out for each other. Maybe we should ask him.

**GREG:** Well, I've tried asking and he always tells me he's okay and not to worry.

**JAKE:** Well, Gordy's clearly not okay, he hasn't been to History class for ages and he's probably going to fail. He dropped out of soccer and the worst thing is that he doesn't talk to us anymore.

**TESS:** Maybe he just wants some time out. He can look after himself. Lots of people go through a phase of dope smoking and he's not harming anyone else.

**TRINH:** No, I think we need to talk to Gordy as a group; tell him we are concerned about him and that we want to help him. I'm not saying go behind his back, but we can't just sit back and watch him just drop out.

**TESS:** Yeah, but if he wanted help don't you think he would ask for it?

**GREG:** Nah, I'm with Trinh, we've gotta do something.

[Door knock.]

**JAKE:** I don't believe it! Gordy has actually turned up. [He goes to the door and lets Gordy in.]

**GREG:** Hey, Gordy, how are ya doing?

**GORDY:** Yeah, great, sorry I'm late.

**TRINH:** Where have you been?

**GORDY:** Nowhere, just lost track of time. You know how it goes.

**TRINH:** Gordy, are you okay? I mean, we are worried about you. You've changed so much and you don't seem happy. Is there something wrong?

**GORDY:** Nah, what makes you say that? I'm fine just leave me alone.

**GREG:** Come on Gordy, you spend more time off your face than on the planet, you're not one of the gang anymore. What's going on in that head of yours?

**GORDY:** Look I'm just having a few hassles that's all and I can work them out for myself. I'm fine, really.

**TESS:** That's exactly what I said. C'mon Gordy, do you want to play a game of cards?

**JAKE:** Gordy, we're your mates and we can't help you if you don't talk to us. What's wrong, man?

**GORDY:** Nothing, I told you, I'm all right.

**FREEZE**

### Student Facilitator

Ask the audience the following questions:

- What other thoughts might the characters be having?
- How are Gordy's friends handling this situation?
- Do you have any other suggestions as to how they could handle this situation?

### Other Thoughts the Characters Might Be Having

**TRINH:** I think we need to get professional help. If something bad happens, I'll regret not doing something. I think we're out of our depth.

**GREG:** Maybe we should ask Gordy's brother what's going on, or maybe that will make things worse.

**JAKE:** If we say anything, we could get Gordy into real trouble, and if we don't he could get into trouble anyway. Maybe we could ask someone at school and not mention Gordy's name.

**TESS:** Am I really being a friend by pretending everything's fine and ignoring how much Gordy's changed? Would I want my friends to leave me alone to face my own problems?

**GORDY:** Oh, jeez, I know I've got problems, but there's nothing these guys can do to help me out. They don't understand; no one does.



# DON'T JUMP TO CONCLUSIONS

**Student Facilitator:**

## A Possible Introduction

This activity is based on a scenario about a 16 year-old boy called Rupert, his father, Daryl, and mother, Lindy. The parents are very concerned about Rupert's recent change of behaviour. The activity is called Don't Jump To Conclusions and is really self-explanatory.

## My Introduction

Hi, my name is...

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### CHARACTERS

### PLAYED BY

Rupert (boy)

Daryl (dad)

Cheryl (mum)

Cindy (girlfriend)

Doctor

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**SCENE ONE: [Mum and dad discussing Rupert's changing behaviour.]**

DAD: Honey, I'm home.

MUM: Hi, Daryl. How was your day?

DAD: Could've been better. I tell you what, Cheryl, those flamin' 'P' platers on the road can drive a bloke off his tree.

MUM: Oh, Daryl, love, I've been thinking.

DAD: Yeah, we do need a new car, don't we love?

MUM: [Sighs.] No this is important.

DAD: What's on your mind, possum?

MUM: It's about Rupey. I'm really worried about him, Daz.

DAD: What do you mean, love?

MUM: Well, for starters, he's sold his bike and that pool we finally got that cost us an arm and a leg, he doesn't swim in the damn thing.

DAD: Struth, love, now that you mention it, remember that Pearl Jam T-shirt he used to live in, well, he doesn't even wear it anymore. And what's with him wearing bloody jumpers in the middle of summer?

MUM: Maybe he's hiding something from us.

DAD: So, what are you thinking?

MUM: I think we need to get him some help, Daz. I don't want this leading into anything too serious.

**FREEZE**

**SCENE TWO: [Rupert and Cindy discussing Rupert's dilemma.]**

RUPERT: Ohhh, geez, Cindy, me parents are on my case big time. I think they're getting real cluey.

CINDY: Why? What makes you think that?

RUPERT: Well, they're like asking me all these questions and stuff. Why I ain't swimming in the pool, why I sold my bike...geez I miss that bike...the list goes on.

CINDY: I warned you about getting into this stuff anyway. You know I don't like it.

RUPERT: Ohh, don't tell me you're gonna be on my case as well. I've had enough of people looking out for me. [Walks away.]

CINDY: [Yelling.] I'm sick of these mood swings as well...Go on, walk right away. You do that; just walk away from all your problems.

RUPERT: Sorry, babe. Look it'll work out.

CINDY: What are you gonna do, Rupey?

**FREEZE**

**SCENE THREE [Dad, Rupert and Doctor at a clinic.]**

**DOCTOR:** *[Walking out of office.]* I'm ready to see you now, Daryl.

**DAD:** Wait here, Rupert, while I have a chat to the doctor.

**DOCTOR:** What seems to be the problem?

**DAD:** Well, Doc, it's about my son Rupert. Lately he's been acting strangely: like he sold his bike so he must need money for something. He never swims in our backyard pool anymore, and he's always wearing long sleeves in the middle of summer. He seems to be avoiding me.

**DOCTOR:** Yes, well, it *does* sound like he's using drugs, heroin probably. That would explain him selling his bike for money and wearing long sleeves to hide the track marks.

**DAD:** I just don't know what to do anymore, Doc.

**DOCTOR:** Well, send him in and I'll have a chat to the lad.

*[Dad walks out and gets Rupert.]*

**RUPERT:** What's going on? What am I doing here?

**DOCTOR:** Your father tells me you've been acting rather strangely lately and your parents are really worried about you, Rupert. You've been wearing jumpers in summer and sold your bike. Well, it sounds to your father – and I agree – that you might be involved in drugs.

**RUPERT:** *[Jumps up.]* What? I got a flamin' tattoo and I didn't want dad to find out 'cos I thought he'd think less of me. I wish people wouldn't jump to conclusions.

**Student Facilitator Comments**

Maybe make the comment that people should be careful about making assumptions based on parts of a story, then ask the audience the following question:

How could the characters in this scenario have handled the situation differently?





# DRUG QUIZ - MYTH BUSTERS!

**Student Facilitator:**

## A Possible Introduction

This quiz can be done in a variety of ways. Select the style that best suits your agenda and then choose the questions you would like to use. You need to develop an introduction to suit the style you choose. You may wish to present it as a PowerPoint activity using a current quiz program format. For this purpose, a version of the quiz can be found on the CD-ROM that accompanies this manual. You are more likely to get parent volunteers if you organise the questions into blocks of five for each contestant, with an easy question to begin, and opportunities for the contestant to get help from the audience.

## My Introduction

Hi, my name is...

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## PART 1 DRUG QUIZ

# MYTH BUSTERS!

Circle the most correct answer:

**1 What does the term 'horse' refer to?**

- A Dope
- B LSD
- C Turf cigarettes
- D Heroin

**2 In what year was the first Australian beer can produced?**

- A 1949
- B 1954
- C 1959
- D 1961

**3 What was distinctive about the first Australian beer can?**

- A It was in the shape of a kangaroo
- B It held two gallons
- C It had a screw top
- D It had to be opened with a can-opener

**4 Amphetamines affect the body by:**

- A slowing it down
- B causing hallucinations
- C speeding it up
- D all of the above

**5 LSD can cause:**

- A decreased blood pressure
- B slow heartbeat
- C bad breath
- D rapid breathing

**6 Caffeine is not present in:**

- A chocolate
- B coffee
- C sleeping pills
- D tea

**7 In small doses, caffeine:**

- A lowers body temperature
- B increases urination
- C causes warts to grow
- D increases body hair

**8 In 1945 the percentage of men who smoked was approximately:**

- A 20
- B 40
- C 70
- D 90

**9 Which of the following is correct?**

- A Memory is not affected by cannabis
- B Normal people never have a bad reaction to cannabis
- C High doses of cannabis can cause hallucinations
- D It is not possible to become dependent on cannabis

**10 How long does it take the liver to break down the alcohol in one standard drink?**

- A 1 minute
- B 1 hour
- C 1 day
- D 1 week



## PART 2 DRUG QUIZ

# MYTH BUSTERS!

<p><b>11 Which of the following is correct?</b></p> <p>A Tranquillisers speed up the central nervous system</p> <p>B Sleeping tablets are not tranquillisers</p> <p>C Tranquillisers are used as a muscle relaxant</p> <p>D Tranquillisers are not addictive</p>	<p><b>12 How long does it take for nicotine to react on the brain after inhaling cigarette smoke?</b></p> <p>A 30 seconds</p> <p>B 2 seconds</p> <p>C 7 seconds</p> <p>D 2 minutes</p>
<p><b>13 From which country did coffee originate?</b></p> <p>A Arabia</p> <p>B Jamaica</p> <p>C Ireland</p> <p>D Brazil</p>	<p><b>14 Amphetamines can have the following effect:</b></p> <p>A restlessness and difficulty sleeping</p> <p>B sleepiness</p> <p>C reduced heart rate</p> <p>D increased appetite</p>
<p><b>15 Approximately how many beer cans placed end to end would you need to make a continuous line on the Calder Highway from Bendigo to Mildura?</b></p> <p>A 30 000                      B 300 000</p> <p>C 3 000 000                D 30 000 000</p>	<p><b>16 Ecstasy is MDMA, which stands for:</b></p> <p>A Methylenediozymethamphetamine</p> <p>B Methylene</p> <p>C Methyleamphetamine</p> <p>D Methyladone</p>
<p><b>17 The most potent form of cannabis is:</b></p> <p>A marijuana</p> <p>B hemp plant</p> <p>C hash</p> <p>D hashish oil</p>	<p><b>18 Alcohol is considered a depressant because:</b></p> <p>A you become very sad</p> <p>B it slows down messages going to and from the brain</p> <p>C you feel sleepy and tired</p> <p>D you can forget things that happen</p>
<p><b>19 One of the physical effects of using cocaine includes:</b></p> <p>A lower levels of energy</p> <p>B increased appetite</p> <p>C increased body temperature</p> <p>D decreased heart rate</p>	<p><b>20 Which of the following is not a tranquilliser?</b></p> <p>A Valium</p> <p>B Sleeping tablets</p> <p>C Serapax</p> <p>D No-Doz</p>




**ANSWERS DRUG QUIZ**

# MYTH BUSTERS!

<b>1 What does the term 'horse' refer to?</b> <b>D</b> Heroin.	<b>2 In what year was the first Australian beer can produced?</b> <b>C</b> 1959
<b>3 What was distinctive about the first Australian beer can?</b> <b>C</b> It had a screw top.	<b>4 Amphetamines affect the body by:</b> <b>C</b> speeding it up.
<b>5 LSD can cause:</b> <b>D</b> rapid breathing.	<b>6 Caffeine is not present in:</b> <b>C</b> sleeping pills.
<b>7 In small doses, caffeine:</b> <b>B</b> increases urination.	<b>8 In 1945 the percentage of men who smoked was approximately:</b> <b>C</b> 70
<b>9 Which of the following is correct?</b> <b>C</b> high doses of cannabis can cause hallucinations.	<b>10 How long does it take the liver to break down the alcohol in one standard drink?</b> <b>B</b> 1 hour
<b>11 Which of the following is correct?</b> <b>C</b> Tranquillisers are used as a muscle relaxant.	<b>12 How long does it take for nicotine to react on the brain after inhaling cigarette smoke?</b> <b>C</b> 7 seconds
<b>13 From which country did coffee originate?</b> <b>A</b> Arabia	<b>14 Amphetamines can have the following effect:</b> <b>A</b> restlessness and difficulty sleeping.
<b>15 Approximately how many beer cans placed end to end would you need to make a continuous line on the Calder Highway from Bendigo to Mildura?</b> <b>C</b> 3 000 000	<b>16 Ecstasy is MDMA which stands for:</b> <b>A</b> Methylenediozymethamphetamine.
<b>17 The most potent form of cannabis is</b> <b>D</b> hashish oil.	<b>18 Alcohol is considered a depressant because:</b> <b>B</b> it slows down messages going to and from the brain.
<b>19 One of the physical effects of using cocaine includes:</b> <b>C</b> increased body temperature.	<b>20 Which of the following is not a tranquilliser?</b> <b>D</b> No-Doz.



## CREATING CONVERSATIONS

# MYTH BUSTERS!

## DRUG QUIZ

### ANSWER SHEET

Group Name: 

QUESTION	ANSWER
1	
2	
3	
4	
5	
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# Harm Ranking Activity

**Student Facilitator:**

This activity is explained in further detail in the teacher section of this manual. It involves ranking the following situations from 'least harmful' to 'most harmful'. You need to think about the possible harms in each situation and then rate them as a group.

It's a good idea to practise this activity with the students in the group as it helps you to clarify your understanding of drug information.

## A Possible Introduction

Hello, my name is \_\_\_\_\_. Next we have the Harm Ranking Activity. You need to break into groups of about eight. Each of you is given one or more cards that you place on a continuum from least harmful to most harmful. You take turns to read out your situations and decide where to put them on the continuum. After all the cards have been placed, anyone in the group can alter the ranking if justification for the change is given.

If necessary, the group leaders will explain the activity again when you have formed into groups.

## My Introduction

Hi, my name is...

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**Situations**

ACCEPTING A LIFT WITH A PERSON WHO  
HAS BEEN DRINKING

UNDERAGE DRINKING ON PUBLIC TRANSPORT

GETTING STONED EVERY DAY

GIVING A HASH BISCUIT TO SOMEONE WITHOUT  
TELLING THEM

GROWING 5 CANNABIS PLANTS IN YOUR BACKYARD

LETTING YOUR 12 YEAR-OLD BROTHER TRY SPEED

SHARING A NEEDLE WHILE USING AN ILLICIT DRUG

SMOKING A CIGARETTE TO CALM YOUR NERVES

SMOKING A JOINT AT A PARTY

HAVING A DRINK WITH YOUR PARENTS

SMOKING MARIJUANA AT SCHOOL

SUPPLYING SPEED TO ALL YOUR FRIENDS AT A PARTY

TAKING 3 VALIUM TABLETS WITH A GLASS OF WINE

TAKING AN ECSTASY TABLET AT A NIGHT CLUB

TAKING AN LSD TAB AT HOME BY YOURSELF

TAKING AN UNKNOWN TABLET FROM A FRIEND  
WHO CONVINCES YOU TO TRY IT

TAKING YOUR GRANDMOTHER'S MEDICATION  
FROM HER CABINET

TRYING COCAINE FOR THE FIRST TIME

USING ANABOLIC STEROIDS TO ENHANCE  
YOUR MUSCLE DEVELOPMENT

USING HEROIN WHEN PREGNANT

USING NO-DOZ TO HELP YOU STAY AWAKE  
WHEN STUDYING



# DRUG GROUPINGS

**Student Facilitator:**

This activity is also a good one to use during training and if you choose to include it in your event, more detailed instructions are provided in the teacher section of the training manual. You need to be well prepared.

## A Possible Introduction

This activity explores how drugs can be grouped in different ways. It shows how harms associated with a particular drug may change from person to person and are dependent on the situation in which the drug is used. When a statement is read out, you and your partner should discuss your response and then move to the appropriate area of the room. Move to the left side of the room if your answer is 'yes', to the right side of the room if your answer is 'no', or stay in the middle if you are unsure.

## My Introduction

Hi, my name is...

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### Statements

- 1 If you think your drug is:
  - a a medicine, go to the left of the room
  - b a drug used for pleasure, go to the right of the room.
- 2 If you think your drug is:
  - a legal or licit, go to the left of the room
  - b illegal or illicit, go to the right of the room.
- 3 If you think your drug:
  - a can be bought without a prescription, go to the left of the room
  - b needs a prescription, go to the right of the room.
- 4 If you think your drug is:
  - a used to help people to cope with stress or problems, go to the left of the room
  - b not used to help people with stress or problems, go to the right of the room.
- 5 If you think your drug:
  - a can cause harm, go to the left of the room
  - b can't cause harm, go to the right of the room.

### Student Facilitator Comments

**After each statement ask participants:**

Why have you placed yourself there? *or* Why have you placed your card there?

**After discussion ask participants:**

Would anyone like to move? *or* Should any cards be moved?

Only ask a few people each time, and remember opinions will differ depending on individual views and personal experiences.

Conclude the activity by saying that this activity demonstrates that drugs can affect people in ways that are both helpful and harmful. All drugs have the potential to cause harm. It depends on how they are used and who is using them.

## DRUG TAGS

HEROIN

METHADONE

MARIJUANA

COFFEE

PANADOL

CHOCOLATE

CHAMPAGNE

VENTOLIN

ECSTASY

ANTIBIOTICS

COCAINE

ANABOLIC  
STEROIDS

LSD

CIGARETTES






*I loved it.*



*It increased my confidence*




*I learnt to talk to my parents*




*It influenced me.*



*I learn better from discussion.*



*I learnt a lot about drugs and the harms associated with them.*



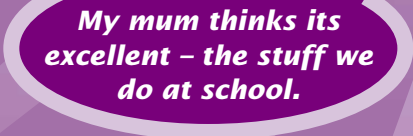
*It got through to my parents. It made them listen a bit better.*



*My parents and teachers said we did a great job.*



*I felt important having more responsibility.*



*It was good to hear what others think.*



*I made new friends.*



*We still really don't know what we'll do when it comes to drugs but at least we now know the risks.*



*My mum thinks its excellent – the stuff we do at school.*