Australian Government

Department of Education, Science and Training

In Tune

Students Participating in Drug Education

Knowledge&Skills
Building a Future

Victoria
The Place To Be

In Tune

Students Participating in Drug Education

A resource to assist students and teachers to work together towards a common solution to address drug issues within schools.

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Upper Yarra Secondary College, Yarra Junction
Bayside Secondary College, Altona North

Part 1
Youth Participation

A guide for adults working with young people

Section 1

Introduction

Introduction

The *In Tune – Students Participating in Drug Education* project was commissioned by the Department of Education & Training (DE&T), funded by the Commonwealth Department of Education Science and Training, and managed by the Centre for Adolescent Health (CAH).

The *In Tune* resource was developed to assist students and teachers to work together towards a common solution to address drug issues within schools.

There are two parts to the *In Tune* resource:

PART 1 is the **Youth Participation Module** which provides a guide for adults working with young people. It assists schools to audit their own Youth Participation programs and develop a plan of action. Youth Participation provides adults and students with an understanding of the eight levels of Youth Participation (see the Participation Ladder) and includes a five-stage process for introducing Youth Participation into the school.

PART 2 is the **Peer Drug Education Training Module** which has been developed to equip students with the skills and knowledge to become effective peer drug educators within their school.

Note: Parts 1 and 2 can be delivered independently. However, part 2 needs to be implemented within a Youth Participation framework.

Supporting Frameworks

The *In Tune* resource is best placed within current Department of Education & Training policy frameworks. These are the *School Drug Education Plan*, the *Framework for Student Support Services in Victorian Government Schools*, and the *Health Promoting Schools Framework*.

School Drug Education Plan

Since 1997, all Government schools and participating non-government schools have been involved in a cyclical process of developing, implementing and reviewing Individual School Drug Education Strategies (ISDES) to ensure that all young Victorians have access to drug education programs and support. The School Drug Education Plan now replaces ISDES.

A drug education strategy utilises a harm minimisation framework within which schools:

- implement relevant and comprehensive drug education as an ongoing core component of the curriculum
- provide each student with appropriate drug education prevention and intervention programs in line with the *Framework for Student Support Services in Victorian Government Schools*
- develop and review drug-related school-based policies that include procedures to respond to drug related incidents
- provide a supportive environment that involves parents and the wider school community in drug-related curriculum and welfare issues.

Drug-related student welfare encourages schools to develop programs and procedures to support all students whether they use drugs or not. It recognises that a key element in supporting young people experiencing drug-related issues is to maintain a connection with their schools.

The *Framework for Student Support Service in Victorian Government Schools*

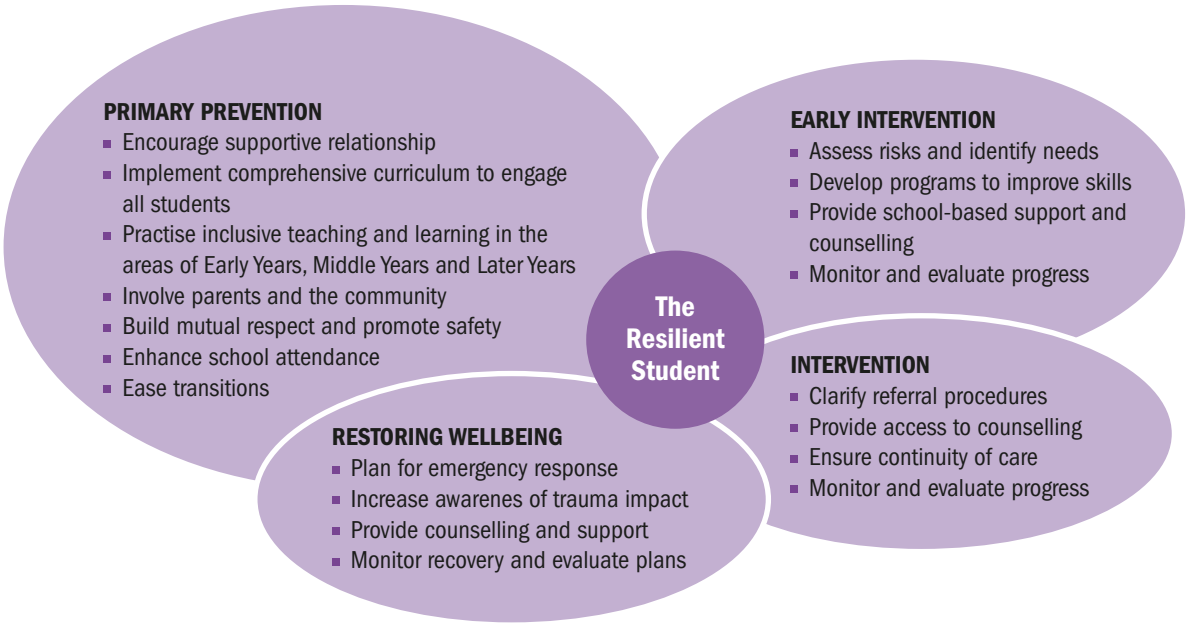
The *Framework for Student Support Services in Victorian Government Schools* includes Youth Participation as an important part of inclusive learning and teaching practice that builds the resilience and wellbeing of school students. Youth Participation teaches students the skills necessary to take advantage of opportunities provided to learn and contribute to their community, family, schools and peers. Building these relationships provides an important source of support. Youth Participation offered through a range of peer involvement programs and activities builds cooperation and caring in schools.

The *Framework for Student Support Services in Victorian Government Schools* is designed to assist schools, teachers and student support staff to strengthen student wellbeing and curriculum support in schools. Such support should help all students develop into healthy, secure and resilient people. The four interrelated levels of activity within the *Framework for Student Support Services in Victorian Government Schools* include:

1. **Primary prevention strategies** – designed to enhance the emotional and social health of all students.
2. **Early intervention** – focuses 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.

Framework for Student Support Services

The Four Levels of Activity



Health Promoting Schools Framework

The Health Promoting Schools Framework identifies three areas that influence the health of students and their broader school communities:

- classroom curriculum, teaching and learning
- school organisation, ethos and environment
- community links and partnerships.

Schools that are committed to a *Health Promoting Schools Framework* are aware of a comprehensive foundation for implementing these guidelines.

A supportive positive school environment is a major factor in the prevention of health-risk behaviour in young people, and, in particular, is linked to the prevention of smoking behaviour in young people. By implication, school-based health initiatives that are purely curriculum focused will be limited in their effectiveness.

The Health Promoting Schools Framework is used to highlight the enormous potential for student participation beyond formal learning in the classroom. Broadening the context of involvement enables young people to be involved in a greater variety of ways. Consequently, a greater diversity of young people can become engaged in meaningful ways within the school.

Health Promoting Schools Framework

Three Areas of Influence

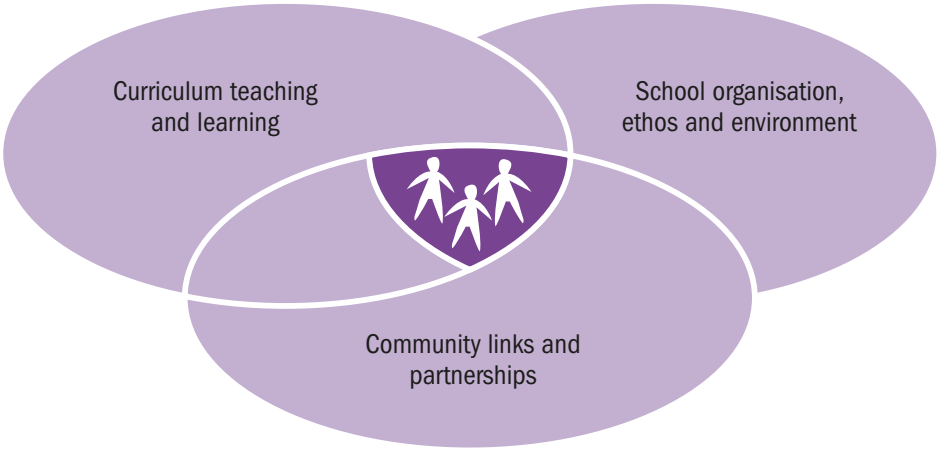


TABLE 1

Methods of student participation in the Health Promoting Schools Framework

	Curriculum, teaching and learning	School organisation, ethos and environment	Community links and partnerships
Making decisions	Negotiating curriculum content and learning methods, delivering classroom activities.	Having a say about policies, programs and administration.	Participating in local government strategic planning for youth services.
Running projects, events and activities	Designing experiments, conducting surveys, organising presentations.	Running assemblies, sports events, common rooms, theme festivals.	Running radio stations, newspapers, sporting teams.
Helping young people	Collaborating on learning tasks, tutoring each other.	Helping resolve disputes, orienting newcomers.	Mentoring other youth, becoming a peer leader or educator (sport, arts, environment).
Informing services, programs and policies	Advising Learning Area committees, providing input to program development.	Advising committees and taskforces, consulting on student code of conduct.	Advising local councils, health and youth services, and community agencies.
Expressing views, opinions and feelings	Exploring personal responses to stories, issues, conflicts and events.	Contributing to needs analyses, surveys, evaluations, referenda and petitions.	Actively participating in youth forums, youth advisory committees, local youth services.
Developing networks	Accessing the skills and knowledge of other students through table groups, project teams, the global classroom.	Initiating the use of school resources, materials and people.	Developing knowledge of local resources, bringing key community figures into the school.

Section 2

What is Youth Participation?

What is Youth Participation?

Youth participation is about young people being involved in the things that affect them.

Your school may already have some form of Youth Participation; for example, peer education, Student Representative Council (SRC), running youth music or drama events or advising adults what they need to know about youth issues.

> INDIVIDUAL:
> Youth participation provides young people with opportunities to develop skills, values and behaviours that promote their health, wellbeing, relationships with others in the community, and their life goals.

Youth Participation is not just about giving young people a say or just letting them be around when decisions are made. Youth Participation is about young people working with adults so that their ideas, expertise and experience can inform school policies and practices.

According to the Australian Youth Foundation (2000), Youth Participation is:

> *… developing partnerships between young people and adults in all areas of life so young people can take a valued position in our society and the community as a whole can benefit from their contribution, ideas and energies.*

O'Brien (1995, in MacKenzie, Anderson, and Hernon 1999) insists that for Youth Participation to be genuine it needs to be:

> *… a two-way process, where all stakeholders express their views and wishes with decisions being jointly made and acted upon.*

Overall, Youth Participation involves young people having a say and becoming involved in the issues that affect them in all areas of their life, including:

- the community in which they live
- the school they attend
- the work they do
- the services they receive
- their areas of interest.

By providing an environment which is based on a model of Youth Participation, schools may find that the design and delivery of their policies and programs are more effective, and that young people may feel a stronger connectedness to their school.

Development of the model

This Youth Participation Model differs from other youth participation models in that it focuses on young people being supported and having access to resources, as well as being given the opportunities and skills to participate actively. It is designed to assist adults and young people to implement Youth Participation within every aspect of their school structure and function, and is based on current literature and uses the basic principles of participation and healthy youth development.

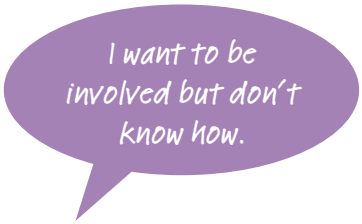
This Youth Participation Model is made up of two parts:

- requirements (what you will need)
- methods (what to do).

The Model places equal importance on both parts. It also provides a guide or checklist that helps the school work towards full participation.

This Model has been put together because:

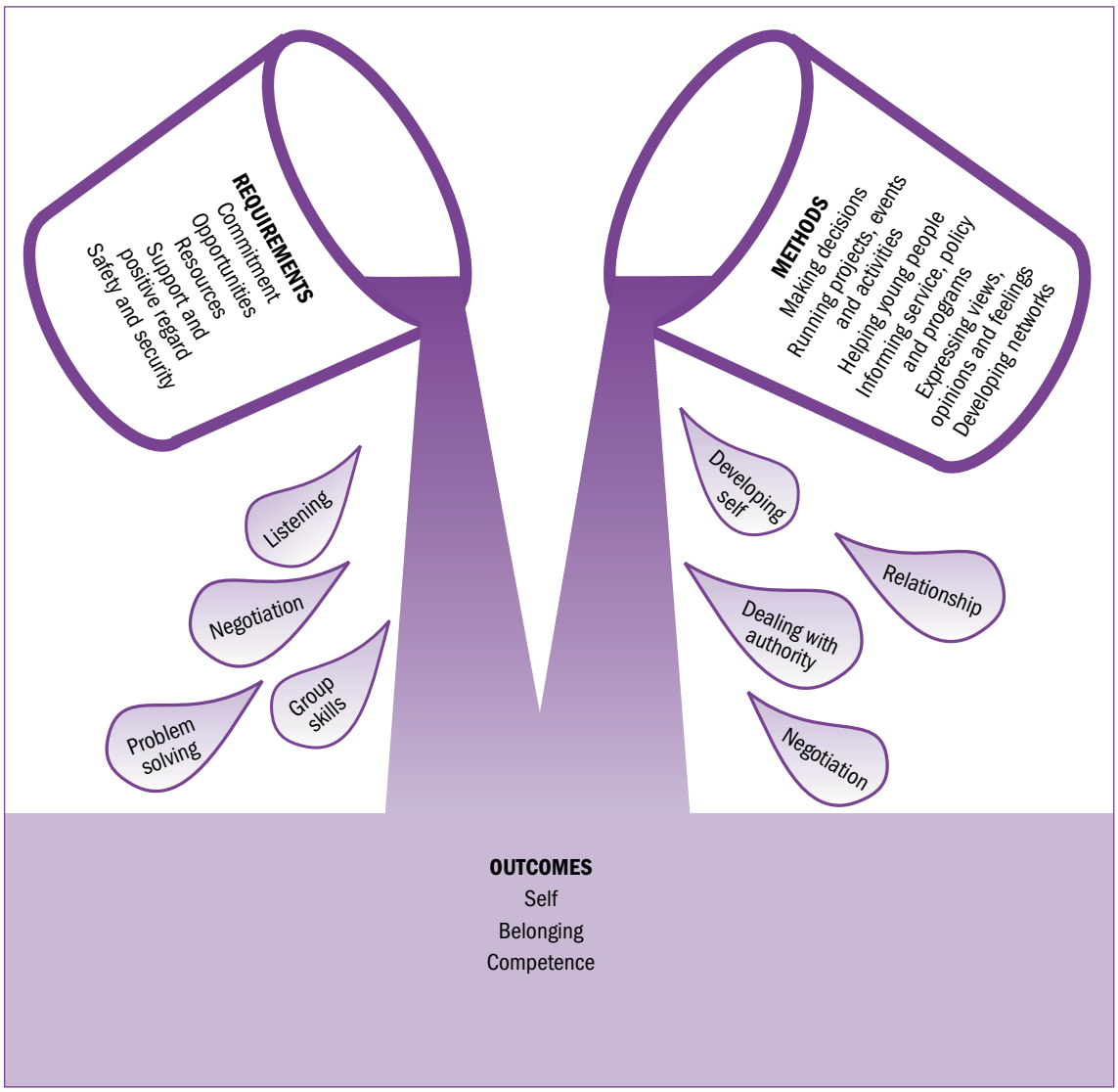
- young people often lack the resources and skills required to participate, and need adult and school support
- adults and schools are often unwilling, unaware or unable to empower young people, to ensure fuller participation.



Youth Participation Model

The Youth Participation Model has two parts, **Requirements** and **Methods**, which together produce **Outcomes**.

Diagram 1: Youth Participation Model



The following diagrams explain in detail the components that make up the parts of the Youth Participation Model.

requirements

The general commitment of the school and its adult workers to the philosophy and implementation of youth participation. (Diagram 2)

methods

The range of youth participation methods and activities put in place. (Diagram 3)

outcomes

Participation has a powerful impact on individuals. Being involved in a meaningful way develops ones identity and increases your capacity to deal with life. Doing things that are important and worthwhile, being acknowledged, listened to, and rewarded, being challenged and given responsibilities: these things have a significant impact on ones growth and development. (Diagram 4)

Diagram 2: Requirements

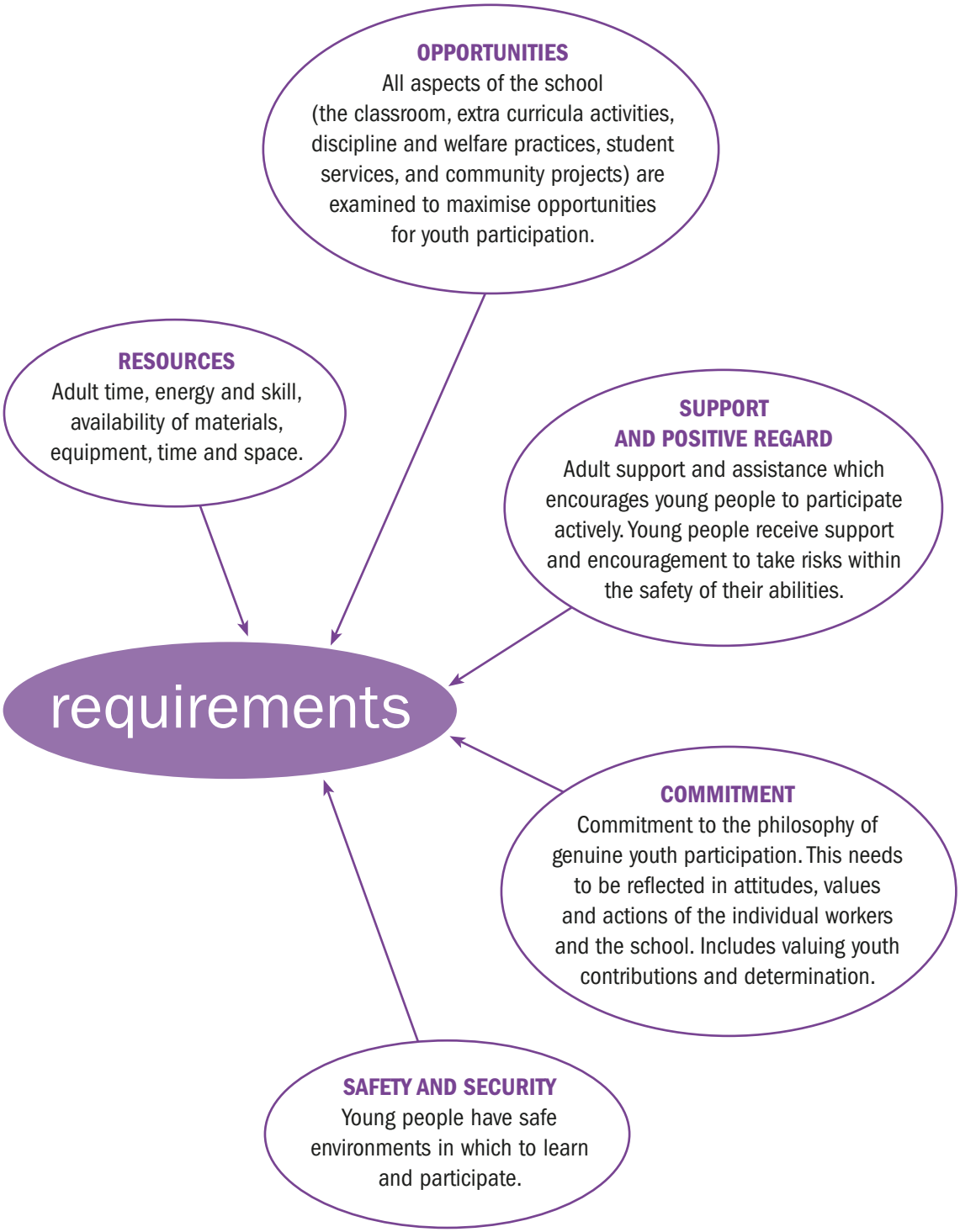


Diagram 3: Methods

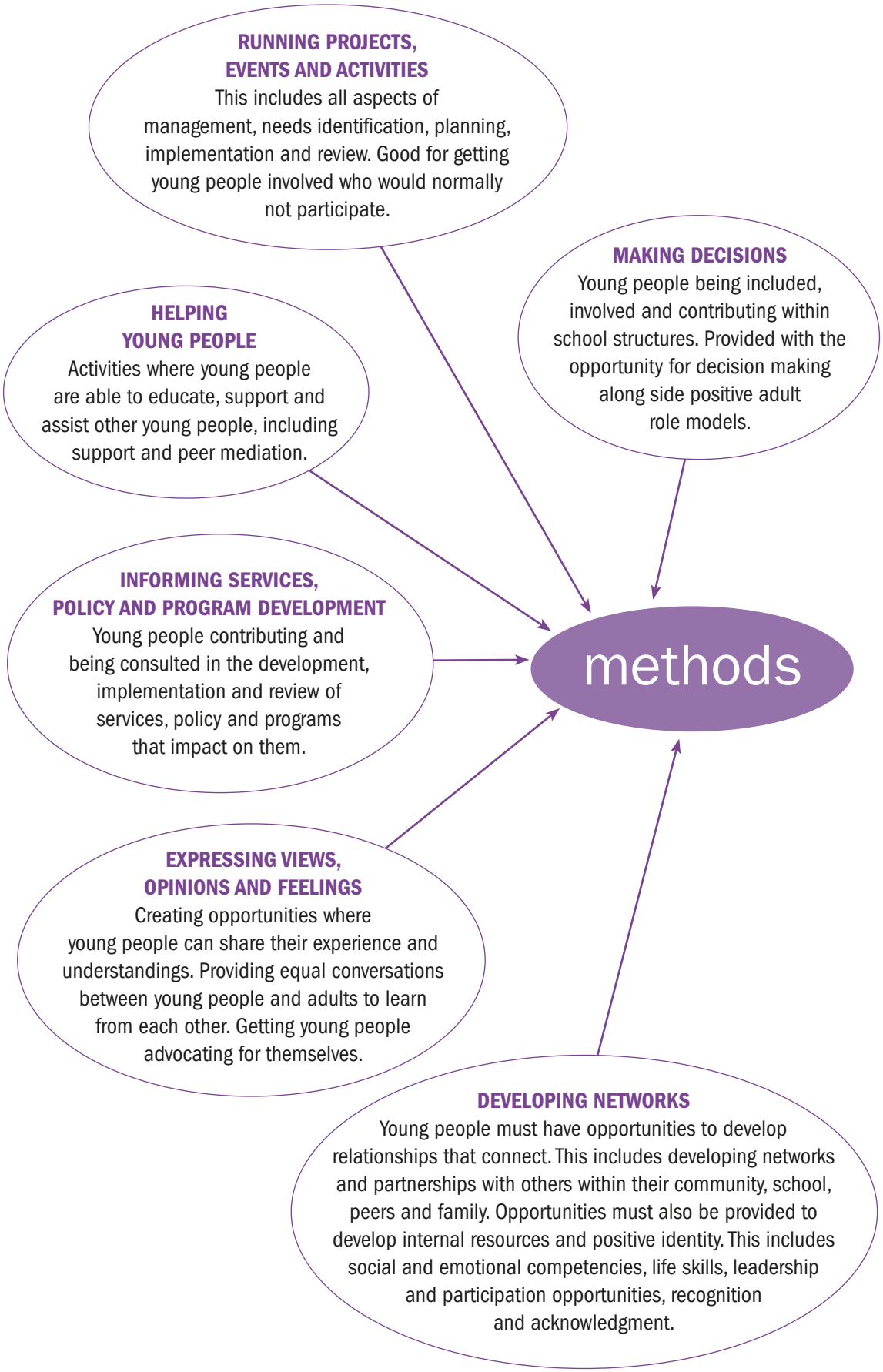
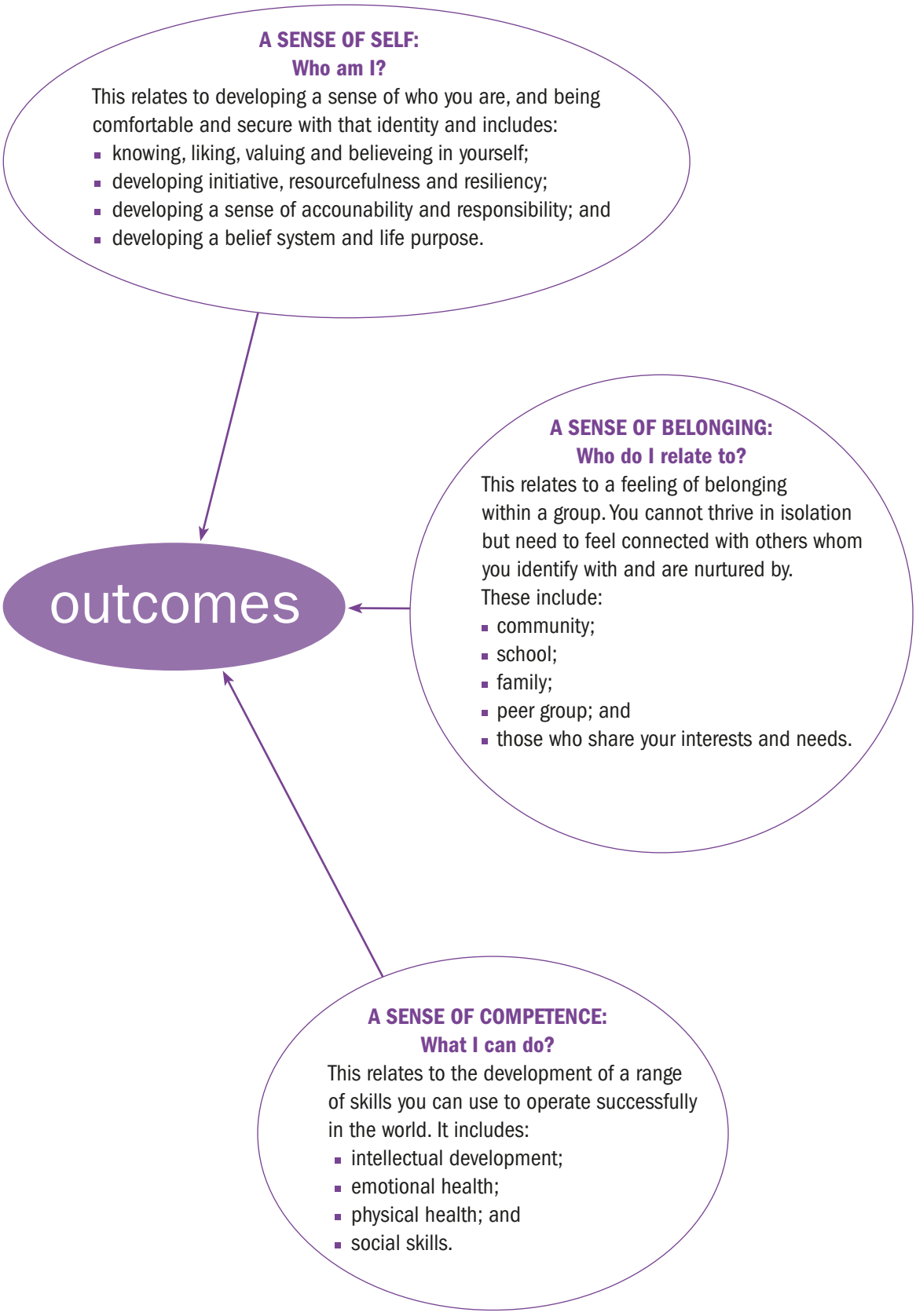


Diagram 4: Outcomes



The Participation Ladder

There are degrees or levels of Youth Participation from low to high. The degree of participation for any given project or program can be determined by using the Participation Ladder (see Diagram 5).

The ladder describes the different ways that young people can be involved, and then rates that involvement from levels 1 to 8, low to high. Levels 1 to 3 do not represent true participation. Descriptions used at these levels are tokenism, decoration and manipulation. These are included in the ladder because it is important to recognise that sometimes schools operate at levels 1 to 3. Some adults and some young people believe these levels of input are the same as participation.

The level of participation should match the particular situation and be appropriate to the capacities of the students. Youth Participation occurs from levels 4 to 8. At times, it is legitimate for adults to make suggestions to students, as students cannot initiate and run everything.

There are times when barriers may exist; for example, duty of care may preclude young people from performing certain tasks that fall within teachers' responsibilities. Participation is about partnerships, treating both adults and students as resources that can work side by side to achieve optimum outcomes for everybody.

The general level of participation requires a full audit of the:

- organisation, to explore the experiences and perceptions of individuals
- structures and processes used by the organisation for the completion of tasks
- decision making and implementation strategies.

Diagram 5: The Participation Ladder
(Hart 2001)

Young people come up with a project. They have full control of all the decision making related to the project and implement all these decisions as they see fit. From start to finish and in every respect young people run the project.

Young people come up with a project, alongside adults, they work collaboratively to make decisions and act on those decisions. The adults treat the young people as responsible team members, having equal status with adults.

Adults come up with the idea but engage young people to form partnerships to make and act on decisions.

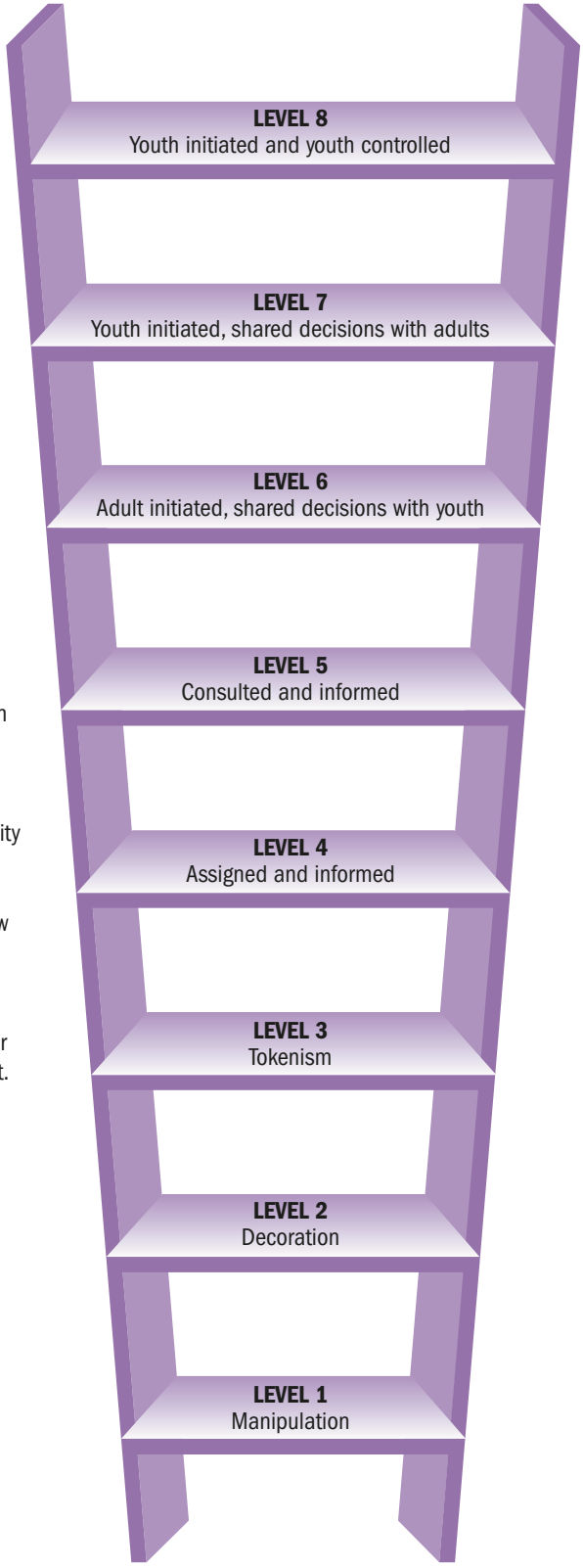
Adults work exclusively on a project but talk to (consult) young people in order to find out what their ideas, opinions, or concerns may be. They genuinely seek their advice. The adults also inform the young people of progress, and continue to consult them throughout the process.

To be assigned is to be given a role or responsibility by adults. In this case, adults control the process but give young people a meaningful part to play. The adults fully inform the young people as to how and why they are being involved.

Young people appear to be given a voice, but their participation has little or no impact on the project.

Young people are only invited to participate to give the project credibility. There is no intention to give the young people a genuine say in what or how things are done.

Young people are engaged to support an adult initiated project to make it appear as if it was youth initiated.



Section 3

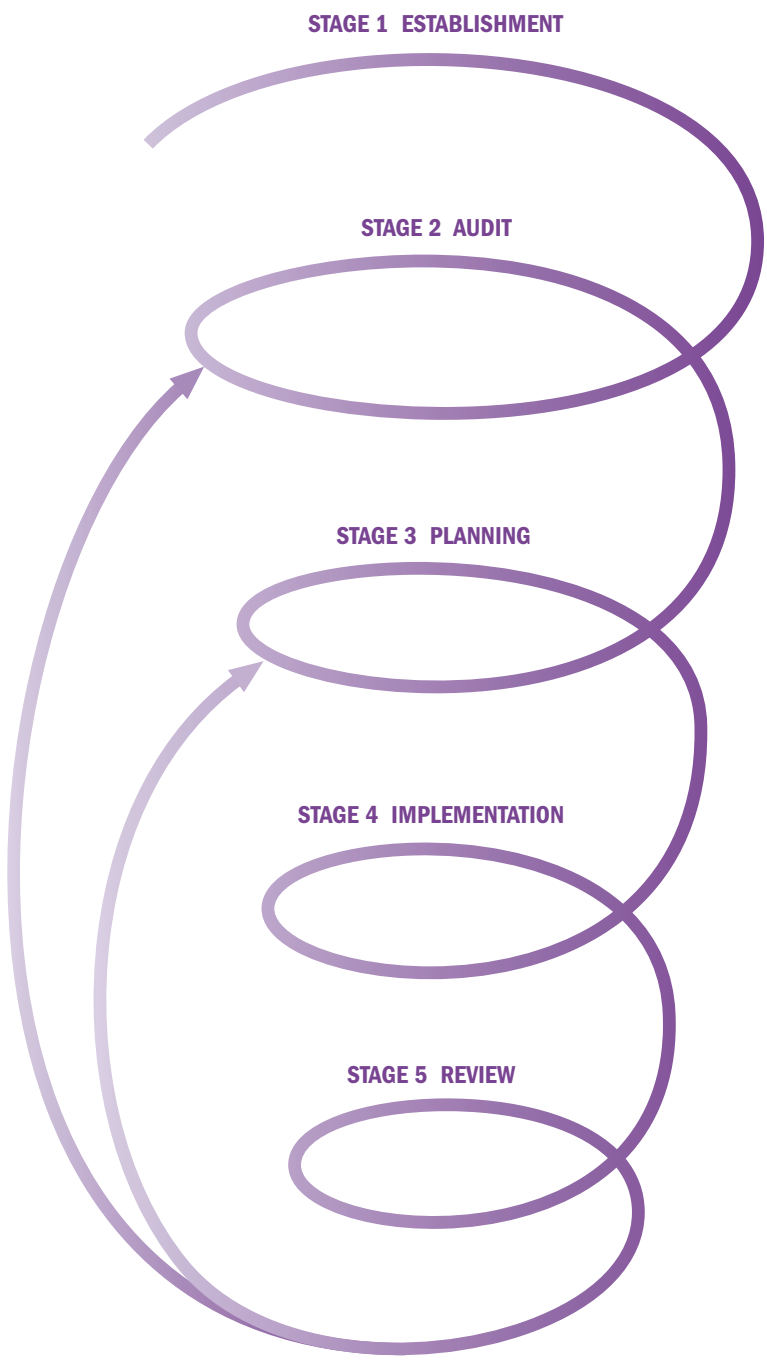
Implemeting Youth Participation

Implementing Youth Participation

This section describes a process for implementing Youth Participation in your school. Diagram 6 represents an overview of the five stages of Youth Participation.

Table 2 provides a summary of the five stages of implementation, including key objectives, tasks and tools. A detailed description is then given of the tasks and how the tools may be used to complete the tasks in order to meet the key objectives.

Diagram 6: Overview of Five Stages of Youth Participation



STAGE 1
Establish a project team which includes young people as part of its commitment to youth participation.

STAGE 2
Audit all aspects of the structure and function of your school. Refer to the methods and requirements outlined in the Youth Participation Model.

STAGE 3
Develop an action plan with goals that are realistic and measureable.

STAGE 4
Implement the action plan and monitor progress.

STAGE 5
Determine whether the goals have been met and assess changes in the level of youth participation in the structure and functioning of the school. Commence a new audit process and set new goals based on your findings during review.

Table 2: Summary of the Five Stages of Implementation

Stage	Key objective	Tasks	Tools
1 ESTABLISHMENT	Increase understanding and support for Youth Participation in all areas of your school.	Gain support from the school leadership team. Involve young people who may be interested in being in the project. Conduct information sessions. Advertise the project, e.g. display posters. Write articles for newsletters and other school publications.	TOOL 1: Project Planner
	Establish a project team.	Involve young people and adults in the project team. Run an information session for the project team.	TOOL 2: Selecting young people for the project team TOOL 3: Selecting adults for the project team
2 AUDIT	Provide an overview of your school's structures and functions.	Gather important information about your school.	TOOL 4: School structures and functions (sample)
	Audit the school in relation to the Requirements and Methods of the Model.	Have adults and young people complete a survey.	TOOL 5a: Youth Participation Survey
		Optional Run discussion groups with adults and young people.	TOOL 6: Organising a discussion group TOOL 7: Key questions to prompt discussion
	Analyse the information.	Analyse the results of the survey.	TOOL 5b: Youth Participation Survey Analysis
	Develop recommendations.	Analyse the results of the discussion groups. Write up a report of the results. List recommendations based on the report.	TOOL 8a: Analysis pro forma TOOL 8b: Recommendations report

Stage	Key objective	Tasks	Tools
3 PLANNING	Feedback the audit results and recommendations	Submit the report to your school leadership team. Conduct discussion sessions about the report and recommendations.	
	Develop the Action Plan.	Organise a planning meeting. Develop goals. Develop objectives. Outline the strategies. Decide who is responsible for what. Determine what resources are required. Propose a timeline.	TOOL 9a: School Action Plan (sample) TOOL 9b: School Action Plan proforma
4 IMPLEMENTATION	Implement the Action Plan.	Display the Action Plan within the school. Hold information sessions about the Action Plan. Have regular meetings to organise the implementation of the strategies. Monitor progress at regular intervals.	
5 REVIEW	Review the goals of the Action Plan.	Evaluate progress of each goal and objective. Check participants' level of satisfaction of their experience in the activities. Report to the school leadership team. Decide on new goals or any changes if needed. Return to Stage 3 to develop a new Action Plan if required.	TOOL 9b: School Action Plan

Note: Where this initiative forms a strategy for achieving your school's goal for improving student engagement and wellbeing, it may be incorporated into the School Strategic Plan and/or Annual Implementation Plans as a component of a key improvement strategy. The Guidelines and information relating to school strategic planning and annual implementation planning can be found at http://www.sofweb.vic.edu.au/standards/account/index.htm

The stages explained

STAGE 1: Establishment

KEY OBJECTIVE

→ Increase understanding and support for Youth Participation in all areas of your school.

Tasks

Identify a group of staff within your school who are willing and able to promote Youth Participation. It is important that project team members discuss with the school leadership team participation generally and the project specifically.

Conduct information sessions explaining clearly what Youth Participation is and how it could benefit young people and the school.

Approach and gain the commitment of young people by displaying posters and advertisements about the project and asking if they want to be involved.

Write articles about Youth Participation for newsletters and other school publications.

TOOL 1a: Project Planner (sample)

Tool 1a on page 27 is an example of the relevant individuals/teams and the strategies used to inform and/or recruit key individuals.

TOOL 1b: Project Planner

Tool 1b on page 28 will help identify the relevant individuals/teams to offer strategies to inform and/or select key individuals to get them involved in all the stages of the project.

KEY OBJECTIVE

→ Establish a project team.

Tasks

Think up ways to get young people and adults involved in volunteering for the project. After all your promotion work, you may find you have too many volunteers. From these, you need to work out which volunteers to select for the project team.

TOOL 2: Selecting young people for the project team

Tool 2 on page 29 provides a list of important points to consider when selecting young people.

It is important to have adults on the project team who have a genuine interest and commitment to Youth Participation.

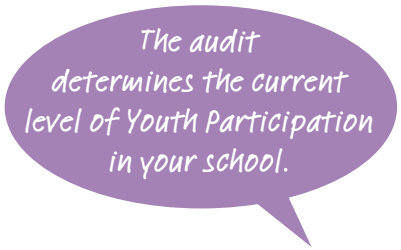
TOOL 3: Selecting adults for the project team

Tool 3 on page 30 provides a list of important adult qualities.

Run an information session for the project team. Section 2 of this module includes content that could be used in the information session.

Explain the Youth Participation Model and the five stage process for implementing Youth Participation within your school.

STAGE 2: Audit



KEY OBJECTIVE

→ Provide an overview of your school's structures and functions.

Tasks

Carefully plan the audit stage of the process to make sure you gather the relevant information and a broad range of opinions from people in your school.

To do this your school needs to look at all parts of its structure (e.g. committees) and functions (e.g. how it is run, how decisions are made) in relation to the Requirements and Methods for Youth Participation.

TOOL 4: School structures and functions (sample)

Tool 4 on page 31 provides a sample overview of school structures and functions which may help with the audit.

KEY OBJECTIVE

→ Audit the school in relation to the Requirements and Methods of the Youth Participation Model.

Tasks

Audit the entire school in relation to the two elements of the Youth Participation Model, Requirements and Methods. This involves gathering information from the school and could take the form of focus groups, forums, surveys etc. It is important to obtain the views and opinions of all groups. However, you need some limits. Do not collect so much information that it cannot be analysed or made sense of.

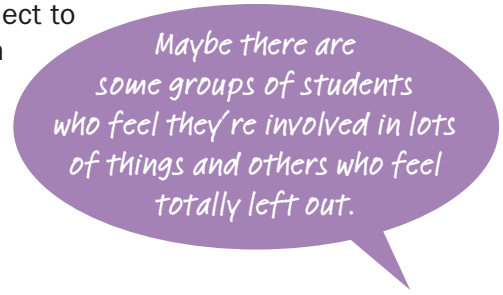
Conducting a survey

A list of survey questions has been developed for both adults and young people within your school. The survey will gauge people's opinions on the current level of Youth Participation in your school. It will also enable you to compare responses and opinions between adults and young people, or different groups of young people or adults.

TOOL 5a: Youth Participation Survey

Tool 5a on page 32 provides a version of a survey that can be used by your school.

When you do the surveys make sure that the people you ask are representative of the school. This means that the people you select to survey reflect the diversity of the youth population (age, ethnicity, gender, academic and skill capacity etc.) and diversity of the adult population (management, administration, service delivery staff, teachers etc).



Also ensure that the number of people you survey is manageable, since surveys have to be distributed, completed, collected and collated. List the different representative groups to be surveyed then randomly select a manageable number from each. For example, select one class from Years 7, 9, and 11, and survey all students in those classes.

The survey questions are about both the Requirements and the Methods. Although more questions can be added, the survey has been developed to be both general and manageable in terms of analysing the information.

KEY OBJECTIVE

→ Analyse the information and develop some recommendations.

Analyse the results of the survey. It is important to be able to fit the information into the different categories such as adults, young people, year levels, genders. This enables you to compare the different perceptions between adults and young people, and differences between what groups of young people say about the level of Youth Participation operating in your school. A simple way to analyse and report results of the survey is to calculate the numbers of each group for each possible response to all of the questions. Then you can record your results for each group against the questions in the survey.

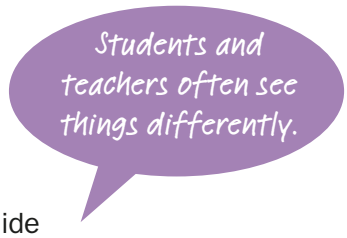
TOOL 5b: Youth Participation Survey Analysis

Tool 5b on page 34 provides you with a survey analysis template.

Run a discussion group (optional)

Once you have completed the analysis of the survey, you may choose to run a discussion group to expand and explore certain areas. Should you decide to conduct discussion groups, the following three groups are recommended:

- a representative group of adults
- a representative group of the youth population
- a mixed group made up of both adults and young people.



It is important that the project team knows how to run a discussion group and has developed a list of questions to guide and prompt discussion. You will also need one or two people to take notes during the discussion and a leader to ask the questions.

TOOL 6: Organising a discussion group

Tool 6 on page 36 suggests what issues to consider when organising a discussion group.

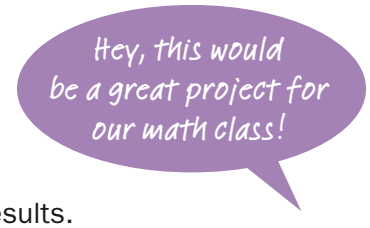
TOOL 7: Key questions to prompt discussion

Tool 7 on page 37 provides some key questions to expand and explore areas that require greater clarification, particularly in relation to the two elements of the Youth Participation Model, Requirements and Methods.

Note: You may choose to concentrate on only a few of these areas depending on the survey analysis.

KEY OBJECTIVE

→ Develop recommendations.



Tasks

The project team should complete an analysis of the results.

For each of the Requirements and Methods of Youth Participation, the analysis should identify:

- current levels of Youth Participation
- differences between how adults and young people view the current levels of Youth Participation
- differences between the groups of young people (gender, year levels, age) and their view of current levels of Youth Participation.

TOOL 8a: Analysis pro forma

Tool 8a on page 40 provides a pro forma to assist in analysing your survey/ discussion group results.

Once the analysis pro forma has been written, the project team will be in a position to write recommendations. These will directly relate to issues raised from the analysis, and will assist your school to develop goals for the next stage in Youth Participation. The analysis should include the school's desired level and realistic level on the Ladder of Participation. The recommendations should be about both parts of the Model (Requirements, that is what you need, and Methods, that is what you do).

The recommendations report needs to be balanced and outline the strengths along with areas for improvement.

TOOL 8b: Recommendations report

Tool 8b on page 42 provides a pro forma for writing up the recommendations, strengths and areas for improvement.

STAGE 3: Planning

KEY OBJECTIVE

→ Feedback the audit results and recommendations.

Tasks

Submit the recommendations report to your school leadership team.

Organise a time to meet and go through both the analysis of the surveys/discussion groups and the recommendations.

The school leadership team may make suggestions to improve the report. Once they have approved the report, it can be made available to the school community.

KEY OBJECTIVE

→ Develop the Action Plan.

Tasks

Organise a meeting to develop the Action Plan. Consider involving the project team, school leadership team and other key representatives. The recommendations will form the basis of your goals. The goals should be:

- achievable and realistic
- a way of moving up the Ladder of Participation
- clearly stated and written in positive terms.

Develop a number of objectives for each goal. Goals and objectives are statements about the changes that the school intends to make in terms of Youth Participation.

A goal is the general statement of the desired outcome, for example 'To increase the level of adult commitment and support for Youth Participation within the school'.

An objective is more specific and measurable. It is what you hope to do. It must:

- clearly relate to the goal
- define the level or target that will be achieved (e.g. all students or all teachers)
- be measurable
- have a clear timeline as to when the change is to occur (e.g. all teachers will attend the professional development session by the end of term 4).

Each goal may have between two and four objectives.

Strategies include all the tasks and activities required during the implementation stage to make sure your objectives are achieved. It is important to think carefully about implementing strategies and to identify all necessary resources required to achieve your strategies.

The project team needs to consider a realistic timeline for completion of strategies.

At the completion of the Action Plan period, the project team should monitor and evaluate progress of the goals and objectives. The review assesses what you have implemented, partially implemented or not implemented.

TOOL 9a: Action Plan (sample)

Tool 9a on 44 is a sample Action Plan. This sample will assist in developing an Action Plan for your school.

TOOL 9b: Action Plan pro forma

Tool 9b on 46 is a pro forma for developing your school's Action Plan.

STAGE 4: Implementation

The implementation stage is about carrying out all the strategies you decided on in your Action Plan.

KEY OBJECTIVE

→ Implement the Action Plan.

Make sure young people and adults who do not normally get involved are encouraged to participate and take on leadership roles.

Tasks

The Action Plan should be made available to your whole school community.

The project team needs to have regular meetings to implement the Action Plan and to monitor progress.

It is important to keep the project on track and to ensure that there are adequate resources.

The project team needs to make sure that people working on the different strategies of the Action Plan are clear about what they are doing and are aware of the timeline.

STAGE 5: Review

This involves your school evaluating progress made towards achieving the goals and objectives. The Action Plan can then be modified as appropriate.

KEY OBJECTIVE

→ Review the goals of the Action Plan.

Tasks

The project team should check levels of participant satisfaction. Tools 5 to 8 may be useful. The level of implementation column from Tool 9b should be completed at the conclusion of each of the strategies. The information gathered will help the project team to review the entire Action Plan.

Part of the review and evaluation process is to explore areas which may need work or the introduction of new methods. These explorations and results can be added to a new Action Plan and the process then continued.

As a project team, you will need to reflect on your achievements, the benefits of Youth Participation for young people, adults and the entire school community.

On completion of the project, the project team reports back to the school leadership team on the:

- review of the Action Plan
- impact of the implementation of the Action Plan on the levels of Youth Participation
- recommendations for future actions.

The project team returns to Stage 3 to develop new goals and objectives.

Implementing Youth Participation is an ongoing process which requires commitment and energy. Together, young people and adults can continually think of new ideas and improvements for active participation for the whole school community.

Section 4

Tools

TOOL 1a

Project Planner (sample)

Individuals/Groups	Strategies	Purpose	Person/s responsible
School management	Address team leaders meeting	Inform and call for volunteers	
Year level	Information sessions Visit home groups Address assembly	Inform and call for volunteers	
Adult staff	Information sessions Address staff meeting	Inform and call for volunteers	
Whole school	Newsletter articles Notices Posters	Inform and call for volunteers	
Sub-school	Address assembly	Inform and call for volunteers	

TOOL 1b

Project Planner

Individuals/Groups	Strategies	Purpose	Person/s responsible

TOOL 2

Selecting young people for the project team

It is important the young people selected for the project team represent the diversity of the school's youth population and not just those that appeal to the adults of the school.

The following should be considered:

- Are there culturally and linguistically diverse young people represented? How would you support the involvement of young people who have English as a second language?
- Are there young people at all levels of academic achievement included?
- Do the young people have credibility with their peers?
- Are the young people involved those who are most often chosen or those that miss out?
- Is there a mix of young people in terms of age, gender, ethnicity, etc.? It could be useful to think up different ways of categorising young people, that is, males, females, gender, sport teams, etc., and have a checklist in mind when selecting.

TOOL 3

Selecting adults for the project team

It is important that the adults selected for the project team have appropriate qualities and a commitment to Youth Participation. The following qualities are worth consideration.

Do the adults:

- value young people?
- enjoy working side by side with young people?
- encourage young people to take risks and learn from their mistakes?
- encourage having fun?
- have time and energy to give?
- support and care for young people?
- listen to young people, value their ideas and provide feedback in a positive and constructive way?

TOOL 4

School structures and functions (sample)

Area	Example	Purpose	Who
School organisation, ethos and environment: • School structure • Governance • Charter • Pastoral care/welfare • Physical environment	School Board/ Council	External management group who hire Principal and make decisions regarding funding.	All adults
	School Management Team	Manage budget and the provision of education and services.	All adults
	Student Support Services	Provide support services for students and their families.	Adults and a student representative
	Year Coordinators	Manage and monitor all issues for each year level.	All adults
	Administrative Staff	Provide school administration requirements.	All adults
	Student Representative Council	Council made up of student year level reps which meet to discuss student issues.	Young people and two adults
Community links and partnerships: • Welfare and community agencies • Parents and family groups	Parent Teacher Association	Committee that provides opportunities for parents and teachers to work together on issues affecting the school.	All adults (teachers and parents)
	Discipline Committee/Policy	Representatives who meet, develop and review policy and its implementation. Policy describes rules and sanctions for responding to discipline incidents.	Adults, student and parent representatives
Classroom teaching and learning: • Curriculum content • Curriculum delivery • Classroom environment • Extra-curricular activity • Staff professional development	Curriculum Committee	Representatives from Learning Areas who meet to discuss, plan and develop curriculum initiatives.	All adults
	Faculty Committees	Committees that represent subject areas.	All adults
School policies and programs	Bullying Policy	Describes bullying and outlines school strategies for preventing and responding to bullying.	Adults and student representatives
	Literacy Program	Specific program for promoting literacy and providing support.	All adults
	Discipline Committee/Policy	Representatives who meet, develop and review policy and its implementation. Policy describes rules and sanctions for responding to discipline incidents.	Adults, student and parent representatives
	Drug Education Policy	Outline school policies, protocols and procedures for dealing with drug issues and drug education.	All adults

TOOL 5a

Youth Participation Survey

The following statements are about your school and the staff and students at your school. There are no right and wrong answers. Just tick one answer that is true for you.

☐ Student ☐ Teacher/staff member ☐ Male ☐ Female

If a student, what year level? ☐

At Our School					
1	Young people are trusted with real and important responsibilities				
	☐ Always	☐ Most of the time	☐ Sometimes	☐ Rarely	☐ Never
2	Students' ideas and opinions are valued				
	☐ Always	☐ Most of the time	☐ Sometimes	☐ Rarely	☐ Never
3	Students are encouraged to take on new and challenging roles				
	☐ Always	☐ Most of the time	☐ Sometimes	☐ Rarely	☐ Never
4	There are chances for students to get involved in clubs and other activities outside of class				
	☐ Always	☐ Most of the time	☐ Sometimes	☐ Rarely	☐ Never
5	The same students are chosen to be in school activities, programs and special events				
	☐ Always	☐ Most of the time	☐ Sometimes	☐ Rarely	☐ Never
6	Students are given opportunities to use their skills in real situations (e.g. peer mediation, sports coaching, running meetings)				
	☐ Always	☐ Most of the time	☐ Sometimes	☐ Rarely	☐ Never
7	Teachers are willing to support activities and programs that are led by students				
	☐ Always	☐ Most of the time	☐ Sometimes	☐ Rarely	☐ Never
8	Students can find places to hold meetings				
	☐ Always	☐ Most of the time	☐ Sometimes	☐ Rarely	☐ Never
9	Teachers have time to support and encourage students to take on new positions and projects				
	☐ Always	☐ Most of the time	☐ Sometimes	☐ Rarely	☐ Never
10	Students receive training for any new jobs and roles they take on				
	☐ Always	☐ Most of the time	☐ Sometimes	☐ Rarely	☐ Never
11	There is money available for students to run projects and events				
	☐ Always	☐ Most of the time	☐ Sometimes	☐ Rarely	☐ Never
12	Students are treated with respect by adults				
	☐ Always	☐ Most of the time	☐ Sometimes	☐ Rarely	☐ Never
13	Students have the chance to help plan and run school activities, programs and special events				
	☐ Always	☐ Most of the time	☐ Sometimes	☐ Rarely	☐ Never

At Our School	
14	There are opportunities for the Principal to hear students' ideas and opinions ☐ Always ☐ Most of the time ☐ Sometimes ☐ Rarely ☐ Never
15	Teachers notice when students are doing a good job and let them know about it ☐ Always ☐ Most of the time ☐ Sometimes ☐ Rarely ☐ Never
16	Adults are fair when dealing with students ☐ Always ☐ Most of the time ☐ Sometimes ☐ Rarely ☐ Never
17	Students can trust adults ☐ Always ☐ Most of the time ☐ Sometimes ☐ Rarely ☐ Never
18	Students are encouraged to learn from their mistakes ☐ Always ☐ Most of the time ☐ Sometimes ☐ Rarely ☐ Never
19	There are places set aside for students on decision-making committees ☐ Always ☐ Most of the time ☐ Sometimes ☐ Rarely ☐ Never
20	Young people and adults make decisions together ☐ Always ☐ Most of the time ☐ Sometimes ☐ Rarely ☐ Never
21	There are programs where students help and support other students ☐ Always ☐ Most of the time ☐ Sometimes ☐ Rarely ☐ Never
22	There are programs where students teach other students ☐ Always ☐ Most of the time ☐ Sometimes ☐ Rarely ☐ Never
23	Students get to comment on important issues (e.g. about drugs, bullying) ☐ Always ☐ Most of the time ☐ Sometimes ☐ Rarely ☐ Never
24	Students and staff get chances to speak together about issues they are concerned about ☐ Always ☐ Most of the time ☐ Sometimes ☐ Rarely ☐ Never
25	Students' opinions are sought about the subjects they are taught ☐ Always ☐ Most of the time ☐ Sometimes ☐ Rarely ☐ Never
26	Students are asked to comment on how things are run at our school ☐ Always ☐ Most of the time ☐ Sometimes ☐ Rarely ☐ Never
27	Students are asked how things could be improved or done differently ☐ Always ☐ Most of the time ☐ Sometimes ☐ Rarely ☐ Never
28	Students have the chance to develop and use leadership skills ☐ Always ☐ Most of the time ☐ Sometimes ☐ Rarely ☐ Never
29	Students have the chance to meet and discuss important issues with other students ☐ Always ☐ Most of the time ☐ Sometimes ☐ Rarely ☐ Never
30	Students have opportunities to meet and discuss important issues with organisations outside the school ☐ Always ☐ Most of the time ☐ Sometimes ☐ Rarely ☐ Never

TOOL 5b

Youth Participation Survey Analysis

Requirements and methods	Young people scores										Adult scores									
	Always		Most of the time		Sometimes		Rarely		Never		Always		Most of the time		Sometimes		Rarely		Never	
	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%
Commitment																				
Item 1																				
Item 2																				
Item 3																				
Opportunities																				
Item 4																				
Item 5																				
Item 6																				
Running projects, events and activities																				
Item 7																				
Item 8																				
Item 9																				
Item 10																				
Item 11																				
Support and positive regard																				
Item 12																				
Item 13																				
Item 14																				
Item 15																				
Item 16																				
Safety and security																				
Item 17																				
Item 18																				

Requirements and methods	Young people scores										Adult scores									
	Always		Most of the time		Sometimes		Rarely		Never		Always		Most of the time		Sometimes		Rarely		Never	
	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%
Making decisions																				
Item 19																				
Item 20																				
Helping young people																				
Item 21																				
Item 22																				
Expressing views, opinions and feelings																				
Item 23																				
Item 24																				
Informing services, programs and policies																				
Item 25																				
Item 26																				
Item 27																				
Developing networks																				
Item 28																				
Item 29																				
Item 30																				

TOOL 6

Organising a discussion group

- Choose an appropriate venue and time.
- Make people in the group feel welcome and comfortable.
- Explain the purpose of the group.
- Introduce the topics to be discussed. Keep topics and questions simple and clear.
- Ensure participation of everyone in the group.
- Facilitate discussion among group members.
- Control the timing and flow of the discussion.
- Be aware of any non-verbal communication and, where appropriate, follow up.
- Be aware that group members may say what they think you want to hear. Try to encourage them to say what they really think by using open-ended questions.
- Keep a record of all responses.

TOOL 7

Key questions to prompt discussion

You may choose to concentrate on only a few of these areas. This is dependent on the outcomes of the survey and audit carried out by the team. The discussion group needs to be focused so that recommendations can be produced to inform the goals of your Action Plan.

Commitment

Use the following questions to further explore questions 1 to 3 from the survey tool on page 32.

1. Do students feel they are trusted with real responsibilities, or just tasks and activities that are designed to keep them occupied?
2. What do students perceive to be 'real' responsibilities anyway?
3. Do students feel their opinions are valued by adults at the school? If yes, how is this demonstrated? If no, what is it that adults might be doing to contribute to this feeling?
4. When students share their ideas and opinions, have there been times when a firm outcome has come of the discussions? Is this common?
5. Do young people feel they are encouraged to take on new roles and responsibilities? If not, how could this be encouraged?
6. Do students currently have a recognised place in decision making? In what areas?
7. Are there areas where students have no input at all? For what reasons?
8. Do teachers and other staff value young people's opinions? If not, why? What are the barriers? List them.
9. Do adults feel they encourage students to take on new and challenging roles? If not, why?
10. Where do you think your school is at in terms of promoting Youth Participation?

Opportunities

Use the following questions to further explore questions 4 to 6 from the survey tool on page 32.

11. Do you feel that all students get the chance to be involved in the planning of activities, programs and other events? Are there any students who miss out?
12. How are students selected to be involved in programs or on committees? Is this a fair process?
13. Do teachers and other staff see many opportunities for students to be involved in the planning of activities, programs and other events? List them.
14. How are students recruited for such tasks? Is this a good and fair system? Do any particular groups of students miss out on opportunities?
15. What is your definition of appropriate Youth Participation? Should young people be involved in all levels of decision making in some way?

Running projects, events and activities

Use the following questions to further explore questions 7 to 11 from the survey tool on page 32.

16. Do students perceive there to be a number of adults who are willing to support activities and programs led by young people? Are these adults from different curriculum areas or mostly from one area?

17 Do students feel that teachers have time to support their participation in activities and programs? If not, what can be done about this?

18 Is there money available, or ways to raise money, for student-led projects?

19 Do young people feel supported in terms of space and equipment being available to them if it is required?

20 Is training available to students when they do take on new roles?

21 Amongst staff, is there a diversity of involvement in supporting Youth Participation or is it a core group of the same staff? Are there any disadvantages to either of these?

22 Do teachers feel they have time to be supporting and encouraging young people to participate in the functioning of the school?

23 Do staff believe young people receive adequate training for new roles they take on?

24 Do students get chances to be involved in the planning of programs and activities? Or do they get asked to carry out plans that have already been finalised?

Support and positive regard

Use the following questions to further explore questions 12 to 16 from the survey tool on page 32–33.

25 Do students feel teachers and office staff treat young people with respect? If not, exactly what is it that gives them this impression?

26 Do students feel teachers are fair when dealing with young people? If not, in what areas?

27 Do teachers and other staff take time to listen to young people's opinions and ideas? Just in the classroom, or in other areas too?

28 Do teachers feel they encourage participation by young people?

29 Is it common practice to tell young people when they have done a good job?

Safety and security

Use the following questions to further explore questions 17 and 18 from the survey tool on page 33.

30 Do students feel they can trust adults within the school? What have their experiences been in the past? Positive or negative?

31 Have young people tried something new but found it didn't work? How did adults deal with this? Are students encouraged to learn from their mistakes?

32 Do teachers and other staff feel that students trust them?

33 Do teachers feel comfortable working alongside students in partnerships? What difficulties can it pose?

Making decisions

Use the following questions to further explore questions 19 and 20 from the survey tool on page 33.

34 What structures exist for young people to share in decision making? Who tends to make the decisions in your school?

35 Are young people genuinely involved in making decisions? Are there limits on this involvement?

36 What structures exist for young people to raise issues of concern to them? Do these work, do students use those structures? If not, why not?

37 Have teachers seen shared decision making work? Have they seen it fail? Why did it fail?

Helping young people

Use the following questions to further explore questions 21 and 22 from the survey tool on page 33.

38 To what degree are young people involved as supporters or helpers already?

39 In what ways could they be helping other young people?

40 What skills do the young people have in this area?

41 What opportunities do the young people have in this area?

42 What acknowledgement do the young people receive in this area?

Expressing views, opinions and feelings

Use the following questions to further explore questions 23 and 24 from the survey tool on page 33.

43 What avenues exist for young people to have their views and ideas heard?

44 How can young people make changes in the school?

45 How can young people be heard more in the school?

46 What barriers exist to hearing young people?

47 What encouragement will they need in this particular setting?

Informing services, programs and policies

Use the following questions to further explore questions 25 to 27 from the survey tool on page 33.

48 How are these decisions currently made?

49 Have consultations been tried in the past?

50 To what degree do the decisions made around these areas reflect what young people want?

51 What existing structures could be altered to include young people?

52 What new structures might be useful?

53 What are the fears and pros and cons to including young people in these areas?

54 What would be the hardest area to include them?

55 What would be the easiest area to include them?

Developing networks

Use the following questions to further explore questions 28 to 30 from the survey tool on page 33.

56 How are young people given the opportunity to show their leadership skills?

57 Do young people have access to committees and outside organisations where they can discuss important issues?

58 How are the young people supported to develop networks with outside organisations?

TOOL 8a

Analysis pro forma

Analysis of survey questions and optional discussion group questions.

→ Commitment

Young people at our school feel their opinions are valued, that they are trusted with real responsibilities and are encouraged to take on new and challenging roles.

→ Opportunities

All young people at this school are given the opportunity to use their skills and talents in real situations or events.

→ Running projects, events and activities

The teachers support and encourage young people at this school to hold activities, programs or special events, which are led by a variety of students. Teachers provide appropriate meeting places, training and money when conducting these programs.

→ Support and positive regard

Principals, teachers and staff at this school always provide students with the opportunity to listen to their ideas and opinions and acknowledge the young people when they are doing a good job. They are always fair with their comments.

→ Safety and security

Students trust the adults at this school enough to feel they are able to learn from their own mistakes.

→ Making decisions

Young people are invited to committees where they make decisions together with adults.

→ Helping young people

Students at this school teach and support other students.

→ Expressing views, opinions and feelings

Students at this school have the opportunity to speak to teachers about their views on various issues that concern them, including drugs, bullying, etc.

→ Informing services, programs and policies

Teachers ask students their opinions on the subjects they are taught and encourage students to comment on how things could be improved or run differently.

→ Developing networks

Students at this school are taught and encouraged to use their leadership skills to meet and discuss important issues with other students and outside organisations.

TOOL 8b

Recommendations report

Please tick (✓) which tools were used to inform your recommendations.

Survey:

- ☐ A representative group of adults
- ☐ A representative group of young people

Discussion groups:

- ☐ A representative group of young people
- ☐ A representative group of adults
- ☐ A representative group of both young people and adults

Use Tool 8a – Analysis pro forma to prompt discussion.

From the information you have collected, you should be able to work out where your school is on the Ladder of Participation. Discuss your findings and write down your recommendations to ensure they are aimed at getting your school to your desired level on the ladder.

RECOMMENDATION ONE:

.....

.....

.....

Strengths identified

.....

.....

.....

Areas for improvement

.....

.....

.....

RECOMMENDATION TWO:

Strengths identified

Areas for improvement

RECOMMENDATION THREE:

Strengths identified

Areas for improvement

School Action Plan (sample)

Period of the plan 6–12 months

GOAL 1:
To gain commitment and support of the staff and parents for Youth Participation within all areas of the school.

Objectives or areas of enhancement	Strategies	Who is responsible	Timeline	Resources Required*	Level of Implementation**
To run a forum with staff, parents and students to showcase Youth Participation examples and discuss the benefits of Youth Participation by the end of term.	Train students in facilitating a forum and discussion. Identify examples of Youth Participation and arrange guest speakers, including adults and young people. Brief guest speakers, students and adults. Obtain permission from school management to use venue and funds for refreshments. Prepare posters and advertising flyers and send out to all parents, staff and students. Facilitate evening activities and get participants to evaluate. Report findings.	Project team leader Project team members Nominated members of the project team Project team Leader Student members Project team and interested staff Student and staff repsentatives	Term 2	Art and drama students and teachers Venue Refreshments for 100 people Presents for guest presenters Staff and student time	
To develop and deliver a professional development session for all teachers on Youth Participation and healthy youth development by the end of term 4.	Research resources and literature on Youth Participation (teachers and students). Develop a plan for what needs to be covered. Plan presentation to involve staff and students. Trial presentation to school management team and review. Schedule professional development (PD) sessions with staff within normal professional development time. Deliver sessions and seek feedback through evaluations.		Term 4	Teacher and student time PD budget will cover other expenses	

* Resources required: days, funds, personnel, equipment
** Level of implemention: Not implemented (NI); Partially implemented (PI); Fully implemented (FI)

School Action Plan (sample)

Period of the plan 6–12 months

GOAL 2: To implement peer work into areas of the school.					
Objectives or areas of enhancement	**Strategies**	**Who is responsible**	**Timeline**	**Resources Required***	**Level of Implementation****
To implement a peer drug education program within the school by the end of term 4.	Select and train peer drug educators. Establish a list of activities that peer drug educators can attend. Peer drug educators attend all school functions and social activities. Provide supervision and feedback sessions with peer drug educators to evaluate experience.			Meet and draw up budget based on EFT required, roles of teachers involved, class time required.	
To implement a pilot peer support orientation program for new students by end of term 4.	Form working group. Raise awareness of issues for new students through newsletter, drama performance at assembly. Run workshop where orientation program is developed by students. Assist students to take on the facilitation of the orientation. Evaluate the program and write a report.			Small budget for training materials, show bag for new students etc.	

* Resources required: days, funds, personnel, equipment

** Level of implemention: Not implemented (NI); Partially implemented (PI); Fully implemented (FI)

School Action Plan

PERIOD OF THE PLAN | **Start date:** | **End date:**

GOAL 1:					
Objectives or areas of enhancement	**Strategies**	**Who is responsible**	**Timeline**	**Resources Required***	**Level of Implementation****

* Resources required: days, funds, personnel, equipment

** Level of implementation: Not implemented (NI); Partially implemented (PI); Fully implemented (FI)

Part 2

Peel Drug Education Training module

Activities for students being trained to become effective peer drug educators

PART 2

Introduction

Roger Holdsworth from the Youth Research Centre, The University of Melbourne, highlights the importance of involving young people in their learning. In his research paper, *Schools That Create Real Roles for Young People* (Holdsworth 1998), 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.

Peer Education Defined

Peer education has been defined as education for young people by young people (Shiner 1999). A peer educator should be more than a teacher substitute. Peer education is as much about delivery as content, and it invites the young person's input into the design of both. The United Nations Office for Drug Control and Crime Prevention defines peer education as the use of same age or same background educators to convey educational messages to a specific target group. They also state:

> *Peer Educators work by endorsing healthy norms, beliefs and behaviours within their own peer group or community and challenge those which are unhealthy. (Grove and McDonald 2001).*

Kinder (1991), writing from the perspective of health promotion (outside of schools), specifies four models for peer programs:

- Peer Influence: relying on the informal and ad hoc interactions within a peer group.
- Peer Teaching: formally delivered programs with prepared content and methodology.
- Peer Counselling: usually as a casual, voluntary mentor relationship, though sometimes a form of working group, between or among people who share an experience of adversity.
- Peer Participation: where consumers or peers have formal representation on decision-making bodies.

Peer Drug Education

A Frame of Reference: Participation

Student-based initiatives are best built upon the broad theoretical foundation of participation. Peer drug education is a means of recognising and utilising the enormous potential within the youth population to make a significant contribution to both drug education and youth development (Midford, McBride and Munro 1998).

The Youth Participation Module (Part 1) provides an appropriate conceptual framework in which to place peer drug education.

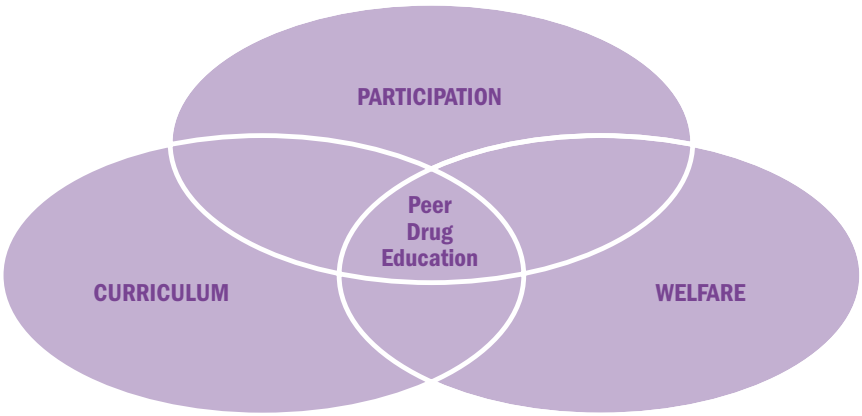
The Curriculum and Welfare Frameworks

Peer drug education fits within both the curriculum and welfare frameworks. Here, curriculum and welfare programs overlap, strengthening the outcomes of both learning and welfare objectives.

Rather than replacing core drug education programs, peer drug education is best viewed as an extension or enhancement of existing programs. Exactly how it relates to programs depends largely on the nature of the peer drug education project undertaken by the school. Overall, it is important to see the project as part of the whole-school approach to drug education and, where appropriate, to integrate it into curriculum and welfare frameworks linked to specific outcomes.

Figure 1

Peer drug education within participation, student welfare and curriculum



In Tune – SPIDE Defined

In Tune – Students Participating in Drug Education aims to encourage student involvement and promote drug education in schools. The project intends to teach young people about licit and illicit drugs, and help them develop a range of skills to plan and implement health promotion activities in the school. This provides opportunities for them to develop relationships with their peers and adults within the school community. They gain the recognition and respect of the school leadership team, and the school benefits by being educated on a young person's perspective and knowledge of drugs in their society. Ultimately, these students may become confident and competent young people contributing to school policy and planning decisions.

Resilience/Protective Factors

Many of the primary prevention strategies, such as the *In Tune* resource, seek to build resilience in young people: the capacity to bounce back or adjust to stress or change. It is evident that young people who have a number of protective factors in their lives are less likely to engage in long-term risky behaviour. These protective factors contribute to resilience. Three categories of protective factors include:

- **Caring relationships**: Peer education provides a nurturing environment where young people can develop relationships with significant adults and peers. It promotes success in students, and encourages parent and community involvement.
- **Positive acknowledgement**: Undertaking responsibilities and facilitating activities provides many opportunities for young people to feel acknowledged and respected.
- **Youth contribution**: peer education instills a sense of responsibility and encourages students to participate in decisions related to their learning experiences.

Harm Minimisation

The peer education model was developed within the policy framework of harm minimisation with its three-pronged approach aiming at supply control, demand reduction and harm reduction. It is within the latter two approches that drug education belongs. School-based drug education should aim to ensure young people understand the nature and effects of drugs, how drugs affect individuals and society; how to avoid problems; and how drugs impact on the domain of public policy (Munro 1997).

Demand reduction and harm reduction can only come about through understanding drugs and the personal, social, economic and political context in which drug use takes place.

Volatile Solvents a note: Teaching about volatile solvents (Bellhouse, Johnston and Fuller 2001) should not be included in mainstream drug education curriculum. For this reason, none of the activities in this manual relate to volatile solvent use.

Research informed the development of *Volatile Solvents, A Resource for Schools* which states that preventative volatile solvent education should be provided in the context of Occupational Health and Safety. This will avoid possible perception that a volatile solvent is a drug, and reduce the risk of initiating curiosity.

Delivering the Peer Drug Education Module

Who

Teaching drug education is a responsibility for those well informed about drug issues and interested in personal development. It is recommended that the teacher(s) responsible for delivering the program should come from a health education or welfare background.

How

Units may be run over a number of weeks or delivered as an intensive program over a number of days. It is recommended that not more than a week pass between each unit. Units may be split without compromising the learning.

What

The program described here represents the components of a peer drug education trainning program. Schools are encouraged to adapt the module to suit local needs and to ensure that, where possible, it is built into existing programs.

Ongoing Supervision and Support

Whatever the role decided upon, a peer drug educator is taking a risk and stepping beyond their usual role. There needs to be a structure in place to provide peer drug educators with adequate preparation time, resources, supervision and support.

Reflection and Evaluation

The program should allow for both formal and informal systems of reflection and evaluation.

Recognition and Reward

The significant input of students into the project ought to be recognised and their achievements either privately or publicly rewarded. Participation in the project may be recognised within post-compulsory programs or citizenship awards.

Target Group

Students from year levels nine to twelve are best suited for using this training module. Younger students may not have the skills in analytical thinking essential to deal with the more complex issues related to drug use, and so are considered unsuitable. It is imperative that teachers recognise the different experiences, skills, knowledge bases and developmental stages that exist across these year levels. They need to make choices about the content and delivery of some sessions to ensure an appropriate match between activity and learner.

Diversity in the Classroom

Diversity in the classroom is a pertinent issue for peer drug education. Respecting the diversity of youth cultures is imperative for implementing peer drug education.

Note: In any class, there may be non-users, experimental, recreational, regular and problem users. There may be different attitudes to licit and illicit drugs. Pitch activities in such a way that all students can relate to the issues and benefit from the skills and insights learned.

Students should be encouraged to participate without disclosure.

Selection process

The method of selection will depend on the aims of the project, the perceived beneficiaries and the target group. Peer drug educators may volunteer or be appointed, nominated or elected.

Development of the Training Program

Consistent with the spirit of participation, graduates of the training, having gained experience as peer drug educators, may then be capable of delivering the program to aspiring peer drug educators. This process enriches the training since the accrued learning and wisdom of participants informs the further development of the program.

Who Needs Peer Drug Education?

Once you have selected a model of peer drug education, it is essential to identify the target audience. For example:

- all students in the middle school
- all VCE students
- targeted students suspected of inappropriate drug use.

Models of Peer Drug Education

There are many ways a young person delivers or disseminates information to their peers. It is important to understand there is no single model of peer drug education. The essential feature is that skills and knowledge training is given to the young person, who is supported to disseminate this learning among the peer group. Examples of delivery may include:

- classroom drug education programs
- resource development, for example posters, calendars, information leaflets
- extra-curricula activities, for example youth festivals, health expos
- issues forums, for example debates, hypotheticals, and seminars.

Peer counselling demands skills, insights and responsibilities beyond the secondary students' capacity and is not seen as appropriate in the school context.

Your School's Peer Drug Education Model

Consistent with the spirit and aims of participation, students should be involved in the design of the selected model from the outset. If you form a management team to oversee the project, there should be student representation.

Unit 1

Starting out

This unit introduces student participation. It will inform those teachers and students unfamiliar with the concept, and be a useful review for others.

Understanding participation

ACTIVITY 1a: What is Participation? 53

ACTIVITY 1b: The Participation Model. 57

ACTIVITY 1c: The Participation Ladder. 60

Activity 1a

What Is Participation?

Purpose

The purpose of this activity is to introduce the concept of student participation in schools.

Learning outcomes

Peer drug educators will have the opportunity to understand:

- participation as a strategy for engagement
- the benefits of participation.

Time

20 minutes

Preparation/resources

- Photocopy the two scenarios on pages 54 and 55.
- Photocopy the **Benefits of Participation** on page 56 for each student.

Instructions

→ Brainstorm responses to the following questions and write all the key words on the board. Acknowledge all input.

Q. What do we mean by participation?

Q. Why is youth participation important?

→ Discuss the responses with the group.

→ Divide the peer drug educators into groups of four to six and hand out the two scenarios, one per group.

→ Ask the groups to discuss the questions concerning each of the scenarios.

→ Discuss the small group responses to each of the scenarios.

→ Hand out the **Benefits of Participation**. Highlight the benefits for the individual, school and community.

SCENARIO 1

During the winter months at Sally's secondary college there are very few places for the younger students to keep out of the cold and rain. They have the option of staying in the classroom but need to find a teacher to supervise. This means some teachers don't get a lunch break and the students don't like to stay in the room – it's too boring.

Sally spoke to the other senior school captains and discussed the option of asking for volunteer senior students to be given the responsibility to supervise. Senior students were voted by their classmates to be supervisors. They held regular meetings with teachers to discuss managing students. Out of these meetings also came the idea to run an organised lunchtime activity program. Sally was very proud of her idea and was presented with a community award at a whole-school assembly.

Discussion Questions Scenario 1

1. Imagine you are the person in this scenario. List your feelings.

2. What thoughts might be going through your head after this experience?

SCENARIO 2

At a School Council meeting, members were asked to discuss the school environment, in particular the painting of the buildings. Mike, a student at the school, was really excited about the idea that they were being asked to suggest paint colours, and decided to take the project to the whole school and consult all the students.

After surveying the student body, it was suggested that murals and bright colours should be painted on the outside walls. Members of the school administration listened to the proposal. During the holidays, the school buildings were painted. When Mike returned to school, the school buildings had been repainted in the same colour as before.

Discussion Questions Scenario 2

1. Imagine you are the person in this scenario. List your feelings.

2. What thoughts might be going through your head after this experience?

3. How could things have been different, so that the experience was a more positive one?

Benefits of Participation

Youth participation means that:

- the design and delivery of policies and programs are more likely to be efficient and effective
- schools' actions, policies, programs and processes are relevant and presented most effectively
- young people become active citizens in our society
- schools become more responsive, understanding and considerate of the young people with whom they are working
- new perspectives are brought into schools, influencing outcomes in new and unexpected ways
- negative stereotypes of young people within the community can be challenged
- the individual young person's right to participate in decisions affecting them is supported
- young people who are rarely involved in decision-making can become involved
- young people can be creators rather than passive consumers of services
- young people are encouraged to participate in decision-making processes in the wider society
- schools can model young people's broader right to full citizenship and participation in Australian life
- young people's expertise on their own social and cultural conditions is tapped into
- young people can develop skills, confidence and awareness so that they take the initiative and tackle issues on their own.

Adapted from Foundation for Young Australians; Ewen (1994); Grove Bonnett, and Glimmow (1998); Holdsworth (1996); Cohen a Ernmanuel (1998).

Activity 1b

The Participation Model

Purpose

The purpose of this activity is to provide peer drug educators with a model of participation.

Learning outcomes

Peer drug educators will have the opportunity to:

- understand participation in terms of a conceptual model
- identify the three components of the Recipe for Participation
- recognise that participation cannot occur without certain prerequisites
- recognise that there are many different methods of participation.

Time

20 minutes

Preparation/resources

- Photocopy the **Youth Participation Model** in Part 1 on page 7 for each group.
- Photocopy the sample **Recipe for Friendship** on page 58 on an overhead transparency.
- Photocopy the **Recipe for Participation** activity sheet on page 59 for each group.

Instructions

- → Divide the peer drug educators into groups of three to four.
- → Hand out the **Youth Participation Model** and **Recipe for Participation** activity sheet to each group.
- → Display the sample recipe or provide a copy to each group.
- → Ask students to develop their own recipe, i.e. requirements = ingredients, methods = instructions and how you put it together, outcome = final product.
- → Ask a volunteer from each group to read out their recipe and discuss it in relation to the participation model.

Teaching points

Both the ingredients and the method are essential to achieve a good outcome.

Like a good chocolate cake, participation requires ingredients put together using a recommended method.

Sample

Recipe for Friendship

Running projects, events and activities

Ingredients:

2 cups of self-raising loyalty

1½ cups of firmly packed honesty

1 cup of warm trust

¾ cup of sifted fun

2 tablespoons of essence of common interest

A pinch of smiles

Method:

1. Combine the loyalty and honesty in a bowl.
2. Gradually add the warm trust and blend until well mixed.
3. Fold in the sifted fun alternately with the essence of common interest.
4. Line your pan with support paper.
5. Pour contents into prepared pan.
6. Bake in a moderate oven until firm to touch.
7. Remove and cool.
8. Decorate with a sprinkling of smiles.
9. If stored well, this cake will keep for a lifetime.

Activity Sheet

Recipe for Participation

Ingredients:

Method:

1.

2.

3.

4.

5.

6.

7.

8.

Activity 1c

The Participation Ladder

Purpose

The purpose of this activity is to demonstrate the different methods and levels of participation.

Learning outcomes

Peer drug educators will have the opportunity to:

- distinguish the different levels of participation as described by the Participation Ladder
- understand that different levels of participation suit different situations, people and objectives.

Time

30 minutes

Preparation/resources

- Photocopy the **Participation Ladder** in Part 1 on page 13 for each peer drug educator or pin up an A3 poster size for all students to view.
- Make a set of the **Participation Scenario** cards on pages 62 to 65.
- Photocopy one set of the **Participation Cards** on pages 66 to 73. The front should have the level and a brief description and on the back a detailed explanation.

Instructions

→ Display **Participation Ladder** as a poster or give out copies to each peer drug educator.

→ Give each peer drug educator a **Participation Scenario** card.

→ Lay out the **Participation Cards** in an open space in the order of the **Participation Ladder**.

→ Allow two minutes for the peer drug educators to read through their scenarios and decide on the level of participation for each scenario.

→ Ask each peer drug educator to stand by the level on the ladder to which their scenario belongs.

→ In turn, ask each peer drug educator to explain their position on the ladder.

Teaching points

The scenarios offer a variety of examples. Encourage students to think about how they might apply them to their school.

While the ladder defines a hierarchy of participation, all levels above tokenism (level 3) are legitimate. The ladder articulates the different ways that adults and young people can work together. Partnership is the key.

Different levels of participation will suit different situations. For example peer assessment works at Year 8, but may be unsuitable for the Victorian Certificate of Education.

Sometimes a young person may not want the responsibility, or have the knowledge, skills or confidence to perform a role.

Issues of accountability and legal liability also impact on the degree of handover that is possible.

The objective of student participation is to strengthen partnerships between adults and young people, enhancing the learning and the school experience.

Suggested levels for scenarios

Scenario	Level
Scenario 1	Level 3
Scenario 2	Level 5
Scenario 3	Level 8
Scenario 4	Level 2 or 1
Scenario 5	Level 2
Scenario 6	Level 6
Scenario 7	Level 7
Scenario 8	Level 4
Scenario 9	Level 6
Scenario 10	Level 4
Scenario 11	Level 4
Scenario 12	Level 2 or 3
Scenario 13	Level 5
Scenario 14	Level 6
Scenario 15	Level 1 or 2
Scenario 16	Level 1 or 2

The peer drug educator's placement of the scenarios may vary from the list above. Be sure to listen to their reasons as their interpretation may be justified.

Participation Scenarios

1

The local council ran a youth forum for Youth Week. Students from local schools met and discussed solutions to problems such as the pollution of the local creek and the lack of places for young people to hang out after school. Students thought of creative solutions and felt they could actually help make a difference in the community. That was six months ago and the students have heard nothing since.

2

A school needed a website to communicate information to students and parents. A staff member was put in charge of the project and students were asked to volunteer if they wanted to help. Students were asked to help make decisions about what should go on the site. Students spent two lunchtimes brainstorming ideas. The students' ideas were summarised and a professional web designer met with students to discuss which ideas were possible. Eventually, the web designer created the site and the students could see a lot of their ideas in the final product.

3

Some students were keen to get local schools mixing. They decided a 'battle of the bands' would be a good idea and after drawing up a plan, they approached their drama teacher with the idea. The students met on a weekly basis and the drama teacher attended most meetings to answer questions and provide advice when needed. The students investigated options for sound equipment, a place to hold the event and food for the night. Two months later, they had a successful night, attended by 100 students and showcasing local bands.

4

The local council ran a forum for youth workers and health workers in the area to discuss ways to get young people to access services such as doctors and medical centres. More often young people from the local school were asked to help prepare and serve lunch while the adults talked about finding solutions to the problems.

5

Students are asked what topics they would like to discuss over the next week in the classroom. After hearing all their suggestions, the teacher said, “They’re all good suggestions but I’ve decided we’re going to look at global warming”.

6

A Year 8 student came to a school upset about the local council’s lack of action on the long awaited skate park. His home group teacher suggested that they consider how this might become the topic for an integrated studies project. The students and teachers of the class worked together to investigate the issue. In Maths, they worked out the dimensions of the park, in English they wrote letters and organised debates and interviews with local media, in Art they made posters, in Geography, they gathered information about the local youth population, in Science, they designed safety barriers, and in PE, they worked on skateboarding skills.

7

During the winter months at this school there are very few places for younger students to keep out of the cold and rain. If they want to stay in classrooms, the rule is a teacher has to be present. This means some teachers don’t get a lunch break, and the students don’t like to be kept in one classroom – as it’s too noisy. Some older students suggested giving a few senior students the responsibility to supervise the lunchtimes so everyone can sit in comfort and safety. Students voted some of their classmates to be supervisors. The supervisors ran regular meetings with teachers to discuss managing students and even became creative – they organised a lunchtime activity program.

8

The school buildings were in need of a paint job. Rather then using the same colours, the school administration asked the SRC to find out what students might like. Most students suggested painting murals and bright colours on the outside walls. Members of the school administration thought this might not be appropriate for the school’s overall image. However, they did allow Art students to paint two walls in the school.

9

The school principal felt that students should play a role in the weekly school assembly. A group of teachers and students meet on a weekly basis to plan the content of school assemblies. They discuss their ideas together and decide on the topics that are of current interest to teachers and students. Students approach guest speakers, either from outside or within the school (students and teachers themselves), and introduce them during the assembly.

10

The Student Welfare Team decided a video would be a good way to teach health education for the younger students. The importance of being more sun-safe was the topic. Knowing that young people tend to listen to other young people, they gave Year 9 students this video project as an assignment. They spent the class time talking about what the video should say and why it was important. Students could produce a video of any sort, ranging from music clips to documentaries. The Year 9 students held a launch of their videos over a lunch period and invited teachers and Years 7 and 8 students. The school now uses the videos to help teach health classes in Years 7 and 8.

11

The school runs a personal safety program for Year 7 students. It tells them about ways to keep safe when travelling on public transport or when walking to and from school. The school has trained eight Year 10 students to deliver the program. After they have done the training, the welfare coordinator organises them to deliver the one-hour session to all Year 7 classes by the end of term.

12

The teachers and parents on the school council decided they should have some young people attend their monthly meetings. They invite two young people to attend. Every now and then in the meetings students are asked ‘So what do you think?’ The students leave the meeting after an hour so the rest of the board can vote on issues.

13

The English Department heard from students that Year 9 students were tired of the way English novels were being taught. The teachers decided to spend one of their classes asking students what they thought. They asked students to comment on the aspects they did and didn't enjoy, and any ideas that might make studying the novels more interesting. The next term, the English lessons had taken on some of the students' ideas.

14

There was a need for a school bullying policy. The school administration invited students to a meeting if they were interested in being part of a working team with some teachers. Students and teachers went to a number of working group meetings and decided to do a school survey of students' opinions about the way the school was dealing with bullying. After writing the survey together, students asked their home group to fill it out during roll call. With the help of a maths teacher, students summarised the answers and made a presentation to the school council. The working group wrote a set of rules (a policy) about what should happen when bullying happens in the school.

15

The year level coordinators have meetings to discuss how the school's drug policy is working in the school. On the day of the meeting, one of the coordinators asked two students to come along to the meeting to talk for three minutes about how much smoking they see happening in the school grounds. It sounded easy enough so they attended. The meeting ended up having some parents, the school principal and a police representative there. After they spoke for three minutes, the people at the meeting asked the students a lot of questions they didn't feel they knew the answers to. The students walked out of the meeting feeling quite exhausted.

16

The school principal felt that students should play a role in the weekly school assembly. Every week a different student reads a poem or a story around a theme chosen by the principal, and another student reads the notices at the beginning of the assembly.

Front

LEVEL 1

Manipulation

Back

Young people are engaged to support an adult-initiated project to make it appear as if it was youth initiated.

Front

LEVEL 2
Decoration

Back

Young people are only invited to participate to give the project credibility. There is no intention to give the young people a genuine say in what or how things are done.

Front

LEVEL 3

Tokenism

Back

Young people appear to be given a voice, but their participation has little or no impact on the project.

Front

LEVEL 4

Assigned & Informed

Back

To be assigned is to be given a role or responsibility by adults. In this case, adults control the process but give young people a meaningful part to play. The adults fully inform the young people as to how and why they are being involved.

Front

LEVEL 5
Consulted & Informed

Back

Adults work exclusively on a project but talk to (consult) young people in order to find out what their ideas, opinions, or concerns may be. They genuinely seek their advice. The adults also inform the young people of progress, and continue to consult them throughout the process.

Front

LEVEL 6

Adult initiated, shared decisions with youth

Back

Adults come up with the idea but engage young people to form partnerships to make and act on decisions.

Front

LEVEL 7

Youth initiated, shared decisions with adults

Back

Young people come up with a project, alongside adults, they work collaboratively to make decisions and act on those decisions. The adults treat the young people as responsible team members, having equal status with adults.

Front

LEVEL 8

Youth initiated & youth controlled

Back

Young people come up with a project. They have full control of all the decision making related to the project and implement all these decisions as they see fit. From start to finish and in every respect young people run the project.

Unit 2

Learning and the Peer Educator

This unit explains peer drug education and investigates the potential of peer drug education in secondary school. It examines the learning experience and investigates the variety of ways that people develop understanding and acquire knowledge. It recognises that individuals have different learning styles. It defines the role of the peer drug educator and examines the boundaries of the role.

Defining the role of an effective peer drug educator

ACTIVITY 2a: Qualities of an Effective Peer Drug Educator 75

ACTIVITY 2b: The Job Description 77

ACTIVITY 2c: Core Business 80

ACTIVITY 2d: Responsible Confidentiality 84

ACTIVITY 2e: Protective Interruption Role Play (essential activity) 88

Appreciating the differences

ACTIVITY 3a: North, South, East and West 92

Developing the Peer Drug Education Program

ACTIVITY 4a: Consultation 97

ACTIVITY 4b: Peer Drug Education Program 103

Activity 2a

Qualities of an Effective Peer Drug Educator

Purposes

The purpose of this activity is for the peer drug educators to discuss and identify what is meant by an effective peer drug educator.

Learning outcomes

Peer drug educators will have the opportunity to identify:

- what is an effective peer drug educator
- the qualities of an effective peer drug educator.

Time

30 minutes

Preparation/resources

- 1 A3 sheet of paper per group and marker pens.
- Six large strips of paper for each group.

Instructions

What is an Effective Peer Drug Educator?

→ Divide the peer drug educators into four groups and give each group an A3 sheet of paper.

→ Assign each group one of the following words: *Effective*, *Peer*, *Drug*, *Educator*.

→ Advise each group that they have five minutes to brainstorm what is meant by their word on their A3 sheet of paper.

→ Collate feedback by asking each group to contribute one word/phrase from their brainstorm and write each word under the heading on the board.

Example

Effective	Peer	Drug	Educator
Good	Same age	Alcohol	Information provider

→ Discuss responses and ask the group to reach an agreement as to what is meant by an effective peer drug educator.

Brainstorm Qualities of an Effective Peer Drug Educator

- Provide each group with six strips of paper.
- Allow five minutes for the groups to write down *qualities* of an effective peer drug educator (words or phrases) on the separate strips.
- Invite the groups to come together and lay out their strips of paper. Ask them to sort them into 'like' groups.
- Ask the groups to reach an agreement on the 10 most important *qualities* of an effective peer drug educator.
- Record the top 10 qualities and keep for future sessions.

Teaching points

Effective peer drug educators may be patient, trustworthy, respectful, non-judgmental, articulate, confident, open, friendly, encouraging, tolerant, flexible, innovative, adaptable, observant, relaxed, a good listener, accessible, positive, committed, warm, thoughtful, well informed, likeable.

Activity 2b

The Job Description

Purpose

The purpose of this activity is to develop a job description to ensure the peer drug educators are fully aware of their responsibilities within the program.

Note: Students are not expected to carry out duties beyond their skills and experience.

Learning outcomes

Peer drug educators will have the opportunity to:

- examine their specific duties as a peer drug educator.

Time

10 minutes

Preparation/resources

- Photocopy the sample **Peer Drug Educator Job Description** on page 78 for each peer drug educator.
- Photocopy the **Responsibilities of a Peer Drug Educator** on page 79 for each peer drug educator.

Instructions

Explain that when a person holds a position of responsibility it is vital that they are properly informed of the specific tasks that they are required to fulfill. This is called a job description.

→ Distribute copies of the sample **Peer Drug Educator Job Description** and the **Responsibilities of a Peer Drug Educator** to all peer drug educators.

→ Read through both with the group.

→ Revisit the **Qualities of an Effective Peer Drug Educator** from Activity 2a.

→ As a group, decide what should be included in their job description and make relevant changes.

→ Circulate the revised job description to the group.

Teaching points

The job description should be developed with the peer drug educators.

Ensure that peer drug educators understand the importance of providing appropriate information for the purpose of help and support. This should not be considered as 'dobbing'.

Sample

Peer Drug Educator Job Description

School:

Position title: Peer Drug Educator

Peer Drug Education Project Manager:

General Statement/description

Peer drug education empowers young people so they become more confident, gain new skills and enhance their knowledge in a range of student wellbeing issues.

The Peer Drug Educator's role is to become an effective participant in communicating drug education to their peers as well as become an active participant contributing to policies and projects within the school.

Job description (examples of duties)

- Represent school decision-making bodies
- Inform school services, policies and programs
- Contribute to the development of new school policies and projects
- Assist in the running of school events and activities
- Assist in/develop school networks and resources
- Mentor other youth

A Peer Drug Educator is a positive role model who possesses some or all of the following attributes:

- good listening skills
- enthusiasm
- understanding
- foresight
- good communication skills
- empathy

Responsibilities of a Peer Drug Educator

Should

A peer drug educator should **promote positive behaviour**.

A peer drug educator should **seek to be better informed**.

A peer drug educator should **provide reliable information**.

A peer drug educator should **understand that people are different**.

A peer drug educator should **listen**.

A peer drug educator should **understand confidentiality**.

A peer drug educator should **respect the privacy of others**.

A peer drug educator should **feel confident about seeking help**.

Should not

A peer drug educator should **not boss other students**.

A peer drug educator should **not tell other students what to do**.

A peer drug educator should **not judge other students**.

A peer drug educator should **not try to change people**.

A peer drug educator should **not take on other people's problems**.

Activity 2c

Core Business

Purpose

The purpose of this activity is to explore the boundaries of the role of a peer drug educator.

Learning outcomes

Peer drug educators will have the opportunity to:

- identify those aspects of the role that are beyond the skills of the peer drug educator
- understand the purpose of the peer drug educator
- be aware of the boundaries of the role of a peer drug educator.

Time

30 minutes

Preparation/resources

- Photocopy the **Core Business Statements** on pages 82 and 83.
- Cut up the statements and place in an envelope.
- Mark out an area where you can place a hoop, rope or box.

Instructions

→ Ask students to select one statement each from the envelope.

→ The hoop/box/rope is placed in the middle of the group and the group stands around it in a circle.

→ Each student reads their statement in turn and decides if it is or is not what a peer drug educator should or should not do while taking on the peer drug educator role.

→ The students place the **should** statements *inside* the hoop/rope/box.

→ The students place the **should not** statements *outside* the hoop/rope/box.

→ When each student has had a turn, the group then discusses the statements and comes to a collective decision regarding the boundaries of a peer drug educator.

Teaching points

If there are more than 12 students in the group, a statement may be shared between two students.

It is critical that each student has a clear understanding of the boundaries of a peer drug educator.

This is a session designed to expose any assumptions young people have about the role of the peer drug educator. Many young people assume responsibilities or power well beyond their capacity or what is appropriate.

The session also stimulates interesting discussion among the young people about rights and boundaries.

Advise students that taking up the role of a peer educator can be tricky. Situations may arise when your responsibilities are not clear. This exercise should help peer drug educators define the boundaries of their role.

Note: The majority of the Core Business Statements belong to the 'should not' category. Some statements are borderline, depending on interpretation. Discussion is required for clarification.

Core Business Statements

To stop people using drugs altogether

To educate young people about using drugs safely

To spread the word that drugs are dangerous

To provide confidential counselling

To take on the problems of other young people and try to help them

To refer young people to health services

To monitor drug use in the school

To be a role model to other students

To make young people aware of their options when they need help

To dob in other kids who do the wrong thing

To raise awareness of the risks associated with drug use

To provide reliable information

Activity 2d

Responsible Confidentiality

Purpose

The purpose of this activity is to alert students to the critical need to respect the confidentiality of information and to provide guidelines for decision making.

Learning outcomes

Peer drug educators will have the opportunity to:

- realise and understand the importance of confidentiality
- recognise situations where confidentiality may need to be broken
- understand the purpose of protective interruption
- recognise a situation requiring protective interruption.

Time

30 minutes

Preparation/resources

- Carefully read the **Confidentiality** handout on page 86.
- If you are not familiar with the issues around confidentiality and disclosure it may be appropriate to ask the school counsellor, SWC, chaplain, or school-based social worker or welfare worker to conduct the session.
- Photocopy the **Confidentiality** handout on page 86 for each peer drug educator.

Instructions

Inform the peer drug educators that there may be times when a person seeks help about a serious personal matter. Knowing how to handle the situation is vitally important for the peer drug educator.

→ Brainstorm the definition 'confidentiality' and record responses on the whiteboard.

→ Discuss with the group and come to a group agreement of the 'confidentiality' definition and write this on a board for all to see.

Note: The statement should read similar to 'Respect for an individual's right to privacy'.

Explain to the peer drug educators that everybody makes a choice about what they are comfortable being made public and what they prefer to remain private.

Ask the peer drug educators:

If someone told you a secret, under what circumstances would you tell another person?

- Discuss briefly and record answers on the board, under the heading **when to tell**.

When you tell someone else, how is the person going to feel about you telling their secret?

- Discuss briefly and record answers on the board, under the heading **possible reactions/feelings**.

How might you avoid the negative reactions of that person? Or, if it is agreed that some secrets are not healthy to keep, what are the ways you might work through this dilemma?

- Discuss briefly and record answers on the board, under the heading **what to do**.
- Advise the group that there are some important principles to help guide our actions in these situations. Give out the **Confidentiality** handout.
- Read through and discuss each section seeking examples from students.

Teaching points

You may wish to have the **Confidentiality** reminder made into a wallet sized card for students to keep with them.

Remind students to ask for adult help when they feel uncomfortable or in doubt about a situation.

Handout

Confidentiality

Confidentiality cannot be kept when someone:

- is being abused
- might seriously hurt themselves
- might seriously hurt someone else.

What to Do

There are options other than telling someone and keeping silent. These include:

- seeking advice anonymously
- referring (with permission) to another, more appropriate person
- approaching a third person together.

Protective Interruption

This strategy is used when you are aware that someone is about to disclose something that you suspect you cannot keep confidential.

> *Are you sure you want to tell me this? What you're about to say might be something I can't keep secret.*
>
> *You know we may need to tell an adult about this, I can't promise not to tell if I think you or someone else is being hurt.*
>
> *Before you go on, you need to remember that I can't promise to keep a secret if I think you're in danger.*

Things to Say

These are re-assuring statements intended to make a person more comfortable about sharing a problem and getting further help.

> *There are good secrets and bad secrets.*
> *What's happened is not your fault.*
> *We're not meant to handle such things on our own.*
> *Is there anyone you would feel comfortable telling?*
>
> *I know you want help because you've told me – but I'm not the one who needs to know, I don't have the skills to deal with this, we need someone else's advice.*

Never take over, always encourage the person to act for themselves – sometimes they just need to know where to go or who to talk to.

Don't let the gravity of a situation make you panic – take time if you have it.

Confidentiality Reminder

Confidentiality cannot be kept when someone:

- is being abused
- might seriously hurt themselves
- might seriously hurt someone else.

I know you want help because you've told me – but I'm not the one who needs to know. I don't have the skills to deal with this. We need someone else's help.

Activity 2e

Protective Interruption Role Play

This is an essential activity. It is important to discuss thoroughly what protective interruption is to ensure that the peer drug educators have a clear understanding of their role.

Purpose

The purpose of this activity is to practise core protective interruption concepts.

Learning outcomes

Peer drug educators have the opportunity to practise:

- recognising a situation where protective interruption is required
- protective interruption strategies.

Time

15 minutes

Preparation/Resources

- Photocopy the statements **Possible Disclosure** and **Possible Responses** from pages 90 and 91.
- Obtain two boxes and label one **Possible disclosures** and the other **Possible responses**.

Instructions

→ Ask the peer drug educators to sit in a circle.

→ Place the two boxes in the middle of the circle – one containing the **Possible Disclosures** and one containing the **Possible Responses**.

→ Ask the peer drug educators to form pairs and then take from the box one disclosure statement and one response statement.

→ In front of the whole group, ask each pair to role play their statements. Each pair should read the disclosure statement first followed by the response statement.

→ Once the boxes are emptied replace statements and repeat until all students have read aloud a possible disclosure and a possible response.

Teaching points

Ensure you explain to your peer drug educators that the strategy of protective interruption is used when you believe that someone is about to disclose something that you suspect is personal, of a sensitive nature and/or that you suspect you cannot keep confidential.

Discuss the combination of reasons with regard to suitability. For instance, some combinations may be less suited to each other, so comment on this. That is, an individual may need to respond more readily to the situation. If necessary, after discussion, have another practice of the activity.

Note: The more you rehearse these protective interruptions, the more comfortable the peer drug educators will be.

You may wish to ask students to use the handouts as a stimulus for writing their own potential scenarios and/or responses.

Possible Disclosures

Last night, my boyfriend and I were alone at home and…

I went to a party last weekend, and I tried…

My friend, Amy and I, we were at the park and…

Johnny always does that… he likes to…

I can beat that, Bobby and I like to go behind the canteen and…

Can I tell the class about the time I…

Possible Responses

Thanks for contributing… but I think we need to stop that particular story where it is.

I have to stop you there, remember that we need to avoid speaking in first person.

Can I ask you to stop … it sounds as though you are about to share something that isn't appropriate for class discussion.

Before you go on, can I remind everyone that we shouldn't disclose personal information during class discussion.

Remember our class rules?
It sounds as though what you are about to say is of a personal nature.

I'm going to have to stop you from saying anymore. I think that it would be safer to talk about this in private. We can have a word after class.

Activity 3a

North, South, East and West

Purpose

The purpose of this activity is to raise students' awareness of the diversity of ways that people think and act.

Learning outcomes:

Peer drug educators will have the opportunity to:

- understand that people think and act differently, according to preferred operating styles
- appreciate that each operating style is valid and that none is better than another
- respect the intrinsic differences in the ways that people approach a problem or task.

Time

30 minutes

Preparation/resources

- Be familiar with the notion of operating styles as described here and think about the context in which the learning outcomes may apply to peer drug educators.
- Approximately twenty-five straws and one metre of sticky tape per demonstration group.
- Photocopy the **North, South, East and West Role Cards** on page 94 and 95.
- Photocopy the **Observation Checklist** on page 96, one for each peer drug educator not participating in the demonstration group.

Instructions

→ Explain to the group that there are essentially four different operating styles with respect to the way people think and act. They are characterised here as North, South, East and West.

North: 'The Doer' – concerned about getting the job done.

"Let's stop talking and get on with it."

South: 'The Carer' – concerned about the impact on individuals, especially their feelings.

"Has everyone been included?", "But some kids might feel embarrassed."

East: 'The Visionary' – concerned about the 'big picture', consistency and the long-term implications.

"If we made links with the local primary schools we could deliver programs there!", "Doing that might set a precedent and then students will think it's always our responsibility."

West: 'The Detailer' – concerned about details and finishing things properly (who, how, what, where).

"But we haven't consulted the kids on camp.", "We need to update the list of students with first aid certificates."

- Ask for volunteers. Four students are required to complete the task. (If your group is large you may wish to have two groups demonstrating the task at the same time.)
- The remaining students are to act as observers who try to identify the operating styles of the demonstration group members.
- Allocate an operating style description card to each of the volunteers and remind them not to show this card to other members of their group. They complete the activity playing this role.
- Distribute the **Observation Checklist** to the remaining members of the group who are to identify the operating styles of each member of the team.

Task

The demonstration group has 10 minutes to build the tallest and strongest tower, using only the straws and sticky tape allocated, while playing their roles.

Discussion questions

Ask the observers to identify the operating style of each of the participants of the group.

Ask the participants:

- Was it easy to play the allocated role?
- What were the advantages of the operating style allocated?
- What were the disadvantages of the operating style allocated?

Teaching points

Explain that no operating style is better than another but that each brings a valuable perspective to a problem or task.

Many people have a clear, recognisable preference in operating style; others have a combination of all styles and can modify their approach to complement others.

Healthy, effective groups have a mix of all styles because they all have something valuable to bring to the group.

You may ask the group to identify other operating styles which this activity has not explored.

Understanding that different operating styles can make us more effective.

North, South, East and West Role Cards

NORTH

The Doer – concerned about getting the job done.
"Let's stop talking and get on with it."

Hints

Starts putting the straws together while other people may be talking. Says things like "Let's start", "We are running out of time", "Let's start and worry about that later", "We only have 10 minutes so we need to begin". Tries always to make the tower taller than the other groups. Keeps an eye on the time and reminds people to keep doing things.

SOUTH

The Carer – concerned about the impact on individuals, especially their feelings.
"Has everyone been included?",
"But some kids might feel embarrassed."

Hints

Asks others for their ideas. Says things like "How do you think we should do this?" If someone is not joining in, asks them to. If an idea is put forward, asks others how they are feeling about that. Tries to get agreement on how to proceed.

EAST

The Visionary – concerned about the 'big picture', consistency and the long-term implications. "If we made links with the local primary schools we could deliver programs there!", "Doing that might set a precedent and then students will think it's always our responsibility."

Hints

Wants an idea of what the finished tower should look like before any straws are joined together. Says things like "Will that work?", "How will that improve the tower or make it taller or stronger?", "If the base is not strong enough it will fall over.", "I cannot begin until I know what it will look like in the end."

WEST

The Detailer – concerned about details and finishing things properly (who, how, what, where). "But we haven't consulted the kids on camp.", "We need to update the list of students with first aid certificates."

Hints

Carefully joins the straws. "Be careful with the work you do.", "You cannot be rushed because you want to do the job well.", "How will we do that?", "Where do you want this to go?", "How long should the sticky tape be?"

Observation Checklist

Style	Things they might say/do	Observation	Role Player
NORTH: 'The Doer' – concerned about getting the job done. "Let's stop talking and get on with it."	"Let's get started." Starts to join the straws without talking to the rest of the group.		
SOUTH: 'The Carer' – concerned about the impact on individuals, especially their feelings. "Has everyone been included?", "But some kids might feel embarrassed."	Wants to get everyone's opinion before work begins.		
EAST: 'The Visionary' – concerned about the 'big picture', consistency and the long-term implications. "If we made links with the local primary schools we could deliver programs there!", "Doing that might set a precedent and then students will think it's always our responsibility."	"If we do that the tower will fall over." "We cannot do it like that." "How do we want it to look?" Will want to plan the task before beginning. May suggest if we do that the tower will fall over.		
WEST: 'The Detailer' –concerned about details and finishing things properly (who, how, what, where). "But we haven't consulted the kids on camp.", "We need to update the list of students with first aid certificates."	Will want to complete the tower carefully. Each straw needs to be stuck together well. May be concerned if the tower starts to fall or lean.		

Activity 4a

Consultation

Purpose

The purpose of this activity is to outline the training program that peer drug educators will be undertaking and to conduct a consultation about the drug education content.

Learning outcomes

Peer drug educators will have the opportunity to:

- conduct a consultation survey
- articulate the drug education needs of students from their perspective.

Time

50 minutes over two separate lessons

Preparation/resources

- Photocopy the **Student Consultation Survey** on page 99 for each peer drug educator to give out to their target audience.
- Photocopy both samples of the **Peer Drug Education Training Outline** on pages 100 and 101 for each peer drug educator.
- Photocopy the **Peer Drug Education Training Outline** on page 102 onto an overhead transparancy or enlarge to A3.

Instructions

→ Determine the target group, that is, the year level.

→ Ask the peer drug educators to give out to their target audience copies of the **Student Consultation Survey** to complete.

→ When students have finished, collect and collate the information and ask them to report back the findings.

→ Discuss with the peer drug educators the following from the survey:

- What do you think students need to know about drugs?
- What concerns you most about the use of drugs?
- How will you address these needs?
- Given your school's resources, what are the program possibilities?
- What are your school's current programs?
- What type of program would complement your school's current program?

→ Hand out both samples to the peer drug eduators.

→ Display the **Peer Drug Education Training Outline** on an overhead projector.

→ With the feedback provided, assist the peer drug educators in developing their own peer drug education training outline.

Teaching points

Keep the consultation process to reasonable limits to ensure that the tasks of collating and analysing the data are manageable.

You may prefer to design your own survey.

You may want to broaden the scope of the peer drug education training outline to brainstorming and then completing the task. This could be done on an overhead projector or whiteboard to ensure all ideas are captured.

Student Consultation Survey

Year level ☐

This survey is part of a consultation to find out what you think should be included in a drug education program and how students might be involved.

1. What sorts of things do you think young people need to learn?
Order 1 to 7, with 1 being most important and 7 least important.

- ☐ How to deal with peer pressure
- ☐ The effect of drugs on health
- ☐ How to help someone you are worried about
- ☐ How to talk to parents about problems or concerns related to drugs
- ☐ How to recognise someone in trouble
- ☐ What makes a drug using situation dangerous
- ☐ Where to get help or information

2. What drugs should be addressed?

.....

3. What concerns you most about drugs?

.....

.....

4. What could the school be doing in relation to drug education?

.....

.....

.....

5. Can you suggest ways students could be involved in drug education? How does the school handle drug issues?

.....

.....

.....

.....

6. Do you know what the school drug policy is? ☐ Yes ☐ No

Sample 1

Peer Drug Education Training Outline

Aim (the broad purpose or intent of the initiative)	To deliver a peer drug education program
Target audience	All Year 8 students
Peer educators	Year 10 students

Team involved	
Name of teachers	
Name of students (may include Year 8 students)	

Year 8 Drug Education program DATE ____ /____ /____	
Duration of the training program	45 minutes a week for 4 weeks working with year 8 health teachers to deliver the program
Scheduled meetings	2 days prior to the lesson

Sample 2

Peer Drug Education Training Outline

Aim (the broad purpose or intent of the initiative)	*Run a Year 8 Health Day which enhances our current drug education program*
Target audience	*Year 8 students*
Peer educators	*Year 10 students*

Team involved	
Name of teachers	
Name of students (may include Year 8 students)	

Health Day DATE ____ /____ /____	
Duration of the training program	*One Day with two-hour follow-up for issues which arose from the day*
Scheduled meetings	*Planning meetings, i.e. lunchtime*

Blank

Peer Drug Education Training Outline

Aim (the broad purpose or intent of the initiative)	
Target audience	
Peer educators	

Team involved	
Name of teachers	
Name of students (may include Year 8 students)	

Event/Program DATE ____ /____ /____	
Duration of the training program	
Scheduled meetings	

Activity 4b

Peer Drug Education Program

Purpose

The purpose of this activity is to assist in the development of a peer drug education program using the information from the Consultation Survey in Activity 4a.

Learning outcomes

Peer drug educators will have the opportunity to:

- design the program
- develop the strategies

Time

45 minutes

Preparation/resources

- Photocopy the completed **Peer Drug Education Outline** developed in Activity 4a for all peer drug educators.
- Photocopy and enlarge to A3 the sample **Peer Drug Education Action Plan** on page 104.
- Provide a blank copy of the **Peer Drug Education Action Plan** on page 105 to each peer drug educator.

Instructions

→ Display the **Peer Drug Education Action Plan** sample on the whiteboard.

→ Ask the peer drug educators to brainstorm ideas in order to complete the peer drug education Action Plan.

Sample

Peer Drug Education Action Plan

Title of Activity/Program			Peer Drug Educators	
Focus	**Activities**	**Preparation/Materials**	**Who's responsible**	**When**
Alcohol	Danger ranking Role play Brainstorming Body map	Rethinking Drinking Get Wise Get Real REDI Laminated Cards Paper Textas etc.	8A. Ben, Ahmed, Sana 8B. Julie, Tai, Kahla 8C. Mae, Jack, Sonja	Week 3–6 Term 2

Peer Drug Education Action Plan

Blank

Title of Activity/Program			Peer Drug Educators	
Focus	**Activities**	**Preparation/Materials**	**Who's responsible**	**When**

Unit 3

Knowing about Drugs

This unit provides the peer drug educator with the necessary foundation knowledge about drugs, and the impacts and risks associated with use. The exact content of the unit will depend on the outcome of consultations with students.

Defining and classifying drugs

ACTIVITY 5a:	Round the Ring	107
ACTIVITY 5b:	Exploding the Myths	109
ACTIVITY 5c:	Classifying Drugs	114

Dangers associated with Drug Use

ACTIVITY 6a:	The Danger Continuum	117
ACTIVITY 6b:	Reasons for Drug Use	120
ACTIVITY 6c:	Feeling OK about saying 'No'	122

Drugs and the Law

ACTIVITY 7a:	Fact or Fiction	125

Activity 5a

Round the Ring

Purpose

The purpose of this activity is to increase awareness of the diversity of drugs and to clarify a working definition.

Learning outcomes

Peer drug educators will have the opportunity to:

- become familiar with the World Health Organisation (WHO) definition of a drug
- become familar with the different names of drugs.

Time

10 minutes

Preparation/resources

Ensure there is enough classroom space available.

Instructions

- Ask everyone to stand in a circle. Beginning with the teacher, ask each student to name a drug.
- Allow each student three seconds only.
- If a student cannot name a drug or takes too long he/she sits down and is out of the game.
- Continue around the circle until there is only one person left – the winner. As disputes arise the teacher acts as a referee. As referee be generous in interpretation and vague about the definition (while recognising the points of dispute), since the exercise is intended as a primer for the follow-up discussion.
- Once the game is finished, ask the peer drug educators to come up with a definition of a drug.
- What makes a drug a drug?
- Discuss the following definition from the World Health Organisation:

> *A drug is any substance that when taken into the body changes the way it functions, excluding oxygen, water and food.*

Suggest that this will be the operating definition in this resource.

Teaching points

Use your position in the circle to include medicinal, over-the-counter and other legal drugs.

Resolving the definition should broaden the students' perspective on drugs and drug use, hence the revelation that problematic use, including dependency, applies to many legal and prescribed drugs, not only illegal ones.

The question might arise about substances never intended for consumption for the human body, such as inhalants like petrol, butane, glue and paint. Should an inhalant be mentioned, you should intervene with an appropriate response such as: "These substances are not manufactured as a drug and their primary purpose is not designed for human consumption."

Activity 5b

Exploding the Myths

Purpose

The purpose of this activity is to explore some of the myths and misconceptions about drugs and drug use.

Learning outcomes

Peer drug educators will have the opportunity to:

- explore some of the basic facts about potential effects of drugs
- clarify their understanding of the terms dependence, tolerance and withdrawal.

Time

20-30 minutes

Preparation/resources

- Ensure there is enough floor space available.
- Familiarise yourself with the 'The A to Z of Illicit Drugs' in *Get Wise – Working on Illicits in School Education* (Department of Education, Employment and Training 2000).
- Photocopy one set of the **Drug Cards** on page 111 to 113.
- Photocopy sets of **Brochure Masters**, one per student, from 'Secondary Classroom Activities' in *Get Wise – Working on Illicits in School Education*.

Instructions

You can do this activity individually or in pairs.

→ This is a continuum activity, so place the **Agree** and **Disagree** cards at either end of the continuum. The centre position indicates:
  - do not know
  - unsure
  - the answer is conditional.

→ Distribute one of the **Drug Cards** to each peer drug educator or pair of peer drug educators.

→ Read out one of the statements and ask the peer drug educators to move to a place on the continuum which best represents their view of the drug card (if working in pairs allow some time for discussion).

→ Ask the peer drug educators to feedback the reasons why they have positioned themselves where they have. Discuss their responses.

→ Allow the peer drug educators to change their position if they wish, following the discussion.

→ Continue with the next statement until they have all had a turn to respond.

Statements:

This drug has medicinal uses.
This drug is illegal.
It is easy to become dependent on this drug.
This drug is artificially manufactured.
This drug slows down body functions.
This drug can kill you.
This is a social drug.
This drug can cause depression.
When taken regularly, tolerance for this drug increases.
This drug is related to psychotic illnesses.
This drug is natural and therefore less dangerous.

Drugs used

Paracetamol, cannabis, caffeine, speed, ADHD medication, vitamin C, antibiotics, insulin, asthma puffer, the contraceptive pill, heroin, nicotine, ecstasy, alcohol, steroids, tranquillisers, methadone, cocaine.

Teaching points

You do not have to use all the statements.

Ensure you have a sound grasp of how the terms 'dependence', 'tolerance', and 'withdrawal' apply to drug use.

Psychological dependence can be as powerful as physical dependence.

While it is important to be familiar with the definition and affects of drugs, be prepared to admit what you do not know.

Depending on the number of participants and local issues, you may choose to select relevant drugs.

Teachers should note that this activity should be carried out with peer drug educators, not for peer drug educators to use with younger students.

Only select statements about which you can confidently lead an informed discussion.

Definitions

The following definitions are adapted from 'Secondary Classroom Activities' in *Get Wise – Working on Illicits in School Education*.

Tolerance

When a person takes drugs, their body becomes used to the drug and they need to take more of the drug to feel the same or similar effects.

Dependence

Some people become dependent on drugs. Physical dependence occurs because a person's body is so used to having the drug in their system that they need the drug to feel normal. Psychological dependence can also occur. A person may use drugs to cope with difficult emotions or they may feel they need to use drugs to enjoy or get through events.

Withdrawal

When a person is dependent on a drug and they cannot get the drug or they try to stop using, they experience pain, illness and anxiety.

Agree

Disagree

Drug Cards

Paracetamol

Cannabis

Caffeine

Speed

Antibiotics

Insulin

Asthma Puffer

The Contraceptive Pill

Heroin

Nicotine

Ecstasy

Alcohol

Steroids

Tranquillisers

Cocaine

Vitamin C

ADHD Medication

Methadone

Activity 5c

Classifying Drugs

Purpose

The purpose of this activity is to introduce the peer drug educators to the three classifications of psychoactive drugs, and how they act on the central nervous system (CNS).

Learning outcomes

Peer drug educators will have the opportunity to:

- understand the difference between psychoactive and other drugs
- understand the impact of stimulants, depressants and hallucinogens on the CNS.

Time

20 minutes

Preparation/resources

- Familiarise yourself with 'The A to Z of Illicit Drugs' in *Get Wise – Working on Illicits in School Education* (Department of Education, Employment and Training 2000).
- Photocopy the **Classification of Psychoactive Drugs** worksheet on page 116 for each peer drug educator.
- Photocopy sets of the student **Brochure Masters** from 'Secondary Classroom Activities' in *Get Wise – Working on Illicits in School Education*.

Instructions

→ Review the definition of a drug (Activity 5a: Round the Ring).

Explain to the peer drug educators that drugs may be classified by their effect on the CNS. This form of classification assists understanding of possible physical and psychological effects that drug use can induce. Depressants, stimulants and hallucinogens are the most commonly used CNS groupings (see drug classification definition below).

Note: some drugs, such as steroids and penicillin do not fit into this classification.

→ Distribute a copy of the **Classification of Psychoactive Drugs** worksheet.

→ Allow three minutes for the peer drug educators to complete the worksheet.

→ Go through the list of drugs with the peer drug educators clarifying any misconceptions (remember that some drugs may fall into two classifications).

Drug Classifications

These are adapted from 'The A to Z of Illicit Drugs' in *Get Wise – Working on Illicits in School Education* (Department of Education, Employment and Training 2000).

Depressants slow down or depress the CNS but do not necessarily make the user feel depressed. Depressants can produce a relaxed state. Because they slow down the CNS, depressants affect coordination, concentration and judgement. A person's speech may become slurred and their movements sluggish or uncoordinated. When taken in large amounts, depressants may reduce breathing and heart rate, and cause unconsciousness.

Stimulants speed up or stimulate the CNS and can make the user feel more awake, alert energetic and confident. They increase heart rate, body temperature and blood pressure. In large amounts or use over a prolonged period of time, they can cause anxiety, headaches, stomach cramps, aggression, paranoia, panic and seizures.

Hallucinogens distort the perception of reality, in particular, changes in perception of sight, sound, touch, smell, taste and space. The effect often depends on the mood of the user and the context of use.

Teaching points

The CNS controls many essential body functions involuntarily.

Depressants can slow down the breathing reflex to the point where breathing stops. This is a common cause of overdose. Prolonged oxygen deprivation also causes permanent brain damage. Physical reaction times can be slowed dramatically (hence the .05 alcohol limit for driving).

The heart can be stimulated to beat at a rate that brings on panic, and at worst a heart attack.

Impaired decision-making ability (confusion or overconfidence) can lead to high-risk behaviour.

Hallucinations are totally unpredictable and can be completely convincing, leading people into very dangerous situations.

Classification of Psychoactive Drugs

Worksheet

Using the table below, indicate the classification for each drug.

Depressants: slow down the way the body works
Stimulants: speed up the way the body works
Hallucinogens: changes perception of reality

Drug	Depressant	Stimulant	Hallucinogen
Cannabis	☐	☐	☐
Caffeine	☐	☐	☐
Speed	☐	☐	☐
Heroin	☐	☐	☐
Nicotine	☐	☐	☐
Ecstasy	☐	☐	☐
Alcohol	☐	☐	☐
Tranquillisers	☐	☐	☐
Cocaine	☐	☐	☐
Methadone	☐	☐	☐

Activity 6a

The Danger Continuum

Purpose

The purpose of this activity is to alert students to the key factors that moderate or intensify the dangers associated with drug use.

Learning outcomes

Peer drug educators have the opportunity to:

- recognise the significant factors that impact on the harms associated with drug use.

Time

20 minutes

Preparation/resources

- Photocopy multiple sets of the **Drug Cards** from Activity 5b: Exploding the Myths on page 111 to 113.
- Photocopy the **Consequences of Drug Use** sheet on page 119 for each peer drug educator

Instructions

- Divide the peer drug educators into groups of six.
- Distribute a set of drug cards to each group.
- Allow approximately 10 minutes.
- Ask the groups to place the drug cards on a continuum in order from **most harmful** to **least harmful**.
- Discuss the following with the peer drug educators:
  - how easy/difficult it was to complete the continuum and why
  - what criteria was used by each group to determine the level of harm.
- Ask each group to report their top three to five responses and bottom three to five responses, and discuss the similarities and differences between the groups.
- Explain the key factors within the public health model from the **Consequences of Drug Use** sheet.
- Use the scenarios provided to discuss and compare how these factors affect the degree of harm associated with drug use.

Example

	Drug	Person	Place
Scenario 1	2 bottles of sub zero	Male, 13 years old, first time user	At a friend's home where others are also drinking, parents are at home
Scenario 2	2 bottles of sub zero	Male, 13 years old, first time user	At the beach on a hot night, others are also drinking
Scenario 3	2 bottles of sub zero plus unknown tablet	Male, 13 years old, first time user	At the beach on a hot night, others are also drinking

Life-threatening situations arise more frequently from:

- Multiple-drug use – combinations of depressants such as heroin, cannabis, benzodiazepines and alcohol are very common causes of overdose.
- Changing patterns of use; for example, using after a period of abstinence when tolerance for a drug can drop dramatically.
- The absence of any quality control in the illegal drug trade.

Teaching points

All drugs have the potential to cause harm.

The greatest number of drug-related deaths across the whole population is from tobacco use.

The greatest number of drug-related deaths of young people is from alcohol use.

Individuals react mentally and physically different to the same drug; therefore, what is safe for one person may not be safe for another.

HALT (hungry, angry, lonely and tired) is an acronym that has sometimes been used when considering key factors and how combinations of factors can change the effects of drug use. If a person is experiencing any one or a combination of these feelings then they are more vulnerable to the effects of a drug.

Consequences of Drug Use

the drug + the person + the place

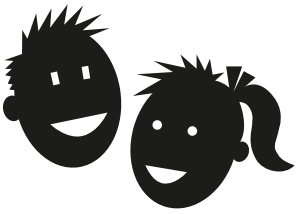
THE KEY FACTORS RELATED TO THE DRUG INCLUDE:

- chemical properties
- dosage
- purity
- method of administration
- previous use

The Drug

The Person

The Place



THE KEY FACTORS RELATED TO THE PERSON INCLUDE:

- gender
- other medical problems
- fitness
- other drug use
- beliefs
- mood
- motives
- experience
- knowledge

THE KEY FACTORS RELATED TO THE PLACE INCLUDE:

- where
- when
- with whom
- other activities
- legality
- cultural practice
- availability
- cost
- social acceptability

Activity 6b

Reasons for Drug Use

Purpose

The purpose of this activity is to explore the reasons people use drugs.

Learning outcomes

Peer drug educators have the opportunity to:

- explore the many different motivations behind drug use.

Time

20 minutes

Preparation/resources

- Marker pens and butcher's paper for each group.

Instructions

- → Peer drug educators work in groups of four.
- → One half of each group heads their sheet 'Why **adults** use alcohol and other drugs'.
- → The other half of each group heads their sheet 'Why **young people** use alcohol and other drugs'.
- → Ask all groups to brainstorm answers to their statements.
- → Ask the groups to report back.
- → Discuss similarities and differences between the responses listed for adults and young people.

Questions you may wish to ask the peer drug educators:

- Do adults use drugs for the same reasons as young people?
- Could the reasons for using drugs change over time?
- Do young people of different ages use drugs for different reasons?
- What are the alternatives to using drugs?
- Are some people more vulnerable to using drugs than others?
- Does the user always know why they use a drug?

Teaching points

It is relevant to note that most young people and adults use alcohol and other drugs for the same reasons. The following list may be suggested by the peer drug educators:

Why adults use drugs	Why young people use drugs
To enjoy themselves with friends	To enjoy themselves with friends
To feel good	To feel good
They are readily available	They are readily available
To help cope with problems/worries	To help cope with problems/worries
To fit in with a particular group	To fit in with a particular group
To relax and relieve tension	To relax and relieve tension
As relief from pain	As relief from pain
Because they are ill	Because they are ill
Because they are dependent on a drug	Because they are dependent on a drug
	Out of curiosity: to see what it's like
	To rebel

Activity 6c

Feeling OK about Saying 'No'

Purpose

The purpose of this activity is to develop refusal strategies.

Learning outcomes

Peer drug educators have the opportunity to:

- increase their repertoire of refusal skills
- recognise the strategies that may be used to coerce someone into drug taking.

Time

10 minutes

Preparation/resources

- Photocopy the **Scenario Cards** on page 124, one scenario per pair of peer drug educators.

Instructions

- Distribute one scenario card to each pair of peer drug educators.
- The task is for one peer drug educator to convince the other to take a drug.
- The task for the other peer drug educator is to resist by using any strategy they can.
- Allow no more than two minutes for this task.
- Discuss the strategies used to coerce and the strategies used to resist.
- Brainstorm other methods of coercion and resistance.
- Ask peer drug educators:
  - Are these strategies used in real life situations?
  - What would it be like if someone was feeling vulnerable?
  - What strategy works best for you?
- Suggest that while there are many clever ways to deflect, diffuse or absorb the pressure, one simple method is to repeat the word 'No' as long as is necessary.
- Peer drug educators swap roles and repeat the exercise. Some students may like to try repeating the word 'No' as a strategy.
- Discuss the strategies used in the repeated role play.
- Debrief by asking students to describe what they were feeling playing the role of the convincer and the resister. Allow others to identify with shared feelings – Did anyone else feel like that?
- Ask each participant how they differ from the character they played.

Teaching points

The role play represented pressure that is active, open or overt. Pressure can be applied in other less obvious ways.

Peer pressure is often subtle, generated by a person's need to feel part of a group.

Be aware that this role play, like all role plays, has the potential to activate strong feelings. Debriefing is essential to ensure that students do not leave the room in any way unsettled by the experience.

This activity has the potential to offer genuine insights into the way power is exercised in social interactions.

Note: This activity has been adapted from Activity 7: 'Lets deal with it', 'Secondary Classroom Activities' in *Get Wise – Working on Illicits in School Education* (Department of Education, Employment and Training 2000). Teachers may choose to use Activity 7 from this resource.

SCENARIO 1

I've got some dope for you to try

Who: Two friends

Person 1: has never smoked cannabis and doesn't want to.

Person 2: has smoked cannabis once with his/her brother and has brought some to smoke with Person 1.

Where: At the home of Person 1.

When: After school, one hour before Person 1's mum gets home from work.

What: Person 2 wants Person 1 to try smoking dope.

SCENARIO 2

Invitation to use an illicit drug

Who: Two 14-year-old friends

Person 1: wants to try ecstasy, has the money to buy it and knows who to buy it from.

Person 2: drinks alcohol and smokes but never seems to have much money. Has always assumed he/she will not use drugs other than alcohol and tobacco.

Where: Sitting in a park.

When: Friday night while planning to go to a party the next night.

What: Person 1 suggests they try ecstasy at the party on Saturday night as he/she knows who to buy it from, and how much money they will need (e.g. $35 each).

Activity 7a

Fact or Fiction

Purpose

The purpose of this activity is to clarify some legal issues related to drugs and drug use.

Learning outcomes

Peer drug educators have the opportunity to:

- verify their understanding of the legal position in relation to the possession, use and cultivation of some drugs
- clarify how the law responds in relation to young people and drugs
- gain some insight into the challenges inherent in designing law and the implementation of law.

Time

- 25 minutes

Preparation/resources

- Depending on the age of the peer drug educators, this activity may not be appropriate or may need modifying. Many statements relate to illicit drugs. An alternative may be Activity 3: Reality vs. Myth in 'Secondary Classroom Activities' in *Get Wise – Working on Illicits in School Education* (Department of Education, Employment and Training 2000).
- Photocopy enough sets of the **Fact or Fiction** statements on page 130 to 133 for each group.
- Photocopy the **Fact or Fiction** handout on page 127 for each peer drug educator.
- Read through the **Fact or Fiction** statements to be sure you know the answers.
- Prepare a set of blank slips of paper, one for each student, for the anonymous question box at the end of the activity.

Instructions

→ Advise students that they are going to do an exercise that tests their knowledge of the drugs and the law, and that it will be an opportunity to clarify any misunderstandings and confusions.

→ Ask students to break into groups of three.

→ Give a set of **Fact or Fiction** statements to each group.

→ Ask them to sort the statements into a **Fact** list and a **Fiction** list.

→ Allow 10 minutes for the students to complete this activity.

→ Discuss the answer and record answers on the **Fact or Fiction** handout.

If there is enough time, issue an invitation for students to prepare anonymous questions. Give out a slip of paper to each student. To protect students' privacy, everyone should write something down. Suggest students have the choice between writing a question about drugs and the law, and writing down how they would like to change some aspect of the law in relation to drugs. After 5 minutes ask students to fold their slip of paper and place it in the collection box as you come round. Read out the questions and answer them on the spot or follow-up in the next session.

A number of interesting issues may emerge from discussions:

- Why some dangerous substances are not illegal.
- The contrast with America where young people can drive at age 16, but cannot drink until 21.
- The best age for young people to make decisions about their drug use.
- The need for school-based rules to ensure safety.

Teaching points

At the commencement of the session, remind students to respect their own and other's privacy. Reiterate that they may choose not to raise certain points or ask certain questions if in the process something personal is revealed.

Be comfortable admitting what you do not know. Offer to do further research or advise the young person of the best avenues for information.

This activity may need to be modified, depending on the age, maturity and experience of the group. Leave out statements that may be inappropriate. Add others of your own, possibly the school rules.

Material from Activity 5: It's the Law in 'Secondary Classroom Activities' in *Get Wise – Working on Illicits in School Education* may provide further clarification.

Fact or Fiction

Handout

	Fact	Fiction
Young people under 18 cannot be incarcerated for drug offences.	☐	☐
It is okay for someone to carry small amounts of cannabis for personal use.	☐	☐
It is legal to cultivate cannabis in a suburban backyard for personal use.	☐	☐
It is against the law to sell single cigarettes.	☐	☐
A person can be charged for driving while under the influence of cannabis.	☐	☐
It is an offence for an adult to give a cigarette to a person under 18.	☐	☐
It is not against the law for someone to sell ecstasy to a friend.	☐	☐
It is illegal for someone to use another person's prescription drugs even if they offer them.	☐	☐
In public, police always need a warrant to search for drugs.	☐	☐
Cautioning programs are used as an alternative to prosecution in a court.	☐	☐
A young person will always get a good behaviour bond for a first offence.	☐	☐
It is illegal for teachers to search a student's locker for drugs.	☐	☐
'P' plate drivers cannot have any alcohol whatsoever in their blood while driving.	☐	☐
Selling even small quantities of a drug of dependence can incur up to 15 years of imprisonment.	☐	☐
It is legal for a young person under 18 to drink in licensed premises as long as they are eating a meal and in the company of a parent or guardian.	☐	☐
It is legal to use cannabis for medicinal purposes.	☐	☐
A principal can invite police to come onto school grounds/property to search for drugs without a warrant.	☐	☐
Magic mushrooms are not illegal.	☐	☐
A person under 18 years of age cannot use a cigarette vending machine.	☐	☐
An intoxicated person cannot be refused service from a bar if they can prove they are over 18 years of age.	☐	☐
It is illegal for someone to carry a clean syringe.	☐	☐

Fact or Fiction

Answer Sheet

Question Young people under 18 cannot be incarcerated for drug offences. **Answer** Fiction: Young people under 18 can be incarcerated for drug offences. However, they are usually given a caution for their first offence of any type.
Question It is okay for someone to carry small amounts of cannabis for personal use. **Answer** Fiction: Anyone carrying small amounts of cannabis for personal use is committing an offence.
Question It is legal to cultivate cannabis in a suburban backyard for personal use. **Answer** Fiction: It is illegal to possess, use, cultivate or traffic cannabis in Victoria. No exceptions.
Question It is against the law to sell single cigarettes. **Answer** Fact
Question A person can be charged for driving while under the influence of cannabis. **Answer** Fact
Question It is an offence for an adult to give a cigarette to a person under 18. **Answer** Fact
Question It is not against the law for someone to sell ecstasy to a friend. **Answer** Fiction
Question It is illegal for someone to use another person's prescription drugs even if they offer them. **Answer** Fact
Question In public, police always need a warrant to search for drugs. **Answer** Fiction: If there is reasonable grounds for suspecting that there is a drug of dependence, police can, without warrant, in a public place, search any person, vehicle, or animal.
Question Cautioning programs are used as an alternative to prosecution in a court. **Answer** Fact

Question
A young person will always get a good behaviour bond for a first offence.
Answer
Fiction: It is at the court's discretion and depends on all the circumstances of the case.

Question
It is illegal for teachers to search a student's locker for drugs.
Answer
Fiction: Lockers belong to the school, not individual students.

Question
'P' plate drivers cannot have any alcohol whatsoever in their blood while driving.
Answer
Fact: Their blood alcohol content must be 0.00 per cent.

Question
Selling even small quantities of a drug of dependence can incur up to 15 years of imprisonment.
Answer
Fact: 15 years is the maximum penalty.

Question
It is legal for a young person under 18 to drink in licensed premises as long as they are eating a meal and in the company of a parent or guardian.
Answer
Fact: Eating a packet of chips does not count. You must be eating a full meal.

Question
It is legal to use cannabis for medicinal purposes.
Answer
Fiction: Cannabis is illegal in Victoria under any circumstances.

Question
A principal can invite police to come onto school grounds/property to search for drugs without a warrant.
Answer
Fact

Question
Magic mushrooms are not illegal.
Answer
Fiction

Question
A person under 18 years of age cannot use a cigarette vending machine.
Answer
Fact

Question
An intoxicated person cannot be refused service from a bar if they can prove they are over 18 years of age.
Answer
Fiction

Question
It is illegal for someone to carry a clean syringe.
Answer
Fiction

Fact or Fiction Statements

Young people under 18 cannot be incarcerated for drug offences.
It is okay for someone to carry small amounts of cannabis for personal use.
It is legal to cultivate cannabis in a suburban backyard for personal use.
It is against the law to sell single cigarettes.
A person can be charged for driving while under the influence of cannabis.
It is an offence for an adult to give a cigarette to a person under 18.
It is not against the law for someone to sell ecstasy to a friend.

It is illegal for someone to use another person's prescription drugs even if they offer them.

In public, police always need a warrant to search for drugs.

Cautioning programs are used as an alternative to prosecution in a court.

A young person will always get a good behaviour bond for a first offence.

It is illegal for teachers to search a student's locker for drugs.

'P' plate drivers cannot have any alcohol whatsoever in their blood while driving.

Selling even small quantities of a drug of dependence can incur up to 15 years of imprisonment.

It is legal for a young person under 18 to drink in licensed premises as long as they are eating a meal and in the company of a parent or guardian.

It is legal to use cannabis for medicinal purposes.

A principal can invite police to come onto school grounds/property to search for drugs without a warrant.

Magic mushrooms are not illegal.

A person under 18 years of age cannot use a cigarette vending machine.

An intoxicated person cannot be refused service from a bar if they can prove they are over 18 years of age.

It is illegal for someone to carry a clean syringe.

Fact

Fiction

Unit 4

Who's in Control? You, Society or the Drug?

This unit examines the differing values society has about drug use. It takes into consideration policies and guidelines that might contribute to the better management of drug use. These policies and guidelines are presented within the framework of harm minimisation. This unit explores the different levels of drug use and their impacts on the individual and society, and considers a model for understanding behavioural change.

Opinions and Strategies on Drug Use

ACTIVITY 8a: Out of this world 135

Explaining Harm Minimisation

ACTIVITY 9a: What's the harm? 137

Critical Indicators and Cycle of Change

ACTIVITY 10a: What's the Use? 141

ACTIVITY 10b: The Cycle of Change 145

Consequences and Coping Strategies

ACTIVITY 11a: The Ripple Effect 150

ACTIVITY 11b: When the Going Gets Tough… 153

Activity 8a

Out of this World

Purpose

The purpose of this activity is to raise awareness of the implications of different strategies of social control related to drug use.

Learning outcomes

Peer drug educators will have the opportunity to explore:

- the responsibility of society to manage drug use
- the rights of the individual to make decisions about their drug use
- issues that arise between society's responsibilities and the rights of individuals.

Time

45 minutes

Preparation/resources

- Photocopy **The Planet Scenarios** on page 136 for each group.
- Marker pens and butcher's paper for each group.

Instructions

→ Divide peer drug educators into groups of four or five.

→ Allocate each group either **Planet Scenarios 1** or **2.**

→ Ask the groups to record on their butcher's paper:
- what life would be like on their allocated planet
- the consequences/effects/ramifications for life on their planet
- the likely outcomes for society on their planet (encourage creativity).

→ Ask each group to report on the society they imagined.

→ Discuss which planet would produce the best outcome for its inhabitants.

→ Discuss drug use, the role played by our society, and the rights and responsibilities of the individual. Consider the following:
- Can an individual's rights conflict with society's rules?
- To what extent is an individual responsible to society?
- To what extent is society responsible to an individual?
- How is balance achieved between the rights of individuals and those of society?
- What structures does society have in place to help achieve this balance? For example, governments, laws, education, health services etc.

Teaching points

Principles related to responsibilities of society versus individual rights should emerge from discussion.

Discussion should come back to the need for laws and regulations to balance society.

The Planet Scenarios

PLANET SCENARIO 1

Here on planet **Do-as-you-please**, freedom of choice is fundamental. Individuals have the right to choose how they treat their body, including decisions about their drug use. All drugs are available free of charge, both medicinal and recreational. There are no treatment services for those that develop drug problems, since it's considered their choice. Information about drugs is freely available.

Questions

- what would life be like on this planet?
- what would be the consequences/effects/ramifications for life on this planet?
- what would be the likely outcomes for society on this planet?

PLANET SCENARIO 2

Here on planet **Don't-you-dare**, all drugs are considered to be poisons. Specialist doctors, called drug administrators, tightly control the issuing of medicinal drugs, and only supply the neediest. Recreational drugs, including alcohol and cigarettes, are banned entirely. Jail terms are mandatory for drug offences.

Questions

- what would life be like on this planet?
- what would be the consequences/effects/ramifications for life on this planet?
- what would be the likely outcomes for society on this planet?

Activity 9a

What's the Harm?

Purpose

The purpose of this activity is to increase understanding of harm minimisation.

Learning outcomes

Peer drug educators will have the opportunity to:

- explore the three components of the harm minimisation approach
- consider the ways to apply harm minimisation strategies to everyday situations involving both licit and illicit drug use.

Time

35 minutes

Preparation/resources

- Read 'Harm minimisation in the school setting'. This is located on page 11 of 'The A to Z of Illicit Drugs' in *Get Wise – Working on Illicits in School Education* (Department of Education, Employment and Training 2000).
- Prior knowledge of the three components of the harm minimisation approach: demand reduction, supply control and harm reduction.
- Photocopy **What's the Harm?** worksheet, on page 140 for each group and onto an overhead transparency.
- Sticky notes and marker pens.

Instructions

→ Draw a line across the whiteboard and explain that the line represents the 'harm rating' of a given situation. Mark the line as shown below.

Very Low — Low — Moderate — High — Very High

→ Read the following scenario

> *Youth skaters have used old broken bits of board and tin, and empty drums to erect their trick ramps in an abandoned car park. When a rusty ramp collapses, a youth flies off the ramp into a cyclone fence tearing a gash in his head, breaking his two front teeth and rupturing a ligament in his knee.*

→ Ask students to rate the harm experienced.

→ Write the following three headings on the board:

PHYSICAL HARMS SOCIAL HARMS ECONOMIC HARMS

→ Brainstorm the possible harms for each category; for example, medical expenses, loss of use of car park for skating, trauma to parents and family, cannot attend school, loss of mobility, broken skateboard.

- Discuss the ways the potential harms could have been reduced; for example, bolting down the ramps, using new materials, wearing a helmet, having a doctor on site, locking the fence, banning skateboarding, free helmets etc.
- Ask students to write an example for reducing harm from drug use on a sticky note. Their suggestions might include:
  - childproof screw top caps for medicine
  - needle exchange programs
  - warnings on cigarette packets
  - low alcohol beer
  - age limits on access to cigarettes and alcohol.
- Write the following three headings on the board:

  HARM REDUCTION DEMAND REDUCTION SUPPLY CONTROL
- Explain that all three are intended to minimise harm, but in different ways. (Remember that harm minimisation is not just about rules and laws – it includes education, public health campaigns and practical strategies.)
- Ask students to place their sticky note under the most appropriate heading.
- Discuss responses and clarify any misconceptions.
- Divide peer drug educators into six groups.
- Distribute the **What's the Harm?** worksheet to each group.
- Ask the group to complete the worksheet for their allocated drug. The strategies can be actual or hypothetical.

  The six drugs are:
  - tobacco
  - alcohol
  - painkillers
  - cannabis
  - heroin
  - ecstasy.
- Display the **What's the Harm?** worksheet on an overhead projector.
- Ask each group to report back, recording appropriate strategies on an overhead transparency or master sheet.
- Debate the impact and perceived effectiveness of the suggested strategies. Stimulate discussion with the following questions:
  - Would certain sectors of the community object to the strategy? Why?
  - Does education play a role in harm minimisation?
  - What strategies would work well with young people?
  - Of the three components, which is the most effective?
  - Does caring for the health needs of a user promote use of the drug?
  - Are there any harm minimisation strategies that could be introduced at school?

Teaching points

Note that abstinence is a harm minimisation strategy.

The harm minimisation approach can be applied through the community, school, family and personal level.

Definitions:

- **Harm Reduction** measures aim to reduce the effects of drug use on the user and the community in which they live. Examples include warning labels, guidelines for low risk drinking, needle and syringe programs.
- **Demand Reduction** measures aim to decrease the adoption of some drug use and to decrease the continuance of some drug use. Examples include health promotion campaigns, prevention education and treatment.
- **Supply Control** measures aim to reduce the supply of drugs within society or restrict access to certain people. Examples include legislation, regulations and law enforcement.

Adapted from 'The A to Z of Illicit Drugs' in *Get Wise – Working on Illicits in School Education* (Department of Education, Employment and Training 2000).

What's the Harm?

Worksheet

	Harm Reduction	Demand Reduction	Supply Control
	Aims to reduce the effects of drug use on the users and the community, e.g. warning labels, low alcohol drinks	Aims to decrease the uptake of use of some drugs and to decrease some people from using, e.g. relaxation, education, hobbies	Aims to reduce the supply of drugs within society and restrict the access of drugs to certain people, e.g. laws, regulations, rules
Tobacco			
Alcohol			
Painkillers			
Cannabis			
Heroin			
Ecstasy			

Activity 10a

What's the use?

Purpose

The purpose of this activity is to raise awareness of the potential for both positive and negative consequences of drug use, and to highlight some of the indicators of harmful drug use.

Learning outcomes

Peer drug educators will have the opportunity to:

- identify some of the critical indicators of drug use
- become aware of the implications of drug use in relation to an individual's lifestyle.

Time

20 minutes

Preparation/resources

- Photocopy one set of the **Use/Misuse Statement Cards** on pages 143 and 144, for each group.
- Familiarise yourself with the statements.

Instructions

- Ask peer drug educators to form groups of three.
- Distribute a set of **Use/Misuse Statement Cards** to each group.
- Ask students to sort the statements into indicators of **use**, **misuse** and **don't know** lists.
- Allow approximately 10 minutes for groups to complete the task.
- Ask each group to report on those statements around which there was debate or some dispute.
- List indicators of potential drug misuse on the board.
- Discuss the implications of drug use in relation to people's lifestyle.

Teaching points

Reinforce the importance of not jumping to conclusions regarding drug use.

Challenge assumptions; for example, losing or gaining weight may or may not be an indicator of drug misuse or shifting into a new peer group may not imply the acceptance of antisocial behaviours.

Dependence

Physical dependence is where a person has become accustomed to taking a drug. Physical symptoms of pain, discomfort or feelings of illness and craving may occur if the drug is withdrawn. Psychological dependence is when the person using the drug becomes preoccupied with having the drug in order to feel okay. They crave it in an ongoing way in order to get through a day or a particular situation.

Drug problems

Some drug use can stop a person from performing tasks properly, such as study, work, sport or driving. Drug use can bring legal and financial problems, especially because of dependence. People sometimes use drugs to cope or control feelings. Drug use usually complicates a problem rather than solving it.

Adapted from 'The A to Z of Illicit Drugs' in *Get Wise – Working on Illicits in School Education* (Department of Education, Employment & Training 2000).

Use/Misuse Statement Cards

Loves using the drug from time to time	Diet hasn't changed since started using the drug
The amount used has been gradually increasing	Just as confident talking to people when not using the drug as when using
Lies about level of use	Feels some shame about using the drug
Sometimes has blackouts when using the drug	Paying for the drug is a problem
Thinks about the drug all the time	Beliefs and values have changed since starting to use the drug
Been using the same amount for a long time	Can go for over a week without using the drug
Relationship with family has changed since drug use began	Depends on the drug to have a good time

Has relationships with people who don't use the drug	Does things never thought would do before using the drug
Friends don't know about use	Lifestyle has changed since started using the drug
Just as healthy as before	The drug is very effective in shutting out memories and thoughts
Gets stressed when can't get the drug	Feels relaxed and contented when using the drug
Making decisions is harder since using	Is less moody since using the drug
Doesn't see old friends as much	Body shape has changed
Thoughts and feelings are unpredictable when using the drug	**Use**
Misuse	**Don't Know**

Activity 10b

The Cycle of Change

Purpose

The purpose of this activity is to introduce students to a model for understanding behaviour change.

Learning outcomes

Peer drug educators will have the opportunity to:

- understand the stages within a cycle of change
- recognise that personal change is difficult and can be cyclic in nature.

Time

25 minutes

Preparation/resources

- Make a copy of the **Cycle of Change** on page 147, for each peer drug educator.
- Photocopy the **Cycle of Change** signs on pages 148 and 149, including Contented, Contemplating, Preparing, Acting, Maintaining and Relapsing.

Instructions

→ Ask peer drug educators to think about a behaviour or habit that they have recently tried to change and that they are prepared to share with the rest of the group, for example resisting chocolate, going to bed earlier.

→ Place the **Cycle of Change** signs around the classroom.

→ Explain the meaning of each sign with respect to changing behaviour:

- **Contented** – not currently considering change
- **Contemplating** – thinking about change, considering pros and cons, but not doing anything about it
- **Preparing** – making decisions, early actions, some change taking place
- **Acting** – actively putting time and energy into the change
- **Maintaining** – continuing change for six months or more
- **Relapsing** – returning to previous behaviour

→ Ask peer drug educators to stand by the sign that most reflects their present circumstance in relation to the behaviour they have in mind.

→ Ask students to share their experiences.

→ Discuss what it might take to move from one stage to the next.

→ Discuss why some people relapse.

Teaching points

The Cycle of Change has been adapted from Prochaska and DiClemente's Stages of Change Model. A version of this model adapted to the stages of quitting smoking is available in *Smoke-free Schools* (DE&T 2004). An investigation of change in humans led to the creation of this model.

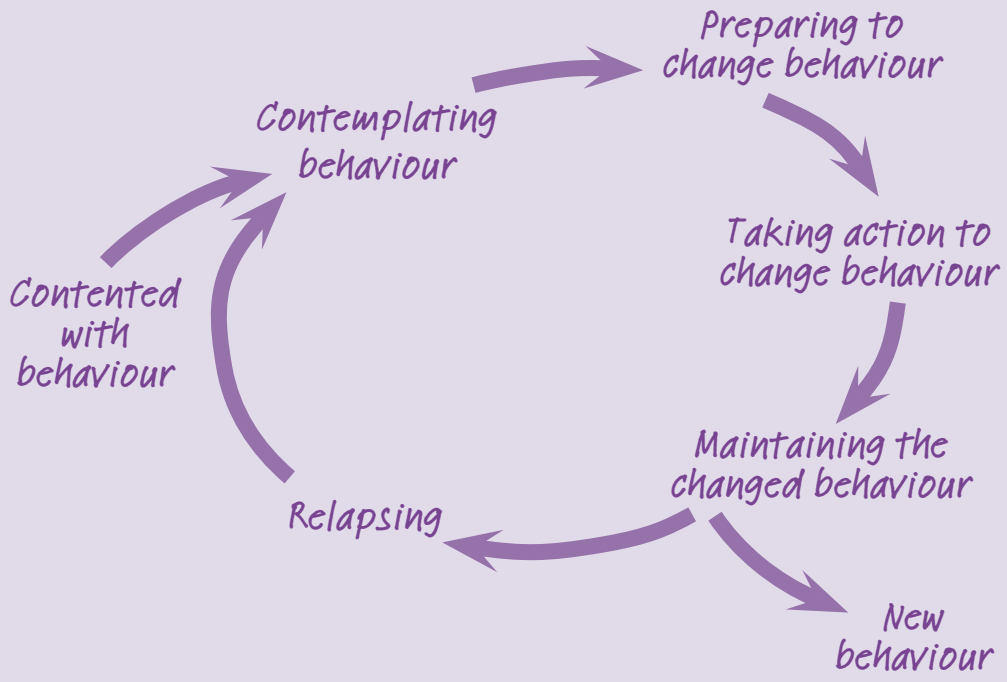
Changing personal habits is extremely difficult. Sometimes our failure to change makes us angry or disappointed in ourselves and we punish ourselves with critical or negative thoughts.

Lapsing back into old habits is very common, especially when one is dependent. Relapse is a normal part of the process and should not be viewed as failure. The Cycle of Change recognises these lapses and allows the process to start again.

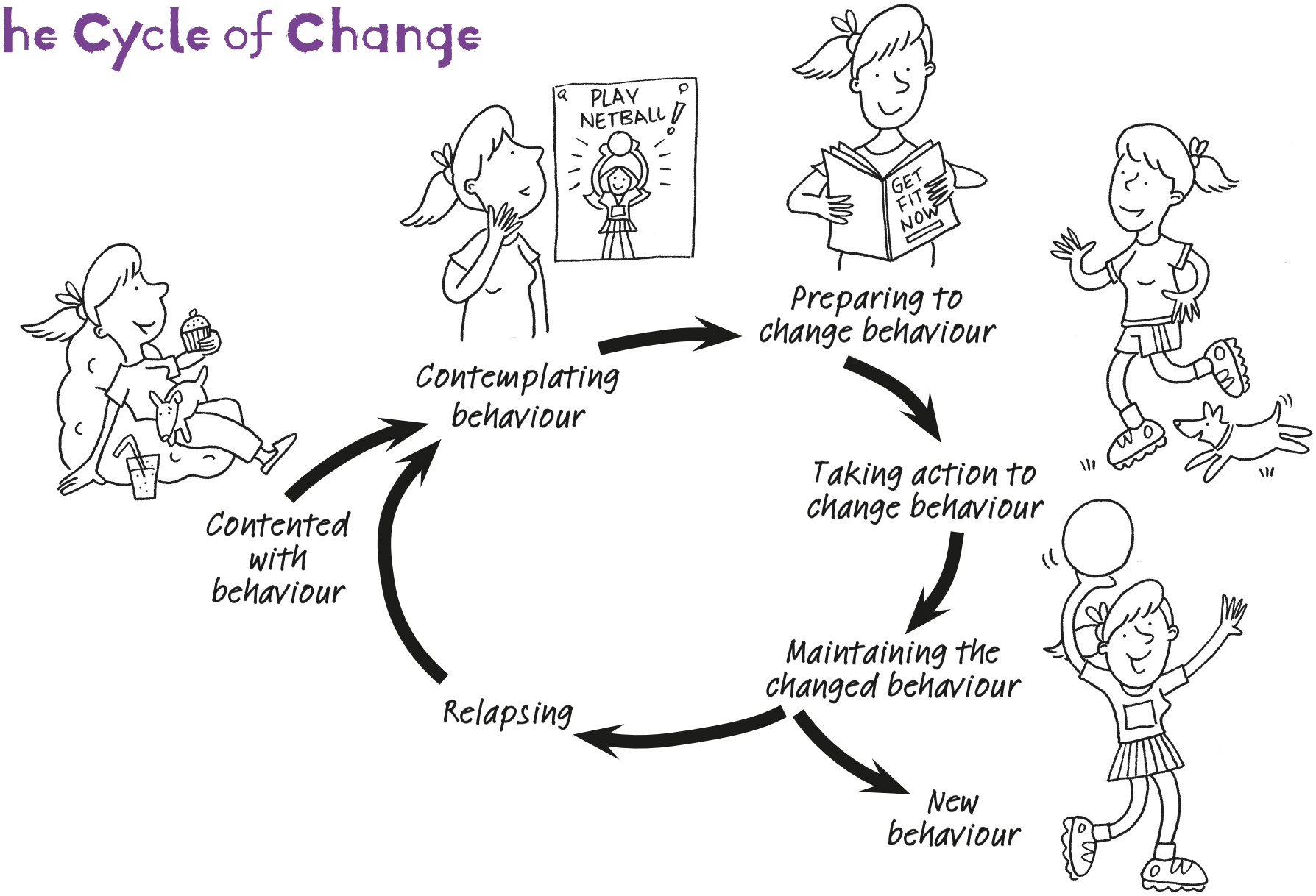
Sometimes people lapse from one stage back to a previous stage, and not necessarily back to the start.

It often takes many attempts before a change is ongoing.

Note that change sometimes can be instantaneous especially after a significant event or trauma.



The Cycle of Change



Contented

Contemplating

Preparing

Acting

Maintaining

Relapsing

Activity 11a

The Ripple Effect

Purpose

The purpose of this activity is to recognise that an event or an individual's behaviour impacts beyond the individual.

Learning outcomes

Peer drug educators will have the opportunity to:

- consider the different ways an individual's behaviour can impact on those people in the immediate environment and beyond.

Time

25 minutes

Preparation/resources

- Photocopy the **Ripple Effect** handout on page 152, for each peer drug educator.

Instructions

→ Ask students:

- what happens if you fall off your bike?
- what happens if you're late to maths?
- what happens if you swear at the umpire?

→ Answers should all describe an immediate and personal consequence for the 'doer'. Give a brief definition of a consequence; for example, the result or effect of an action.

→ Ask the peer drug educators, "What happens if you forget to pick up your little brother from primary school?" Lead the group through a chain of sample consequences:

Your little brother walks off alone / he gets lost / police are called / parents freak/ he gets knocked over by a car / goes to hospital / broken leg / misses the first month of school / scared of cars now / won't walk the street alone / mother doesn't trust you / mother goes part-time / Christmas holiday cancelled (not enough money) …

→ Suggest that people often feel overwhelmed by the immediate impact of an event on themselves, forgetting that every action has a consequence, usually involving other people. Sometimes the impact on others can be worse.

→ Distribute the **Ripple Effect** handout to each peer drug educator.

→ Ask each peer drug educator to record a drug-related event in the centre circle (not a personal example).

For example:

- gets drunk and throws up on the carpet at a friend's house
- steals $50 from a parent's wallet to buy drugs
- borrows parents' car without permission and crashes it.

→ In the second circle, write down three or four immediate impacts.

→ In the third circle, write down the consequences of the first round of impacts, and so on.

Teaching points

Students sometimes have difficulty imagining consequences beyond the immediate, and may need assistance with the activity.

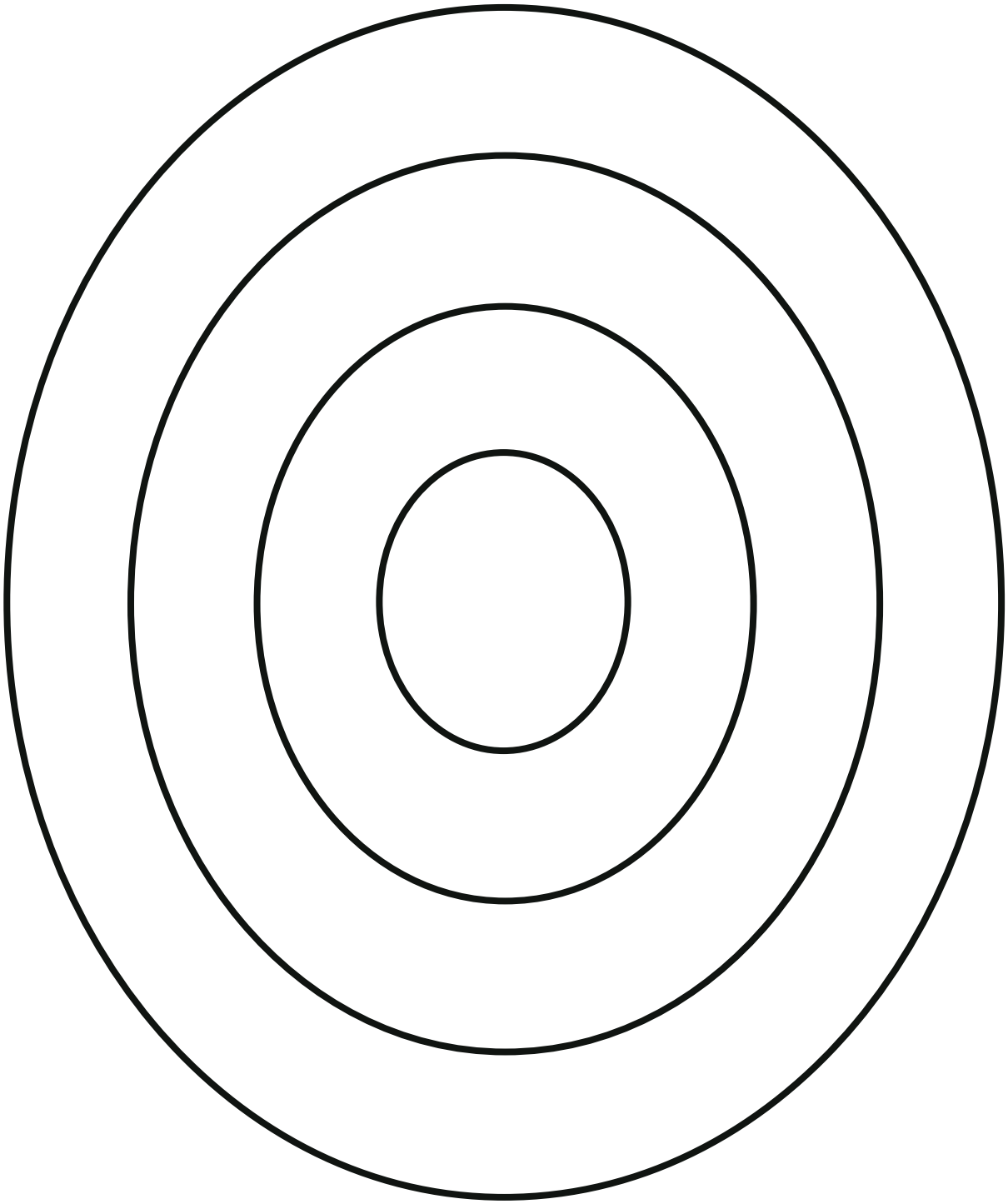
Some of the effects may include property damage, emergency and health care services, legal and court proceedings, insurance claims, police investigations and loss of earnings.

The emotional trauma caused to family and friends is often overlooked.

The Ripple highlights some of the immediate, short- and long-term effects of someone's drug use.

Ripple Effect

Handout



Activity 11b

When the Going Gets Tough...

Purpose

The purpose of this activity is to acknowledge the need for strategies for coping with a range of challenging life events.

Learning outcomes

Peer drug educators will have the opportunity to:

- realise that everybody goes through periods of stress, trauma or feeling down
- explore the broad range of strategies that people use
- recognise that some strategies are more helpful than others are.

Time

20 minutes

Preparation/resources

- Photocopy the **Positive Strategies** worksheet on page 154, for each peer drug educator.
- Two packets of different coloured sticky dots, for example, red and blue.

Instructions

→ Brainstorm the things people do when stressed or upset that makes them feel better, brings peace of mind or makes them feel safer. Record all suggestions on the board. For example, cry, talk to someone, listen to music, go for a ride in the car or on the bike, hit something or someone, eat, get drunk or stoned, read/write (diary, poems), do something physical, do something creative, pray, go shopping, watch TV, do something reckless. Note the vast range of strategies available.

→ Ask peer drug educators to record the strategies on their worksheet.

→ Ask peer drug educators to use the sticky dots to nominate those strategies which are helpful and those that are not helpful, on their worksheet. For example, a blue dot identifies a helpful strategy and a red dot a strategy that is not helpful.

→ Discuss and compare similarities and differences.

→ Ask each peer drug educator to identify their three most helpful strategies by circling these on their worksheet.

Teaching points

It is appropriate to suggest that having a trusted person to talk to is very important for everyone.

Stress can be positive, for example preparing for a performance, or negative, for example when we over commit ourselves.

Positive Strategies

Worksheet

Write down all the strategies brainstormed from the board.

Circle your three most useful strategies.

Unit 5

Skills for the Peer Educator

This unit brings matters back to everyday challenges, emphasising skills employed to cope with practical scenarios that occur at school. These are the generic skills and strategies, which can empower young people to help them and others to make safe and healthy life decisions. The unit includes the effect of personal values and attitudes, and the need to respect individual roles and responsibilities in the decision-making process. Activities are included that enable young people to model behaviour and practice communication skills appropriate to a situation.

Respecting Values and Assessing Risk

ACTIVITY 12a: What's Worse? 155

ACTIVITY 12b: A Dicey Situation 157

Analysing Behaviour

ACTIVITY 13a: Identifying Risk Factors 160

ACTIVITY 13b: Reflective Listening 163

ACTIVITY 13c: Body Language 165

Local Knowledge

ACTIVITY 14a: Where to Go for Help 169

ACTIVITY 14b: School Rules and Emergencies 171

Activity 12a

What's Worse?

Purpose

The purpose of this activity is to raise awareness of the different opinions underpinning attitudes to drug-related situations.

Learning outcomes

Peer drug educators will have the opportunity to:

- acknowledge the different values held by others
- understand how values affect our opinions.

Time

15 minutes

Preparation/resources

- Photocopy a set of the **What's Worse?** cards from page 156 for each group.

Instructions

- Divide peer drug educators into groups of five or six.
- Distribute a set of **What's Worse?** cards to each group.
- Ask groups to arrange the cards in order from the **most offensive** to the **least offensive** scenario.
- Ask groups for their top three (most offensive) scenarios.
- Discuss reasons for the placement of these scenarios.
- Attempt to identify the underlying values for these decisions.

Teaching points

Be sensitive to the possibility that students may identify with a scenario and, as a result, may experience discomfort.

Making judgements based on incomplete information can lead to misinterpreting a situation.

Individuals have differing opinions and values and interpret situations in a different way.

It is important to acknowledge these differences. They are based on personal experiences. They are neither right nor wrong.

What's Worse?

Cards

Seeing an old man asleep in a park with an empty bottle in his hand	Seeing a young woman in the gutter with vomit all over her
Seeing a girl with an open bottle of valium in her hand	Seeing a woman smoking while she is pregnant
Seeing your brother or sister smoking cannabis every day	Seeing someone being offered an unknown tablet at a party
Finding your friend shooting up in a toilet	Seeing your friend take panadol every day
Hearing your best friend is in police custody for being drunk and disorderly	Finding out your friend's drink has been spiked
Most offensive	**Least offensive**

Activity 12b

A Dicey Situation

Purpose

The purpose of this activity is to understand that the harmful effects of drug use are relative to the context in which they're being used (the drug, the person, the place).

Learning outcomes

Peer drug educators will have the opportunity to:

- recognise the ways in which key factors impact on the risk(s) associated with drug use
- develop strategies that prevent or reduce the harm(s) associated with drug use.

Time

30 minutes

Preparation/resources

- Revisit the key factors from Activity 6A: Consequences of Drug Use on page 119.
- Photocopy the **Dicey Situation** handout from page 158, one for each peer drug educator.
- Photocopy the **Risks and Strategies** worksheet from page 159, one for each group.
- Dice (one die per group).

Instructions

→ Divide participants into groups of four or five.

→ Give each group a die.

→ Hand each group member the **Dicey Situation** handout.

→ Group members follow the instructions on the handout.

→ Hand each group a copy of the **Risks and Strategies** worksheet.

→ Groups then select one of their scenarios and complete the worksheet for that scenario.

→ Discuss each group scenario and their strategies. Other groups may contribute to the list of strategies.

Teaching points

Peer drug educators can choose which version of the game to play.

At the end, you may wish to remind the peer drug educators that it is important to think ahead and not just rely on luck when their own or someone else's safety might be at risk.

Dicey Situation

Handout

Jerry's gamble

Each person in your group has to roll the die four times. The number rolled indicates how Jerry is feeling, whom Jerry is with, where Jerry is and what Jerry is doing. Circle the boxes that apply. As a group, assess the risk as **high**, **moderate** or **low**. When everybody in your group has taken their turn, order the situations from highest to lowest risk. Report to the group. Jerry is 14.

	1	2	3	4	5	6
Feeling	Happy	Excited	Self conscious	Lonely	Nervous	Confident
With	Little sister	Group of friends	Adult he/she knows well	Boyfriend/ girlfriend	Stranger	Alone
Where	Neighbours	Shopping mall	In a park	Walking along the train line	Swimming at the local pool	Skateboarding
What	Smoking cigarettes	Taking ecstasy	Drinking UDL	Smoking marijuana	Drinking beer	Drinking cola

Jamie's gamble

Each person in your group has to roll the die four times. The number rolled indicates how Jamie is feeling, whom Jamie is with, where Jamie is and what Jamie is doing. Circle the boxes that apply. As a group, assess the risk as **high**, **moderate** or **low**. When everybody in your group has taken their turn, order the situations from highest to lowest risk. Report to the group. Jamie is 17.

	1	2	3	4	5	6
Feeling	Happy	Excited	Depressed	Lonely	Nervous	Angry
With	Little brother	Group of friends	Adult he/she knows well	Boyfriend/ girlfriend	Stranger	Alone
Where	Local shopping mall	Lunch time at school	In the backyard at home	Clubrooms after the match	At a rave	In the park
What	Injecting heroin	Snorting speed	Drinking whisky	Taking ecstasy	Smoking marijuana	Drinking energy drinks

Risks and Strategies

Worksheet

Our scenario is:

Feeling
With
Where
What

We rate this as: ☐ High risk ☐ Medium risk ☐ Low risk

Some of the risks in this scenario are:

Harms to user	Harms to friends/family/bystanders

Strategies to minimise harm in this scenario are:

Strategies for the user	Strategies for someone with the user

Activity 13a

Identifying Risk Factors

Purpose

The purpose of this activity is to assist peer drug educators to focus on behaviour, rather than people, in relation to drug use.

Learning outcomes

Peer drug educators will have the opportunity to:

- develop skills in recognising the risk factors present in situations where young people use drugs
- explore supports that a young person might find useful.

Time

20 minutes

Preparation/resources

- Photocopy the **Case Studies** handout (Bluey, Jessie and Kim) on page 162, for each peer drug educator.

Instructions

→ Select one case study from the three provided and give a copy to each student.

→ Read the case study out to the group and ask the students to respond to the situation.

→ Explore with the group whether any of the responses made by the group refer to the personal character of the person in the case study. Suggest to the group that the tendency to judge the person rather than the situation or the behaviour itself, is unfair and prevents us from making clear assessments of a situation.

→ Ask students to form groups of three or four and through careful reading of the case study answer the following questions (also listed at the bottom of the handout):

- What things tell us that this young person might be in trouble?
- Do you have an obligation to tell anyone else?
- How should you deal with issues of confidentiality?
- What supports may this young person need?

→ As a whole group, make a list of the indicators that suggest that the young person may be in trouble and may need some help.

Indicators may include:

- other areas of life are being affected for the worse
- mood has changed
- motivation has dropped
- school work has suffered
- avoids talking about it or makes up excuses
- has lost or given up something he/she cares about
- has abandoned or been abandoned by friends
- is unpleasant or unsociable when drug affected.

Teaching points

It may be useful to refer to Activity 2c: Core Business to remind peer drug educators of their role, which does not involve counselling their peers. This activity will identify appropriate personnel for referral.

If time permits, repeat the process with one of the other case studies.

This activity provides the opportunity to highlight the difference between judging the behaviour and judging the person. Be alert to statements or attitudes that suggest a tendency to condemn or criticise.

Case Studies

Handout

Bluey, Jessie and Kim

Bluey is 12 and says he hates school because it's boring. The one subject he likes is music and he especially loves learning drums. He also loves mimicking the teachers. Bluey sometimes sneaks out of school at lunchtime and goes down to the river where he meets some other kids who drink alcohol. He's been missing a couple of afternoon classes, and got kicked out of drums when he missed two lessons in a row. Bluey reckons drinking is fun, because he gets a real buzz out of it and there's no harm in it, especially if he only does it now and then.

Jessie is eighteen. She is popular among her peer group and likes going out, especially to hear bands. Recently her parents split up and Jessie says they don't have much time for her anymore. She reckons it doesn't worry her that much because she is going to move out anyway, when she goes to uni next year. Friends have noticed lately that Jessie has gotten very drunk and become aggressive and argumentative. She has had a couple of blackouts, when she can't remember the end of the night, or how she got home. Jessie boasts about these exploits back at school, but was upset when her boyfriend broke up with her saying he couldn't cope with her anymore. She told her friends that he's boring and doesn't know how to have a good time. Jessie is in your class.

Kim is sixteen and regularly smokes cannabis with his friends. He started when he was fourteen and probably gets through about five grams a week now. Kim's schoolwork has gone steadily downhill and he's thinking of leaving school. His mates like to smoke every Friday and Saturday but Kim also smokes on his own in his room during the week. He's been feeling a bit paranoid lately but reckons that's normal and just shrugs it off. Kim only drinks sometimes, but when he does, he also gets stoned and really writes himself off. It feels like a good way to forget all the problems at school. Kim is not worried about his drug use at all but finds it hard to afford.

For each of these scenarios consider the following questions:

1. What things tell us that this young person might be in trouble?
2. Do you have an obligation to tell anyone else?
3. How should you deal with issues of confidentiality?
4. What support does this young person need?

Activity 13b

Reflective Listening

Purpose

The purpose of this activity is to develop the skills of reflective listening.

Learning outcomes

Peer drug educators will have the opportunity to:

- develop some basic skills in reflective listening.

Time

15 minutes

Preparation/resources

- Photocopy the **Reflective Questions** worksheet on page 164 for each peer drug educator.

Instructions

- Distribute the worksheet to each peer drug educator.
- Ask them to read and discuss the questions on the worksheet.
- Ask them all to sit in a circle facing the centre.
- Set an easy topic. For example, 'The best movie I've seen', 'The worst homework I've had', 'What I watched on TV last night', 'The nicest thing that's happened to me'.
- Each person speaks for one to two minutes without interruption.
- The teacher begins by speaking on the topic.
- The peer drug educators follow the teacher. The first to follow must summarise what the teacher has said and then ask the teacher a reflective question from the worksheet. The peer drug educator then responds personally to the topic.
- In turn, each peer drug educator must begin by summarising the comments of the previous person, ask them a reflective question and then add their own response to the topic.
- Discuss which reflective questions were most useful and why.

Teaching points

It is likely that the focus of the conversation may change from the original topic as you proceed around the circle.

In order to experience being asked the different types of reflective questions, it may be useful to assign a particular type to each student.

Acknowledge that reflective listening can feel quite strange at first for the person doing the reflecting; the words may seem empty. However, tell the student to note how good it feels when the listener has successfully reflected your conversation.

Reflective Questions

Worksheet

Information

- How do you know that?
- What is that about?
- Is that a well-known fact?
- Who are they?

Clarification

- Can you give me an example of that?
- Why do you think so?
- What do you mean by that?
- Can you elaborate on that?

Extend

- Is that the same as what happened to Jack?
- What else should we find out?
- Is there more to it than that?
- What else can you tell me?

Activity 13c

Body Language

Purpose

The purpose of this activity is to raise awareness of the messages conveyed by body language.

Learning outcomes

Peer drug educators will have the opportunity to:

- understand how the orientation of body gestures and facial expressions deliver both positive and negative messages
- practice the use of body language that conveys interest
- appreciate the significance of body language in successful communication.

Time

20 minutes

Preparation/resources

- Photocopy the **Discussion and Behaviour Cue Cards** on pages 167 and 168. One set for each pair of peer drug educators.

Instructions

→ Ask the peer drug educators to form pairs: **Person A** and **Person B**.

→ Each peer drug educator is given a cue card:

- Person A has a discussion topic
- Person B has a behaviour card.

→ The pairs *do not share* the information on their card with each other.

→ Person A discusses their topic with Person B, while Person B acts out the behaviour described on their card.

→ Allow the discussion to run for two minutes.

→ Ask participants:

- to describe the body language being used
- how it felt.

→ Brainstorm a list of positive signs that indicate interest; for example, eye contact, positioning of the face, gestures to indicate you're interested and verbal acknowledgements.

→ Record this list on the board.

→ Repeat the exercise using the recorded techniques in place of those techniques on the card.

→ Again, ask the participants to describe how it felt.

Teaching points

Body language can be more powerful than words.

We're not always aware of our body language. If we want to get the message across to someone that we really care for and are interested in, it's worth making a concerted effort with our body language.

It is always obvious when body language doesn't match the words used. Inconsistent body language can imply insincerity or dishonesty.

Discussion and Behaviour Cue Cards

Topics for discussion for Person A

- Discuss your favourite TV show.
- Discuss you favourite movie.
- Discuss the best holiday you have ever had.
- Discuss your most embarrassing or funniest moment.
- Discuss your greatest achievement.
- Discuss your pet or favourite animal.
- Discuss your favourite song or band.

Behaviour cues for Person B

- Behave as if you are not interested.
- Behave as if you do not care.
- Behave as if you are totally bored, yawn, roll your eyes etc.
- Behave as if you would rather be somewhere else.
- Do not make eye contact. Look out the window or somewhere else. Fidget with things such as a pen, paper, your clothing etc.
- Interrupt every time they say something. Top their story with a better, more fantastic one of your own.
- Be an active listener. Nod your head, ask questions, and maintain eye contact.

Discussion and Behaviour Cue Cards

Topic for discussion for Person A

Discuss your favourite TV show.

Topic for discussion for Person A

Discuss you favourite movie.

Topic for discussion for Person A

Discuss the best holiday you have ever had.

Topic for discussion for Person A

Discuss your most embarrassing or funniest moment.

Topic for discussion for Person A

Discuss your greatest achievement.

Topic for discussion for Person A

Discuss your pet or favourite animal.

Topic for discussion for Person A

Discuss your favourite song or band.

Behaviour cue for Person B

Behave as if you are not interested.

Behaviour cue for Person B

Behave as if you do not care.

Behaviour cue for Person B

Behave as if you are totally bored, yawn, roll your eyes etc.

Behaviour cue for Person B

Behave as if you would rather be somewhere else.

Behaviour cue for Person B

Do not make eye contact.
Look out the window or somewhere else.
Fidget with things such as a pen, paper, your clothing etc.

Behaviour cue for Person B

Interrupt every time they say something.
Top their story with a better, more fantastic one of your own.

Behaviour cue for Person B

Be an active listener.
Nod your head, ask questions, and maintain eye contact.

Activity 14a

Where to Go for Help

Purpose

The purpose of this activity is to advise on relevant resources available to local youth.

Learning outcomes

Peer drug educators have the opportunity to:

- increase their knowledge of local, regional and statewide resources relevant to the needs of students.

Time

40 minutes

Preparation/resources

- Ensure you are aware of local, regional and statewide resources.
- Collect/find the following:
  - information brochures from local service providers
  - copies of the **Drug Education Resource** sheet on page 170, one for each peer drug educator
  - local directories
  - copies of available resources suggested on resource sheet
  - coloured card/poster paper
  - laminating machine (optional).

Instructions

→ Brainstorm local services.

→ Distribute the **Drug Education Resource** sheet.

→ Explore information from local directories, service providers and the resource sheet.

→ Ask the peer drug educators to investigate which resources are the most useful for their age group.

→ Ask them to use the relevant information to develop a bookmark, wallet card or poster.

Teaching points

Contact local service providers such as alcohol and other drugs agencies, youth friendly doctors, your secondary school nurse or the ambulance service, to make a presentation to the peer drug educators.

Provide a collection of information brochures from local services for peer drug educators to explore and/or keep. These could be in a show bag for individuals.

Laminate the bookmarks, wallet cards and posters as a way of displaying the information or keeping it for further use.

Drug Education Resource Sheet

Publications

1. Australian Government Department of Education, Science and Training, 2004, *Rethinking Drinking: You're in Control*.
2. Australian Government Department of Education, Science and Training, 2003, *Cannabis and Consequences*.
3. Department of School Education, 1995, *Get Real – A Harm Minimisation Approach to Drug Education for Secondary Schools*.
4. Department of Education, Employment and Training, Victoria, 2000, *Get Wise – Working on Illicits in School Education*
5. Department of Education and Training, 2004, *Smoke-free Schools: Tobacco Prevention and Management Guidelines for Victorian Schools*.

Websites

DrugInfo Clearinghouse:	http://druginfo.adf.org.au
Department of Human Services:	http://hnp.dhs.vic.gov.au/wps/portal
Department of Education & Training	www.sofweb.vic.edu.au/druged
Youth Substance Abuse Service:	www.ysas.org.au

Telephone Services

Direct Line
(Drug-related 24 hour counselling and referral services): 1800 888 236.

Kids Helpline: 1800 55 1800.

Lifeline: 13 11 14.

Activity 14b

School Rules and Emergencies

Purpose

The purpose of this activity is to inform students about school policies, rules and protocols as they apply to issues related to drugs and drug use. It also aims to advise on relevant resources available to local youth.

Learning outcomes

Peer drug educators have the opportunity to:

- become familiar with relevant sections of the Student Code of Conduct and the internal processes in the case of breaches
- understand the school policies, rules and protocols related to drugs and drug use
- increase their knowledge of local, regional and statewide resources relevant to the needs of students in the school
- become familiar with the school emergency procedures.

Time

45 minutes

Preparation/resources

- It is suggested that Activity 13: To the Rescue, from 'Secondary Classroom Activities' in *Get Wise – Working on Illicits in School Education*, is undertaken with this activity. Activity 14 from Get Wise may also provide some useful ideas.
- Activity 14a: Where to Go for Help should be completed before undertaking this activity.

This session should include the following:

- school rules and protocols
- procedures in an emergency
- local resources and services.

Preparation involves gathering appropriate materials relevant to the purpose of the session, and checking the availability of key people from both within and outside the school, e.g. Assistant Principal, Student Welfare Coordinator, and local youth, community or welfare workers.

Instructions

Guest speakers could effectively deliver Information in the form of brief verbal presentations. However, if time allows, an excellent alternative would be a research assignment or investigative project that could be:

- a presentation for students at an assembly or class
- an information poster to be displayed around the school
- a local resources calendar
- a wallet card to be distributed to students
- a play.

Teaching points

Activity 13: To the Rescue, and Activity 14: In an Emergency – A Portable Guide from 'Secondary Classroom Activities' in *Get Wise – Working on Illicits in School Education* provide first aid guides to responding to a life-threatening situation.

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Australian Youth Foundation 2000. Youth Partnership and Participation. Internet. http://www.youngaustralians.org/resources/downloads/youthpart.pdf

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