

PROSPECTUS 2018-19

▶ Student Wellbeing Coordinator and/or Chaplain



Coalition of Alcohol and Drug Educators

Dalgarno
INSTITUTE

P. 1300 975 002

F. 1300 952 551

W. www.nobrainier.org.au

E. education@dalgarnoinstitute.org.au

ALL YOUNG CANNABIS USERS FACE PSYCHOSIS RISK

(Medscape and JAMA Psychiatry) June 2018

Cannabis use directly increases the risk for psychosis in teens, new research shows. A large prospective study of teens shows that “in adolescents, cannabis use is harmful” with respect to psychosis risk, study author Patricia J. Conrod, PhD, professor of psychiatry, University of Montreal, Canada.

The study included 3720 adolescents from the Co-Venture cohort, which represents 76% of all grade 7 students attending 31 secondary schools in the greater Montreal area. Cannabis use, in any given year, predicted an increase in psychosis symptoms a year later, said Conrod.

The effect was observed for the entire cohort. *This finding, said Conrod, means that all young cannabis users face psychosis risk, not just those with a family history of schizophrenia or a biological factor that increases their susceptibility to the effects of cannabis.*

“The whole population is prone to have this risk!” In light of these results, Conrod called for increased access by high school students to evidence-based cannabis prevention programs. Patricia J. Conrod, PhD, professor of psychiatry, University of Montreal, Canada.

The study was [Association of Cannabis Use With Adolescent Psychotic Symptoms](#) June 6 in *JAMA Psychiatry*. For complete article <https://www.medscape.com/viewarticle/898120>

University of Queensland drugs expert Jake Najman said information given to students on drugs should not be a “half an hour school lesson”. Professor Najman said governments needed to invest in developing intensive, long-term drug education for students. “It’s a much more systematic problem that needs real commitment and not just a headline saying, ‘Don’t do it’,” he said. 23 February 2018, [Brisbane Times](#)

We couldn’t agree more; that’s why we had developed our ‘all of school’ incursions and curriculum, along with our ‘all of community’ education seminars – including sporting clubs, parents, community leaders and policy makers! Changing the cultural narrative on drug use is a long game, in which the Dalgarno Institute has been a key stakeholder for over 150 years. Our consistent demand reduction and proactive prevention messaging and resources, have been effective in doing just that, when fully engaged by the community.

“MINIMISING HARM, BY MAXIMISING PREVENTION!”



INTRODUCTION

The **Dalgarno Institute** (Coalition Of Alcohol & Drug Educators) is a long standing Public Interest, not-for-profit organisation, and as such is committed to assisting Educators and Teachers have high quality, relevant and contemporary resources - giving them the opportunity to deliver the most effective Demand Reduction and harm prevention alcohol and other drug (AOD) education program.

Our ongoing campaign is to give the emerging generation the best possible opportunity to maximise their potential and minimise risk - particularly around AOD issues. The Dalgarno Institute seeks to empower proactive education organisations; and as such we offer our services in a number of accessible rollout options. We are happy to negotiate costing as per your school's needs and in certain cases may only ask for a 'gold coin' donation to cover the basic costs of some of the resources.

Please read through the attached prospectus and don't hesitate to contact us if we can help serve you and your student body.

Warmest Regards,

The 'NO Brainer' Education Team - The Dalgarno Institute

THE FOLLOWING ARE COMMENTS FROM SCHOOLS WE VISITED...



Thanks so much for the sensational sessions you guys ran for our year 8 students last week. They had a huge impact on some of our students and brought the truth into light about the lies our students are fed through the media, marketing and society in general... We ran a Binge Drinking Seminar as a part of our 'Year 10 Resiliency Day'; The No Brainer resources are sensational. We used the recent "Don't turn your night out into a nightmare" TV adds to get the kids thinking of the consequences of alcohol abuse to kick off and then worked through the worksheets, postcards for our newly elected State Politician and the pledge poster. Well done Dalgarno, the resources really help to generate discussion and the students remembered the key themes from your session last year....Thanks for the effort you put into these resources, they will help to save some of our precious young people's lives.

(Private School - Peninsula)



I was overjoyed with the wonderful presentation you gave my year 10 group of students yesterday, and from the [student] feedback it went over very well indeed... The Students were still talking about it days later!"

(Private School - Inner northern suburbs)



As college chaplain it was a dream come true to have The Dalgarno Institute and the No Brainer-alcohol and other drugs seminar presented here with our year 8's. Not only were the seminars highly informative but they were also engaging and thought provoking for our students and staff. The presenter was highly passionate, well versed in the subject matter and inspiring... I personally enjoyed presenting the follow-up session provided in the 'NO Brainer' Kit with students and felt that they were well received. The highlights were students telling me things that they never knew about alcohol and other drugs and seeing them writing out their pledges".

(Public School - South eastern suburbs)



VISION

In conjunction with and mindful of, the ethos, vision and mission of our wonderful heritage and remarkable tenure, The Dalgarno Institute Board and the No Brainer Education Team, endeavour to fulfil our **MISSION STATEMENT** -

“ *The Dalgarno Institute is a long established Alcohol and Other Drug Education, Advocacy and Resource Public Interest coalition that continually seeks to provide relevant, proactive and protective demand reduction and harm prevention, focused alternatives to Society – specifically for the young.”*

In fulfilling this Mission we envision the following...

“ *“Our endeavour is to assist Australian governments, communities, schools and other community groups to rediscover the socially responsible, proactive, protective and best practice options of the prevention based model in the alcohol and other drug arena. In so doing we endeavour to present society, and the emerging generation in particular, with positive and viable evidence-based options to alcohol and substance use and abuse.”*

Dalgarno Institute Motto...

“ *“Over 150 years of minimising harm by maximising prevention!”
“Knowing why I don’t have to, makes it easy to say no.”*

(For more of the story go to www.dalgarnoinstitute.org.au and select ‘Dalgarnow’ menu on the top of the page.)

“ *“Working toward alleviating both the fear and pressure of AOD use in our emerging generation – helping reduce the demand by educating our kids to make smarter choices in both delaying and avoiding uptake of alcohol and other drugs.”*

Table 1.6: Most important issues in Australia today

	National 2016 %	Female %	Male %	National 2015 %	National 2014 %
Alcohol and drugs	28.7	26.9	31.1	27.0	22.1
Equity and discrimination	27.0	29.5	24.4	25.0	19.1
Mental health	20.6	26.2	14.1	14.9	16.3
International relations	16.2	15.2	17.7	13.4	3.3
Population issues	16.0	15.9	16.1	15.3	16.1
The economy and financial matters	14.7	13.2	16.6	18.9	25.1
Crime, safety and violence	12.8	14.0	11.6	10.1	10.1
Politics	12.8	10.5	15.6	16.1	23.5
Education	11.6	11.9	11.5	12.2	15.0
The environment	11.5	12.3	10.9	12.8	11.6
Health	10.3	10.4	10.2	9.5	13.4
Bullying	10.1	12.3	7.8	9.3	14.3
Employment	9.9	8.5	11.8	12.7	11.1
Homelessness/housing	7.5	8.9	6.1	7.8	7.4
LGBT issues	7.4	9.9	4.2	13.2	6.1

Note: Items are listed in order of national frequency.

Mission Australia National Youth Survey Report - 2016

www.missionaustralia.com.au/publications/annual-reports/doc_download/676-mission-australia-youth-survey-report-2016 (page 26)

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THE "NO BRAINER" PROGRAM AND THE AUSTRALIAN CURRICULUM

The No Brainer program aims to focus on factors that are best practice for a safe, healthy and more productive community, with particular emphasis on the United Nations aim within their charter for children's rights that they be Alcohol and Other Drugs (AOD) free. **The International Declaration of the Rights of the Child: Principle Two states...**

“ The child shall enjoy special protection, and shall be given opportunities and facilities, by law and by other means, to enable him to develop physically, mentally, morally, spiritually and socially in a healthy and normal manner and in conditions of freedom and dignity. In the enactment of laws for this purpose, the best interests of the child shall be the paramount consideration.”

The Dalgarno Institute AOD curriculum education process embraces this imperative. ethical principle within the framework of the Australian Harm Minimisation Drug Strategy, focusing particularly on two of the key pillars of this strategy being DEMAND REDUCTION and HARM REDUCTION.

The Dalgarno Institute (Coalition of Alcohol & Drug Educators) through its “Zero Hero” program for Primary Schools (Years 5-6) and its “No Brainer” program for Secondary Schools (Years 7 – 10) caters for student learning within the framework of the Australian Curriculum. The following table indicates some of the relevant links to Subjects and applicable Strands or Substrands.

Consequently, a “Zero Hero” or “No Brainer” program presentation can be planned to integrate student learning across a number of subjects and strands; or alternatively can be incorporated as a learning experience in a specific subject. For example, within Health and Physical Education:

BEING HEALTHY, SAFE AND ACTIVE

No Brainer focuses strongly on the importance of protecting both the developing brain and body during this second most important phase of human development. There is no level of ‘safe’ alcohol and other drug use during the adolescent phase and so key learning and understanding of what informs best practice health, safety and activity for the developmental phase is a key element of curriculum

COMMUNICATING AND INTERACTING FOR HEALTH AND WELLBEING

No Brainer emphasises the need for clear, relevant and creative communication of understandings not only to a student audience, but also enables the equipping for communication between peers.

CONTRIBUTING TO HEALTHY AND ACTIVE COMMUNITIES

No Brainer informs, encourages and equips students with skills and actions which encourage and enable them to contribute to healthy communities through advocacy and other strategies which are embedded within the No Brainer curriculum program.

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THE FOLLOWING TABLE PROVIDES INFORMATION ON SOME OF THE ASPECTS OF THE AUSTRALIAN CURRICULUM WHICH THE DALGARNO INSTITUTE "NO BRAINER" CURRICULUM PROGRAM ADDRESSES:

Learning areas	F-10 subjects	Links with the No Brainer Curriculum and Seminar
English	English	Focus on the Literacy Strand, and in particular on the sub strands of Creating Texts and Interacting with Others. In the No Brainer Curriculum and Seminar, as well as receiving and processing information, both visual and aural, students are encouraged to discuss their personal values and attitudes toward illicit drugs. They are also encouraged to create texts, both visual and auditory which project positive values and guidelines for preventing harm, both personally and across the broader community.
Mathematics	Mathematics	Most relevant strand is Statistics and Probability. Students are presented with data on consequences of illicit drug use. They can develop their skills in interpreting the data and in some No Brainer activities are encouraged to investigate and report on the implications of data on the impact of prevention of illicit drug use.
Health and Physical Education	Health and Physical Education	Major Focus is on the Personal, Social and Community Health Strand. The No Brainer Curriculum encompasses all three sub strands of <ul style="list-style-type: none"> • Being healthy, safe and active • Communicating and interacting for health and wellbeing • Contributing to healthy and active communities
Science	Science	No Brainer engages students in "Science Understanding", particularly in informing students on the biological effects of illicit drug use. Better understanding and being wise to the effects of various illicit drugs on the body and the brain. Address several aspects of "Science as Human Endeavour"
Humanities and Social Sciences	F-6/7 Humanities & Social Sciences, 7-10 History, 7-10 Geography, 7-10 Civics and Citizenship, 7-10 Economics and Business	In encouraging students to create positive attitudes towards drug prevention, including the option of saying "No" to drugs, the major focus of the No Brainer program is on the subject: Civics and Citizenship, in particular, it promotes a resilient society through the development of students' understanding of broader values such as respect, civility, equity, justice and responsibility. However, if students undertake further investigation, then they may address historic, geographic, environmental and economic concepts related to illicit drug use.
The Arts	Drama, Dance, Media Arts, Music, Visual Arts	Both in communicating issues and concepts to students, and in students undertaking projects and developing responses to the No Brainer program, there is potential to engage in all aspects of The Arts.
Technologies	Design and Technologies, Digital Technologies	Focus on Technologies and Society substrand within the Design and Technologies Strand. Students are encouraged to examine and prioritise competing factors including social, ethical and sustainability considerations in the design of solutions to prevent harms caused by illicit drug use which will meet community needs for preferred futures.
Languages	Arabic, Chinese, Italian, Indonesian, French, German, Japanese, Korean, Modern Greek, Spanish, Vietnamese	An extension of some of the student activities in the No Brainer curriculum would be to communicate in another language other than English key concepts and ideas about avoiding harmful drugs.

"NO BRAINER" CURRICULUM PROGRAM ALSO REQUIRES STUDENTS TO EXERCISE AND DEVELOP THEIR SKILLS AND ABILITIES IN ALL ASPECTS OF THE GENERAL CAPABILITIES, NAMELY:

- Literacy, Numeracy, Information and communication technology capability
- Critical and creative thinking, Personal and social capability, Ethical and Intercultural understanding

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PROJECT: "NO BRAINER"

- DEMAND REDUCTION RESOURCE FOR YOUR SCHOOL

PROPOSAL: The Dalgarno Institute, in conjunction and consultation with selected schools, develops and supplies a full Alcohol and Other Drug (AOD) curriculum for use in schools and the wider community.

RATIONALE: To provide best practice harm prevention focused resources that can be delivered to or conducted by schools or The Dalgarno Institute No Brainer education team. **All scientific and academic data indicates conclusively that any substance use is detrimental to the developing brain and body of children and adolescents. It clearly states that at this formative stage of brain development there is NO safe level of alcohol or other drug use – so prevention of uptake is the safest and best option and should be assiduously and robustly promoted across the community!**

The latest National Drug Strategy 2017-26 now puts Demand Reduction as the first priority in the National strategy. The strategy states that **"Harm Minimisation includes a range of approaches to help prevent and reduce drug related problems...including a focus on abstinence-oriented strategies... [Harm minimisation] policy approach does not condone drug use."** (page 6)
"Prevention of uptake reduces personal, family and community harms, allow better use of health and law enforcement resources, generates substantial social and economic benefits and produces a healthier workforce. Demand Reduction strategies that prevent drug use are more cost effective than treating established drug-related problems...Strategies that delay the onset of use prevent longer term harms and costs to the community." (page 8)

“Research concludes that delivering drug abuse prevention programs and messages have achieved success when their efforts are part of a coordinated community effort (i.e. through the school, incursion groups, parental involvement, etc.). The National Institute on Drug Abuse reports decreases in student use of alcohol, cigarettes, amphetamines, cocaine and hallucinogens in a five-year period. **“When incorporated into community-based programs and efforts, school drug education programs can have a positive impact on student choices with regard to drug and alcohol use. Key elements of successful programs include highly trained staff members and consistent implementation of efforts across schools, families and community agencies.”** ¹

“For every amount spent today on evidence based drug prevention programmes, we can save up to 30 times as much in future health and social care costs.” UNODC 2016

In the book 'Soft Poison' looking at teen suicide we read, **“Of the twenty young people whose families were interviewed in depth for this book, nineteen had been smoking marijuana prior to their deaths. Many had been drinking alcohol as well. Of the hundreds of others who make up the sad statistics, many had used marijuana at some stage of their short lives. They had all believed the hype and so had many of their parents –that pot is nowhere near as harmful as cigarettes and probably less dangerous than grog. Like many of Australia’s middle-aged and misled millions (I used it so why shouldn’t my kid?) and like their glazed and damaged children, they were misinformed. “Soft Poison”** ³

“Young people have a right to grow up in a society where they are protected from pressures to drink and from the harm done by alcohol [or any other drug].” World Health Organisation

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DALGARNO INSTITUTE

— NO BRAINER AOD EDUCATION OVERVIEW

DALGARNO INSTITUTE IS UNIQUE IN...

- Pioneering Community initiated Alcohol and Drug Advocates and Educators.
- We utilize multidiscipline, innovative and integrated advocacy and education programs, approaches and pedagogies.
- Solid research backing with qualified and highly experienced staff and supporters including Clinicians, Medical Practitioners, Academics, and Educators.
- Empowerment model based on 'together' not simply promoting individuality – promoting positive peer engagement and intervention.
- Assisting young people and communities to look beyond the 'pop-culture' and often intimidating peer solidarity, to little considered but imperative psycho-social health benefits and elements—including values formation and worldview calibration.
- We focus beyond symptoms and 'Band-aid' approaches and endeavour to skill young people and communities to investigate causal and big picture reasons behind the 'noisy' and very 'messy' symptoms

PRIMARY OBJECTIVE:

Demand Reduction – Primary Prevention.

To promote and resource young people (and families) to embrace and sustain best evidence-based practice for well-being: the denying or delaying uptake of drug use.

GENERAL AIM:

To assist in building socio-emotional resilience into the child and its immediate socialization framework (i.e. family, community). To create both awareness and empowerment to enable the emerging adult to maximize their potential that only a substance free life can provide.

"Further to that, we seek to help families, communities and individuals to develop a sustainable '*Resiliency Script*'¹. Through our Affective and Cognitive Domain education processes we assist students and families in discovering resiliency enhancing options based on a sustainable [Protective Factors](#), that enable them to make wise personal and community benefiting choices, particularly around the denial or delay of uptake of drugs."

IMPERATIVE ELEMENTS EXPLORED IN THIS PROGRAM ARE...

- **Causal issues** – motivators and primers that coerce or seduce young people into alcohol and substance use and abuse.
- **Demand Reduction focus** – Best evidence-based research reveals that there is NO safe level of alcohol and particularly other drug use for the developing brain (up to 25 years of age) This evidence makes clear that abstinence is the best practice for this demographic and as such should figure as a priority in prevention models.
- **Resiliency education** including introduction to Learned Optimism and holistic personhood development strategies.
- **Predicative issues** including sustainable World-View calibration and assimilation.

1. © Dalgarno Institute

It has been assumed by some that AOD education has little impact on preventing uptake of substance use. Often the reason for this past held assumption was that AOD education was simply a matter of 'data exchange'. As any serious educator knows, there is more to learning than the mere presentation of data or exchange of information.

What we have known for decades and has now come to the attention of most educators, is that there are other key and foundational issues that need to be in place for AOD education to prevent, or at least, delay uptake of substance use.

WE KNOW THAT.....

1. **Affective Domain Education is key** – Most effective resiliency development that is founded on key Anthropological criteria including, sound values, rational epistemological constructs, all informed by a sustainable framework for meaning, identity and significance, is indispensable in developing better protective behaviours and 'others-focused' conduct.
2. **Key Two** - Another vital component is a school/community space that promotes a clear and uncompromising message and environment of care, safety and consistency in both mandate and model. When every aspect of school life consistently informs a homogenous preventative view that doesn't concede any 'permissive' message, there is a greater depth of compliance and lesser risk of uptake in school settings.
3. **Key Three** – is the promotion of an environment of preventative care in the home and family life of the students. When parents (and peers) are consistently educated and equipped in regard the dangers/consequences and capacity diminishing realities of early onset of alcohol (particularly) and other drug use, and this is consistently reinforced in advice and information presented to the parent/community, there is a significantly higher retention of message and influence on culture change. The need to develop and strengthen mentoring/parenting relationships and protective peer connectivity are part of a holistic culture of care. The incursions and curriculum both reflect, endorse and promote these and assist the immediate environment (School/family/club) to pursue both human and other resources in their communities to further enhance the protective messaging and model.
4. **Key Four** – community and government messages are consistent in militating against early uptake and the dangers of use. Dalgarno Institute (among others) have been party to seeing community and government attitudes shift, including the introduction of 'secondary supply' laws, better RSA (responsible serving of alcohol) legislation, tougher scrutiny of liquor licences and efforts to raise the Minimum Legal Drinking Age to 21, all lend themselves to a stronger message of prevention on AOD uptake and use.
5. **Key Five** – Both the Cognitive Domain Education and Affective Domain Pedagogy must include logos, pathos, ethos and activity that link into the real world with real people who live the message they are promoting – This 'Modelling' mode, particularly of Ethos of the practitioner is about expressing value of not only student, but the protective culture. (The '*do as I say, not as I do*' model is very counterproductive). Therefore, the opportunity for the educated and professional expression of lived experience and earned resiliency, along with community engagement of such practitioners, on the AOD issue, is significant, as most practice-based evidence models confirm. One of the key assets of 'Fence Building' (not mere 'ambulance driving') Schools is that they have the vision to better develop and mandate such protective and proactive environments and consequently become a model of success to communities.

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NO BRAINER, "I WISH I NEVER..." PROJECT

EDUCATION PACKAGE FOR SCHOOLS...

No Brainer: I wish I never... DVD Curriculum Package

WHAT YOU GET

- **'I Wish I Never...'** 10 x session DVD-based Curriculum for year 7, 8 or 9 students. This includes a *Plug 'n Play* 3 x DVD set with all facilitator notes and lesson plan for all components of the 'No Brainer Follow-up Resource Kit.' **All this will only cost your school a once off \$220 (GST inc).**
- **One free No Brainer Incursion Seminar** (See details below).
- **(Option for parents and teachers: to conduct at least one 'Fence Building Fortnight' (FBF) fundraiser on request.** At the commencement or completion of FBF a **'BOUNCING BACK'** parent information night then can be conducted if requested (see below).

INCURSION SEMINARS

As of July 1 2016, school seminars cost \$550 per 90-100 minute seminar for up to 150 students at a time. If more than 150 students, two seminars will need to be conducted at a total cost of \$880 (NB: One free incursion seminar included in 'I wish I never...' DVD Curriculum Package deal as per above). Depending on school financial capacity, a gold coin option may be negotiated if necessary.

Seminar options: *(Three Key Base Products Numbers of Variables)*

No Brainer:

For year 7,8 or 9 students and is a basic introduction to alcohol and other drugs that compliments the *'I Wish I Never...'* curriculum. Content covers

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- Overview of some of The What – The How – The Why of drug use.
- Specific and intensive focus on specifically how different drugs impact the body and brain and includes tactile exercises to assist retention.
- Drugs focused on in this seminar/s are Alcohol, Cannabis, ICE, Ecstasy and other ATS.
- Looks at foundational aspects for developing resiliency around the AOD issue.

I'M MAKING SMART CHOICES – AREN'T I?

This seminar, has been introduced as a **No Brainer 2.0 option** which can be delivered to year 8 or 9 students who have already completed the NO Brainer Seminar Journey, but not yet ready for the more social justice nuanced RIPPED OFF Seminar.

This seminar focuses more directly on decision making fundamentals in a world of 'democratized data.' The 'online world' now inundates the developing child in a veritable tsunami of often inaccurate or highly propagandized data on, not only alcohol and other drug use, but also promoting risky decision making during a very vulnerable time of brain development - a phase that already has the emerging adult brain more in 'accelerator' than 'brake' mode. The need for skills to develop better decision making around particularly volatile and, in the case of drug use, life damaging decisions, is becoming more vital. This seminar goes some way to making students aware of the pop-culture process of 'manufacturing consensus' and how to further develop resiliency in this aggressive space.

Ripped Off:

For year 10/11 students and follows the same pedagogy as NO Brainer – However, content focuses on

- Alcohol and Other Drug (AOD) use and the issues and the impact on the natural environment and climate change.
- AOD use and the issues of social justice and responsibility in both the local and global community.



- That global citizenship is about ensuring justice for the marginalised and vulnerable on the planet, particularly the poor and children and understanding of what drug use does to those key demographics.
- Continues to focus on resiliency from a community perspective.

Humpty Dumpty Dilemma:

For year 11 and 12 students. Content focuses on

- Heads UP' for students getting ready to step into the 'unregulated' world (outside school).
- Looks more closely at resiliency issues and decision making, including potential psycho-social 'anchors'.
- Challenges the thinking of students to develop logical and evidence based frameworks for decision making around AOD issues in often complex, yet ill-conceived peer and boundary-less environments.
- Builds on resiliency issues addressed in previous seminars.

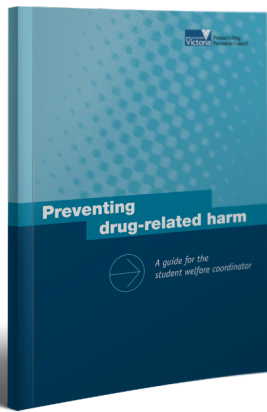
Additional Options:

- **Bouncing Back Parent Evenings:** Seminar time up to 90 minutes. Normal cost is \$440 (GST inc) for the evening regardless of numbers.
- **Changing the Narrative** – (Fence Building) Community Seminar Events: Focusing on both shifting and empowering communities to become more Resilient, proactive and preventative around the AOD issue. Engages the audience in collaborative discussion and potential strategy building for Demand Reduction and Prevention processes.



DALGARNO INSTITUTE 'NO BRAINER' PROGRAM & THE STUDENT WELLBEING COORDINATOR

“Prevention is always –
always, better than cure!”



Based on the Document
**'Preventing Drug Related Harm – a guide
for the student welfare coordinator'⁴**

DOCUMENT EXCERPTS:

- 1. “Risk and Protective Factors”**
Taken from Page 12
- 2. “Risk and protection in the school context”**
Taken from Page 13
- 3. “Risk and protection in the individual context”**
Taken from Page 14
- 4. “School-based prevention programs Engagement and attainment.”**
Taken from Page 17
- 5. “Drug Education.”**
Taken from Page 17
- 6. “School climate – maintaining positive relationships and a strong sense of the purpose and value of schooling..”**
Taken from Page 21

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'NO BRAINER' EDUCATION TEAM & THE STUDENT WELLBEING COORDINATORS

SUPPORTING YOU IN PREVENTING DRUG RELATED HARM!

1. RISK AND PROTECTIVE FACTORS

“Risk Factors - Poverty and social disadvantage are associated with an increased risk of harmful drug use and increased rates of truancy. The general pattern is that the more disadvantaged the population, the more likely this population is to experience heightened levels of drug use and drug-related harm. (In contrast to this broader pattern, recent prevalence data suggests that youth use of illicit drugs is associated with availability of disposable income.) Community risk factors that impact on mental health and levels of drug use include economic disadvantage, social or cultural discrimination, isolation, neighbourhood violence, population density, poor housing conditions and lack of facilities and services. Children living in poverty are more likely to be exposed to illness, family stress, inadequate social support and parental depression. They are less likely to participate in organised activities in their community. Low involvement with adults during adolescence is a risk factor for substance use. The ongoing cycle of disadvantage that occurs in population groups experiencing poverty is heightened in those groups experiencing stigma and social marginalisation. This has particular impact on Aboriginal and Torres Strait Islander peoples. ”

Protective Factors - Being involved at a community and cultural level provides a sense of connectedness to the community, networks within the community, opportunity to participate in church or community groups, strong cultural identity and ethnic pride and community norms against violence.

WHERE 'NO BRAINER' FITS!

The Dalgarno Institute has a foundation of over 150 years of engaging the Drug and Alcohol issue and much of the predicative elements. This experience and accumulated wisdom informs much of our early intervention/prevention curriculum and curriculum delivery.

2. "RISK AND PROTECTION IN THE SCHOOL CONTEXT"

“Risk Factors - Risk factors in the school environment have been identified as experiences of bullying, peer rejection, poor attachment to school, inadequate behaviour management, membership of a deviant peer group and school failure. Early failure at school is a risk factor for alcohol abuse, illicit drug use, smoking and truancy. Young people who are bullied are more likely to be absent from school and to experience a range of mental health problems including depression,

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anxiety and substance use problems. Students who bully others are more likely to have truant behaviour and to use drugs. They are also more likely to vandalise, fight, carry a weapon, and get into trouble with police. Those who have been victimised are three to four times more likely to experience anxiety and depression than those who are neither victims nor bullies. Those who both bully others and experience victimisation face a significantly heightened risk of mental health problems. They are six times more likely to experience anxiety disorders and up to eight times more likely to experience depression than those who are neither victimised nor bullies.

Protective Factors - Protective factors associated with a positive school environment include a sense of belonging or connectedness to school, the presence of a pro-social peer group, required responsibility or helpfulness and opportunities for success and recognition. School connectedness is distinguished as a key protective factor for young people. Adolescents who feel cared for by people at their school and feel like part of their school are less likely to use substances, engage in violence, initiate sexual activity at an early age or engage in suicidal thinking or behaviour.

WHERE 'NO BRAINER' FITS!

The incursion seminars seek to promote the value of both peer intervention and peer inclusion while also focusing on other key resiliency-developing assets of outside-school relationships that reinforce and equip students to attend and participate. Again, our focus can also assist to inform and equip students to develop not only awareness but also skills in managing 'victim' creation mindsets in both at risk students and perpetrators.

3. "RISK AND PROTECTION IN THE INDIVIDUAL CONTEXT"

"Risk Factors - Individual risk factors include temperament, physical and intellectual disability, poor social skills and alienation. Those with a sensation-seeking or adventurous personality are more likely to use drugs. Those with a shy or cautious personality are less likely to use drugs."

Protective Factors – "Social competence, a capacity for problem solving, autonomy and a sense of optimism and purpose are identified as the four key attributes associated with resilience in young people. Religious involvement, participation in extra-curricular activities and a positive relationship with a key adult are also protective factors."

WHERE 'NO BRAINER' FITS!

The incursion seminars engage in all the key areas, but focus on causal and big picture areas more than symptom management. Resiliency development through learned optimism and sustainable and sound worldview calibration are key elements. The seminars assist in promoting positive community networks including youth programs.

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4. SCHOOL-BASED PREVENTION PROGRAMS

“Successful school-based prevention programs incorporate an engaging and relevant curriculum and teaching methods that suit a range of learning styles. Positive relationships with peers and teachers are also central to school-based prevention strategies. A sense of care and high expectation enhances belonging to the school.

Engagement in learning enhances student connectedness. The provision of alternative options or tailored programs for young people with low literacy or numeracy skills is associated with improved attendance rates. Schools that can provide young people with a range of flexible learning opportunities are more likely to capture and maintain their interest. Many drug education and wellbeing curricula attempt to address social competency building. Strategies to develop social competencies include role modelling, mentoring, role-playing, reinforcing pro-social behaviour and cognitive restructuring.”

WHERE 'NO BRAINER' FITS!

The incursion seminars also provide not only an innovative but broad spectrum pedagogy including audio-visual, pathos, activities, live music and time permitting, role play and discussion. We tailor seminars/ workshops for the broadest student base, effectively engaging high need students and still impacting students of higher competency.

5. DRUG EDUCATION

Extensive research has been conducted into the efficacy of drug education programs. Some programs have made a discernable difference in reducing the incidence of risky use of alcohol, cigarettes and cannabis. Some programs have shown no impact on behaviour and some have been associated with an increased use of drugs or increased delinquency among the target participants. The evidence suggests that drug education programs that **include knowledge, social and life skills and refusal skills can produce significant reductions in drug use.** Knowledge-based programs alone do not demonstrate reductions in use or delay in uptake of drugs.

WHERE 'NO BRAINER' FITS!

The incursion seminars delivered focus on not only the very real option of refusal, but assist students to effectively consider these options. We include other options for social engagement including optional activities such as covenant formation for year levels, viral marketing exercises, and approaches to civic authorities.

“MINIMISING HARM, BY MAXIMISING PREVENTION!”



6. SCHOOL CLIMATE – MAINTAINING POSITIVE RELATIONSHIPS AND A STRONG SENSE OF THE PURPOSE AND VALUE OF SCHOOLING.

- Improves the quality of school life, relationships and learning conditions for individuals or groups at greatest risk of disengagement from school.
- Uses pedagogical styles that emphasise cooperation and active learning.
- Communicates clearly the school's values and expectations.
- Ensures, if the school is large, that smaller sub-structures exist which promote belonging.
- Uses pro-social preventive measures in preference to punitive measures.
- Ensures that there is a friendly school and class culture.
- Takes a strong stand to prevent bullying and marginalisation of minority groups.
- Encourages students to participate in class and in extra-curricular activities.
- Strong teaching program – enhancing connectedness to school and a commitment to learning.
- Caters for different learning styles and levels of ability within the core curriculum.
- Provides learning activities that are challenging and engaging.
- Develops social competencies through the classroom program.
- Provides a strong health and drug education program.

WHERE 'NO BRAINER' FITS!

Maintaining positive relationships - Within the context of our time with students we always endeavour to give high value to not only schooling, but particularly to the school we are in and to the teaching staff commitment to students.

THE NO BRAINER PROGRAM INCORPORATES ASPECTS THAT:

- Reinforce cooperation and active learning
- Communicate school values
- Promote belonging
- Take a strong stand against bullying
- Enhance student participation
- Deliver workshops which are user friendly
- Provide engaging learning activities

“MINIMISING HARM, BY MAXIMISING PREVENTION!”



ESSENTIAL LEARNING STANDARDS INTERFACE FOR 'NO BRAINER' CURRICULUM

RATIONALE:

The No Brainer Program presents a **proactive** perspective on the Drug and Alcohol issue, and the harm that is done to very precious young human beings. In our seminars we don't just look at the 'HOW' and 'WHAT' of drugs, but also some of the 'WHY's' behind the issues.

We challenge some of the stereotypes and 'positive attitudes' to Drugs & Alcohol, whilst opening up a more balanced and less 'propagandized' look at this topic. Research information, anecdotes and national/local strategies and support resources relevant to drug and alcohol consumption are presented to students for their consideration.

LEARNING FOCUS:

To challenge the students' world-view and perceptions of drugs and alcohol.

Key concepts covered in the Incursion Events (workshops/seminars):

- Exploring the different reasons why people use and abuse drugs and alcohol.
- The effects of drug use on the human body.
- Substance use of any kind is detrimental to the developing brain.
- The different effects of different drugs and the myths about drugs.
- The importance of making positive and healthy life choices which avoid drug abuse.
- Understanding basic causation issues.

KEY UNDERSTANDINGS:

We want students to:

- ***Be aware of some of the personal attitudes and physical symptoms that may be associated with a drinking or drug problem.***
- ***Understand that being 'informed' doesn't necessarily mean you're safe – what else is needed?***
- ***Understand that life can be boring, stressful and downright painful at times by learning healthier ways to cope and finding fulfilment and enjoyment out of life, not just 'FUN' via any means.***
- ***Understand that addressing the cause or motivation for consuming drugs or alcohol can avoid the negative consequences which come from misuse of drugs and alcohol.***
- ***Develop a better world view on the subject.***

TEACHING AND LEARNING JOURNEY:

Examples of learning activities which can be included in the Incursion Events (workshops/seminars):

- Game example: "Follow the Synapses" and "Get A Clue Quiz" - similar to celebrity heads but the students have different drugs placed on their heads and after asking a series of questions they have to guess what drug is on their head. Fun way of talking about different drugs and their effects.

"MINIMISING HARM, BY MAXIMISING PREVENTION!"



- Can include small group discussion on questions concerning drugs: students discuss and then pick a spokesperson who feeds back to the group what their group came up with (This is dependant on length and time).
- Show video clips and discuss/debrief on the content.
- Options can include Brain Dead short film clip competition. May include role plays exploring a particular issue concerning drinking (time dependent).
- Main talk: Covering the key concepts and key understandings listed above.
- Included are anecdotes from someone who has experienced impact of AOD use first hand.

One following sample template (of a seminar program and presentation around a cutting edge professional Power Point) is as follows:

- Introduction of presentation team
- Introduction to Drugs and Alcohol – “What, How and Why of Drug/Alcohol Use”
- Music item(s): If Musician available
- Activity: ‘Get a Clue? (Test Game)
- Input – Drug Slides data on substances and impact
- Activity: Follow the Synapses Game
- Video: Various Clips
- Talk - Why do people take drugs
 - Socially acceptable vs. fun
 - Risks vs. Benefits
 - Avoidance of Pain
 - Cause and Effect
- Resilience and where it can come from
- Video Clips.
- Talk
- Q & A.



OTHER DALGARNO INSTITUTE TEACHING AND LEARNING RESOURCES:

- “Smashed” DVD
- “Talking to Rattlesnakes” DVD
- “Heads Up” Information updates
- For complete list of education resources go to www.dalgarnoinstitute.org.au/index.php/store

Resources used:

- World Federation Against Drugs www.wfad.se
- National Drug Strategy (Australia) www.nationaldrugstrategy.gov.au
- National Institute on Drug Abuse (USA) www.drugabuse.gov
- Australian Drug Foundation www.druginfo.adf.org.au
- Australian Institute of Health & Welfare www.aihw.gov.au
- N.C.E.T.A www.nceta.flinders.edu.au
- Dalgarno Institute Library Resources (e.g. found at) www.dalgarnoinstitute.org.au
- 21 Be There (site dedicated to protecting Youth from early alcohol uptake) www.21bethere.org.au and www.greaterrisk.com
- Institute for Behaviour & Health www.ibhinc.org
- International Illicit Drug Monitoring Website www.dontlegalizedrugs.com
- S.A.M. (Smart Approaches to Marijuana) www.learnaboutsam.org

References

¹(Source: Warshaw, 2010)

²(Aos et al. 2001; Hawkins et al. 1999; Pentz 1998; Spoth et al. 2002a; Jones et al. 2008; Foster et al. 2007; Miller and Hendrie 2009). Executive Office of the President, Office of National Drug Control Policy. The Economic Costs of Drug Abuse in the United States, 1992-1998. September 2001.

³“Leaving Early” Donaghy, Bronwyn, p75

⁴©Dept Education and Training Commonwealth Government 2008



E: education@dalgarnoinstitute.org.au

P: 1300 975 002

W: www.dalgarnoinstitute.org.au

W: www.nobrainier.org.au

Member of:

W.F.A.D (World Federation Against Drugs)

I.T.F.S.D.P. (International Task Force for Strategic Drug Policy)

N.A.A.A (National Alliance for Action on Alcohol)

Other Programs:

‘BOUNCING BACK’

Parent Information Night
(Introduction to Resiliency)

‘B.O.W.I.’

(Better Off Without It)
Sport club seminars

Fence Builder

(Refer to www.dalgarnoinstitute.org.au)

Isabella’s List

(Refer to www.dalgarnoinstitute.org.au)

21 Be There

(Refer to www.21bethere.org.au)





Coalition of Alcohol and Drug Educators

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WWW.DALGARNOINSTITUTE.ORG.AU

WWW.NOBRAINER.ORG.AU

WWW.GREATERRISK.COM

WWW.21BETHERE.ORG.AU

1300 975 002