

Sample activities

Strategies/activities for alcohol education

Evidence-based ideas for strategies and activities for teachers. The strategies and activities presented in the final report are likely to include the following:

Quizzes: not only to check and reinforce learning but also as a means of introducing some normative education (see below);

Games: where pupils compete with each other in teams, eg to demonstrate the knowledge they have acquired;

Continuums: (exercises where pupils present their opinions along a physical continuum) to enable the class to explore different points of view about issues relating to the use of drugs;

Card-sorting/decision-making activities designed to structure group discussion and explore the factors that the pupils usually take into account when making choices and those which they regard as less relevant;

Scenarios/Role plays/peer theatre: based on the choices that young people often have to make to encourage pupils to put themselves in another's shoes and find a solution that reduces the potential risks involved;

Presentations: on what they have learned from their drug education lessons. Can be used to showcase paper-based or electronic projects, drama, film making etc. Students may present to student groups, or wider school or parent/community groups.

Sample activities

Your beliefs

Reasons for drinking card activity

Risk and prevalence sorting activity

'Lucky Dip' scenario activity

Stakeholders' and Experts' Panel activity



Your beliefs, norms and information: are they correct?

1. Show students statistics, graphs about a particular sports practicing behaviour. Clarify the differences between the frequencies (lifetime, year, month, weekly) as well as between everybody and specific age groups. You could use as well a graphic presentation of another behaviour e.g. shopping behaviour or watching television.

[Explain that the percentage will be depicted by a bar graph is a chart that uses vertical bars to show comparisons among categories. One axis (the horizontal or X axis) shows the specific categories being compared, and the other axis (the vertical or Y axis) represents a discrete value. Label and title the graph.]

2. Have the students individually fill in the empty charts provided (Student activity sheet 1). Ask them to estimate what percentage of 12- 17 year olds using alcohol weekly, monthly, yearly, or ever in lifetime.

3. Ask students to find latest statistics showing this. Refer to: Australian secondary school students' use of tobacco, alcohol, and www.nationaldrugstrategy.gov.au/.../drugstrategy/...nsf/.../school08.p

Present actual recent percentages for alcohol use.

4. Compare actual figures with their own figures.

- Are they in general higher or lower?
- What is the reason/s for the difference

Ask a few students to show the differences.

Explain that, often that young people have a much higher idea of numbers of drug use by their peers than the reality is. Often people make up their minds, based on what they have heard or seen in the media or conversations with friend or family.

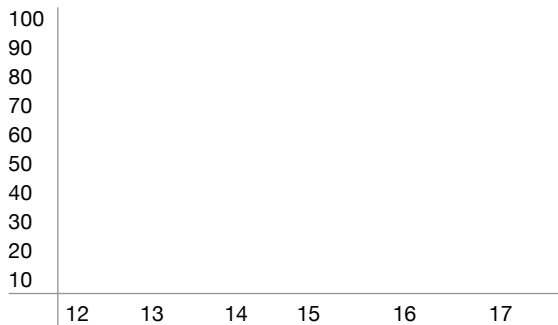
5. Lead a discussion on the possible reasons for that. Explore the significance of the phrase "beliefs set the norm"; if you believe that most people at 12-17 years of age drink, you will take that as a norm.



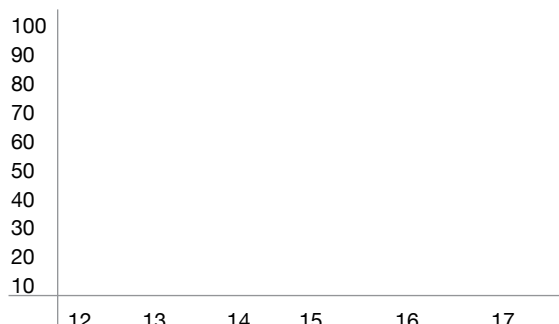
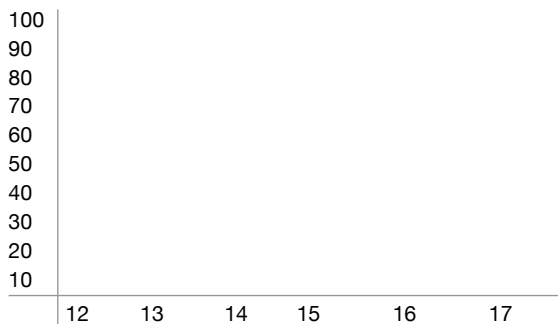
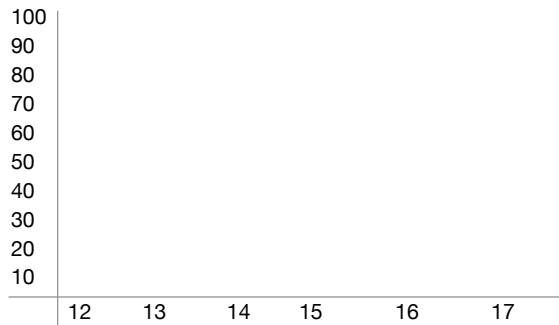
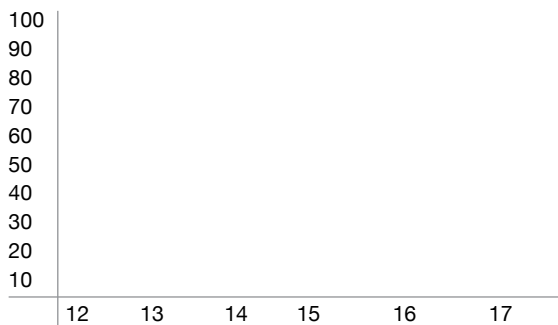
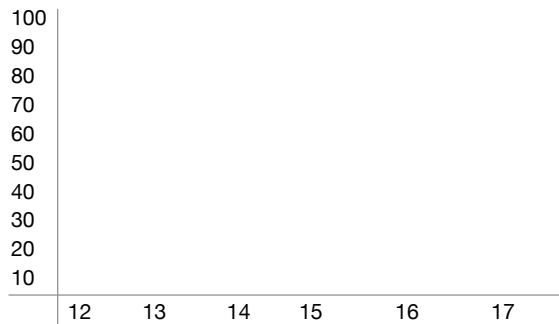
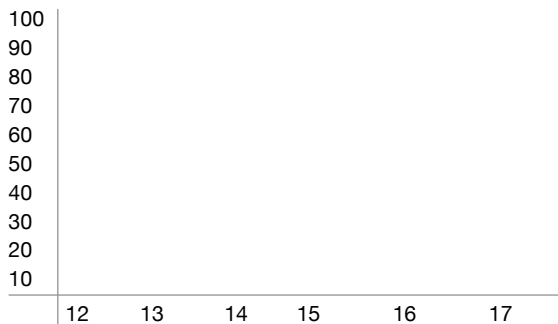
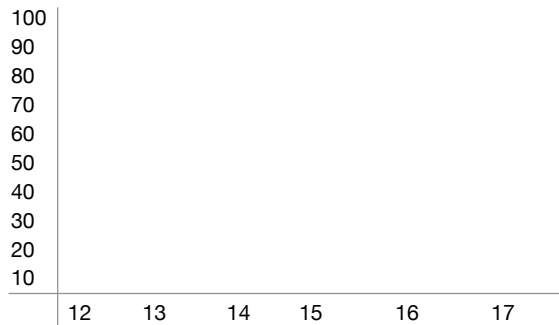
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Student activity sheet 1.

Estimate



Actual



Links of the activities

Reasons for drinking card activity

from <http://www.dest.gov.au/NR/rdonlyres/2F26D2C1-2BD4-48CC-A3CD-18526031F2C7/12249/LEADinfobook22May06forwebsite1.pdf>

Activity D: Why Do People Use Drugs? (Primary and Secondary)

Purpose:

- To explore the role of alcohol use in Australian society
- To explore the differences and similarities between adults and young people in relation to alcohol use

Resources:

Reasons for Use/Non-Use Brainstorm sheet (one per group)
Reasons cards (optional)
Discussion card (optional)

Method:

1. Divide the class/group into small groups of 6–8 people.
2. Provide each group with a 'Reasons for use/non-use' brainstorm sheet. Ask some groups to brainstorm the Reasons Why Some Young People Choose to Use Alcohol and Reasons Why Some Young People Choose Not to Use Alcohol.
3. Ask other groups to complete the same task but to focus on the reasons relating to adult use and non-use of alcohol.
4. Ask groups to feedback their responses.
5. Compare those reasons recorded for adults with those recorded for young people.
6. Run a discussion. If running it in the small groups, distribute the Discussion Card to assist in focusing the discussion.
 - Which reasons for drinking are more likely to lead to harmful outcomes?
 - Which reasons for drinking are less likely to lead to harmful outcomes?
 - Are there different pressures or influences affecting males or females to drink?
 - How might who someone is with affect their choice to use alcohol or not?
 - How might where someone is affect their choice to use alcohol or not?

Variation:

Distribute a set of the Reasons cards to each group.

Instead of completing a brainstorm, ask them to allocate the cards to one side or the other of the Reasons for Use or Non-Use sheet. The group members may believe that some reasons belong on both sides. In this case they should place them in the middle of the sheet.



Reasons why some young people use alcohol:

Reasons why some young people choose not to use alcohol:



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Reasons why some adults use alcohol:

Reasons why some adults use choose not to use alcohol:

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Reasons Cards

to enjoy the taste	Stress	taking medication
concern about the law	too young	to be cool or look good
too young to buy it	allergies	next day commitments
don't like it	Experiment	bored
religious reasons	family expectations	Cost
diabetes	having an alcohol-free day	to celebrate
to impress	because everyone is	to get away from problems
not allowed	Dieting	to lose inhibitions
pregnancy	to relax	to gain confidence
driving	to have a good time	responsible for their friends
to feel confident	health and fitness	because they're addicted
workplace/school rules	facing a challenge	because it's offered

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Discussion Card

- Which reasons for drinking are more likely to lead to harmful outcomes?
- Which reasons for drinking are less likely to lead to harmful outcomes?
- Are there different pressures or influences affecting males or females to drink?
- How might the company someone is with affect their choice to use alcohol or not?
- How might the time or the place where someone is affect his or her choice about whether to use alcohol or not?

Risk and prevalence sorting activity

This activity was designed by the consultant and a colleague involved with the SNAP trial.

Purpose:

To encourage discussion about issues/behaviours which are healthy/unhealthy (or risky/safe) and common/uncommon (or relevant/irrelevant) among high school students.

Equipment

Students do the activity in groups of 5-8. Each group will need – a pair of scissors, several sheets of chart paper, a topic sheet, a question sheet, markers, sticky tape or blu-tack. It is helpful to have access to a whiteboard to write up topics at the end.

Method:

1. Form students into small groups. Ask them to nominate someone to scribe, someone to be responsible for the topic sheet and someone to report back to the whole group
2. Introduce list of behaviours on the topic sheet. Encourage them to write extra issues/behaviours to the list in the blank spaces. Ask them to cut out the individual items from list (including extra items).
3. Explain the risk/prevalence matrix. Ask them to draw it on one piece of chart paper. In groups, students need to decide if the behaviour is healthy and common, healthy and uncommon, unhealthy and common, or unhealthy and uncommon amongst people of their age group (or students at that school or in that community)
4. After discussing items in their groups students write or stick each item in the quadrants. Once they have all done this, ask them to focus on the unhealthy/common (that is, relevant risks) quadrant and work through the question sheet.
5. Groups take turns reporting back to the whole group by writing their top 3 on the whiteboard.



Facilitate a discussion about similarities and differences between groups, encourage critical reflection about perceptions

This approach is compatible with a normative approach, particularly if accurate, relevant (and preferably local) statistics can be introduced after the students have decided on the prevalence of different behaviours, in order to reveal and discuss misperceptions including overestimations of prevalence.

'Lucky Dip' scenario activity

from <http://www.dest.gov.au/NR/rdonlyres/2F26D2C1-2BD4-48CC-A3CD-18526031F2C7/12249/LEADinfobook22May06forwebsite1.pdf> p43

Purpose:

To encourage thinking about possible ways to handle situations where the people involved have different views about what is the right thing to do.

Resources:

One collection of Lucky Dip Scenarios (see below) for each group. Cut up the Lucky Dip Scenarios and place in a box, bag or jar.

Method:

1. Group the participants.
2. Give each group a Lucky Dip Jar.
3. Explain that in life we never know what our luck may bring and one day we may be called on to handle one of the situations in the jar.
4. Ask the group to take a lucky dip card from the jar and read it out to the group.
5. As a group spend some time talking about how you could handle that situation, making sure you come up with a few possible options.
6. When you have finished with your card, draw out another and repeat the process.
7. When the groups have played a few rounds, ask them to brief the rest of the class on the problems they ended up with and the sorts of strategies they came up with.

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Sample scenarios

A group of five friends are at a party. Another friend asks if they all want to try smoking dope. None of them have tried it before and some of them know they don't want to.

Gino/Gina is concerned that his/her older sibling has been driving when stoned.

A group of friends have decided they should have a party at your place while your parents are away and you are worried that things could get out of hand. Your parents would definitely not give permission for this to happen.

Your best friend has started hanging out with a group who smoke at lunchtime. Now he/she is starting to social smoke with them. You think the idea of him/her taking up smoking is crazy.

A party you are at is getting out of hand. Some gate crashers are causing trouble and a few people are really drunk. The person you were going to get a lift home with doesn't want to leave but you do.

Stakeholders' and Experts' Panel activity

from <http://www.dest.gov.au/NR/rdonlyres/2F26D2C1-2BD4-48CC-A3CD-18526031F2C7/12249/LEADinfobook22May06forwebsite1.pdf> p48-9.

"Panels are a good vehicle through which to involve stakeholders, experts and agencies in peer-led forums. It is important to choose a focus for the panel's attention. Student leaders can invite the guest speakers, brief the speakers and facilitate the panel. Purpose: To investigate views of community members and experts in relation to health issues important to young people (eg Safe Partying), to assist young people to develop interview techniques, and to engage the audience in thinking ahead about challenges they may encounter and possible strategies for dealing with them."

Resources:

Panel members, facilitator and Questions

Method:

1. Select the topic for the panel and ensure it serves the objectives of the event.
2. Plan the event, book facilities and invite audience.
3. Choose appropriate guests.
4. Invite the guests to participate (Student facilitators can invite and liaise with guests)

Sample Topic: Safe Partying- End of Season Celebrations

Panel members:

- Student 1
- Student 2
- Drug and Alcohol Worker
- Parent
- Police Representative
- School Principal



Questions to the Panel:

(to the Parent) End of year celebrations are important to young people – especially when they feel they have made a big effort to complete their final year at school. What role do you think parents need to play around this time?

(to Drug and Alcohol Worker) Often binge drinking or getting drunk is a concern in regard to end of season celebrations. What are the main things we need to worry about with young people getting drunk?

(to Students 1 and 2) What do you think students are hoping for when they participate in end of year celebrations and parties?

(to Principal) Often the community expects schools to make sure that young people are educated about how to make safe health choices. What role if any, has the school to play in relation to binge drinking and young people?

(to Police) What sorts of things do police do to prevent harms from binge drinking and young people? What sort of problems are they called on to deal with?

(to Parent/Principal) Campaigns often use scare tactics for a whole range of health issues, including road accidents. Do you think scare tactics work to stop young people from taking risks?

(to Principal/Parent) If a party is hosted at a student's house after a big school event (commonly called 'after parties') should the school be responsible in any way? If so how?

(to the Police) Is there any role for police in keeping an eye on 'school' parties? (open up for general discussion about leaving school/ schoolies week etc)

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Questions from the floor

Other activity ideas

Mapping activities of local areas eg licenced outlets, happy hour promotions, targeted marketing.

Development of, and technology behind alcohol breath-testing – internet project.

Critical examination of how drinking is portrayed on Facebook and other social networking sites.

Student debating teams discussing policy changes such as secondary supply laws, raising the legal drinking age to 21, earlier closing times for licenced premises etc.

Rewriting of media stories on young people and alcohol. Discussion of stereotypes and labeling.

Specific 'normative' information Game <http://www.teens.drugabuse.gov/havefun/wrangler/>

Mind map - messages about alcohol - http://www.media-awareness.ca/english/resources/educational/lessons/elementary/alcohol/upload/mind_map1.pdf

Think b4 U drink - boardgame (Scottish) <http://www.tb4ud.co.uk/>

Young minds project - Europe - <http://www.young-minds.net/ym/top/index.php>

Prohibition - <http://www.lessonplanspage.com/more/LASSGG3Prohibition912.html>

Teen definition of crisis - <http://www.atozteacherstuff.com/pages/430.shtml>

'Normative' activities & resources

The following may provide some guidance for schools/teachers wishing to undertake social norms activities:

A social norms teaching resource developed in WA

http://www.equipeindustries.com.au/index.php?option=com_content&task=view&id=41&Itemid=60

"Fact or Myth?" Fact sheet (DEEWR http://www.decs.sa.gov.au/drugstrategy/files/links/teenalcohol_factsheet4_we.pdf)

Unitcheck (UK) (NB there may be the potential for an Australian trial. Contact the consultant)

<http://www.unitcheck.co.uk/>

'Snowball Survey' approach with secondary students (low-tech).

See page 8 for approach, and page 10 for sample survey

<http://www.socialnormsresources.org/pdf/SNR7-2006.pdf>

Peer theatre social norms intervention

<http://www.nacoa.org/DocumentView.aspx?DocID=84629>

Social norms Guidebook:

<http://www.alcoholeducationproject.org/guidebook.html>

Secondary schools social norms:

<http://www.alcoholeducationproject.org/consultation/schools.htm>

Secondary school SN case studies (UK)

<http://www.rudifferent.co.uk/index.cfm/case-studies/introduction/>



Social Norms Approach Videos:

WMV VIDEO or MOV VIDEO. (Note: MOV files may take several minutes to download on some computers.)

Catalogue of social norms posters from secondary school projects: <http://www.alcoholeducationproject.org/posters/posterschools.htm>

Electronic media are often used in SN work, and are appropriate for the secondary school setting. Ideas include:

- Screen Saver- Broadcasts social norms messages without relying on a user to start the program. Computer self-initiates this screen saver program.
- Multimedia Interactive Campus Factoids and Reactiods- Students can browse previously published Campus Factoids and related student-produced videos, supplementary survey research data, and photos.
- World Wide Web Site Resource for Students and Faculty- Brings social norms information while supporting academic work. Creates research resources for the campus community and deliver prevention messages along the way.