HUMPTY DUMPTY DILEMMA:

BUILDING RESILIENCE WITHOUT DRUGS – PROJECT BRIEF:

THE COACHING, MENTORING, AND TEACHING TOOLS FOR YOUR 'TEEN BUILDING' KIT!







INTRODUCTION

The education marketplace affords us many teaching and learning vehicles to engage in helping develop the emerging adult. The <u>Dalgarno Institute has a long history as an AOD education</u>, advocacy and resourcing agency, that specializes in Affective Domain education and as such continue to develop and craft resources that utilize various evidence-based mediums to help you, the facilitator, educate though various mentoring, coaching and other instructional/teaching methodologies.

WHO IS THIS FOR?

The Audience is primarily early to mid-teens (secondary school demographic), but also aimed at a parallel cohort of parents, teachers, mentors and/or coaches of similar demographic.

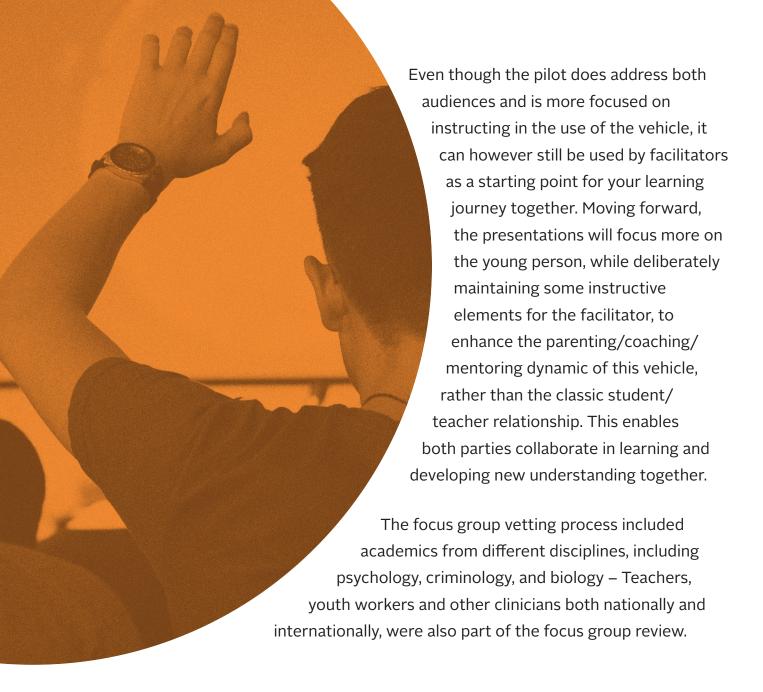
PURPOSE AND STYLE

This is a 'learning together' evidence-based teaching and learning series. It is aimed at assisting parents, mentors, teachers, and/or coaches to develop aspects of resilience in the emerging adult, specifically focusing on denying, and/or delaying uptake of alcohol and other drugs.

This pilot is an introduction to the series and therefore specifically pitched at **both** facilitators and the target audience – teenagers, giving both an inclusive preview session of the projects focus, style and intent.

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ELITURE

DR BERTHA MADRAS, PROFESSOR AT HARVARD MEDICAL SCHOOL



ANALYSIS OF THE SURVEY RESULTS FROM THE FOCUS GROUP INCLUDED:

- ✓ 80% of facilitators rated the teaching & learning experience as very useful to extremely useful
- ✓ 81% of facilitators rated video as either easy or very easy to use and apply
- ✓ 82% of responders rated the component choice of the education tool as above average to excellent
- ✓ 63% of responders were both likely and very likely to use the resources if made available today with 18% somewhat likely to use the teaching & learning tool.
- ✓ 82% of responders rated the content as very good to excellent.
- ✓ 90% of responders were *likely* to *very likely* to recommend the video resource.

INTENT

Deakin University's review of The Dalgarno Institutes <u>Demand Reduction and Primary</u> <u>Prevention AOD education resources</u> have proven, what most sound education theories affirm, that to shift culture in any key behavioural context – specifically with the psychosocial impact of substance use, requires an holistic and overarching approach.

Education is not just about data, session, or event (though part of the process), but also processes utilizing values, relationships, and models – all with the minimum of cognitive and cultural dissonance. As with the **QUIT** campaign on Tobacco, there is only <u>One</u> <u>Message, Once Focus and One Voice</u> in the education, public domain and government marketplaces. When society sets itself toward best practice, and education, legislation and demonstration all align, then positive change happens, as we have seen with the now broader communities' negative perspective on smoking.

As with the 'anti-smoking' strategy, it is moving all sectors toward empowering parents, families, and communities to promote and protect best practice for the developing brain – avoidance of all drug use for as long as possible.

To borrow and expand a quote from Dr Bertha Madras, Professor at Harvard Medical School.

"THIS IS NOT A WAR AGAINST DRUGS.
IT IS A DEFENCE OF OUR CHILDREN'S
HEALTH, BRAINS, POTENTIAL AND, THUS
OUR COMMUNITY'S FUTURE."

FACILITATORS YOU WILL NEED

- The sessions are 'launch points' for the group/cohort and we encourage the
 facilitator, to challenge the group to engage in reflection and even research beyond
 the session around the video. This is the where the individual teaching and learning
 agenda takes over and adds weight to the teen building education process.
- Supply the group, in whatever context that is, with a physical hard copy 'journal'
 or exercise book, that will be their notebook for all the various components of the
 sessions together. This is for both mechanical and relational reasons. Writing down
 thoughts, ideas, dreams, and then reflecting and discussing ways to grow and more
 move forward. (Yes, they can use handheld devices, but only as a last resort)

The video lessons are not just a 'plug & play' resource. Instead they are intended as a starting point to enable pause, discussion, reflection and questions, even outside the specific 'Conversation Starter' sessions that are included. We have deliberately orchestrated this educational vehicle to focus on 'talking' and 'investigating' processes for both the facilitator and the teen.



- Session Overviews that give you the 'bones' of the video in text form.
- 2. Some references and research specifics.
- 3. PowerPoint session script in PDF.