

HUMPTY DUMPTY DILEMMA: BUILDING RESILIENCE WITHOUT DRUGS – PROJECT BRIEF:

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



Coalition of Alcohol and Drug Educators

Dalgarno
INSTITUTE



INTRODUCTION

The education marketplace affords us many teaching and learning vehicles to engage in helping develop the emerging adult. The [Dalgarno Institute has a long history as an AOD education](#), 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 through 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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DR BERTHA MADRAS,
PROFESSOR AT HARVARD
MEDICAL SCHOOL



Even though the pilot does address both audiences and is more focused on instructing in the use of the vehicle, it can however still be used by facilitators as a starting point for your learning journey together. Moving forward, the presentations will focus more on the young person, while deliberately maintaining some instructive elements for the facilitator, to enhance the parenting/coaching/mentoring dynamic of this vehicle, rather than the classic student/teacher relationship. This enables both parties collaborate in learning and developing new understanding together.

The focus group vetting process included academics from different disciplines, including psychology, criminology, and biology – Teachers, youth workers and other clinicians both nationally and internationally, were also part of the focus group review.

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 [Demand Reduction and Primary Prevention AOD education resources](#) have proven, what most sound education theories affirm, that to shift culture in any key behavioural context – specifically with the psycho-social 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 [One Message, Once Focus and One Voice](#) 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.

YOUR FREE SUBSCRIPTION MAY INCLUDE

1. 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.