



**REDI for school communities:  
a resilience approach  
to drug education**

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**A professional development resource  
for all school staff**

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**Facilitator Guide**

**A Commonwealth Government Initiative**

Australian governments are strongly committed to reducing the harms associated with drug use. The *National Drug Strategy* provides a framework for a coordinated, integrated response to reducing drug-related harm in Australia. It is a cooperative venture between Commonwealth, State and Territory governments and the non-government sector.

The *National Drug Strategic Framework* (NDSF) provides a shared vision and structure for cooperative action. It aims to improve health, social and economic outcomes by preventing the uptake of harmful drug use and reducing the harmful effects of licit and illicit drugs in Australian society. This includes reducing harms caused by the use of tobacco, alcohol and illicit drugs. Key initiatives developed under the NDSF include the *National Illicit Drug Strategy*, the *National Alcohol Campaign* and the *National Tobacco Campaign*.

The *National Illicit Drug Strategy* - 'Tough on Drugs' - was launched by the Prime Minister in November 1997 and forms a major phase of the *National Drug Strategy*. It provides a balanced and integrated approach to reducing the supply of and demand for illicit drugs. In April 1999 the Council of Australian Governments (COAG) agreed to make a new investment in combating drugs by combining strong national action against drug traffickers with early intervention strategies to prevent a new generation of illicit drug users emerging in Australia.

The *National School Drug Education Strategy* (NSDES) and COAG 'Tough on Drugs in Schools' Agreed Measures have been funded under the 'Tough on Drugs' initiative. They are complementary initiatives supporting school drug education. The NSDES strengthens the provision of educational programs and supportive environments that contribute to the goal of 'no illicit drugs in schools' and the COAG Agreed Measures aim to increase the capacity of schools and their communities to manage drug-related issues and incidents in school.

For further information, go to:

National Drugs Campaign at <http://www.drugs.health.gov.au/index.htm>

National Alcohol Campaign at <http://www.nationalalcoholcampaign.health.gov.au/>

National Illicit Drug Strategy at <http://www.health.gov.au/pubhlth/strateg/drugs/illicit/index.htm>

National Tobacco Campaign at <http://www.quitnow.info.au/index1.html>

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# Foreword

The Commonwealth Government is committed to supporting national efforts to reduce the harm caused by drugs in our society and to our youth. I am pleased to be able to provide the REDI – Resilience Education and Drug Information – resources to strengthen the ability of school communities to respond effectively to the harm caused by drugs.

The REDI resources are the first Australian school drug education resources to focus on preventing and reducing harm from drug use by building more resilient young people. Australian and international research is showing that young people who have strong relationships – with their friends, family, school and within their community – are more resilient than other young people. Resilience is the ability to cope with and bounce back from life's challenging and difficult experiences. It can help our youth deal with life's stresses and instil in them the confidence to deal with issues and problems that may arise in their everyday life, including those relating to drugs.

The REDI resources aim to support schools in using a comprehensive school drug education strategy that fosters resilience, health and wellbeing. REDI is for all students and all teachers and targets the whole school environment in providing prevention strategies and drug education.

The REDI resources complement and support other initiatives for schools. For example, REDI fits with broader national strategies such as Local School-Community Drug Summits and *MindMatters*, a whole school approach to the promotion of mental health.

The REDI resources include multimedia materials for upper primary, lower secondary and upper secondary students and professional development resources for teachers and school staff. REDI professional development resources for teachers and the broader school community will help schools build their understanding of current research and practice in the area of resilience. Teachers involved in drug education will be able to enhance their use of strategies for interactive and inclusive, student centred learning. The REDI website will assist school staff to identify and access relevant information on effective drug education and managing drug-related incidents in schools.

I recommend these important resources to you in the belief that they will help schools to equip generations of students with the confidence and resilience to deal with any drug-related issues they may encounter and to achieve and succeed in their everyday lives.



BRENDAN NELSON

May, 2003

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# Contents

<b>Part 1 Overview</b>	1
<i>REDI for school communities</i> is ...	1
The REDI approach to professional development	2
REDI set of resources	3
<b>Part 2 Facilitator notes</b>	5
Who should facilitate <i>REDI for school communities</i> ?	5
Who should attend the workshop?	6
Adapting the materials for your school	6
How should the professional development be delivered?	7
Potential issues	8
Background and preparation	9
<b>Part 3 Workshop overview</b>	11
Workshop methods	11
Equipment	11
Resources	11
<b>Part 4 Workshop activities</b>	13
Session 1: Resilience and drug education	13
Session 2: Ethos and environment	21
Session 3: Partnerships and services	25
Session 4: Curriculum	28
<b>Part 5 Resources</b>	33
Handouts	35
Overhead transparencies	46



# Overview

## ***REDI for school communities is ...***

REDI – Resilience Education and Drug Information – is a collection of multimedia drug education resources developed for Australian schools. *REDI for school communities: a resilience approach to drug education* is the first in a set of professional development resources, developed to assist Australian schools to gain an understanding of current research and practice in the area of resilience, and consider the possible implications for school drug education strategies, health promotion and wellbeing within their own school context.

*REDI for school communities* is designed to:

- be delivered as a whole school workshop
- support understanding and consideration of a resilience approach to the school's drug education strategies and programs
- provide a context of understanding within the school about how to use each of the REDI resources to support drug education strategies and programs.

It consists of:

- a **video**, made up of four short trigger segments
- this **facilitator guide**, which provides background information on the REDI professional development resources, guidelines for using the accompanying video, workshop activities, handouts and a set of overhead transparencies.

## **Aims**

*REDI for school communities* is designed to support school staff to:

- acquire an understanding of the fundamental importance of resilience to effective school drug education
- consider how enhancing resilience is part of a whole school approach to drug education, health and wellbeing
- examine the implications of fostering resilience as part of the school's approach to drug education, health and wellbeing.

## **Video and facilitator guide**

Together, the *REDI for school communities* video and facilitator guide provide:

- core and generic material on current research findings in relation to resilience and the role of schools as a preventative factor in problematic drug use
- some examples of primary and secondary schools that incorporate a resilience approach to drug education within whole school policy and practices
- workshop activities that invite discussion and consideration of concepts and issues in relation to the participants' own school context.

### Video outline

The video runs for approximately 29 minutes and consists of four trigger segments:

*Segment 1:* Resilience and drug education – this opening segment presents an overview of current findings on resilience, its relationship to reducing the likelihood of problematic substance use in young people and its significance to school drug education.

*Segment 2:* Ethos and environment – in this segment we hear about strategies implemented by a range of schools to provide a safe and supportive environment, where resilience is nurtured as part of a whole school approach to drug education.

*Segment 3:* Partnerships and services – in this segment we hear about strategies used by a range of schools to build partnerships with parents, the broader school community, health professionals and agencies.

*Segment 4:* Curriculum – in this segment we hear about building resilience as part of drug-related curricula; and programs within the classroom and/or that intersect with community partnerships.

### The REDI approach to professional development

Three REDI professional development resources have been designed to support schools build their understanding of and capability for fostering resilience as part of comprehensive school drug education strategies.

These resources *do not* seek to replace or supersede other national or State/Territory school jurisdiction initiatives for staff development in drug education and health promotion.<sup>1</sup> Rather, they aim to complement and enrich current initiatives being undertaken by school staff to promote health and reduce drug-related harm.

The REDI professional development resources have been designed to be used either in sequence, as part of a structured school staff development program, or as separate professional development opportunities.

*REDI for school communities* is the first in the set. It is accompanied by:

- *REDI for the classroom: a resilience approach to drug education.*  
This **video** and **facilitator guide** aim to provide teachers with opportunities to enhance their use of strategies for active and inclusive student centred learning. Through a set of workshop activities and trigger videos, teachers who provide drug education related activities can consider their own strategies and techniques for fostering learning, belonging and participation within their classrooms. *REDI for the classroom* is intended to:
  - be delivered as a workshop across the school or region for teachers involved in drug education related activities

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<sup>1</sup> The REDI resources recognise that schools may well have been involved in some level of staff development/school planning as part of Local School-Community Drug Summits, as well as other programs/initiatives with their State/Territory school authorities.

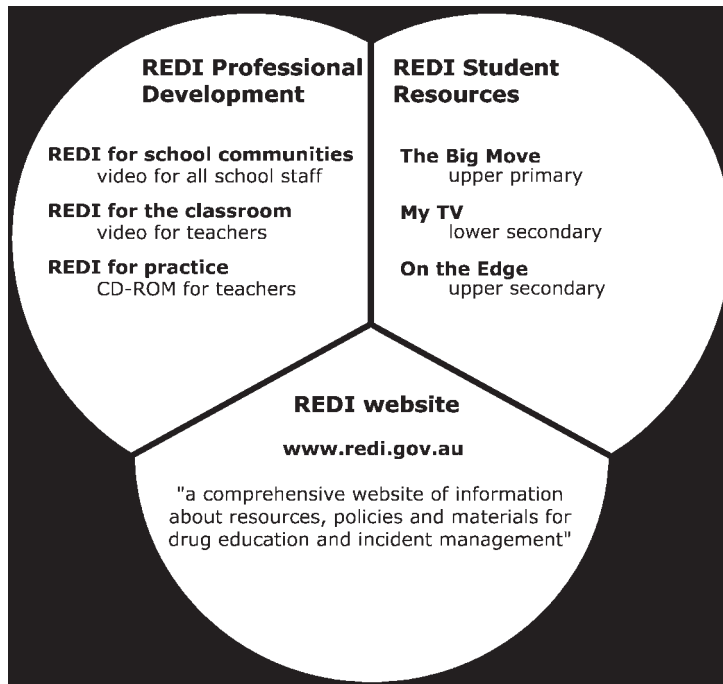
- support the use of interactive and inclusive strategies in the classroom to promote learning, resilience and wellbeing within drug education related activities.
- *REDI for practice: a resilience approach to drug education.*  
This **CD-ROM** provides self-directed professional development opportunities for teachers. It contains video clips, documents and website links so that teachers can focus their learning to meet their own needs and interests in those areas related to resilience and drug education strategies. *REDI for practice* is designed to:
  - support those who may not have participated in school-based staff development workshops – the CD-ROM provides ready access to key information, resources and strategies within the REDI approach
  - support further self-development and enrichment of concepts and principles from the other REDI professional development resources/workshops
  - support those who are facilitating *REDI for school communities* and/or *REDI for the classroom* by providing background material on resilience and drug education to help inform their workshop delivery.

## REDI set of resources

*REDI for school communities* belongs to a larger collection of multimedia resources, REDI – Resilience Education and Drug Information – which includes these professional development materials along with materials for:

- Upper primary – *The Big Move* focuses on change and peer pressure, and includes negotiating relationships with friends, family and new people and in unfamiliar situations. In this context the issues of alcohol and tobacco are raised.
- Lower secondary – *My TV* explores issues of drug use, in particular alcohol, tobacco and cannabis, through the use of drama. It addresses skills such as decision-making, self-talk and being assertive. Students will be able to engage in problem predicting and solving and in help-seeking behaviour.
- Upper secondary students – *On the Edge* focuses on the perceptions and opinions of young people towards drugs, relationships, stress, goals and self-esteem. It discusses the transition from school to beyond and includes comments and opinions from a wide variety of experts.
- Website ([www.redi.gov.au](http://www.redi.gov.au)) – containing information on drug education and incident management for all school staff. The website features:
  - a resource list of key school drug education policies and resources available nationally
  - a drug dictionary
  - a Reading Room containing current research, useful statistics, examples of good practice in school drug education and key school drug education documents.

Technical support for the CD-ROM resources is available on the REDI website (at [www.redi.gov.au/support/](http://www.redi.gov.au/support/)).



**Figure 1: The REDI set of resources – Resilience Education and Drug Information for students, school staff and the school community.**

The provision of the REDI resources to all Australian schools aims to:

- complement and support preventative school drug education programs and initiatives that schools may be undertaking<sup>2</sup>
- strengthen the ability of school communities to respond effectively to the challenge of drug-related harms.

Figure 1 provides an overview of the REDI resources.

To find out more you can:



Go to the REDI website ([www.redi.gov.au](http://www.redi.gov.au)).



Go to *REDI for practice*. This professional development CD-ROM includes a section outlining the purpose and key features of all the REDI resources.

<sup>2</sup> Under the National School Drug Education Strategy (NSDES) and *National Framework for Protocols for Managing the Possession, Use and/or Distribution of Illicit and Other Unsanctioned Drugs in Schools* (National Framework) and State/Territory school drug education strategies and programs.

## Facilitator notes

*REDI for school communities* aims to support schools to build their understanding of and capability for fostering resilience as part of comprehensive school drug education strategies. It seeks to complement and enhance good practice that may be occurring within a school in relation to its drug education programs, policies and structures.

Because school communities are diverse, and *REDI for school communities* is intended to build upon current school understandings, programs and policies, you are encouraged to use the resource to meet the specific needs and context of your school.

Facilitators should keep in mind that *REDI for school communities*:

- is designed to be used flexibly, so that how and when it is run should meet school needs
- is designed to present core and generic information of relevance to all Australian schools, with workshop activities that invite discussion and consideration of the participants' own school
- can be used to target professional development for school staff only, or can encompass whole school development with inclusion of broader school community representatives.

### Who should facilitate *REDI for school communities*?

The facilitator of *REDI for school communities* will need to determine the specific needs and context for its use. The facilitator should be someone who:

- understands the context of the school and its approach to drug education
- understands and has read some of the key literature on resilience and its relationship to health outcomes and problematic drug use
- is skilled in running workshop activities, group processes and promoting learning and development with school staff
- is experienced in working with school staff and conducting whole school development strategies
- is experienced in facilitating workshop activities in a school setting.

It is envisaged that the facilitator may be:

- the local school drug education field officer or equivalent (known by different titles in different States and Territories)
- support personnel from the local/State and Territory school jurisdiction
- a school leader/Health and Physical Education (HPE) coordinator for the school drug education strategy.

### Who should attend the workshop?

It is intended that *REDI for school communities* be delivered as a whole school workshop including all school staff. To achieve its intended purpose the following personnel should be included in this professional development program:

- school principal
- administrators
- classroom teachers
- pastoral care/welfare/student services staff
- specialist counsellors/psychologists/school nurses
- school council/board members.

Depending upon the focus and planned strategy, the workshop might also include members of the broader school community who have been involved in the school's drug education strategy.

### Adapting the materials for your school

*REDI for school communities* can be adapted to meet specific school and professional development needs. It is recommended that you plan and consult with the school to determine how the resource can be integrated and adapted to fit with:

- the school's programs and processes related to drug education and promoting health and wellbeing
- the school's preferred approach to staff professional development
- timing and availability of staff for workshop participation.

(A checklist to support your planning and possible adaptation of the workshop to fit school needs and priorities is provided on page 10.)

In determining key priorities and needs for a particular school, it may be helpful to refer to Handout 4 (see OHT 19). This provides a structure for thinking through the levels of resilience building that might take place within a school, to enhance its drug education strategy and outcomes.

It is useful to keep in mind that *REDI for school communities* has been designed for flexible use in a diverse range of school contexts and invites schools to relate the information and ideas to their own context and range of policies and practices. For this reason it is envisaged that facilitators *will not* need to undertake extensive adaptations of the workshop materials.

If you wish to adapt *REDI for school communities* to a particular school context, you can access and modify workshop materials through the REDI website ([www.redi.gov.au](http://www.redi.gov.au)). A version of the OHTs is available as a PowerPoint file that can be downloaded. These can be re-ordered and adapted to suit the local school context and priorities.

## How should the professional development be delivered?

It is recognised that school personnel are under increasing time pressures to fulfil normal school duties, as well as engage in professional development and continuous improvement strategies. As part of effective planning and consultation with school staff, you will need to identify the most appropriate delivery structure.

The delivery structure of *REDI for school communities* will depend largely upon:

- the availability of all staff to participate in a professional development workshop
- whether the workshop will also include members of the broader school community
- the preferred methods/structures for undertaking professional development activities within the school.

The *REDI for school communities* video is structured into four separate but related triggers and the professional development includes sets of workshop activities for each. This structure allows flexibility in the delivery of the resource: it can be undertaken in one workshop or delivered in shorter sessions. Table 1 outlines two suggested formats with possible timings and issues for consideration.

<b>Format 1: Series of 40–60 minute staff development meetings</b>	<b>Format 2: Two and a half hour workshop</b>
<p>The package can be used as a series of workshop sessions undertaken within structured staff development meetings. Using this approach, school staff will have the opportunity to meet for separate workshop sessions of 40–60 minutes each, and engage in the professional development activities over a number of weeks. This format has the advantage of fitting in with tight time constraints but there is the risk of losing momentum and focus.</p>	<p>The package can be used as a two and a half hour workshop undertaken as:</p> <ul style="list-style-type: none"> <li>• an after-school staff development workshop</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>• part of a school development day or school planning strategy.</li> </ul> <p>Using this approach, school staff have the opportunity to focus closely on the issues and possible implications of a resilience approach to drug education strategies in their school. This format is likely to be more appropriate if members of the broader school community are to be included and there is a strong emphasis on reviewing, planning and improving the school’s current drug education policies and programs.</p>

**Table 1: Two possible formats for delivering *REDI for school communities* professional development sessions.**

Activities for this resource are provided in four sessions that can be adapted and delivered using either of these formats. An outline of the sessions, activities and resources is provided in Part 3 of this facilitator guide.

### Potential issues

Some important issues to consider when facilitating *REDI for school communities* include the following.

#### **Some staff may have a belief that this material does not apply to them**

You will need to emphasise that a whole school approach to drug education, health and wellbeing is not solely the responsibility of Health and Physical Education (HPE) teachers or senior primary school teachers. You may want to draw on points made in segment 1 of the video on the importance of the whole school in enhancing protective factors for drug-related harm and associated health risks. A key theme in this material is that effective preventative drug education involves the school community, as a whole, enhancing resilience across its policies, programs and practices. A resilience approach to drug education means that all teachers and staff can take an active role in increasing the protective factors in young people's lives and thus the likelihood of positive outcomes for students' health and wellbeing.

#### **Some staff may assume the REDI resources are seeking to replace existing curriculum and materials**

You will need to ensure that the participants appreciate that all the REDI resources have been developed to support, complement and enhance comprehensive drug education strategies at the school/local level. Participants may need some clear explanation, up front, before moving on to the workshop activities. It is important that schools do not interpret a resilience approach to drug education as a new policy or set of required procedures.

The school may already have been involved in work in this area. Similarly, a school may have been involved in developing its drug education strategy but may not have undertaken any professional development in resilience and its implications for health and wellbeing.

Some schools may have already undertaken professional development and be using the national resource, *MindMatters*, which takes a similar approach to health and wellbeing related to mental health issues. If so, the school may need activities that draw upon that work but also consider the issues within the drug education context.

If a school has already undertaken a substantial amount of development in resilience and drug education, you may prefer to use segment 1 of this video as a refresher and move into more complex issues and planning for the future.

For these reasons, planning and consultation are essential when preparing to facilitate this resource.

### **Resilience can be a difficult or complex area and participants may need time to discuss it**

The South Australian researchers, Howard and Johnson<sup>3</sup>, describe resilience as 'a slippery concept'. They advise that resilience needs to be understood as complex, dynamic and context specific. It is important that 'resilience' is not seen simply as a 'buzz word', where anything is possible as long as teachers and schools are 'nice' enough. A critical issue for the successful implementation of a resilience approach to drug education is that school staff understand that it is grounded and underpinned by research findings, in both Australia and overseas, on risk and protective factors for young people. When planning the workshop you may need to allow additional time in Session 1 to focus on concepts related to resilience.

### **Background and preparation**

Key elements for the successful use of *REDI for school communities* include:

- adequate planning
- consideration of and consultation with school stakeholders to determine needs and priorities
- a strong understanding of the key concepts and issues related to problematic use of substances by young people, schools as a protective factor, and resilience.

To support your understanding and provide background information in the facilitation of this resource, you should:



Access *REDI for practice*. This professional development CD-ROM contains in-depth information, video segments, documents and suggested readings on resilience and drug education. It also provides links to useful readings on resilience via the REDI website Reading Room ([www.redi.gov.au](http://www.redi.gov.au)).

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<sup>3</sup> Howard, S. and Johnson, B. (1999) 'Resilience, Definitional Issues', Paper presented at the AARE Conference, Melbourne, December 1999.

## Part 2 Facilitator notes



The following is a suggested checklist for planning and preparing for the workshop.

Checklist	<input checked="" type="checkbox"/>
Preview the complete <i>REDI for school communities</i> video.	
Read through this facilitator guide and identify key concepts/issues for further consideration.	
Access <i>REDI for practice</i> and/or the REDI website for background readings and resources.	
Consult and collaborate with school leaders and staff, as appropriate, to determine priorities and needs for REDI professional development.	
Determine with the school if the workshop is to focus on staff professional development or incorporate a broader whole school development approach.	
Determine how to deliver the workshop – the timing and structure of sessions to meet school priorities and professional development needs.	
Determine if any pre-workshop activities are appropriate to support the staff development strategy (for example a school community audit on resilience and drug education).	
Adapt/prepare workshop materials for <i>REDI for school communities</i> .	
Arrange a workshop venue that supports large and small group discussion, video equipment and the resources to meet the planned workshop activities.	
Determine seating and group structures for participants to achieve workshop objectives.	
Ensure adequate copies of workshop materials are provided to support planned activities.	

# Workshop overview

The workshop materials for *REDI for school communities* are structured as four sessions, one for each of the four triggers in the accompanying video. As the facilitator, you will need to plan and structure these sessions to best meet the needs of the workshop participants. The key to facilitating any part of this workshop is to provide a balance between maintaining the integrity of the material and building in the flexibility to meet the needs of the school community.

## Workshop methods

The following methods are used in the workshop sessions:

- brainstorming
- paired sharing
- small group discussion
- individual reflection and development of strategies
- whole group discussion and strategy formulation.

## Equipment

To conduct the workshop sessions you will need the following equipment:

- video recorder and copy of the video, *REDI for school communities*
- overhead projector or data projector (for example a LightPro or similar) for a PowerPoint presentation
- overhead transparencies (OHTs)/PowerPoint slides
- handouts (HOs)
- large sheets of paper and coloured pens.

## Resources

- Overhead transparencies (OHTs) 1–19
- Handouts (HOs) 1–10

## Session outline

It is important to keep in mind that the video is intended as a set of interrelated and cumulative triggers for the workshop activities. Although these triggers may be viewed on separate occasions, the intention is that through the sequence of video content and workshop activities, the participants build their understanding of the significance of enhancing resilience as part of a whole school approach to drug education, health and wellbeing.

## Part 3 Workshop overview



The trigger videos are intended to be viewed in sequence in one, or a series, of professional development sessions that total approximately two and a half hours of workshop time. (The sessions can be structured to fit with Format 1 or 2 as noted in Table 1.) An overview of the sessions is presented in Table 2.

Session	Content outline	REDI resources	Suggested timing
<b>1</b>	<p>Introduction</p> <p>What is resilience and why is it important?</p> <p>Increasing the protective factors in young people's lives – schools, teachers and drug-related outcomes</p> <p>Enhancing resilience – a whole school approach to drug education, health and wellbeing</p>	<p><i>REDI for school communities</i> video, segment 1: Resilience and drug education (7:30 mins)</p> <p>Activities 1.1–1.4</p> <p>HOs 1–4</p> <p>OHTs 1–19</p>	<i>60–80 mins</i>
<b>2</b>	<p>Introduction</p> <p>A resilience approach to drug education – school ethos and environment</p> <p>Examples in the field</p> <p>Reflecting on own school's organisation, values, policies and relationships</p> <p>Strategies for improvement</p>	<p><i>REDI for school communities</i> video, segment 2: Ethos and environment (6 mins)</p> <p>Activities 2.1–2.3</p> <p>HOs 5 and 6</p>	<i>30–45 mins</i>
<b>3</b>	<p>Introduction</p> <p>A resilience approach to drug education – partnerships and services</p> <p>Examples in the field</p> <p>Reflecting on own school's relationships and links with parents, community and services</p> <p>Strategies for improvement</p>	<p><i>REDI for school communities</i> video, segment 3: Partnerships and services (6:30 mins)</p> <p>Activities 3.1–3.3</p> <p>HOs 7 and 8</p>	<i>30–45 mins</i>
<b>4</b>	<p>Introduction</p> <p>A resilience approach to drug education – curriculum</p> <p>Reflecting on own school's teaching strategies and programs</p> <p>Strategies for improvement</p> <p>Workshop review</p>	<p><i>REDI for school communities</i> video, segment 4: Curriculum (8:40 mins)</p> <p>Activities 4.1–4.3</p> <p>HOs 9 and 10</p>	<i>30–45 mins</i>

**Table 2:** *REDI for school communities* workshop overview.

# Workshop activities

## Session 1: Resilience and drug education

### Aim

At the end of this session, participants should be able to:

- identify the purpose and context for the REDI resources within current school drug education initiatives and programs
- discuss the concept of resilience and its relevance to school drug education, health and wellbeing
- identify possible implications of resilience research to the school community, its teachers and students.



### Key concepts/issues

Session 1 seeks to provide the overall context and relevance of resilience to effective school drug education. Key concepts/themes include the following:

- 1 A growing body of resilience research on how young people negotiate risks and challenges provides evidence of the factors that help protect young people from health risk behaviors including problematic substance use, violence and suicide.
- 2 Resilience is the capacity to ‘bounce back from adversity’.<sup>4</sup> Being resilient involves ‘the *inherent* and *nurtured* capacity of individuals to deal with life stressors in ways that enable them to lead healthy and fulfilling lives’.<sup>5</sup>
- 3 Feelings of connectedness to family, friends, community and school have been shown to underpin an individual’s resilience.
- 4 Research confirms that schools can play an important role in enhancing resilience through building connectedness and strengthening protective factors in young people’s lives.
- 5 The development of resilience is associated with the prevention of problematic substance use, violence and suicide.
- 6 There is little evidence to suggest that resilience-based prevention programs reduce the rate of experimentation with alcohol and other drugs, however research does suggest that they are effective in reducing the number of young people who will become involved in longer term problematic alcohol or other drug use.

<sup>4</sup> Wolin, S. and Wolin, S. (1999) *Project Resilience*, <http://projectresilience.com>

<sup>5</sup> *ibid.*

- 7 Recent research (Benard 1991, 1997; Fuller 2000; Howard & Johnson 2000) has identified three key protective factors that contribute to the resilience of young people:
- a sense of belonging through caring relationships
  - meaningful participation and contribution
  - high but achievable expectations.
- 8 There is clearly an important interconnection between learning, resilience and outcomes for young people:
- learning and performing well at school are protective factors against drug-related harm
  - the same strategies and skills that foster resilience also promote learning – caring relationships, authentic and meaningful participation as well as positive but realistic expectations.
- 9 The crucial issue for school-based drug prevention and health promotion is that resilience can be strengthened through programs and environments that promote connectedness and positive learning experiences.

Activities	Timing	REDI resources
<i>Introduction</i>		
Activity 1.1: Introduction	10–15 mins	OHTs 1–6; HO 1 or 2
Activity 1.2: What is resilience?	15–20 mins	OHTs 7 and 8
<i>REDI for school communities</i> video, segment 1 and debrief		
Activity 1.3: Resilience and drug education	30–40 mins	<i>REDI for school communities</i> video
• video segment 1	Video (7:30 mins)	OHTs 9–16; HO 3
• debrief resilience and drug education	Debrief (20–30 mins)	
<i>Considerations for own school community</i>	10–15 mins	
Activity 1.4: Enhancing resilience in self, students and schools	10–15 mins	OHTs 17–19; HO 4

Please note times suggested are the minimum required to address key concepts and issues.

**Table 3: Suggested structure and timing for Session 1.**

### Activity 1.1: Introduction

#### Purpose

To set the scene and purpose of the REDI professional development activities.

#### Resources

- OHTs 1–6
- HO 1 *or* 2

#### How

- 1 Introduce the purpose, aims and structure of the workshop. (Use OHTs 1 and 2 to support your introduction.)
- 2 Using OHTs 3–5, briefly explain the background, purpose and key components of the REDI resources and how this professional development workshop fits within the overall purpose and structure of the resources. (Emphasise that these national resources have been developed to support and complement existing good practice, not replace State and Territory curriculum, policy or guidelines.)
- 3 Using OHT 6, briefly discuss the way schools can and do intervene to undertake drug education strategies.
- 4 Distribute HO 1 *or* 2 to pairs/small groups and ask: “What is your school seeking to achieve in its drug education? What is it doing well? What is it not doing so well?” (Allow approximately 5–10 minutes for shared responses.)

#### Notes

- HO 1 provides a very straightforward means for the participants to discuss the school’s goals, strengths and weaknesses in drug education. You may find this a more useful tool for primary schools, which may not identify with the concepts of intervention and treatments identified in HO 2.
- HO 2 supports the participants in conceptualising why and how schools intervene in drug-related issues. This tool offers a stronger base for discussion of issues and may be more appropriate for middle and secondary schools.

- 5 Debrief responses with the whole group. Draw out key strengths and weaknesses and note these on the board as areas for further consideration in the workshop.
- 6 Comment that the workshop provides an opportunity to examine and build on strengths within the school for effective drug education. Briefly explain that:
  - the video and activities focus on significant research findings about the factors that support young people’s resilience and that also help protect against drug-related harm and other risk behaviours

- the workshop provides an opportunity to explore these factors and then consider if protective factors for supporting resilience can be enhanced within the school's environment, policies and programs.
- 7 Conclude with agreement on the proposed workshop aims.

### Notes

- The key purpose here is to establish the value and reason for engaging in the professional development activities. Emphasise that the resilience research offers schools a useful lens through which to consider and review their current practice in relation to drug education, health and wellbeing.
- In debriefing HO 1 or 2, a school may identify drug education as of little relevance to its main purpose. You may wish to use this feedback as a way of introducing the connection between learning and risk/protective factors. In particular, primary schools may need to be guided into understanding the link between resilience based preventative strategies and outcomes for young people across a range of behaviours, including social development, health and learning.

### Activity 1.2: What is resilience?

#### Purpose

To promote interest around the concept of resilience and establish readiness for the first video segment.

### Notes

- The key purpose here is to consider the concept of resilience before investigating the range of ideas in segment 1 of the video.
- Part A provides core content for the workshop. Part B can be provided as an extension to allow participants to explore their feelings and perceptions of resilience and consider its dimensions in relation to their own experiences and understandings.

#### Resources

- OHTs 7 and 8
- Large sheets of paper

#### How

##### Part A Core

- 1 Introduce the activity by asking: "What is resilience and why should it be of interest to us? What kind of images and words does this term suggest?"
- 2 Briefly record responses on the board or a large sheet of paper as a concept map of the participants' initial perceptions/understanding.

### 3 Display OHT 7 and note the key aspects of resilience.

Explain that research on resilience has its origins in the observation that a considerable proportion of people have positive outcomes despite having experienced abuse, neglect or trauma. The idea of identifying those qualities and circumstances that assist people to thrive against the odds, and using these to build resilience in all young people, is now emerging as a powerful preventative strategy with problem behaviours, including problematic drug use, mental health issues and violence. Note that video segment 1 explores this idea of resilience, and its relationship to schools and drug education.

### Part B Extension

- 1 Ask the participants to reflect on a time when they survived or coped with a difficult event. Ask, “What is it that allowed you to be resilient and cope?” (Allow a few moments for the participants to reflect on this.)
- 2 Provide large sheets of paper to small groups and ask them to brainstorm the factors they believe help individuals to be resilient and cope during difficult times. This question is focused on what factors in general help an individual cope and manage positively in times of adversity. (Allow 5–10 minutes.)
- 3 Ask small groups to nominate the three factors they see as critical to an individual’s resilience. (Allow 5 minutes.)
- 4 Gather the three responses from each group and list them on the board or a large sheet of paper under ‘Personal and environmental factors’. Confirm common attributes and environmental supports associated with resilience. (Use OHT 8 to support group responses, if appropriate.)
- 5 Conclude the activity by noting that the capacity of individuals to cope and live healthy and fulfilling lives depends on a range of factors. It is more than just something we are born with, and our ability to cope and be resilient can change.

#### **Note**

- This activity should not imply that resilience means not expressing distress or grief. It is important that ‘coping’ is not misconstrued as showing lack of emotion. The key message is that all individuals react to circumstances in different ways to meet their needs and circumstances and one’s capacity is a complex combination of attributes, supports and circumstances.

### **Activity 1.3: Resilience and drug education**

#### **Purpose**

To provide participants with an opportunity to consider and discuss current findings and information on the relationship of resilience to young people’s health outcomes, schools and drug education.

### Notes

- It is planned that by the end of this activity, participants will have had a good opportunity to discuss and explore the following key points:
  - Feelings of belonging and connectedness to family, friends, community and school have been shown to underpin an individual's resilience.
  - Research confirms that schools and their teachers can play an important role in building connectedness and strengthening protective factors in young people's lives by providing opportunities for students to develop skills that will enhance resilience.
  - The development of resilience is associated with the prevention of problematic substance use, violence and suicide.
  - There is little evidence to suggest that resilience-based prevention programs reduce the rate of experimentation with alcohol and other drugs, however research does suggest that they are effective in reducing the number of young people who will become involved in longer term problematic alcohol or other drug use.
  - Recent research has identified three key protective factors that contribute to the resilience of young people: a sense of belonging through caring relationships; meaningful participation and contribution; and high but achievable expectations.
- The following can be used as a basic script outline to support your debriefing of the video in this activity:

There is clear evidence from life trajectory studies that what happens in a person's early years and schooling in terms of positive attachments and belonging is significant in predicting life outcomes for health and wellbeing. We now know that schools can and do make a difference in young people's lives and teachers can strengthen students' protection against drug-related harm as well as other health risk behaviours, including violence and mental health problems.

The research is clear that schools can make a difference to the health and wellbeing of students through providing opportunities for students to develop the knowledge, skills, attitudes and values that enhance the development of resilience. School communities need to ensure that their ethos, policies and practices inform decision-making and action and describe education and intervention accountabilities that contribute to the achievement of effective drug education outcomes and the overall health and wellbeing of the school community.

So, effective drug education is more than drug education lessons or school policy. Although these are important components, we now know that providing a school environment and programs that promote positive relationships, meaningful participation and high but achievable expectations is essential for strengthening protective factors and making a difference to the health and wellbeing of students.

### Resources

- *REDI for school communities* video, segment 1 and a video recorder
- OHTs 9–16
- HO 3
- Large sheets of paper and coloured pens

### How

- 1 Briefly introduce the trigger video explaining that it presents experts discussing resilience, substance use problems and protective factors in young people's lives.
- 2 Prepare the participants to attend to the key ideas in the segment. Explain that after the segment has finished they will work in small groups to identify and discuss key themes/ideas.
- 3 Play *REDI for school communities* video, segment 1.
- 4 Provide large sheets of paper and coloured pens to groups and ask them to discuss and map key themes/ideas/issues or questions from the video. Some groups may prefer to work diagrammatically using network/spider maps or drawings, while others may prefer a more structured list of ideas and issues. (Allow approximately 10–15 minutes for this group process.)

The extent to which this group process is structured and supported by focus questions will depend on the needs of the group.

Questions you could ask to guide groups when mapping issues/ideas for step 4 include:

- What are the five main ideas presented in the video?
  - What is the most important piece of information you've each gained from the segment?
  - What might a road map of the ideas look like?
  - What are the main questions/areas of interest that you would like to consider further?
- 5 Ask groups to report back their identified themes/key understandings and questions to the whole group and facilitate points of discussion and understanding. (Support debriefing and discussion if preferred by reference to OHTs 9–11, confirming key points from the video segment.)
  - 6 Provide HO 3, a summary of the key risk and resilience factors for young people, and discuss briefly.
  - 7 Explain that recent research in Victoria (Human Services (2000) 'Improving The Lives Of Young Victorians In Our Community', Community Care Division, Victoria) has confirmed the importance of risk/protective factors in predicting young people's resilience and behaviours. The key determinants of connectedness to peers, family, school and community were again confirmed.
  - 8 Display OHTs 12–15. Clarify that the data shows a clear link between the extent to which young people engage in problem behaviours and the level of risk and protective factors to which they are exposed. Risk and protective factors represented in these graphs correspond to those listed on HO 3.

- 9 Conclude with a few comments/discussion points:
- We know there is a strong link between the number of risk and protective factors to which young people are exposed (within their communities, families, schools and peer/individual groups) and their involvement in problem behaviours.
  - Risk and protective factors are ‘contagious’ – if you have one risk or protective factor you are likely to have others.
  - Many diverse problems share the same risk and protective factors – successful intervention in one area can have benefits for a number of behaviours.
  - Conclude the activity, ensuring that key points around the role that schools and teachers can play in enhancing protective factors in young people’s lives have been addressed. Draw together the key themes of segment 1:
    - Drug education needs to be seen in the ‘big picture’– it is much more than drug education curriculum, it’s about nurturing resilience in the environment and programs the school provides as part of a preventative approach to drug education and promoting the health and wellbeing of the school community.
    - The whole school approach provides a comprehensive way to think through the school’s policies, practices and programs that impact on the way people relate to each other, communicate expectations and offer opportunities for meaningful participation.
    - The Health Promoting Schools Framework provides a model for thinking through how to enhance resilience as part of effective school drug education by focusing on the school’s ethos and environment, partnerships and services, and curriculum. (Display OHT 16 to support this theme.)

### **Activity 1.4: Enhancing resilience in self, students and schools**

#### **Purpose**

To provide participants with the opportunity to draw together key concepts and reflect on the implications of these for students, teachers and the broader school community.

#### **Resources**

- OHTs 17–19
- HO 4

#### **How**

- 1 Introduce the activity by explaining that we’ve now seen that substance use problems in young people can be impacted on by the way schools and their teachers enhance protective factors and build resilience. Ask, “What might a resilience building school look like?”
- 2 Seek responses from the participants. Display OHT 17 and relate back to themes from the video.

- 3 Display OHT 18 and outline how this provides a useful framework for how schools might build protective factors and minimise risks in the school environment by focusing on the three key issues of belonging, participation and expectations. Ask, “Does this only relate to the school environment? Can we apply this model to our classrooms? To our own health and wellbeing? To our approach in drug education?”
- 4 Display OHT 19 and discuss.
- 5 Distribute HO 4. Ask the participants to work in pairs/small groups to identify areas where the school could increase protective factors in students’ lives and strengthen resilience within its drug education strategy. (Provide an opportunity for groups to work on all areas, or for different groups to take different aspects.)
- 6 Conclude with an opportunity for the participants to review key learning and items/issues for further discussion in subsequent workshop sessions.
- 7 Debrief the responses and draw out the connections and the need for alignment in the following:
  - the whole school environment
  - the drug education policy, procedures and programs
  - the classroom environment, learning strategies and skills
  - the health and wellbeing of the student and staff/participants, in particular the relationship between participants’ own resilience and professional development and that of the school’s values around learning, coping and enjoying school.
- 8 Explain that over the next few sessions, the workshops will use the Health Promoting Schools (HPS) Framework to identify areas for improvement, and possible strategies/actions for the future.

## Session 2: Ethos and environment

### Aim

At the end of this session, participants should be able to:

- identify examples of the ethos and environments of schools that support a resilience approach to drug education
- actively reflect on their own school’s organisation, values, policies and relationships for fostering resilience, health and wellbeing
- identify strategies for improvement.



### Key concepts/issues

Session 2 seeks to provide a useful framework for schools to review their school ethos and environment for promoting resilience and effective drug education outcomes.

- 1 The HPS Framework provides a strong model for understanding and evaluating school policies, practices and programs.

- 2 'School Matters', in *MindMatters* provides a similar approach. If schools have considered these aspects of their school in relation to health and wellbeing, this workshop provides an opportunity to refocus from the perspective of drug-related issues.
- 3 Examples of schools in the video are not intended as exemplars or models to be copied. Rather, they provide prompts to contemplate some useful strategies and approaches occurring in the field. Participants need to think beyond the examples and ask, "Is that appropriate or useful in this school context?"
- 4 Schools need to relate the research around resilience and protective factors to their own context and practical strategies for improvement. Activities here seek to support this process.

Activities	Timing	REDI resources
<i>Introduction</i> Activity 2.1: Introduction	5–10 mins	OHT 16 (optional)
<i>REDI for school communities</i> video, segment 2 and debrief Activity 2.2: Ethos and environment <ul style="list-style-type: none"> <li>• video segment 2</li> <li>• debrief ethos and environment</li> </ul>	15–20 mins Video (6 mins) Debrief (10 mins)	<i>REDI for school communities</i> video HO 5
<i>Strategies for improvement</i> Activity 2.3: Strategies for improvement	15–20 mins Timing will vary depending on process used (see notes below)	HO 6

Please note times suggested are the minimum required to address key concepts and issues.

**Table 4: Suggested structure and timing for Session 2.**

### Approach to this and subsequent sessions

Session 2 can be approached simply by completing activities 2.1, 2.2 and 2.3 and then going on to Sessions 3 and 4.

Alternatively, Sessions 2, 3 and 4 can be completed concurrently in the following manner:

- Conduct Sessions 2, 3, and 4 up to the initial video debriefings (ie complete Activities 2.1, 2.2, 3.1, 3.2, 4.1 and 4.2 but do not proceed to Activities 2.3, 3.3 or 4.3).
- Once debriefed, draw on the findings in response to video segments 2, 3 and 4 and form three separate groups: one to look at ethos (Activity 2.3), one to look at partnerships (Activity 3.3) and one to look at curriculum (Activity 4.3). These groups work independently and concurrently and then return to present their findings to the whole group.

### Activity 2.1: Introduction

#### Purpose

To provide links back to Session 1 and to set the climate and purpose for Session 2.

#### Resources

- OHT 16 (if needed for review of Session 1)

#### How

- 1 Introduce the purpose and structure of the session. Highlight that the focus here is on considering areas for improvement within the school to foster resilience, health and wellbeing as part of effective drug education. (If there has been a gap between Sessions 1 and 2, refer to OHT 16 and allow time to recap the content and areas of discussion from Session 1.)
- 2 Briefly introduce the trigger video, explaining that it presents examples from three schools from the aspect of their school ethos, values and organisation.
- 3 Briefly discuss terms such as ethos, values and environment, and ‘unpack’ their meaning and significance to the participants’ sense of belonging and connection, meaningful participation and high but achievable expectations.

#### Notes

- A range of ‘fun’ activities can be used to encourage individuals to discuss their work culture. Consider the appropriateness of an icebreaker that identifies feelings/images of the school culture.
- Ensure adequate time to complete Activity 2.2. Participants will need to engage with each other, discuss perceptions and negotiate views, so it is suggested that step 3 above is minimised or omitted if time is limited.

### Activity 2.2: Ethos and environment

#### Purpose

To draw on the video examples and participants’ own experiences to:

- identify features and considerations for promoting a school ethos and environment that fosters resilience, health and wellbeing.

#### Resources

- *REDI for school communities* video, segment 2 and a video recorder
- HO 5
- White/blackboard, large sheets of paper

### How

- 1 Distribute a copy of HO 5 to each participant. Explain that when the video segment is finished they will be asked to work in small groups to identify examples from the video of good practice in relation to ethos and environment.
- 2 Play *REDI for school communities* video, segment 2.
- 3 Ask the participants to work quickly in pairs/small groups to identify all the examples from segment 2 of practices/programs that foster a safe and supportive environment. Provide a few minutes for pairs/small groups to answer the top half of HO 5. Debrief and briefly discuss, “What were the apparent benefits/features/context for such an approach?”
- 4 Ask pairs/small groups to exchange ideas of possible examples from their own context and jot down responses on HO 5.
- 5 Debrief, discuss and record a range of responses on the board or a large sheet of paper. (This can be used to create a profile of the participants’ views of the school’s own resilience and effectiveness in drug education, health and wellbeing, as responses are gathered across the HPS Framework.)

### Activity 2.3: Strategies for improvement

#### Purpose

To:

- draw on the discussion so far and reflect on strengths and weaknesses in the school’s ethos and environment
- identify strategies for improvement to promote a resilience approach to drug education.

#### Resources

- HO 6
- Large sheets of paper

#### Notes

- Check the approach you are taking to this activity – see ‘Approach to this and subsequent sessions’ above.
- You might find it helpful to refer to *Community Matters* on the *MindMatters* website (<http://online.curriculum.edu.au/mindmatters/index.htm>) for a checklist on ethos and environment, with a particular focus on cultural inclusion and respect for diversity.

### How

- 1 Explain that participants now have the opportunity to look closely at the aspects/features that can make a difference in the school ethos and environment.

- 2 Structure small groups, appropriate to the workshop delivery (see note above).
- 3 Distribute a copy of HO 6 to each participant in the small group/s working on improvement strategies for enhancing resilience and drug education within the school's ethos and environment. Ask the participants first to jot down their own rating for each of the features in HO 6 and some initial ideas on improvement strategies (where 1=poor; 5=excellent).
- 4 Ask the participants to work in their groups to:
  - discuss their individual ratings, agree on a group rating for each item and record this on large sheets of paper
  - identify those items in need of priority and strengthening and list suggested improvements for these items
  - determine a set of actions for building a resilience approach to drug education, given the agreed areas of strength and weakness in the school ethos and environment.
- 5 Reconvene small groups into a whole group discussion and ask each group to present its findings.
- 6 Conclude the session with an agreed course of action. (This may range from: responses will be collated and inform other strategies; to a more focused strategy for continuous improvement in the school drug education strategy.)

### Session 3: Partnerships and services

#### Aim

At the end of this session, participants should be able to:

- identify examples of school partnerships that support a resilience approach to drug education
- actively reflect on their own school's relationships and links with parents, community and services for fostering resilience, health and wellbeing
- identify strategies for improvement.



#### Key concepts/issues

Session 3 seeks to provide a useful framework for schools to review their own partnerships for promoting resilience and effective drug education outcomes.

- 1 The HPS Framework provides a strong model for understanding and evaluating school partnerships and services.
- 2 *MindMatters* provides a similar approach. If schools have considered these aspects of their school in relation to health and wellbeing, the video and activities here provide an opportunity to refocus from the perspective of drug-related issues.
- 3 Examples of schools in the video are not intended as exemplars or models to be copied. Rather, they provide prompts to contemplate some useful strategies and

approaches occurring in the field. Participants need to think beyond the example and ask, “Is that appropriate or useful in this school context?”

- 4 Schools need to relate the research around resilience and protective factors back to their own context and practical strategies for improvement. Activities here seek to support this process.

Activities	Timing	REDI resources
<i>Introduction</i> Activity 3.1: Introduction	<i>5–10 mins</i>	OHT 16 (optional)
<i>REDI for school communities</i> video, segment 3 and debrief Activity 3.2: Partnerships <ul style="list-style-type: none"><li>• video segment 3</li><li>• debrief partnerships</li></ul>	<i>15–20 mins</i> Video (6 mins) Debrief (10 mins)	<i>REDI for school communities</i> video HO 7
<i>Strategies for improvement</i> Activity 3.3: Strategies for improvement	<i>15–20 mins</i> Timing will vary depending on process used (see note below)	HO 8

Please note times suggested are the minimum required to address key concepts and issues.

**Table 5: Suggested structure and timing for Session 3.**

### Activity 3.1: Introduction

#### Purpose

To provide links back to Sessions 1 and 2 and to set the climate and purpose for Session 3.

#### Resources

- OHT 16 (if required)

#### How

- 1 Introduce the purpose and structure of the session. Explain that the focus continues on the consideration of areas for improvement. Here we look at school partnerships and what schools might do to foster resilience, health and wellbeing as part of effective drug education. (If there has been a gap between Sessions 2 and 3, refer to OHT 16 and allow time to recap content and areas of discussion from the earlier sessions.)
- 2 Briefly introduce segment 3 of the *REDI for school communities* video, explaining that it presents examples from five schools of aspects of their partnerships with parents, community, welfare agencies and health professionals.

### Activity 3.2: Partnerships

#### Purpose

To draw on the video examples and participants' own experiences to:

- identify features and considerations for promoting school partnerships that foster resilience, health and wellbeing.

#### Resources

- *REDI for school communities* video, segment 3 and a video recorder
- HO 7
- White/blackboard, large sheets of paper

#### Note

- You might find it helpful to refer to *Community Matters* on the *MindMatters* website (<http://online.curriculum.edu.au/mindmatters/index.htm>) for a checklist on partnerships with a particular focus on cultural inclusion and respect for diversity.

#### How

- 1 Distribute a copy of HO 7 to each participant. Explain that when the video segment has finished playing, participants will be asked to work in small groups to identify examples from the video of good practice in relation to partnerships.
- 2 Play *REDI for school communities* video, segment 3.
- 3 Ask the participants to work quickly in pairs/small groups to identify all the examples from segment 3 of practices/programs that foster partnerships. Provide a few minutes for pairs/small groups to answer the top half of HO 7. Debrief and briefly discuss, "What were the apparent benefits/features/context for such an approach?"
- 4 Ask pairs/small groups to exchange ideas on possible examples from their own school context and to jot down responses on HO 7. Debrief, discuss and record a range of responses on the board or a large sheet of paper. (This can be used to create a profile of the participant's views of the school's own resilience and effectiveness in drug education, health and wellbeing, as responses are gathered across the HPS Framework.)

### Activity 3.3: Strategies for improvement

#### Purpose

To:

- draw on the discussion so far and reflect on strengths and weaknesses in the school's partnerships

- identify strategies for improvement to promote a resilience approach to drug education.

### Resources

- HO 8
- Large sheets of paper

### Note

- Check the approach you are taking to this activity – see ‘Approach to this and subsequent sessions’ in Session 2.

### How

- 1 Explain that participants have the opportunity to look closely at the aspects/features that can make a difference in their school’s partnerships.
- 2 Structure small groups appropriate to the workshop delivery (see note above).
- 3 Distribute a copy of HO 8 to each participant in the small group/s working on improvement strategies for enhancing resilience and drug education within the school’s partnerships. Ask the participants first to jot down their own rating for each of the features in HO 8 and some initial ideas on improvement strategies (where 1=poor; 5=excellent).
- 4 Ask participants to work in their groups to:
  - discuss their individual ratings, agree on a group rating for each item and record this on large sheets of paper
  - identify those items in need of priority and strengthening and list suggested improvements for these items
  - determine a set of actions for building a resilience approach to drug education, given the agreed areas of strength and weakness in the school’s partnerships.
- 5 Reconvene small groups into a whole group discussion and ask each group to present its findings.
- 6 Conclude the session with an agreed course of action. (This may range from: responses will be collated and inform other strategies; to a more focused strategy for continuous improvement in the school drug education strategy.)

## Session 4: Curriculum

### Aim

At the end of this session, participants should be able to:

- identify examples of school curriculum, teaching and learning strategies and programs that support a resilience approach to drug education

- actively reflect on their own school's methods and resources for learning and teaching in the school and the relationship of this to fostering resilience, health and wellbeing
- identify strategies for improvement
- review learning achievements and determine any future development actions for self, staff/participants, school.

### Key concepts/issues

Session 4 seeks to provide a useful framework for schools to review their own curriculum for promoting resilience and effective drug education outcomes.

- 1 The HPS Framework provides a strong model for understanding and evaluating school curriculum, teaching and learning strategies.
- 2 This segment has a strong emphasis on programs beyond, as well as within, the classroom. The accompanying professional development video, *REDI for the classroom*, provides a detailed focus on this aspect of drug education and resilience. For this reason, segment 4 of the *REDI for school communities* video stays at a fairly generic, programs level of discussion.
- 3 Examples of schools in the video are not intended as exemplars or models to be copied. Rather they provide prompts to contemplate some useful strategies and approaches occurring in the field. Participants need to think beyond the example and ask, "Is that appropriate or useful in this school context?"
- 4 Schools need to relate the research around resilience and protective factors to their own context and practical strategies for improvement. Activities here seek to support this process.

Activities	Timing	REDI resources
<i>Introduction</i> Activity 4.1: Introduction	5–10 mins	OHT 16 (optional)
<i>REDI for school communities</i> video, segment 4 and debrief Activity 4.2: Curriculum <ul style="list-style-type: none"> <li>• video segment 4</li> <li>• debrief curriculum</li> </ul>	15–20 mins Video (9 mins) Debrief (10 mins)	<i>REDI for school communities</i> video HO 9
<i>Strategies for improvement</i> Activity 4.3: Strategies for improvement	15–20 mins Timing will vary depending on process used (see note below)	HO 10

Please note times suggested are the minimum required to address key concepts and issues.

**Table 6: Suggested structure and timing for Session 4.**

### Activity 4.1: Introduction

#### Purpose

To provide links back to previous sessions and to set the climate and purpose for Session 4.

#### Resources

- OHT 16 (if required)

#### How

- 1 Introduce the purpose and structure of the session. Explain that the focus continues on the consideration of areas for improvement. Here we look at school curriculum and what schools might do to foster resilience, health and wellbeing as part of effective drug education. (If there has been a gap between Sessions 3 and 4, refer to OHT 16 and allow time to recap content and areas of discussion from the earlier sessions.)
- 2 Briefly introduce segment 4 of the *REDI for school communities* video, explaining that it presents examples from five schools of aspects of their curriculum and programs.

### Activity 4.2: Curriculum

#### Purpose

To draw on the video examples and participants' own experiences to:

- identify features and considerations for promoting curriculum, programs and learning strategies that foster resilience, health and wellbeing
- reflect on strengths and weaknesses in their own school's curriculum, teaching methods and programs
- identify strategies for improvement to promote a resilience approach to drug education.

#### Resources

- *REDI for school communities* video, segment 4 and a video recorder
- HO 9
- White/blackboard, large sheets of paper

#### How

- 1 Distribute a copy of HO 9 to each participant. Explain that when the video segment is finished they will be asked to work in small groups to identify examples from the video of good practice in relation to curriculum.
- 2 Play *REDI for school communities* video, segment 4.

- 3 Ask the participants to work quickly in pairs/small groups to identify all the examples from segment 4 of practices that foster resilience through curriculum and programs. Provide a few minutes for pairs/small groups to answer the top half of HO 9. Debrief and briefly discuss, “What were the apparent benefits/features/context for such an approach?”
- 4 Ask pairs/small groups to exchange ideas of possible examples from their own context and jot down responses on HO 9.
- 5 Debrief, discuss and record a range of responses on the board or a large sheet of paper. (This can be used to create a profile of the participants’ views of the school’s own resilience and effectiveness in drug education, health and wellbeing, as responses are gathered across the HPS Framework.)

### Activity 4.3: Strategies for improvement

#### Purpose

To:

- draw on the discussion so far and reflect on strengths and weaknesses in the school’s curriculum
- identify strategies for improvement to promote a resilience approach to drug education.

#### Resources

- HO 10
- Large sheets of paper

#### Note

- Check the approach you are taking to this activity – see ‘Approach to this and subsequent sessions’ in Session 2.

#### How

- 1 Explain that participants have the opportunity to look closely at the aspects/features that can make a difference in their school’s curriculum.
- 2 Structure small groups appropriate to the workshop delivery (see note above).
- 3 Distribute a copy of HO 10 to each participant in the small group/s working on improvement strategies for enhancing resilience and drug education within the school’s curriculum. Ask the participants first to jot down their own rating for each of the features in HO 10 and some initial ideas on improvement strategies (where 1=poor; 5=excellent).
- 4 Ask participants to work in their groups to:
  - discuss their individual ratings, agree on a group rating for each item and record this on large sheets of paper

- identify those items in need of priority and strengthening and list suggested improvements for these items
  - determine a set of actions for building a resilience approach to drug education, given the agreed areas of strength and weakness in the school's curriculum.
- 5 Reconvene small groups into a whole group discussion and ask each group to present its findings.
  - 6 Review the session and determine with the participants an agreed course of action. (This may range from: responses will be collated and inform other strategies; to a more focused strategy for continuous improvement in the school drug education strategy.)
  - 7 Conclude the workshop by reviewing key learning and group decisions across the four sessions. Clarify and confirm what, if any, future actions will be taken within the school to implement workshop decisions.
  - 8 Close the professional development workshop with guidance on how the other REDI resources can be accessed and used to support the school's drug education strategy.

# Resources

## Handouts (HOs)

HO 1:	Purpose of drug education _____	35
HO 2:	Drug education strategies _____	36
HO 3:	Risk and protective factors _____	37
HO 4:	Enhancing resilience and drug education _____	38
HO 5:	Ethos and environment _____	39
HO 6:	Ethos and environment: strategies for improvement _____	40
HO 7:	Partnerships _____	41
HO 8:	Partnerships: strategies for improvement _____	42
HO 9:	Curriculum _____	43
HO 10:	Curriculum: strategies for improvement _____	44

## Overhead transparencies (OHTs)

OHT 1:	<i>REDI for school communities: a resilience approach to drug education</i> _____	45
OHT 2:	Workshop aims _____	46
OHT 3:	REDI resources _____	47
OHT 4:	REDI resources (cont.) _____	48
OHT 5:	REDI professional development resources _____	49
OHT 6:	Comprehensive drug education strategies _____	50
OHT 7:	Resilience is ... _____	51
OHT 8:	Being resilient _____	52
OHT 9:	“The overall message from prevention research is ...” (Andrew Fuller quote) _____	53
OHT 10:	Traits/family/school/community _____	54
OHT 11:	Promote resilience through environments and programs _____	55
OHT 12:	Risk and protective factors _____	56
OHT 13:	Elevated risk factors for recent substance use _____	57
OHT 14:	Elevated risk factors for mental health and social problems _____	58



## Part 5 Resources

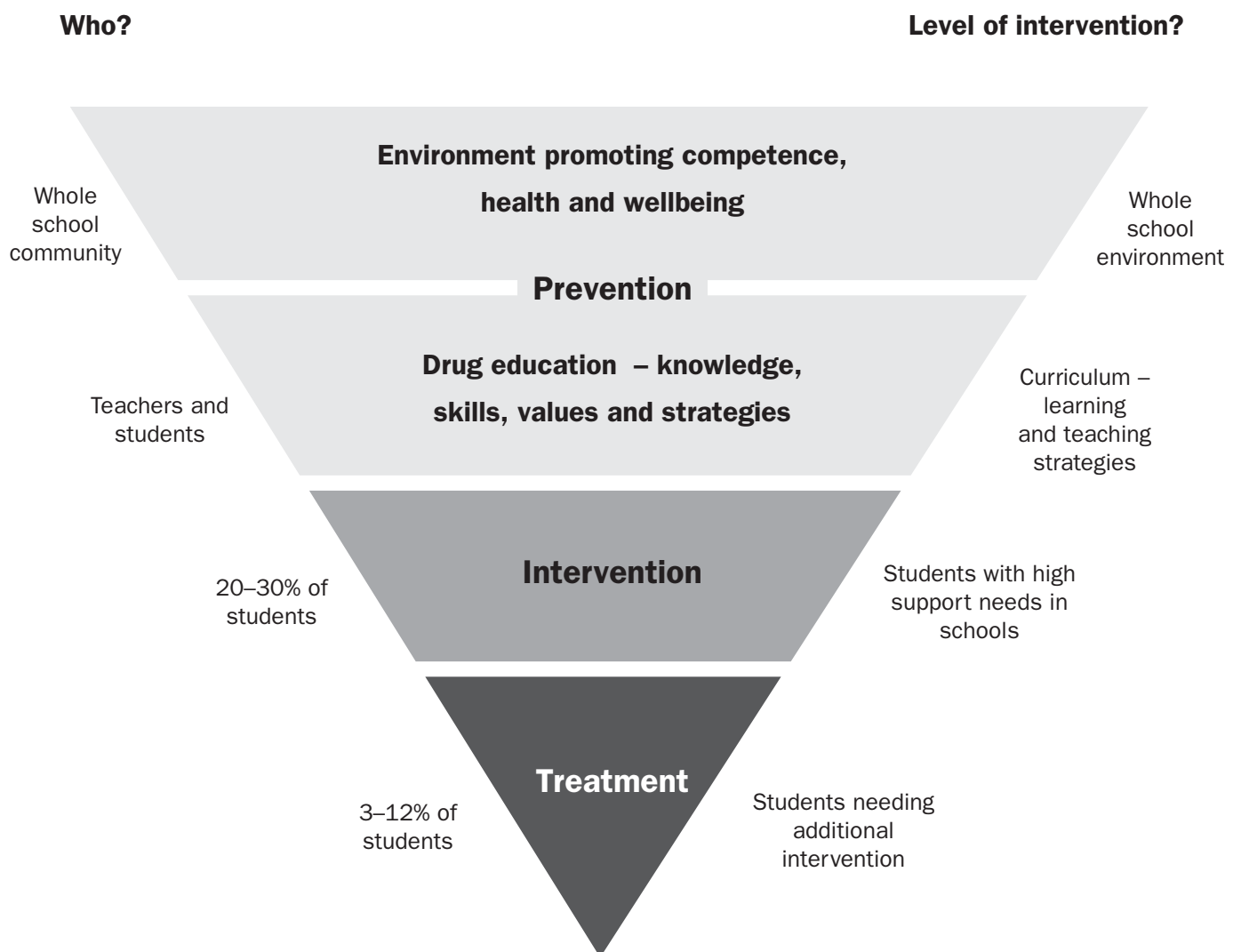
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OHT 15:	Elevated protective factors for recent substance use _____	59
OHT 16:	Whole school approach _____	60
OHT 17A:	School policies, practices and programs for building resilience _____	61
OHT 17B:	School policies, practices and programs for building resilience (cont.) _____	62
OHT 18:	A resilience promoting school _____	63
OHT 19:	Enhancing resilience and drug education _____	64



## Handout 2: Drug education strategies



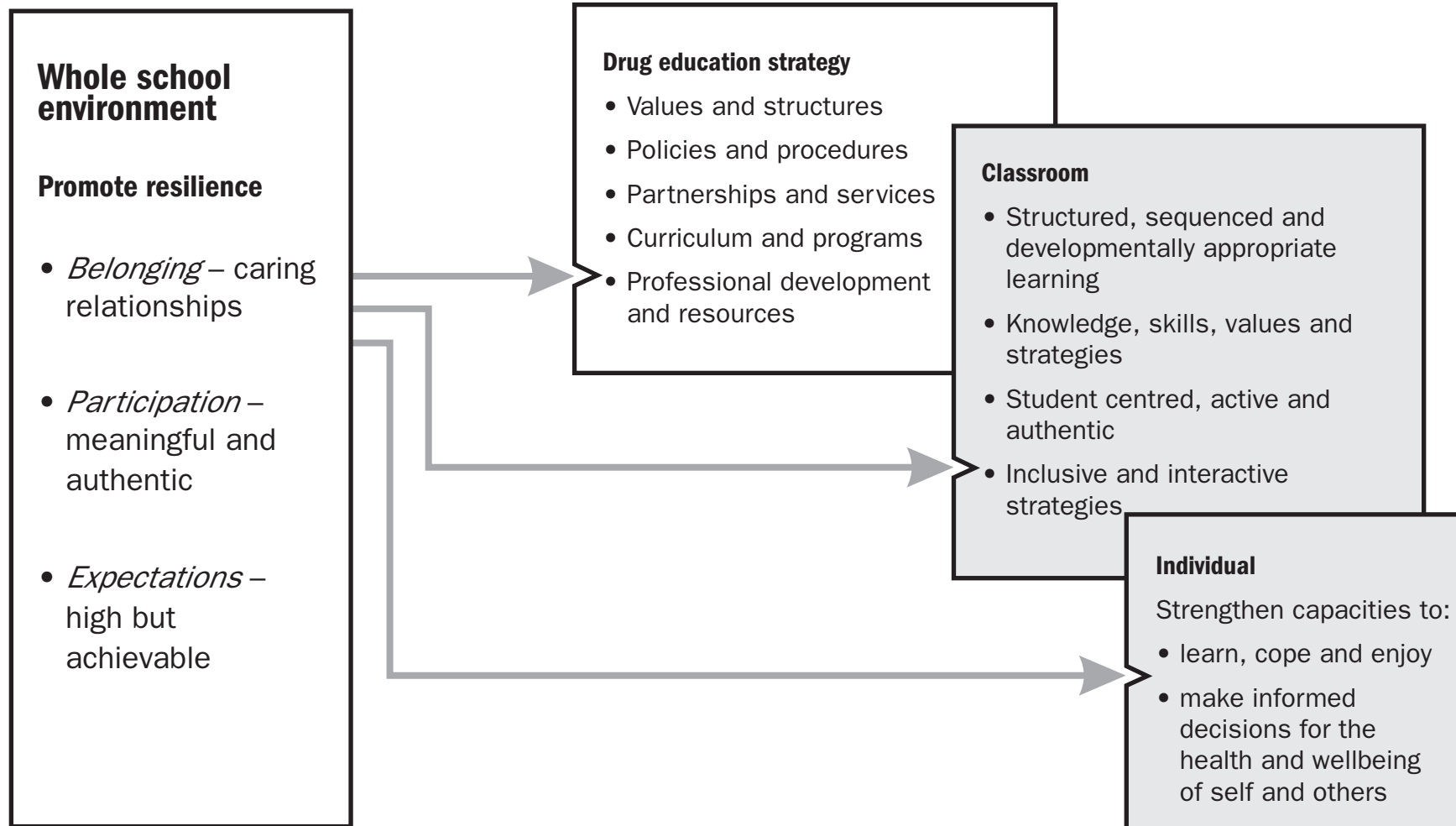
Adapted from WHO, 1994.

## Handout 3: Risk and protective factors

Protective factors			
<b>Community</b> Opportunities for involvement Rewards for involvement	<b>School</b> Opportunities for involvement Rewards for involvement	<b>Family</b> Attachment Opportunities for involvement Rewards for involvement	<b>Peer/Individual</b> Religiosity Social skills Belief in moral order
Risk factors			
<b>Community</b> Low neighbourhood attachment Community disorganisation Personal transitions and mobility Community transitions and mobility Laws and norms favourable to drug use Perceived availability of drugs	<b>School</b> Academic failure Low commitment to school	<b>Family</b> Poor family management Poor discipline Family conflict Family history of antisocial behaviour Parental attitudes favourable towards drug use Parental attitudes favourable towards antisocial behaviour	<b>Peer/Individual</b> Rebelliousness Early initiation of problem behaviour Antisocial behaviour Favourable attitudes towards antisocial behaviour Favourable attitudes towards drug use Perceived risk of drug use Interaction with antisocial peers Friends' use of drugs Sensation seeking Rewards for antisocial involvement Gang involvement

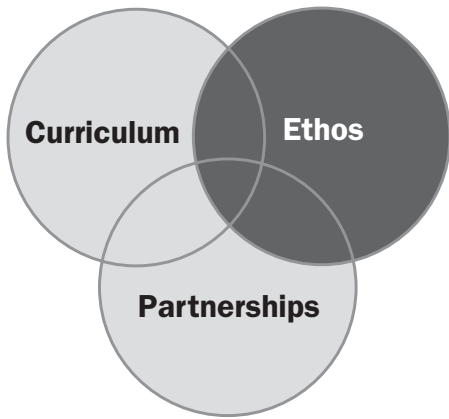
Adapted from Human Services (2000) 'Improving The Lives Of Young Victorians In Our Community', Community Care Division, Victoria.

## Handout 4: Enhancing resilience and drug education



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## Handout 5: Ethos and environment



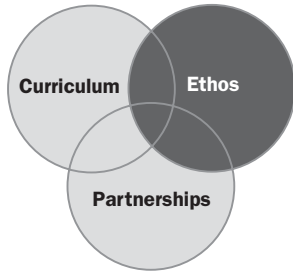
School ethos and environment – the school’s values, organisation, policies and procedures foster a safe, supportive, inclusive environment to promote health and minimise drug-related harm.

- Provide caring relationships and belonging.
- Provide opportunities for meaningful participation.
- Provide positive, clear and achievable expectations.

### Video examples

### Our school

## Handout 6: Ethos and environment: strategies for improvement



School ethos and environment – the school’s values, organisation, policies and procedures foster a safe, supportive, inclusive environment to promote health and minimise drug-related harm.

- Provide caring relationships and belonging.
- Provide opportunities for meaningful participation.
- Provide positive, clear and achievable expectations.

Statements	Rating 1 - 2 - 3 - 4 - 5	Improvements
There is a safe, supportive school environment.		
Values support learning, health and wellbeing for all.		
Organisation and structures support positive relationships and meaningful participation.		
Positive relationships are encouraged across staff and students.		
Students are actively engaged in learning, policies and programs.		
Policies and practices are inclusive and reflect the broader community’s cultures and needs.		
Policies and practices set clear and consistent expectations and boundaries.		
There is community involvement in the development and implementation of drug-related policy as well as broader school processes and activities.		
School drug education policies and procedures focus on the safety and wellbeing of students.		
Policy and procedures for managing drug-related incidents incorporate strategies for retaining students within school.		
Welfare support and pastoral care are integrated into drug and health related prevention and intervention strategies.		

### Recommended actions for building a resilience approach to drug education

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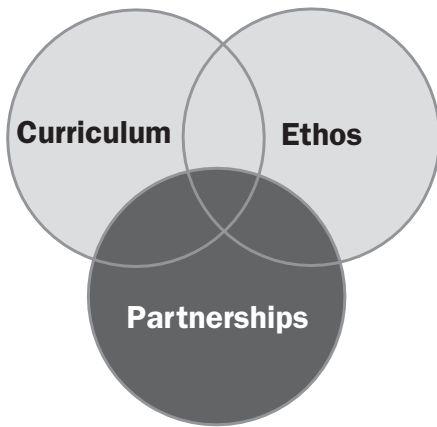
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## Handout 7: Partnerships



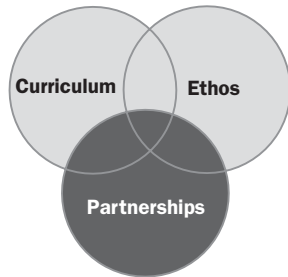
Partnerships and services – the school engages with parents and the community so that there are health-promoting partnerships, links with health and welfare agencies and opportunities for students to contribute and engage in the community.

- Provide caring relationships and belonging.
- Provide opportunities for meaningful participation.
- Provide positive, clear and achievable expectations.

### Video examples

### Our school

## Handout 8: Partnerships: strategies for improvement



Partnerships and services – the school engages with parents and the community so that there are health-promoting partnerships, links with health and welfare agencies and opportunities for students to contribute and engage in the community.

- Provide caring relationships and belonging.
- Provide opportunities for meaningful participation.
- Provide positive, clear and achievable expectations.

Statements	Rating 1 - 2 - 3 - 4 - 5	Improvements
There is recognition that community resources enrich schools and that schools can enrich the community.		
There is a broad spectrum of parent and community involvement and participation in the school.		
There are partnerships with health, welfare and local community agencies.		
Students are participating in community programs.		
Students are benefiting from awareness of the range of support services available in the community.		
There are clear procedures and mechanisms for referral to relevant health, welfare and community support services.		
There is active involvement of parents and the community in a whole school approach to drug education.		
Students, parents and the community are consulted when identifying local drug and health related issues.		
Meaningful participation and the contribution of the parents and community are provided in drug education forums and information strategies.		
Welfare and pastoral care staff maintain positive working relationships with community agencies for collaborative responses to drug-related issues.		

### Recommended actions for building a resilience approach to drug education

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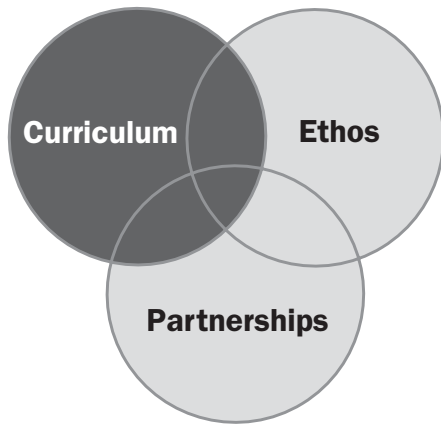
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## Handout 9: Curriculum



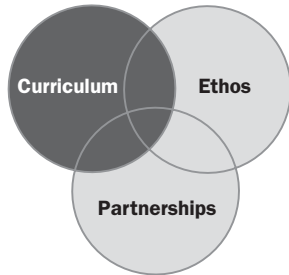
Curriculum, teaching and learning – the school provides meaningful and student centred experiential programs to foster learning, achievement, health and wellbeing.

- Provide caring relationships and belonging.
- Provide opportunities for meaningful participation.
- Provide positive, clear and achievable expectations.

### Video examples

### Our school

# Handout 10: Curriculum: strategies for improvement



Curriculum, teaching and learning – the school provides meaningful and student centred experiential programs to foster learning, achievement, health and wellbeing.

- Provide caring relationships and belonging.
- Provide opportunities for meaningful participation.
- Provide positive, clear and achievable expectations.

Statements	Rating 1 - 2 - 3 - 4 - 5	Improvements
High but achievable expectations that stimulate and challenge are provided.		
Students participate in authentic learning opportunities.		
Student centred learning strategies that foster active, cooperative and meaningful participation are provided.		
Learning strategies support development of skills such as communication, problem solving, assertiveness, negotiation, help seeking, critical literacy, decision-making and goal setting.		
Classroom learning strategies encourage student inclusion and interactivity.		
There are clear standards and boundaries for student behaviour and interactions.		
The drug education curriculum is provided within a broader context of health education and learning.		
Drug education is planned, sequential and appropriate to the needs and context of the students.		
A range of strategies is included within the classroom, including group work, discussion and role play.		
Learning includes the development of students' skills, values and strategies for making informed drug-related decisions.		
Teachers have the appropriate knowledge, skills and techniques to provide effective drug education strategies that promote students' learning, resilience and wellbeing.		

## Recommended actions for building a resilience approach to drug education

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# ***REDI for school communities: a resilience approach to drug education***

**A professional development  
workshop for the school community**

OHT 1

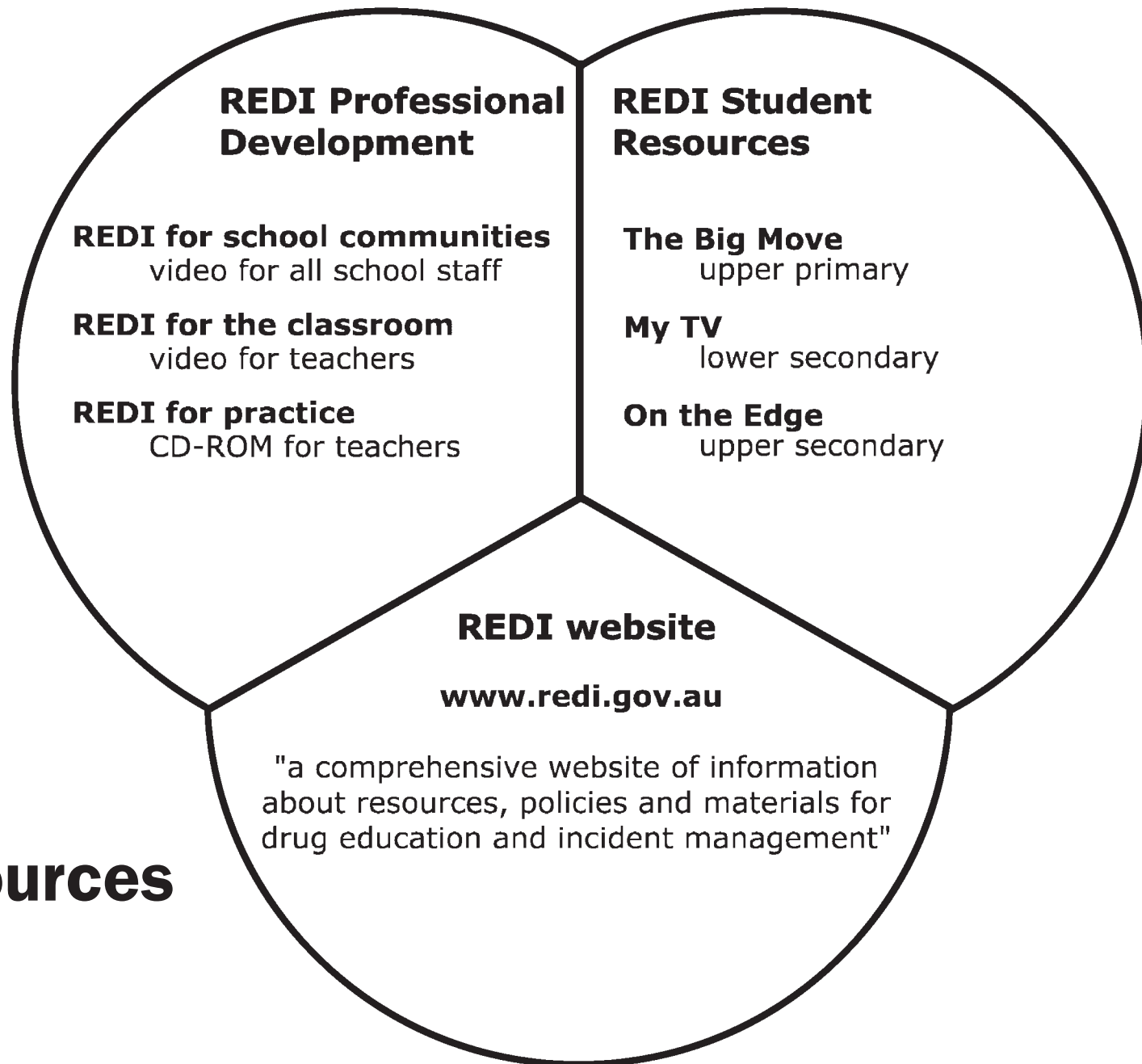
# Workshop aims

## ► To support school staff in the:

- acquisition of an understanding of the fundamental importance of resilience to effective school drug education
- consideration of how enhancing resilience is part of a whole school approach to drug education, health and wellbeing
- examination of the implications of fostering resilience as part of the school's approach to drug education, health and wellbeing.

## **REDI resources**

- ▶ **Resilience Education and Drug Information.**
- ▶ **Commonwealth funded DEST project.**
- ▶ **Focus is on increasing protective factors and fostering resilience within school drug education strategies and programs.**
- ▶ **Provides a range of innovative multimedia resources to support school staff in drug education related activities.**



## REDI resources

(cont.)

OHT 4

# REDI professional development resources

## ▶ ***REDI for school communities:***

- workshop for the school community
- supports understanding and consideration of resilience approach to school's drug education.

## ▶ ***REDI for the classroom:***

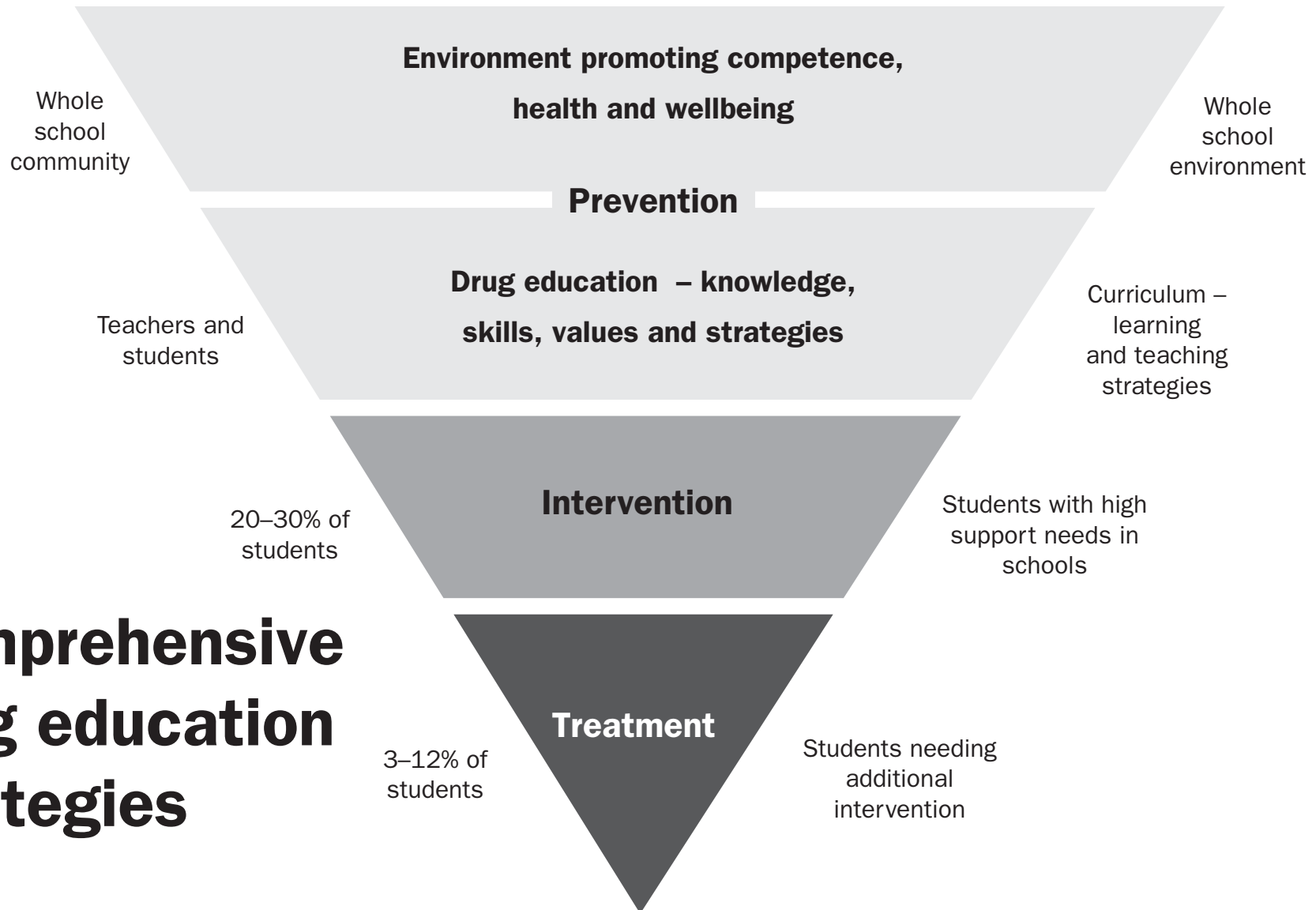
- workshop for teachers – school/region
- supports using interactive and inclusive strategies in the classroom.

## ▶ ***REDI for practice:***

- CD-ROM for teacher's own self-directed learning
- enriches understanding of resilience and classroom strategies – links to REDI website.

**Who?**

**Level of intervention?**



# Comprehensive drug education strategies

OHT 6

Adapted from WHO, 1994.

## Resilience is ...

- ▶ ... the capacity to “bounce back from adversity”.  
(Wolin & Wolin 1999)
- ▶ Being resilient involves “the *inherent* and *nurtured* capacity of individuals to deal with life stressors in ways that enable them to lead healthy and fulfilling lives”.  
(Howard & Johnson 1999)

# Being resilient

## ▶ Personal attributes/skills:

- healthy relationships – socially competent
- creative, flexible, solves problems
- independent and sense of self-efficacy and mastery
- positive, sense of purpose, humour.

## ▶ Environmental supports:

- bonds/support from family/friends/work/local community
- belonging to group/social club/sport/hobby etc
- access to help/services.

(Benard 1995, Wolin & Wolin 1999)

*“The overall message from prevention research is that schools can prevent the onset, severity and duration of problematic substance use, bullying, violence and mental health problems by undertaking a process of developing a culture that promotes resilience.”*

(Fuller 2001)

# Traits/family/ school/ community



*Belonging and connectedness to peers, family, school and community support resilience and are protective of problematic substance use.*

(Fuller 2000)

OHT 10

# **Promote resilience through environments and programs:**

- ▶ **belonging – caring and supportive relationships**
- ▶ **meaningful participation**
- ▶ **high but achievable expectations**
- ▶ **nurturing capabilities, learning and skills – communication, problem solving, critical literacy, assertiveness, negotiation, help-seeking, goal setting.**

## Risk and protective factors

- ▶ **From a series of studies it has been possible to isolate those factors that increase the risk of substance use problems and those factors that help protect and buffer young people against likely harm.**

# Elevated risk factors for recent substance use

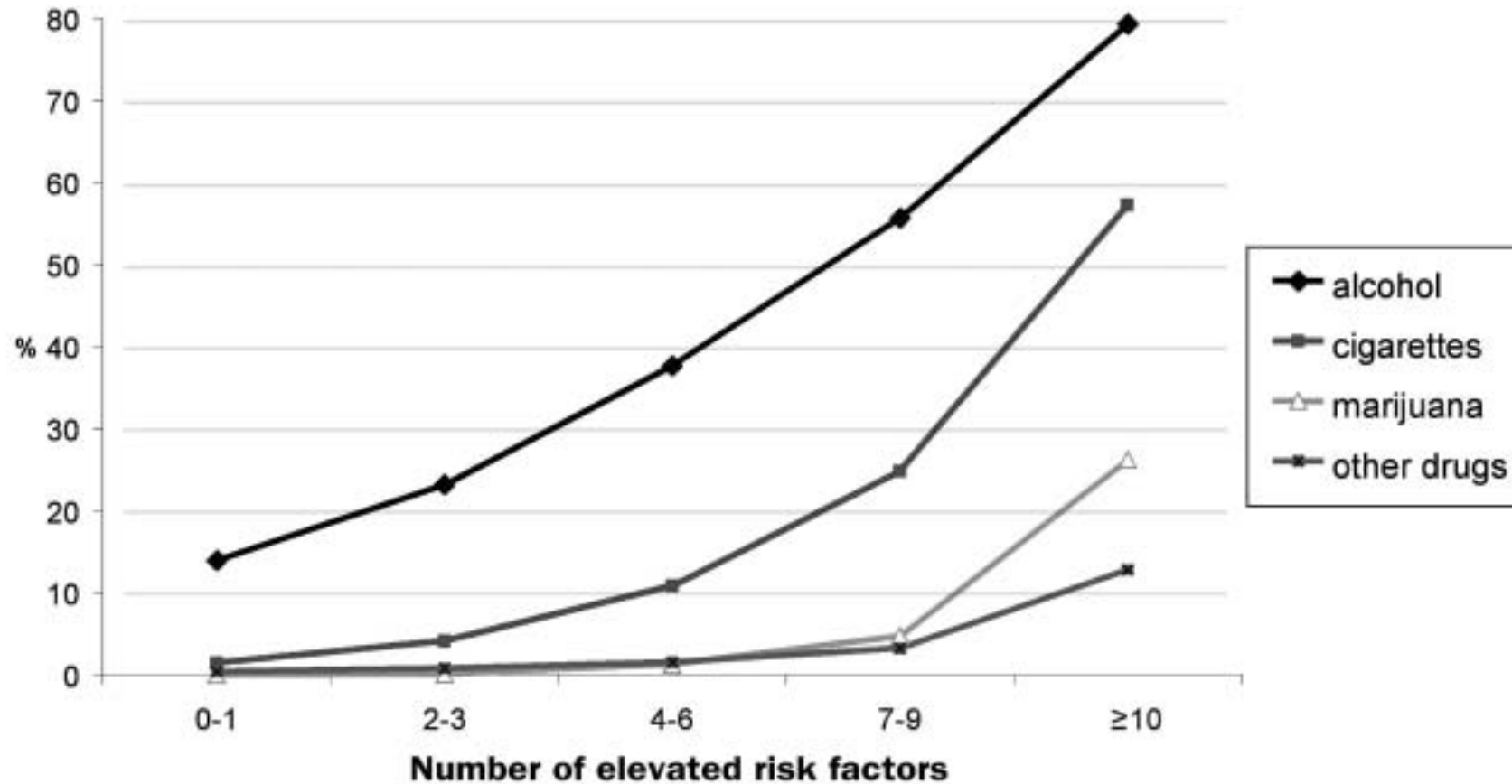


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OHT 13

# Elevated risk factors for mental health and social problems

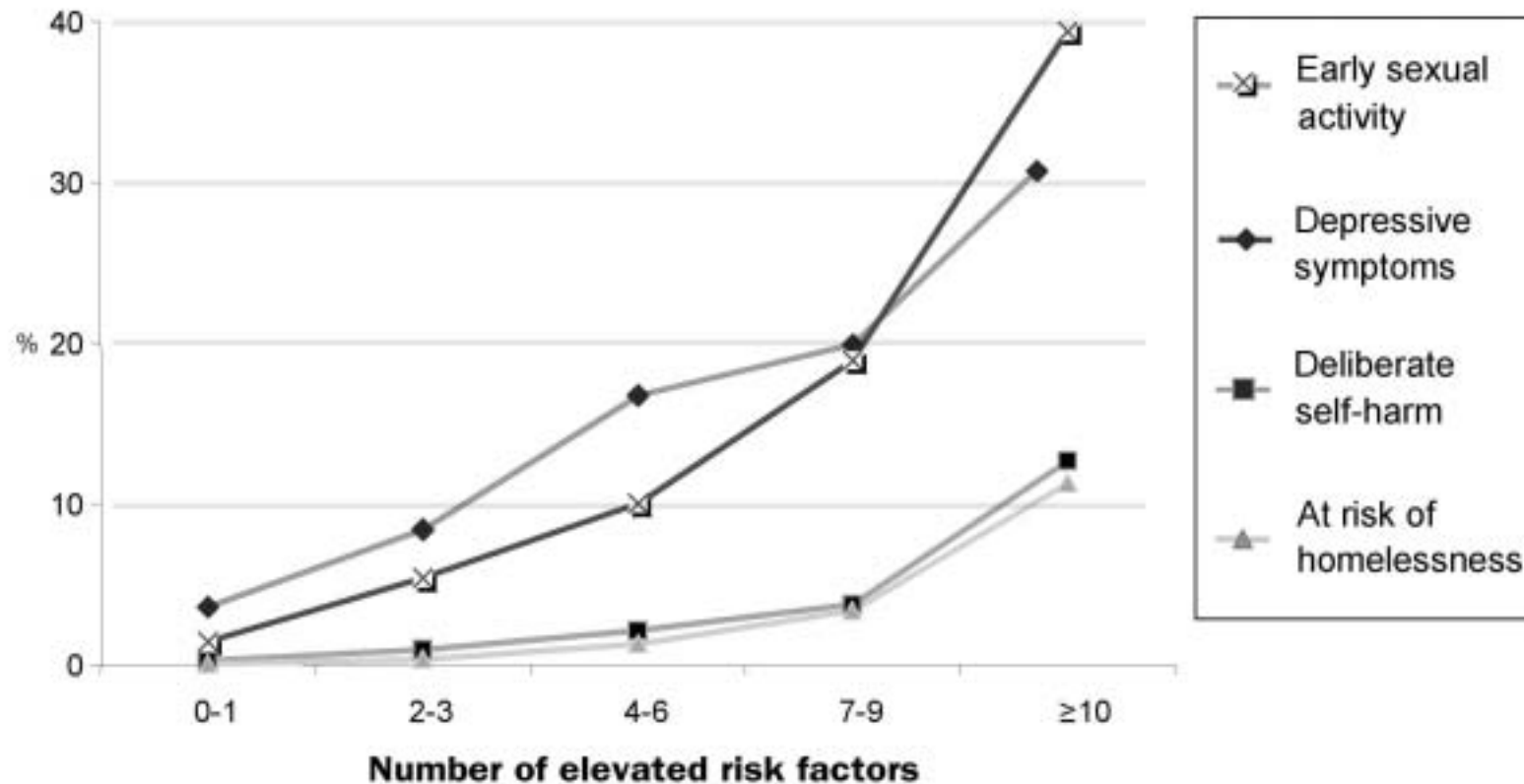


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OHT 14

# Elevated protective factors for recent substance use

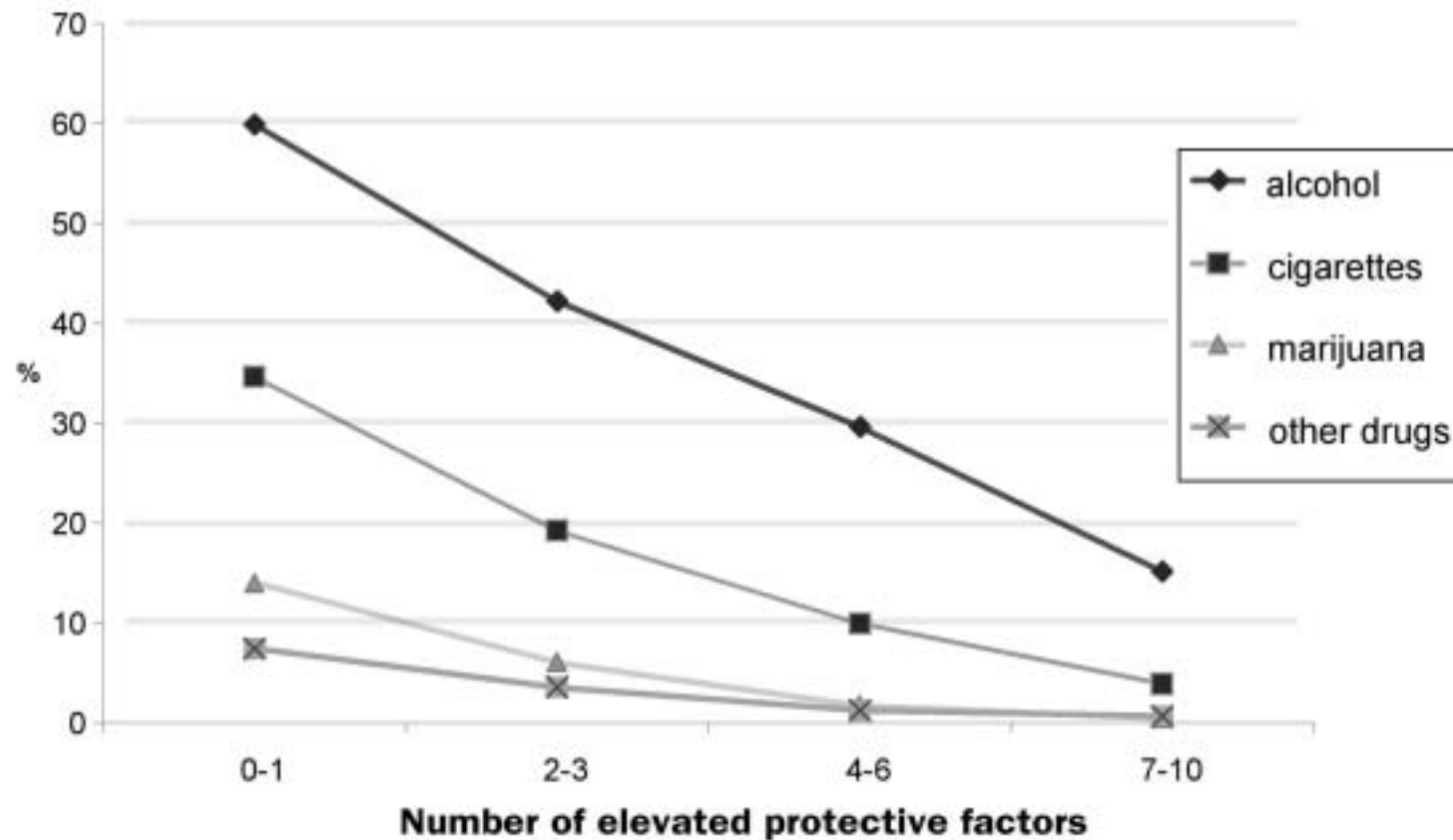


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OHT 15

# Whole school approach



OHT 16

# **School policies, practices and programs for building resilience**

- ▶ **The school's values and organisation encourage positive and caring relationships.**
- ▶ **Students have a strong sense of belonging.**
- ▶ **The school curriculum provides opportunities for meaningful participation and authentic activities.**
- ▶ **High expectations are set and communicated.**

**(cont.)**

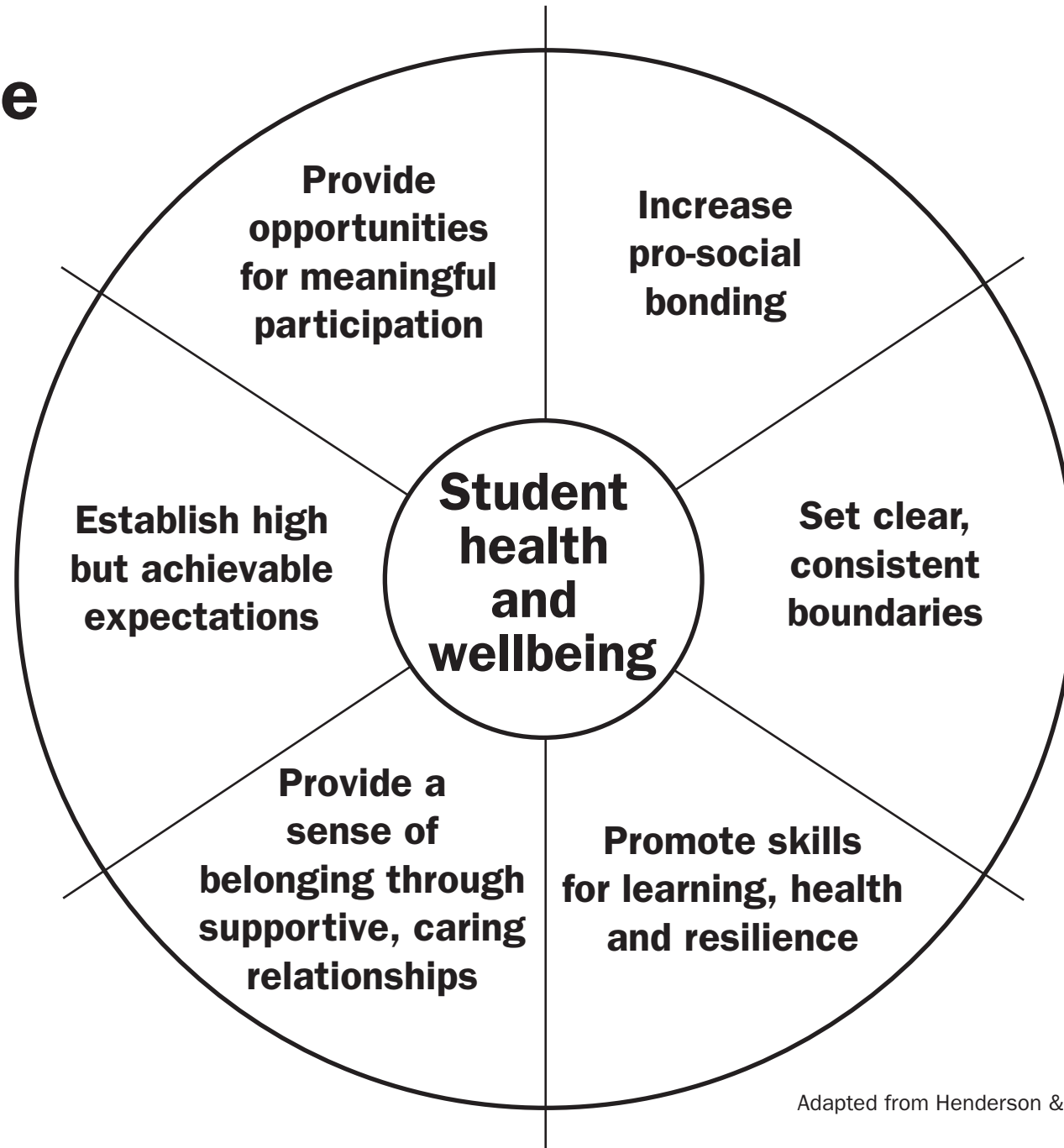
Adapted from Howard, S. and Johnson, B. (1999) 'Resilience, Definitional issues', Paper presented at the AARE Conference, Melbourne, December 1999.

## **School policies, practices and programs for building resilience (cont.)**

- ▶ **Equity, risk-taking and learning are valued, promoted and discussed.**
- ▶ **The school sets clear, consistent and agreed boundaries.**
- ▶ **Skills to enhance resilience, including social and emotional skills, are promoted.**
- ▶ **Celebrations of success are practised.**

Adapted from Howard, S. and Johnson, B. (1999) 'Resilience, Definitional issues', Paper presented at the AARE Conference, Melbourne, December 1999.

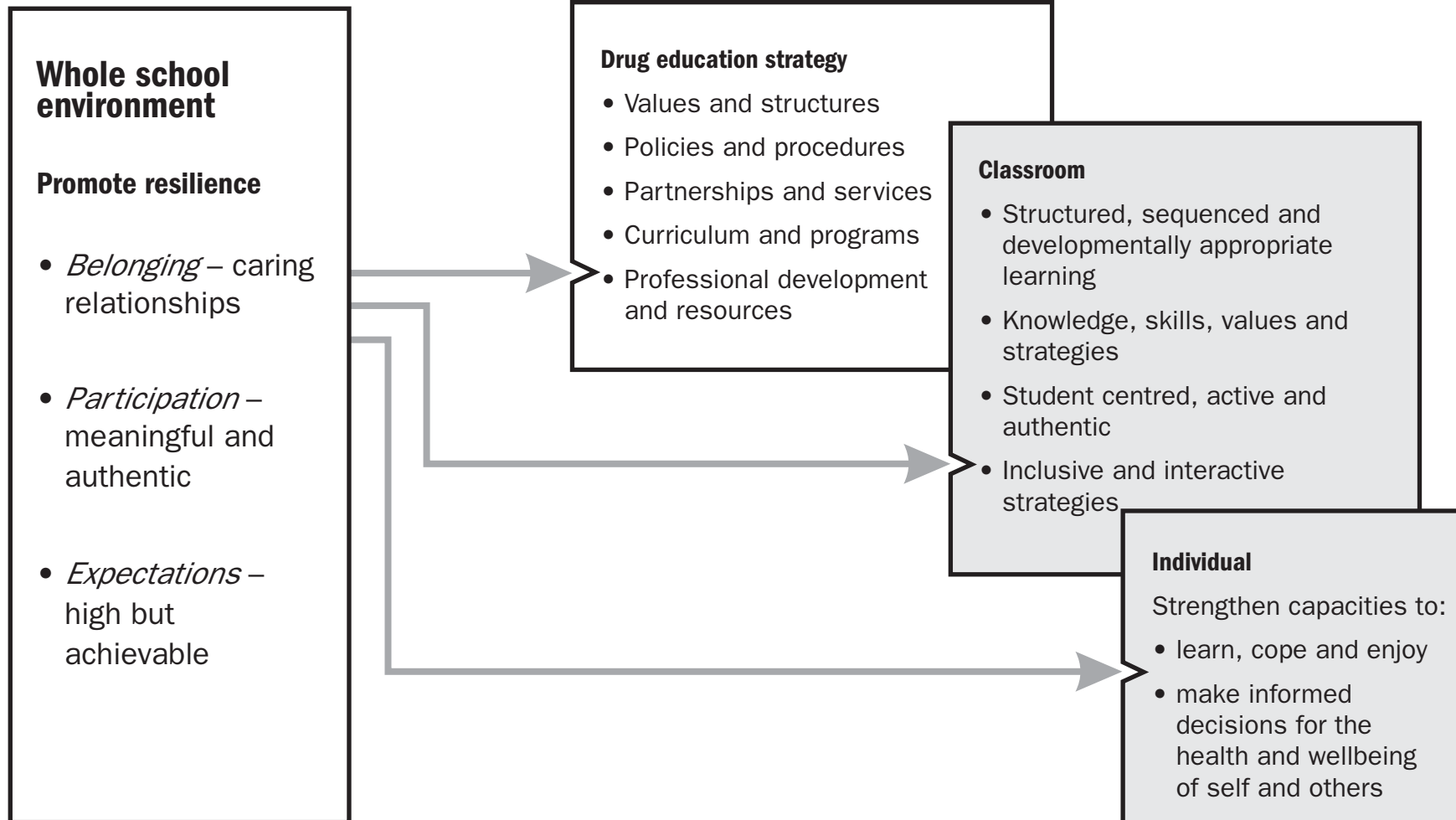
# A resilience promoting school



OHT 18

Adapted from Henderson & Milstein 1996

# Enhancing resilience and drug education



OHT 19