



REDI for the classroom:

**a resilience approach to
drug education**

A professional development resource for teachers

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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... for this facilitator guide

Instructional designer/writer	Lois Meyer, Learning Paradigms
Graphic artists	John Cottee and Eva Amores, Open Training and Education Network (OTEN)
Content expert	Helen Cahill, Youth Research Centre, University of Melbourne
Reviewers	Margie Barylak, Department of Education, Training and Employment (SA) Expert Working Group (see list below)
Editors	Kate Robinson and Nina Paine, Kate Robinson Media
Graphic design and layout	Bob Reyes, Alkei Type and Graphics

... for the project

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Project manager	Richard Arkell, OTEN
Principal consultant	Lois Meyer, Learning Paradigms
Instructional designers	Susan Cornish, OTEN Mark Parry, OTEN Barry Reeves, OTEN Lois Meyer, Learning Paradigms Kate Robinson, Kate Robinson Media
Expert Working Group	Diana Alteri, Catholic Education Office of Western Australia Dr Tom Carroll, Carroll Communications Paul Dillon, National Drug and Alcohol Research Centre Caroline Fitzwarryne, Alcohol and Other Drugs Council of Australia Bernadette Murphy, National Advisory Committee on School Drug Education Stephanie Page, Department of Education, Training and Employment (SA) Dr John Roulston, The Association of Independent Schools of Queensland Arthur Townsend, Department of Education, Science and Training (Cth) Amanda Walter, Department of Health and Ageing (Cth)
User and performance testing	Bridget Morrow, Performance Technologies Group
Marketing strategy	Quay Connection
Content experts	Health Education Unit, University of Sydney
Production facilities	OTEN

The following schools contributed to the production of the REDI resources

All Saints College, Bull Creek (WA)
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Mount Carmel College, Rosewater (SA)
Newtown Performing Arts High School, Newtown (NSW)
Northmead High School, Northmead (NSW)
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Pinjarra Senior High School, Pinjarra (WA)
Sacred Heart College Middle School, Mitchell Park (SA)
Sacred Heart College Senior School, Somerton Park (SA)
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Overview

***REDI for the classroom* is ...**

REDI – Resilience Education and Drug Information – is a collection of multimedia drug education resources developed for Australian schools. *REDI for the classroom: a resilience approach to drug education* is the second 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 drug education.

This resource provides an opportunity for teachers involved in drug education to enhance their use of strategies for interactive and inclusive student centred learning. Through a set of workshop activities and trigger videos, teachers can consider and practise techniques that foster learning, belonging and participation within their classrooms.

REDI for the classroom is designed to:

- be delivered as a workshop across the school, district or region
- meet the needs of both primary and secondary teachers involved in drug education related activities, through workshops for:
 - upper primary school teachers within a school, district or region
 - high school teachers involved in drug education within a school, district or region
 - a cross section of upper primary and secondary teachers involved in drug education within a school, district or region
- support the use of interactive and inclusive strategies in the classroom to enhance learning, resilience and wellbeing.

It consists of:

- a **video**, made up of three 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 the classroom is designed to support teachers who undertake drug education related activities to:

- develop an understanding of key features and strategies for effective drug education and for enhancing student resilience
- develop their skills in using interactive and inclusive strategies within the classroom
- reflect on their own practice for fostering students' resilience, learning and wellbeing.

Video and facilitator guide

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

- core and generic material on teaching, drug education and enhancing resilience in classroom interactions
- some examples in upper primary, lower secondary and upper secondary classrooms of using interactive and inclusive strategies as part of drug education
- workshop activities that invite discussion and development of skills in using active student centred learning techniques within drug education programs.

Video outline

The video runs for approximately 28 minutes and consists of three trigger segments:

Segment 1: Teaching, resilience and drug education – this opening trigger presents a range of views on resilience, drug education and classroom practice.

Segment 2: Using interactive and inclusive strategies – we go into three classrooms – upper primary, lower secondary and upper secondary – and see some examples of interactive and inclusive teaching strategies.

Segment 3: Building interactions and skills – we return to the same classrooms where students are engaged in more complex group activities around problem solving and decision-making.

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.¹ 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 the classroom is the second in the set. It is accompanied by:

- *REDI for school communities: a resilience approach to drug education.*
This **video** and **facilitator guide** are the first in the set of professional development resources. They have been developed to assist Australian schools gain an understanding of current research and practice in the area of resilience and consider

¹ 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.

the possible implications for school drug education strategies, health promotion and wellbeing within their own school context. *REDI for school communities* is intended 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.
- *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 the classroom 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, new people and 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) – 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/).

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 undertaking²
- 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.

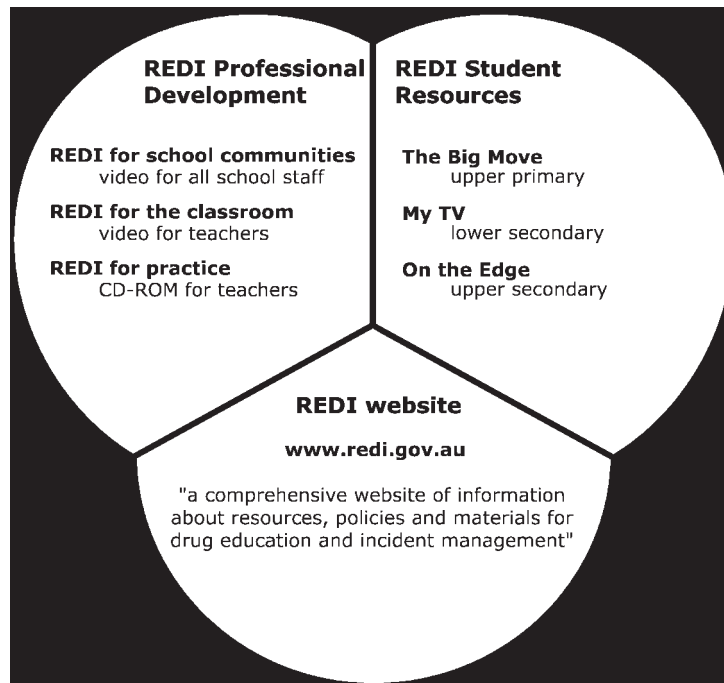


Figure 1: The REDI set of resources – Resilience Education and Drug Information for students, school staff and the school community.

To find out more you can:



Go to the REDI website (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.

² 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 the classroom aims to support teachers involved in drug education to enhance their use of strategies for interactive and inclusive student centred learning. It seeks to complement and enhance good practice in relation to strategies for promoting effective drug education, health and wellbeing.

Because school communities are diverse, and the professional development needs of teachers may vary, those facilitating *REDI for the classroom* are encouraged to use this resource to meet the specific needs and context of the participants.

Facilitators should keep in mind that *REDI for the classroom*:

- is designed to be used flexibly, so that how and when it is run should meet the needs of participants at a school or local region
- can be used to target professional development for teaching staff in primary or secondary schools or can be used at a cluster or local region level to foster a community of learning across different schools and stages of schooling.

Who should facilitate *REDI for the classroom*?

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

- understands the participants' school context/s and preferred approach/es to drug education
- understands and has read some of the key literature on resilience and its relationship to drug education, health and wellbeing
- has some theoretical understanding and experience with student centred learning techniques for supporting interactive and inclusive strategies in drug education
- is skilled in running workshop activities, group processes and promoting learning and development with teaching staff
- 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)
- support personnel from the local/State 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 the classroom* be delivered as a workshop targeting teaching staff involved in drug education activities at the school or cluster/regional level who are seeking to enhance their understanding and skills for using a range of classroom strategies. In the video segments, upper primary, lower secondary and upper secondary units of work demonstrate a range of activities that can be used in either primary or secondary settings. It is suggested that the workshop will be of most relevance to:

- upper primary teachers
- secondary HPE/pastoral care teachers involved in drug education classroom-based activities.

However, other secondary teaching staff with an interest in developing student centred teaching and learning styles may also be interested. Also, if a school is seeking to adopt a more integrated and cross-curricula approach to drug education and health, *REDI for the classroom* can be used as a basis for supporting common understanding and structuring learning strategies across a number of Key Learning Areas such as English, the Arts, Science and Society and the Environment.

How should the professional development be delivered?

The workshop structure and timing for *REDI for the classroom* will depend largely upon:

- the availability of teaching staff to participate in a professional development workshop
- whether the professional development workshop will function at a school level or involve participants across a number of schools
- the level of experiential group activities built into the workshop to develop skills and techniques.

The workshop activities have been deliberately left open so that you can use your judgment to select and structure material to meet the needs and context of the participants. The workshop may be delivered in a number of alternative timings and formats including:

- A half-day workshop at the local regional level where participants consider and practise a range of interactive and inclusive strategies as seen in the trigger videos. This approach is particularly appropriate for:
 - an intensive skills development workshop where participants have the opportunity to focus on interactive and inclusive strategies away from the normal demands of the school day

- the promotion of understanding and the development of a community of learning across a range of local schools on effective drug education strategies
- local primary and secondary schools seeking to enhance resilience and effective transition for students between primary and secondary schooling.
- A two and a half hour workshop within a school that focuses primarily on the concepts and principles found in the trigger videos, with some limited group activities and opportunities to practise classroom techniques. This approach is particularly appropriate for:
 - school staff who have limited time to participate in workshop activities and experiential learning techniques, but who seek to understand the issues
 - schools where access to an experienced workshop facilitator is limited.
- A series of three workshop sessions delivered in a school or region over a number of weeks in which participants view the trigger videos, discuss their own practice, engage in some group workshop activities and then monitor their own classroom techniques before returning to the next workshop. This approach is particularly appropriate for:
 - a professional development approach in which there is ongoing support/mentoring in the field from a drug education field officer
 - schools where the preference is for an action learning approach to staff development so that participants have the opportunity to reflect on and test out techniques as part of the professional development.

Adapting and planning the workshop

Given the highly flexible approach to the design of *REDI for the classroom*, as facilitator you will need to plan and adapt the material to meet the participants' specific needs and context. If you work at a school level, it is recommended that you plan and consult with teaching staff 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 professional development
- timing and availability of staff for workshop participation.

(A checklist to support your planning and possible adaptation of the workshop is provided on page 9.)

If you wish to adapt *REDI for the classroom* to a particular school context, you can access and modify workshop materials through the REDI website (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.

Potential issues

Some important issues to consider when facilitating *REDI for the classroom* include the following:





- Whether participants have already completed *REDI for school communities* workshops and have a foundation of understanding of resilience and drug education.
- Target groupings – you may need to adapt activities and discussion to meet specific or mixed groups of primary and/or secondary teachers.
- The examples of classroom practice in segments 2 and 3 span Years 5, 8 and 10. Participants may need some explanation of how the stages may be different from their own, and the value in adapting similar approaches to their own class setting and in seeing drug education developmentally across different age groups. One of the key principles of effective drug education is to provide sequential and developmentally appropriate drug education activities.
- The Year 5 class represented in the video is using one of the REDI resources, *The Big Move*, and there may be questions about these as well as more general questions about how media can be productively integrated into the HPE Key Learning Area.
- Workshop activities mirror many of the themes and strategies in the trigger videos. You will need to strike a sensitive balance where participants can draw on the workshop activities to better understand the issues for facilitating interactive and inclusive strategies with their own students while not causing participants to become self-conscious by overplaying the mirroring aspect.
- The workshop activities seek to provide experiential learning opportunities – this requires both time and the appropriate climate for participation and discussion.

Background and preparation

Key elements for the successful use of *REDI for the classroom* 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 drug education strategies within the classroom and enhancing resilience.

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

- 1  View each of the *REDI for the classroom* video segments.
- 2 Read through this facilitator guide and select appropriate activities to meet the needs of the workshop participants.
- 3  Go to *REDI for practice* and move through the *Case stories*; these set out key information and considerations raised in the *REDI for the classroom* video. The on-screen text in the CD-ROM provides key information and ideas that will help you facilitate the workshop.
- 4  Download and print off from the *REDI for practice* CD-ROM or through the REDI website Reading Room (www.redi.gov.au), the key document, *Tips on using interactive and inclusive strategies in drug education*. This provides key information and ideas about different types of activities that can be used in the classroom and is based on the material seen in the trigger videos. You will need to access and refer to this material when preparing for this workshop. When you see this icon , refer to the document to support your facilitation of the workshop.

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

Checklist	<input checked="" type="checkbox"/>
Preview the complete <i>REDI for the classroom</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 how to deliver the workshop – the timing and structure of sessions to meet professional development needs and context.	
Adapt/prepare workshop materials for <i>REDI for the classroom</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 school staff to achieve workshop objectives.	
Ensure adequate copies of workshop materials are provided to support planned activities.	

Workshop overview

The workshop materials for *REDI for the classroom* are structured as three sessions, one for each of the three 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 this material is to identify and meet the needs of the participants for professional development in using interactive and inclusive strategies within their own school context and practice.

Workshop methods

Workshop activities include the following:

- brainstorming
- paired sharing
- small group work, including using scenarios and problem solving
- ranking and values continuum
- whole group discussion
- role play
- individual reflection and action planning.



Refer to *Tips on using interactive and inclusive strategies in drug education* for guidance on these types of activities.

Equipment

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

- video recorder and copy of the video, *REDI for the classroom*
- 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 for whole group discussion
- sets of different coloured 'Post-it Notes'
- 'Blu-Tack' or pins
- coloured pens for participants
- a whistle, bell or music system that can be used for signalling rounds in experiential activities.

Resources

- Overhead transparencies (OHTs) 1–10
- Handouts (HOs) 1–5

Session outline

The trigger videos are intended to be viewed in sequence in one, or a series, of professional development sessions that total approximately two and three quarter hours of workshop time. An overview of the sessions is presented in Table 1.

Session	Content outline	REDI resources	Suggested timing
1	<p>Teaching, resilience and drug education</p> <p>Outline of purpose and structure of <i>REDI for the classroom</i></p> <p>Introductions, icebreaker/s and paired sharing on drug education</p> <p>Setting ground rules – whole group discussion</p> <p>Video segment 1: Teaching, resilience and drug education</p> <p>Video debrief – whole group discussion</p> <p>Interactive and inclusive strategies – brainstorming and ranking activity</p>	<p><i>REDI for the classroom</i> video, segment 1: Teaching, resilience and drug education (5:30 mins)</p> <p>Activities 1.1–1.4</p> <p>OHTs 1–8</p>	90–120 mins
2	<p>Using interactive and inclusive strategies</p> <p>Video segment 2: Using interactive and inclusive strategies</p> <p>Video debrief – small group discussions and presentations</p> <p>Some enrichment activities:</p> <ul style="list-style-type: none"> • <i>The Big Move</i> – using trigger videos to foster student empathy and prediction • Standard drinks – looking at utility education and group processes • Swapstat game – looking at normative education and group processes 	<p><i>REDI for the classroom</i> video, segment 2: Using interactive and inclusive strategies (10:30 mins)</p> <p>Activities 2.1 and 2.2</p> <p>HOs 1–3</p> <p>(Additional enrichment material/HOs accessed from the REDI resources)*</p>	30–60 mins

* If conducting any of the enrichment activities such as the Swapstat game, handouts can be accessed by downloading copies of the material through the accompanying REDI professional development CD-ROM, *REDI for practice*.

Part 3 Workshop overview

3	Building interactions and skills Video segment 3: Building interactions and skills Video debrief – small group discussions and presentations What if? – small group strategies and problem solving Role play and advice – communicating decisions Review, reflection and action planning	<i>REDI for the classroom</i> video, segment 3: Building interactions and skills (12 mins) Activities 3.1–3.3 HOs 4 and 5 OHTs 9 and 10	<i>40–80 mins</i>
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Table 1: *REDI for the classroom* workshop overview.

Workshop activities

Session 1: Teaching, resilience and drug education

Aim

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

- identify the purpose and learning objectives of the workshop
- discuss the concept of resilience and its relevance to drug education in the classroom
- discuss features of effective classroom-based drug education and the role of interactive and inclusive strategies used to foster learning, resilience and wellbeing.



Key concepts/issues:

Session 1 seeks to provide an opportunity to explore effective classroom-based strategies for drug education and enhancing resilience. In facilitating this session it is suggested that you consider the following:

- 1 Set up the workshop environment for active participation and group work as well as for viewing the video. (Arranging chairs in a horseshoe provides for easy movement between facilitator-led activities, viewing the video and moving into group work.)
- 2 The start of the session and introductory activities will depend upon a number of factors:
 - Have participants already undertaken *REDI for school communities* workshops and do they have a good understanding of resilience and its relationship to effective drug education? If not, you may want to cover some preliminary material, drawing on *REDI for school communities*.
 - Do participants come from the one school or a number of schools? If the latter, it is suggested you provide an opportunity for a number of early icebreaker activities that support participants getting to know each other and feeling comfortable working in groups and sharing ideas. The activities outlined in the session make some provision for this, however you may need to provide a range of 'settling in' activities. Consider accessing the *MindMatters* site (<http://online.curriculum.edu.au/mindmatters/index.htm>) and adapting some of the ideas in *Enhancing Resilience 1* 'Creating Connections'.
- 3 Whatever the specific context and needs, it is suggested that by the time segment 1 of the video is to be played, participants will have been provided with:
 - a positive and inclusive workshop climate that mirrors the approach within this resource

Part 4 Workshop activities



- an opportunity to have spoken and expressed some views on classroom-based drug education
- an opportunity to have participated in establishing ground rules for the workshop to support an understanding of how this might be undertaken with students in the classroom.

Activities	Timing	REDI resources
<i>Introduction</i>	<i>30–45 mins</i>	
Activity 1.1: Introduction	15–20 mins	OHTs 1 and 2
Activity 1.2: Setting ground rules	15–25 mins	
<i>Teaching, resilience and drug education</i>	<i>60–75 mins</i>	
Activity 1.3: Teaching, resilience and drug education	25–30 mins	<i>REDI for the classroom</i> video OHTs 3–7
Activity 1.4: Interactive and inclusive strategies – brainstorm	35–45 mins	OHT 8

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

Table 2: Suggested structure and timing for Session 1.

Activity 1.1: Introduction

Purpose

To:

- set the scene and purpose of the workshop
- provide an opportunity for participants to introduce themselves, and to promote connections within the group
- initiate thinking and discussion on the features and possible challenges of teaching drug education.

Resources

- OHTs 1 and 2
- *MindMatters, Enhancing Resilience 1* ‘Creating Connections’ (optional, see step 3 below)

How

- 1 Welcome participants and introduce the purpose, aims and structure of the workshop. Use OHTs 1 and 2 to support your introduction. (You may also wish to draw on some of the OHTs from *REDI for school communities* if you need to

set the overall context of the REDI resources for school drug education and how this resource meshes with the other REDI professional development resources.)

- 2 Provide icebreaker activity/ies. (If participants come from different schools, include one or two activities that allow people to introduce themselves and have some fun getting to know each other. You might like to refer to *Enhancing Resilience 1*, 'Games Collection' on the *MindMatters* website (<http://online.curriculum.edu.au/mindmatters/index.htm>) for some ideas on icebreakers.)
- 3 Conduct a paired sharing exercise on the elements that are most rewarding and most challenging about teaching drug education. Depending upon the size and timing of the workshop, this may be provided by:
 - Asking pairs to discuss for two minutes:
 - “The most important thing for me in teaching drug education is ...”
 - “The most challenging thing for me in teaching drug education is ...”
 - “The most useful thing I’ve found when teaching drug education is to ...”

or

- Using matched pair cards as in *MindMatters, Enhancing Resilience 1* ‘Creating Connections’ pp 24–27, ask participants to move around and communicate with a few different partners.³

If you are using this method, deal each participant in the workshop one of the matched pair cards and allow time for them to move about and find their matching person. (Between every two or three rounds, collect the cards and redistribute them.)

Once pairs have formed, ask partners each to take turns and, in one to two minutes, explain to the other:

- “The most important thing for me in teaching drug education is ...”
- “The most challenging thing for me in teaching drug education is ...”

Collect the cards and redistribute them. Once more, when the pairs have formed, ask partners to repeat the exercise.

A third and fourth round can be run where participants take turns explaining what they have found to be the most useful thing to remember when teaching drug education activities.

- 4 Debrief the paired sharing exercises, asking participants questions such as:
 - “What did you learn was most important in teaching drug education? What was challenging and difficult? What did some of you suggest was most useful? Why?”
- 5 Use these responses to build a sense of shared experience where views might vary but there is a sense of a common understanding about some of the key features and challenges for teaching drug education related activities. (This is important for setting the scene for the first trigger video and establishing a positive and productive workshop climate.)

³ This provides participants with the opportunity to experience structured moving pairs – where partners do not choose each other and have an opportunity to mix and circulate – a useful reference point for later discussion of inclusive strategies within the classroom.

Activity 1.2: Setting ground rules

Purpose

To:

- set the ground rules for the workshop
- discuss the purpose and significance of ground rules in drug education classroom activities.

Resources

- White/blackboard, large sheets of paper

Notes



- Refer to *Tips on using interactive and inclusive strategies in drug education*:
 - For background material on setting ground rules, refer to ‘Classroom climate’ in ‘Planning and implementing classroom strategies’. You might like to provide participants with a copy of the relevant pages as a handout or refer them to the material so they can access it for their own reference.
 - For guidance on conducting a values continuum as proposed in step 4 below, refer to ‘Types of activities’ – ‘Ranking activities’.

How

- 1 Draw on Activity 1.1 to discuss briefly the challenges of sharing feelings and experiences with others in group activities.
 - As the workshop progresses there will be other activities that ask for participation and sharing of ideas and feelings in relation to drug education strategies in the classroom. Ask, “What ground rules would the participants like to establish for the workshop to ensure meaningful and supportive participation?”
 - Record responses on the board or large sheets of paper and prompt for further ground rules if needed (for example mobile phones off, starting and finishing sessions at agreed times, sharing of ideas, mutual respect for opinions and views, non-judgmental feedback and support).
- 2 Display the ground rules in a visible area in the room.
- 3 Discuss with participants:
 - What type of ground rules do they use with their students when teaching drug education?
 - How do they set ground rules with students?
 - What do they see as critical for effective ground rules when teaching drug education and why? (For example students framing personal information in the third person; cooperative learning and sharing of ideas.)

- 4 Depending on time and the energy within the group, you may start or add to a discussion on setting ground rules with students by conducting a values continuum exercise:
 - Place signs at either end of the room, 'Agree' and 'Disagree'.
 - Ask participants to line up on a continuum that best identifies their opinion in regards to the statement: "The most important ground rule in classroom drug education is establishing with students that they should not disclose inappropriate personal information about themselves and others."
 - Ask participants to discuss their views with someone positioned near them in the line.
 - Discuss the positioning of views and what other ground rules might be seen by some as more important and why.
- 5 Briefly draw the activity to a close, noting key learning from the group interactions. Some points may include the following:
 - the values continuum is one type of activity that can be used with students to support their exploration of beliefs and opinions
 - setting ground rules is part of establishing a safe and supportive classroom environment that fosters learning and connectedness between students
 - students are more willing to commit to ground rules if they have had an opportunity to help establish them
 - clear and consistent ground rules are an important part of being able to use student centred interactive group activities – a key feature of effective drug education.

Activity 1.3: Teaching, resilience and drug education

Purpose

To explore key features and strategies for effective drug education and to enhance student resilience within classroom-based activities.

Resources

- *REDI for the classroom* video, segment 1 and a video recorder
- OHTs 3–7
- White/blackboard, large sheets of paper

Notes

- This activity has been structured to provide a relatively straightforward facilitator-led discussion. To debrief video segments 2 and 3, more complex participant centred activities are used. This has been designed to mirror the concept of providing increasing levels of student responsibility and interaction in classroom interactions.
- When debriefing the video you may wish to draw on OHTs 3–7 to support and enrich discussion, particularly on enhancing student resilience as part

of effective drug education within and beyond the classroom. The depth of discussion and sequencing of questions here will be influenced by whether participants have already engaged in professional development using *REDI for school communities*.



- For guidance on conducting Think – Pair – Share as proposed in step 5 below, refer to ‘Types of activities’ – ‘Paired sharing’ in *Tips on using interactive and inclusive strategies in drug education*.

How

- 1 Briefly introduce the trigger video explaining that it presents some views on what makes effective drug education practice in and beyond the classroom.
- 2 Explain to participants that after the segment has finished they will discuss some of the key themes and ideas.
- 3 Play *REDI for the classroom* video, segment 1.
- 4 Debrief using whole group discussion. Focus questions for this discussion might include:
 - What are the key messages?
 - Why are teachers said to be critical to drug education? How do you feel about this?
 - What type of activities does Helen Cahill suggest are important for effective drug education in and beyond the classroom? How do you think these activities relate to each other and to enhancing resilience?
 - What needs to happen in the classroom to promote students’ sense of belonging, connectedness and learning?
 - What are presented as critical to effective drug education and teaching?
 - What is really meant by inclusive strategies and why are they important?
 - What is really meant by interactive strategies and why are they important?
- 5 Conclude the activity using a Think – Pair – Share exercise in which participants have an opportunity to exchange some key ideas and feelings prompted by the trigger video and discussion. This may be achieved simply by participants reflecting for a few moments on their understandings, turning to the person next to them and briefly sharing their views, and then two pairs turning to make a group of four and sharing their understandings. Such an approach supports later discussion around using reflection to support learning, as well as prepares participants for moving into the next small group activity.

Activity 1.4: Interactive and inclusive strategies – brainstorm

Purpose

To:

- support a deeper exploration and understanding of interactive and inclusive strategies for drug education before moving to specific activities and techniques shown in video segments 2 and 3
- foster a sense of cooperative learning and meaningful participation among participants.

Resources

- OHT 8
- Large sheets of paper, small bundles of coloured ‘Post-it Notes’ and pens for each small group
- Appropriate materials for a mixing strategy (see the notes below)

Notes



- This activity uses brainstorming and ranking of ideas. For guidance on conducting brainstorming and ranking activities, refer to ‘Types of activities’ in *Tips on using interactive and inclusive strategies in drug education*.
- This activity focuses on strategies to promote interactivity and inclusiveness in the classroom. Refer to the ‘Tips’ document for background material to support your facilitation of the activity, particularly step 11.
- Use a mixing strategy so participants will move into groups of four. (Refer to *MindMatters, Enhancing Resilience 1 Games Collection*, Grouping Games for some ideas. A couple of activities based on this resource are:
 - *Sweet Belongings* – distribute four different types of sweets and ask participants to move into groups based on their sweet.
 - *Shapes* (a healthier alternative) – distribute four different types of coloured shapes and ask participants to form groups according to their shape.
- The purpose of using a mixing strategy is to underpin the idea of working inclusively in the classroom and to support the discussion at the end of this activity on the techniques for and benefits and challenges of using grouping activities in the classroom.
- OHT 8 can be used to support the debriefing of the small group findings.

How

- 1 Briefly explain that in the next activity participants will work in small groups to consider factors that promote inclusive and interactive strategies in the classroom.
- 2 Use the selected mixing activity to structure small groups of four.⁴
- 3 Ask participants to sit together at a table, then hand out to each small group:
 - a large sheet of paper
 - two small sets of 'Post-it Notes' and pens.
- 4 Explain that when using a brainstorming approach, each group will be:
 - identifying 10 things that promote an inclusive and interactive classroom and 10 things that may 'block' an inclusive and interactive classroom
 - working together to list their ideas on separate 'Post-it Notes' so that at the end of the allotted time they have 20 items of 'Dos' and 'Don'ts' to promote interactive and inclusive strategies.
- 5 Ask groups to draw up two columns on their large sheets of paper (see Figure 2):
 - Promoting an inclusive and interactive classroom – DO
 - Promoting an inclusive and interactive classroom – DON'T
- 6 As participants come up with their 10 points, explain that they can bundle them into the correct column but not to worry about structuring them in any way.
- 7 Provide time for small group brainstorming (5–8 minutes so groups work quickly but have an opportunity to achieve the 20 items) and indicate when the time is up.
- 8 Explain that groups now have 5–8 minutes to discuss and order their sets of 10 'Dos' and 10 'Don'ts' from what they see as the most important to the least important factors.
- 9 On completion of step 8, ask each group to come and post their findings at the front of the whole group.
- 10 Provide the opportunity for participants to 'mill around' each of the group's findings and gather a sense of factors and their importance as seen by each group.
- 11 Debrief the activity, drawing out common themes and rankings across the different groups. (Ensure each group's contribution has been acknowledged and there has been some opportunity for feedback to the whole group of the type of thinking and discussion that has informed different groups' rankings.) Use OHT 8 to confirm that there are a range of strategies that can be used within the classroom to build connectedness between students and the teacher. The list on OHT 8 provides a suite of ideas that can be drawn upon to promote an interactive and inclusive classroom where students have the opportunity to be included and to participate meaningfully, thereby fostering resilience and effective learning.

⁴ If you have only a small number of workshop participants, this activity can be conducted in pairs or triads.

Promoting an inclusive and interactive classroom

Do		Don't	
1.	<input type="checkbox"/>	1.	<input type="checkbox"/>
2.	<input type="checkbox"/>	2.	<input type="checkbox"/>
3.	<input type="checkbox"/>	3.	<input type="checkbox"/>
4.	<input type="checkbox"/>	4.	<input type="checkbox"/>
5.	<input type="checkbox"/>	5.	<input type="checkbox"/>
6.	<input type="checkbox"/>	6.	<input type="checkbox"/>
7.	<input type="checkbox"/>	7.	<input type="checkbox"/>
8.	<input type="checkbox"/>	8.	<input type="checkbox"/>
9.	<input type="checkbox"/>	9.	<input type="checkbox"/>
10.	<input type="checkbox"/>	10.	<input type="checkbox"/>

Figure 2: 'Post-it Notes' organised by the end of step 9.

Session 2: Using interactive and inclusive strategies

Aim

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

- discuss the purpose and some examples of core student activities to promote interactive and inclusive learning in the classroom
- practise and reflect on a sample of interactive and inclusive strategies for their own practice.

Key concepts/issues

Session 2 seeks to provide an opportunity to explore some beginning activities that teachers might use when implementing interactive and inclusive strategies within a drug education related program to enhance resilience and learning in the classroom.

When facilitating this session, consider the following:

- 1 As with Session 1, as well as viewing the video there is the opportunity for active participation and group work.
- 2 Select and adapt the type of activities seen on screen to the needs of the participant group. In particular:
 - The Year 5 class is using a trigger video from the REDI resource, *The Big Move*. If facilitating a group of upper primary school teachers, you may wish to access one of the other trigger videos in the resource and discuss appropriate strategies for using it in their own school context.
 - The Year 8 class is working on a unit involving alcohol and decision-making. If facilitating a group of upper primary school teachers, you may wish to discuss the inappropriateness of such an activity for students in primary school and what other utility education strategies might be more appropriate.
 - The Year 10 class is working on a unit of work involving illicit drugs and decision-making. If facilitating a group of upper primary or lower secondary school teachers, you may wish to discuss:
 - the appropriateness and approach that might be used with younger students to address illicit drugs and related harm
 - alternative brainstorming and paired sharing activities that might be used to promote normative education for different student age groups.

- 3 Whatever the specific context and needs, it is suggested that by the time segment 2 is complete participants have been provided with:
- an opportunity to have considered a range of classroom-based activities that can be used to develop students’ knowledge on drug-related information and issues as well as their understanding of their own beliefs and values
 - an opportunity to have participated in at least one experiential activity prompted by the segment 2 trigger video that helps participants develop skills for their own classroom practice.

Activities	Timing	REDI resources
<i>Using interactive and inclusive strategies</i> Activity 2.1: Using interactive and inclusive strategies	30–45 mins 30–45 mins	<i>REDI for the classroom</i> video HOs 1–3
<i>Some optional activities</i> Activity 2.2: Enrichment activities	30–60 mins 30–60 mins	May include: <i>REDI for the classroom</i> video <i>The Big Move</i> video SHAHRP pdf document – Standard Drinks Get Wise pdf document – Swapstat game

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

Table 3: Suggested structure and timing for Session 2.

Activity 2.1: Using interactive and inclusive strategies

Purpose

To explore some basic interactive and inclusive strategies that can be used:

- for early parts of a drug education program/unit
- to support the development of students’ knowledge and understanding
- in more teacher-directed and simpler student group processes and interactions.

Resources

- *REDI for the classroom* video, segment 2 and a video recorder
- HOs 1–3



Notes



- For guidance on discussing and conducting the different activities presented in segment 2 you should:
 - Refer to ‘Types of activities’ in *Tips on using interactive and inclusive strategies in drug education*.
 - Refer to the *Case stories* on the accompanying professional development CD-ROM, *REDI for practice*, which includes on-screen suggestions for conducting each of the activities seen in segment 2 as well as considerations for teaching practice. You can print off the relevant screens and use them as background material to support your facilitation of this session.⁵
 - If you wish to run either the Standard Drinks activity and/or the Swapstat game, go to the appropriate pdf files in the *Tools* section in the CD-ROM, *REDI for practice*, and print off copies of the materials for use in this session of the workshop.
- HOs 1–3 provide opportunities for small groups to discuss different types of activities presented in segment 2 of the video. HO 1 focuses on the three Year 5 activities, HO 2 on the three Year 8 activities and HO 3 on the three Year 10 activities. Depending upon the profile of the participant group, you may decide to provide copies of all three handouts to each group; and for the small group discussion in step 8 to function across all the video examples in segment 2.

How

- 1 If appropriate, commence the session with an icebreaker and lead into a mixing activity that supports participants working in small groups (approximately 4–6 people).
- 2 Briefly introduce the trigger, explaining that it presents examples of classroom practice in upper primary, lower secondary and upper secondary classrooms.
- 3 Explain to participants that after the segment has finished they will discuss, in small groups, some of the key ideas and types of activities.
- 4 Play *REDI for the classroom* video, segment 2.
- 5 Very briefly check the participants’ understanding of a few key points by asking the whole group questions such as:
 - “What were the key messages/themes in the segment?”
 - “Did you recognise any of the activities as similar to what you do? In what way?”
- 6 Explain that now groups have the opportunity to discuss the different types of activities used in the different classrooms and to present their views on the possible benefits, challenges and ideas for using similar structures and tasks in their own classroom/s.

⁵ For this reason the material presented here has been kept to a brief outline.

- 7 Distribute different handouts among the small groups, from HOs 1–3, so that different groups can focus on a different set of examples from segment 2 and then present their findings to the whole group.
- 8 Ask small groups to discuss and record their responses on the handouts.⁶
- 9 Ask groups to take turns in presenting their findings to the whole group.
- 10 Conclude the activity by drawing out the responses from each of the groups on the possible benefits and challenges of using the different activities.

Activity 2.2: Enrichment activities

Purpose

To participate in one or more classroom drug education activity to further develop and understand effective learning and teaching strategies in the classroom.

Notes

- You may have the time within the workshop to build in opportunities for participants to run through one or more of the activities seen in segment 2. If so, you might like to consider one or more of the following:

Option 1: *The Big Move* – exploring how trigger videos can be used to foster empathy and prediction.

Option 2: *Standard Drinks* – small group learning and utility education.

Option 3: *Swapstat game* – looking at structured pairing, normative education and group processes.



To use such an approach you should refer to the support materials and guidance available through *Tips on using interactive and inclusive strategies in drug education* as well as the relevant segments on the CD-ROM, *REDI for practice*. These provide plentiful background advice on how to run each of these activities.

- Option 1 provides an opportunity for participants to explore how trigger videos can be incorporated within an approach for student centred and active learning. In particular, upper primary or lower secondary teachers may benefit from working together to consider how one of the other triggers in *The Big Move* may be used to support student learning within a drug education program. If this option is selected you will need to access the REDI resources for upper primary, *The Big Move*.
- Option 2 provides an opportunity for participants to experience the challenge of estimating a standard drink and participating in a small group activity that

⁶ You might like to photocopy separate small group responses and provide copies to all participants to further encourage a community of learning among the participant group.

requires some careful planning and debriefing. It is more appropriate for secondary teachers and offers a useful strategy to lead into a discussion of:

- How and what information should we presume students possess about alcohol and other drugs?
- How can we develop drug-related knowledge that is useful and relevant for students (utility knowledge) without promoting acceptance or curiosity?
- How much do teachers need to know and understand to effectively run activities such as the Standard Drinks activity?

If you select Option 2, you will need to access the accompanying CD-ROM, *REDI for practice*, and download the pdf document from the Year 8 case story 'Building activities' – Standard Drinks. This can be used as a handout for participants. If participants are familiar with activities in the *Rethinking drinking* resource, these can be adapted.

- Option 3 provides an opportunity for participants to explore how an activity that focuses on developing student knowledge and understanding can be inclusive and interactive. The Swapstat game uses statistics from Victoria and refers to student drug use from Year 7 and above. This option is more relevant to secondary teachers and offers a useful strategy to lead into a discussion of:
 - *Myths and facts*: How can teachers confront their own biases or perceptions and ensure they provide accurate and credible information to students?
 - *Normative education*: Why is it important that students understand the facts about prevalence of use within the community, and what strategies might work best to challenge student assumptions about drug use?
 - *Providing relevant data*: How can teachers access and provide relevant drug-related information to students in ways that ensure they are actively engaged and using their critical judgment?

Resources – Option 1: *The Big Move*

- *The Big Move* video and teacher guide and a video recorder

How

- 1 Explain to participants that they will now view another of the triggers in *The Big Move* and will then work in small groups to identify some activities that might support the enhancement of student resilience within their own health-related programs.
- 2 Play one of the segments from *The Big Move*.
- 3 Ask participants to work in small groups to discuss some activities that they might use with the trigger video to develop students' understanding of the drug-related issues and skills in problem solving and decision-making.

- 4 Ask each small group to feed-back their ideas to the whole group.
- 5 Draw on the groups' suggestions and refer to *The Big Move* teacher guide to discuss activities and methods that ensure this and other videos are used to stimulate student centred and active learning.

Resources – Option 2: Standard Drinks activity

- *REDI for the classroom* video, segment 2 and a video recorder
- pdf document from *REDI for practice*, Standard Drinks (pp 18–19 of the SHAHRP Student Workbook)
- different bottles of soft drink to represent different types of drink for each small group
- plastic cups for drinking
- measuring cup for each small group
- white/blackboard

How

- 1 Explain that participants will work in small groups, with different bottles of soft drink representing different types of alcoholic drink, as seen in segment 2.
- 2 Ask participants to move into small groups of two to four participants.
- 3 Provide a key for the 'drinks' on the white/blackboard, for example a clear bottle of water represents a bottle of vodka; a bottle of cola, a bottle of beer; and a bottle of lemonade, white wine.
- 4 Distribute one of each type of drink to each small group, and three plastic cups to each participant.
- 5 Ask each participant to pour him/herself a standard drink of beer, one of vodka and one of white wine and briefly compare amounts within the small group.
- 6 Distribute one measuring cup and a copy of the SHAHRP handout, Standard Drinks, to each group.
- 7 Ask participants to measure their drinks and compare the amount of their 'alcoholic drinks' against a standard drink for each type of alcohol.
- 8 Ask each small group to report back on how they found the challenge of estimating a standard drink and what thoughts this exercise has provoked in running such an activity with students.
- 9 Broaden the discussion to issues such as:
 - What drinks would be most relevant to students? (Is it useful to include, say, cider or sherry, or should such an exercise focus on the more likely types of alcohol, such as ready mixed drinks?)
 - What information should we presume students possess about alcohol and other drugs?
 - How can teachers ensure this or a similar activity does not indicate that drinking alcohol below the legal age limit is accepted or encouraged?

- How much do teachers need to know and understand to run activities such as this effectively?
- What follow-up discussion and activities might be used with students to ensure they develop an understanding of the strategies for minimising harm for themselves and others in relation to alcohol, including non-use.

Resources – Option 3: Swapstat game

- *REDI for the classroom* video, segment 2 and a video recorder
- pdf document from *REDI for practice*, Reality vs myth, the Swapstat game (pp 26-31 of *Get Wise*, Secondary Classroom Activities including the Swapstat cards)
- a whistle (or some other method for signalling the start and finish of a round)

Note



- Detailed information is provided in *REDI for practice* on how to conduct this activity. Swapstat cards and some follow-up questions are also provided. For this reason the steps below are kept to a minimum. Access the CD-ROM and print off the pdf document if you decide to undertake this activity.

How

- 1 Explain that participants will work in changing pairs, as seen in the Year 10 class in segment 2. Here, however, instead of sitting in pairs participants will stand and move around the room, finding a partner when the whistle⁷ is blown.
- 2 Distribute a Swapstat card to each participant and briefly explain the process.
- 3 Commence the game so participants move around the room and mingle until the whistle blows. When this happens, participants stop and work with the closest person as their partner.
- 4 Participant A reads the question and allows participant B to guess the answer. A then tells B the correct answer. Participant B then reads the question on his/her card and allows participant A to guess the answer. B then tells A the correct answer. Before parting, A and B swap cards and, upon your signal, participants resume mingling until the whistle blows again.
- 5 Repeat the process, allowing enough time for a few rounds and sufficient exchange of information.
- 6 Ask participants to return to their seats and discuss:
 - What might be the benefits and challenges of running the Swapstat game this way rather than in the structured pairs at desks, as seen in the video?
 - What might be the issues to consider in running the same activity as a reverse fishbowl?

⁷ Participants may prefer to use music to signal rounds.

- Why is it important that students understand the facts about prevalence of use within the community and what strategies might work best to challenge student assumptions about drug use?
- How can teachers access and provide relevant drug-related information to students in ways that ensure they are actively engaged and using their critical judgment?

Session 3: Building interactions and skills

Aim

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

- discuss the purpose and some examples of student activities for developing skills and connectedness, and for enhancing resilience within the classroom
- practise and reflect on a sample of interactive and inclusive strategies for their own practice.



Key concepts/issues

Session 3 seeks to build on participants' understanding and learning in Sessions 1 and 2 and to provide the opportunity to explore more complex and student centred learning strategies within classroom interactions.

When facilitating this last session, consider the following:

- 1 As with Sessions 1 and 2, as well as viewing the video there is the opportunity for active participation and group work. At this stage, participants should be sufficiently comfortable to engage in more complex and challenging tasks that mirror themes and activities seen in segment 3 of the video.
- 2 The most powerful group interactions and learning are likely to take place in this session. You will need to structure sufficient time for participants to engage in the experiential learning activities and discuss the type of interactions students need to effectively develop positive relationships and health-related skills within the classroom.
- 3 The session draws together themes from all the material covered in the workshop. In facilitating the specific activities within the session, it will be valuable to relate outcomes and considerations back to earlier activities so participants gain a sense of their own learning and progress.
- 4 The session should provide a productive and supportive conclusion to the workshop. If, for example, participants are from different schools, you may wish to end the final workshop activity with participants identifying opportunities for the continued support and sharing of ideas in teaching drug education.

Activities	Timing	REDI resources
<i>Building interactions and skills</i> Activity 3.1: Building interactions and skills	<i>20–30 mins</i> 20–30 mins	<i>REDI for the classroom</i> video OHT 9
<i>Problem solving and decision-making</i> Activity 3.2: What if?	<i>20–30 mins</i> 20–30 mins	<i>REDI for the classroom</i> video HO 4
<i>Review and close</i> Activity 3.3: Review, reflection and action planning	<i>10–20 mins</i> 10–20 mins	HO 5 OHT 10

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

Table 4: Suggested structure and timing for Session 3.

Activity 3.1 Building interactions and skills

Purpose

To explore interactive and inclusive strategies that are particularly useful:

- for latter parts of a drug education program/unit
- in supporting the development of students' skills in areas such as negotiation, decision-making and problem solving
- in the development of more student centred and complex group processes and interactions.

Resources

- *REDI for the classroom* video, segment 3 and a video recorder
- OHT 9
- Large sheets of paper and coloured pens for each participant
- a whistle (or some other method for signalling the start and finish of a round)

Notes



- For guidance on discussing and conducting the different activities presented in segment 3 of the video you should:
 - Refer to ‘Types of activities’ in *Tips on using interactive and inclusive strategies in drug education*, for guidance on the methods and considerations available for using rotating small group learning activities, scenario-based activities and role plays.
 - Refer to the *Case stories* in the accompanying professional development CD-ROM, *REDI for practice*. There are detailed on-screen suggestions for conducting each of the activities seen in segment 3 as well as some important considerations for teaching practice. You can print off the relevant screens and use them as background material to support your facilitation of this session.⁸
- The method for debriefing the video segment (Graffiti Notes) introduces another cooperative group structure so that participants experience a range of techniques through the workshop. Graffiti Notes generally works best with small groups of three or four participants, so each has the opportunity to contribute and write down his/her ideas. Broadly, Graffiti Notes works as a brainstorm activity with rotating small groups focusing on different topics/ issues in set rounds.⁹

How

- 1 If appropriate, commence the session with an icebreaker and lead into a mixing activity that supports participants working in small groups of three or four.
- 2 Briefly introduce the trigger, explaining that it presents examples of classroom practice in upper primary, lower secondary and upper secondary classrooms, further on in the unit of work seen in segment 2.
- 3 Explain to participants that after the segment has finished, they will discuss some of the key ideas and types of activities in their small groups.
- 4 Play *REDI for the classroom* video, segment 3.
- 5 Very briefly check the participants’ understanding of a few key points by asking the whole group questions such as:
 - “What were the key messages/themes in the segment?”
 - “Did you recognise any of the activities as similar to what you do? In what way?”

⁸ For this reason the material presented here has been kept to a brief outline. You will find detailed and helpful guidance for facilitating this session by referring to *Case Stories* in the CD-ROM and to the document, *Tips on using interactive and inclusive strategies in drug education*.

⁹ This teaching technique comes originally from Gibbs (1987) *Tribes: A process for social development and cooperative learning* and has been sourced here from Education Department of Western Australia (1999) *Drug Education K-12 Teacher Support Package, Phase 3: drug education for early adolescence* SDEP.

- 6 Explain that again groups have the opportunity to discuss the different types of activities seen in the video segment, but this time a different method will be used – Graffiti Notes. Here, participants work in rotating small groups, collaborating to map their key ideas on each of the main activities seen in segment 3. In particular they are to brainstorm and record their views on the teaching strategies for effectively using each of the following:
 - CD-ROM based activities in a drug education program
 - scenario-based group activities to develop options and decision-making
 - role plays.
- 7 Distribute large sheets of paper and coloured pens to each group with one of the following topics¹⁰:
 - ‘Integrating CD-ROM based activities into a drug education program.’ (Refer to the example of the Year 5 class in *The Big Move* CD-ROM moving through the different activities.)
 - ‘Using scenario-based group activities to develop options and decision-making skills.’ (Refer to the examples of the Year 8 reverse fishbowl and the Year 10 ‘What if?’ game to ensure participants are clear on the activities being referred to here.)
 - ‘Using role plays.’ (Refer to the examples of the Year 8 Harmbusters advice panel and the Year 10 Decision role play to ensure participants are clear on the activities being referred to here).
- 8 Commence the first round, providing a short period (say 3–5 minutes) for each group to note down what they see as the key issues and strategies for effectively using their particular type of activity within the classroom.
- 9 Signal the change of round 1 (using a whistle or some other signal). Provide the same time period for small group brainstorming and then signal the end of round 2. Repeat once more so that graffiti sheets are returned to the original group.
- 10 Provide an opportunity for each group to read all the new comments/ideas that have been added to their list, and then discuss and draw together the key points.
- 11 As a whole group, ask each group to report back their findings and discuss the benefits and possible challenges for ensuring interactive and inclusive learning in:
 - integrating CD-ROM based activities into a drug education program¹¹
 - using scenario-based group activities within a drug education program
 - using role play within a drug education program.
- 12 Ask participants, “In participating in the Graffiti Notes activity, what made for effective group work?” Draw out responses on simple issues such as taking turns, each having a coloured pen so that all participants can contribute, a clear structure for working together, listening to each other, some experience in having participated in easier group work earlier in the workshop, etc. Use responses to

¹⁰ Depending on participant numbers, you can split the group into two, assigning the same topic to both groups. In this case, the graffiti sheets rotate in two separate areas.

¹¹ Refer to the benefits and strategies in the companion REDI student resources, *My TV* (for lower secondary students) and *On the Edge* (for upper secondary students).

pull together the key theme of skills and behaviours that should be encouraged so that students can work cooperatively and productively in class.

- 13 Display OHT 9 and briefly confirm the importance of nurturing students' interpersonal skills for effective group work and the development of skills within a resilience approach to drug education. Note that this list can be used to help inform monitoring of students' behaviour as they interact within classroom activities.

Activity 3.2: What if?

Purpose

To explore an interactive and inclusive strategy that is particularly useful for:

- supporting the development of students' skills in areas such as negotiation, decision-making and problem solving
- more student centred and complex group processes and interactions.

Notes



- Refer to the support materials and guidance available through *Tips on using interactive and inclusive strategies in drug education* as well as the Year 10 case story on the CD-ROM, *REDI for practice*, for further information on using scenario-based activities such as 'What if?'. You can access and print off the pdf document, 'What if?' (from the Victorian resource, *Get Wise*). This includes instructions on how to run the 'What if?' activity with students as well as scenario cards as seen in segment 3.
- The 'What if?' cards provided in HO 4 are styled on the *Get Wise* material, however they have been adapted to include scenarios relevant to teachers and the dilemmas they may face in teaching drug education.

Resources

- *REDI for the classroom video*, segment 3 and a video recorder
- HO 4

How

- 1 Explain to participants that they will now have the opportunity to work in groups of four to six, participating in their own 'What if?' exercise.
- 2 Ask participants to move into small groups as seen in segment 3, and arrange themselves in small circles (sitting on the floor or around a desk) with enough room to position the 'What if?' cards in a circle in the centre.
- 3 Provide each group with a set of 'What if?' cards and a pen for spinning.

- 4 In turn, each of the participants spins the pen, reads out the card to which it points and then suggests what they might do in such a situation. Note that responses should be brief so that others in the group can add their views, question or challenge.
- 5 Commence the 'What if?' game and allow enough time for each member of a group to have a turn (approximately 10 minutes in total).
- 6 When each participant has had a turn, ask each group, "What scenario would be most likely and why? What scenario would be the worst and why?" (Allow approximately 5 minutes for small group discussion.)
- 7 As a whole group, ask each group to report back their views on the most likely and worst scenarios, and why they see them as such.
- 8 Draw the responses together and broaden the discussion with questions such as:
 - "Did you consider a range of options in solving the problem? Is that a useful strategy?"
 - "Why are some problems more difficult than others for different people? What might that mean for students in reaching effective decisions where drug-related issues are concerned?"
 - "Was it helpful or distracting to be asked questions or challenged on a response? How can teachers encourage students to challenge their peers in a supportive and constructive way? What are the benefits of students learning to negotiate questions and challenges when expressing their opinions?"
 - "How might this type of activity be integrated within your own teaching program? What might you do to ensure it works effectively? How would you judge whether it had been effective?"

Notes

- Depending on the time available and the needs of the participants, this activity may be extended to explore the use and techniques for students role-playing decisions. Drawing on the responses to step 7 above, participants act out a decision role play using one of the most likely or worst scenarios. If this step is taken, provide the opportunity for a few different scenarios to be played out so that a good number of participants can experience role playing and present the benefits and challenges of using this teaching technique.



- Refer to 'Types of activities' – 'Role plays' in *Tips on using interactive and inclusive strategies in drug education*.

Activity 3.3: Review, reflection and action planning

Purpose

To support participants to reflect on their learning across the workshop and determine opportunities to further enhance their own teaching practice.

Resources

- HO 5
- OHT 10

How

- 1 Set up this last activity so participants are seated in a semicircle, much as they were at the start of the workshop.
- 2 Explain that in this final activity, participants have the opportunity to reflect on their own learning and determine strategies for future practice.
- 3 Display OHT 10, The Action Learning Cycle, and talk through the process. Briefly note that participants have undergone a number of experiences during the workshop that they can now draw on and add to their own teaching practice. Explain that there is increasing evidence from research in professional development education that practitioners learn experientially by critically reflecting on their own practice, using that understanding to formulate new ways of doing things and then testing out their new ideas.
- 4 Distribute HO 5 and ask participants to take a few minutes to reflect and note down their key learning experiences and what they might do differently in the future. Advise that they record their key learning experiences in column 1, their thoughts and feelings about these experiences in column 2 and, based on this, the actions and strategies they plan to undertake in their drug education teaching in the future in column 3.
- 5 Ask each participant to comment briefly on his/her reflections and one key learning strategy he/she will take back to his/her classroom.
- 6 Inform participants that they can continue to enrich their own learning by accessing and using the REDI website (www.redi.gov.au) and the REDI professional development CD-ROM, *REDI for practice*. Briefly outline the benefits of accessing these REDI resources, including the opportunity to read more on resilience and drug education strategies as well as explore for themselves resources that can support their teaching practice. Note that the CD-ROM provides detailed steps for activities they have seen in the workshop video segments as well as printable documents for use in the classroom.
- 7 You might like to work with participants to identify other support and enrichment strategies that can be used to maintain a community of learning among the group.
- 8 Close the workshop with an acknowledgment of the participants' learning and participation.

Resources

Handouts (HOs)

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Overhead transparencies (OHTs)

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Handout 1: **Segment 2 examples of interactive and inclusive strategies – upper primary**

Activity	Benefits?	Challenges?	Considerations for own classroom practice?
Trigger video – <i>The Big Move</i>			
Video debrief – group discussion			
Paired sharing – images and feelings			

Handout 2: **Segment 2 examples of interactive and inclusive strategies – lower secondary**

Activity	Benefits?	Challenges?	Considerations for own classroom practice?
Ranking activity – whole class			
Standard Drinks activity – small groups			
Ranking alcohol content – small group leaders			

Handout 3: Segment 2 examples of interactive and inclusive strategies – upper secondary

Activity	Benefits?	Challenges?	Considerations for own classroom practice?
Brainstorming – structured pairs			
Swapstat – changing pairs			
Debrief beliefs and findings – class discussion			

Handout 4: What if?

What if you found out that one of your colleagues on staff was taking painkillers in large amounts every day?

What if you think someone is using a drug and needs help to stop?

What if you thought one of your students was drunk/stoned when they came to class?

What if you found out one of your students is binge drinking on the weekend but seems to be OK during school time?

What if you are walking to class and you hear some students discussing purchasing some cannabis for a party?

What if two students are absent from class after lunch and there have been some concerns expressed about students smoking cannabis in secluded parts of the school yard?

What if a student comes to you after a drug education class and bursts into tears and says that one of his parents is drinking heavily and becoming violent?

What if during a small group activity you inadvertently hear three students discussing their own use of amphetamines?

cont.

Adapted from *Get Wise*, 'Secondary Classroom Activities', pp 56–58.

Handout 4: What if? (cont.)

What if during a class discussion of cannabis two students begin smirking and making gestures as if they are very familiar with smoking cannabis?

What if in a role play focusing on binge drinking one student reveals that he/she often drinks heavily?

What if in a class discussion students begin arguing the rights and wrongs of legalising cannabis and many of the students appear to be in favour of its legalisation?

What if in class students begin discussing in detail different types of drugs and how they can affect you, revealing personal knowledge of a range of illicit drugs?

What if a number of students are heavy cigarette users and are negative to any class discussion on the health risks of tobacco?

What if three students come to you and say they experimented with cannabis and a range of mixed drinks at another student's party on the weekend and are now wondering if they should tell their parents?

Handout 5: **Action learning**

My key learning experiences	Personal reflections	Actions for the future



REDI for the classroom: a resilience approach to drug education

**A professional development
workshop for teachers**

OHT 1

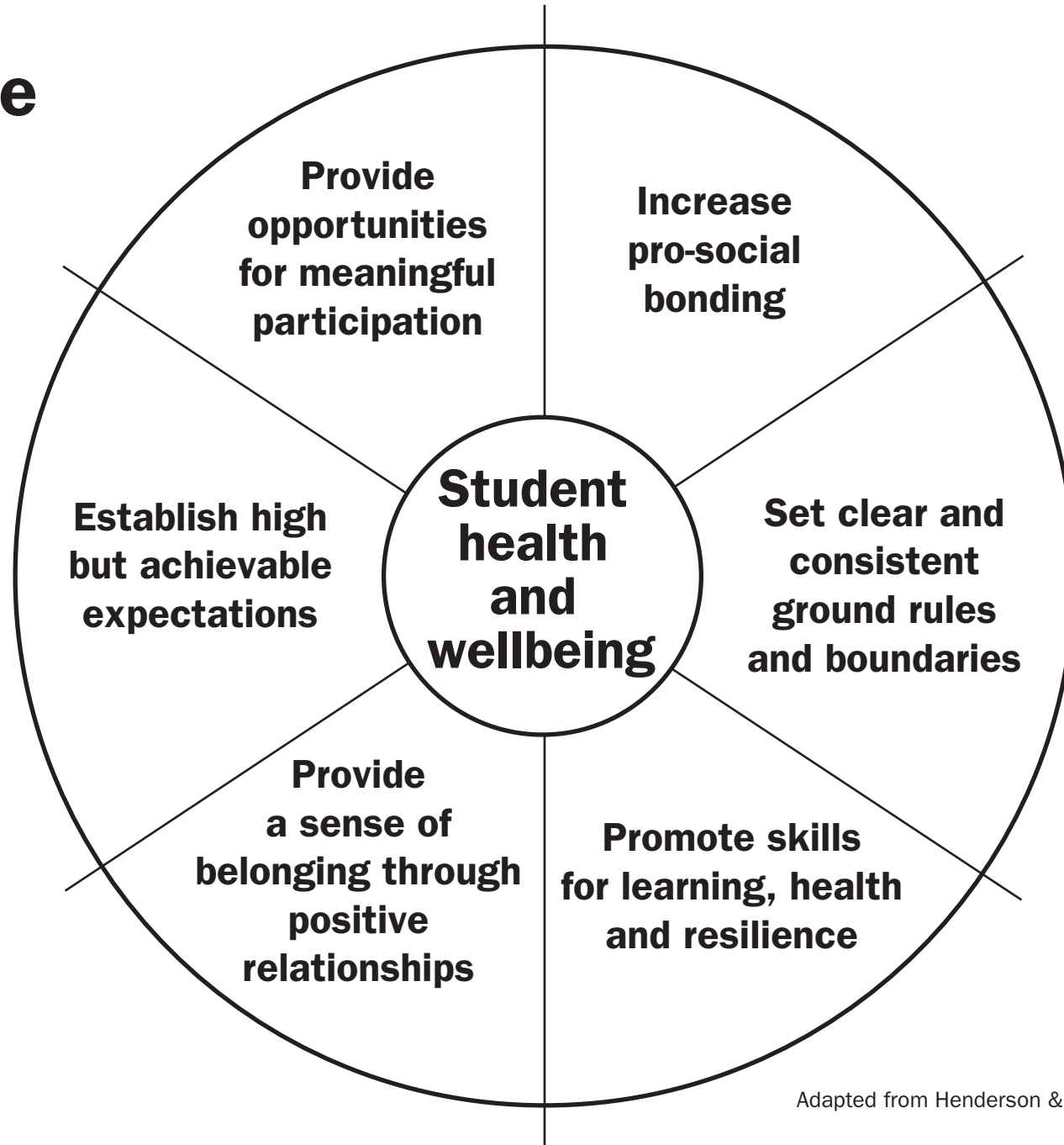
Workshop aims

- ▶ **Develop an understanding of key features and strategies for effective drug education and enhancing student resilience.**
- ▶ **Develop skills in using interactive and inclusive strategies within the classroom.**
- ▶ **Reflect on own practice for fostering students' resilience, learning and wellbeing.**

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)

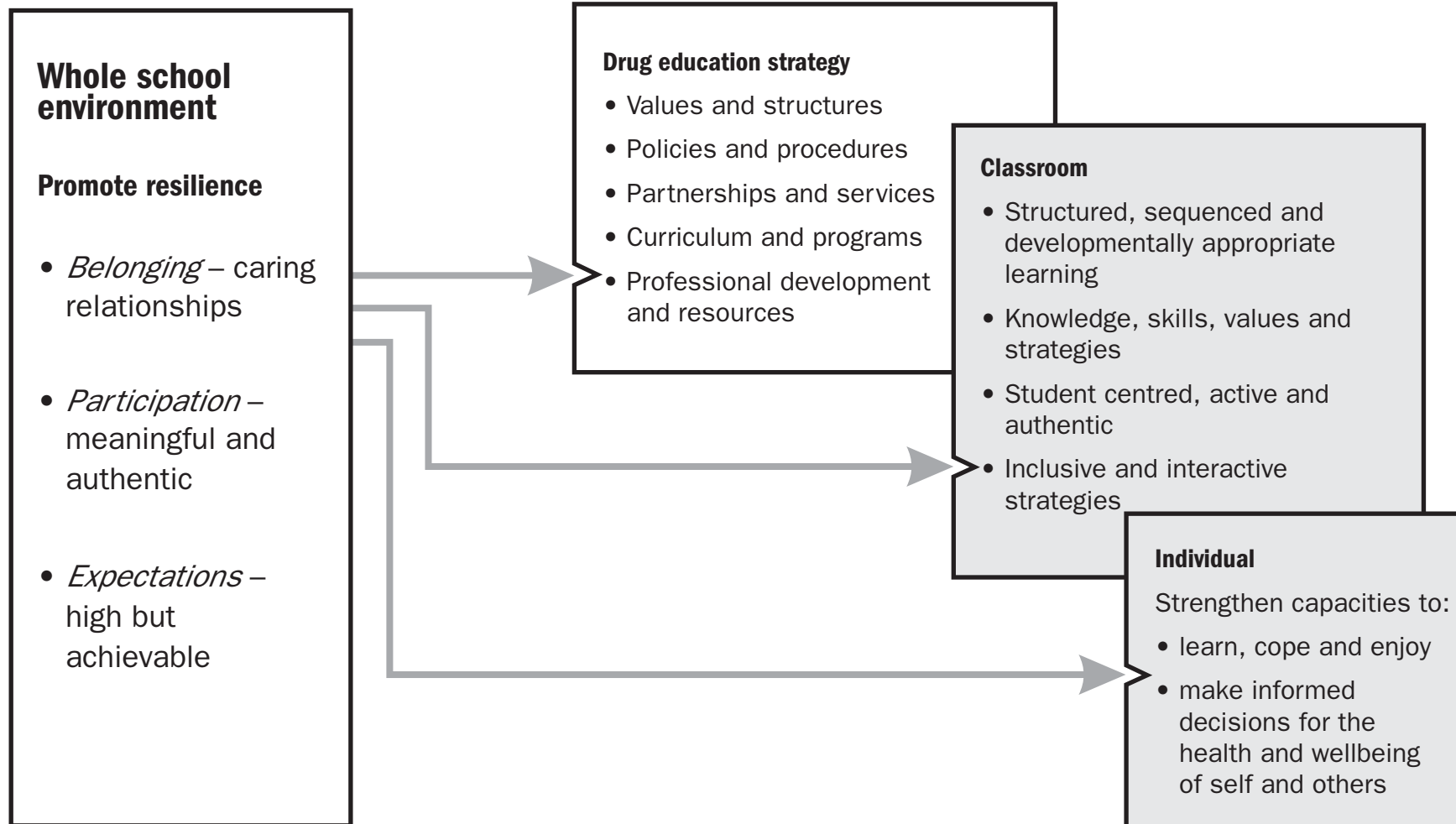
A resilience promoting classroom



OHT 4

Adapted from Henderson & Milstein 1996

Enhancing resilience and drug education



OHT 5

Interactive strategies

- ▶ **Provide opportunities to participate in a range of student centred group activities for developing knowledge, understanding and skills.**
- ▶ **Include activities such as:**
 - paired sharing
 - small group simulations and problem solving
 - role plays
 - class discussion.

Inclusive strategies

- ▶ **Aim to ensure all students are included and acknowledged in the classroom and during learning interactions.**
- ▶ **Are fundamental to enhancing the resilience and wellbeing of students, whatever the stage, subject, school activity and age of the students.**

Building connectedness in the classroom

- ▶ **Team-building games**
 - ▶ **Paired sharing**
 - ▶ **Brainstorming**
 - ▶ **Small group learning activities**
 - ▶ **Shared problem solving**
 - ▶ **Cooperative learning tasks**
 - ▶ **Self-assessment**
 - ▶ **Listening to shared/individual concerns**
 - ▶ **Discussion or debate**
- (cont.)

From a presentation by Helen Cahill, Youth Research Centre, University of Melbourne

Building connectedness in the classroom (cont.)

- ▶ **Presenting to or teaching others**
- ▶ **Using mixing activities**
- ▶ **Researching real issues**
- ▶ **Doing real world work for real audiences**
- ▶ **Designing and running activities**
- ▶ **Making time for fun and celebration**
- ▶ **Community service**
- ▶ **Sharing a sense of purpose**

From a presentation by Helen Cahill, Youth Research Centre, University of Melbourne

Interpersonal skills for group work

- ▶ **Taking turns**
- ▶ **Sharing materials**
- ▶ **Managing materials**
- ▶ **Asking for clarification**
- ▶ **Using quiet voices**
- ▶ **Staying on task**
- ▶ **Moving quietly to groups**
- ▶ **Checking for understanding**
- ▶ **Using names**
- ▶ **Staying with the group**
- ▶ **Ignoring distractions**

(cont.)

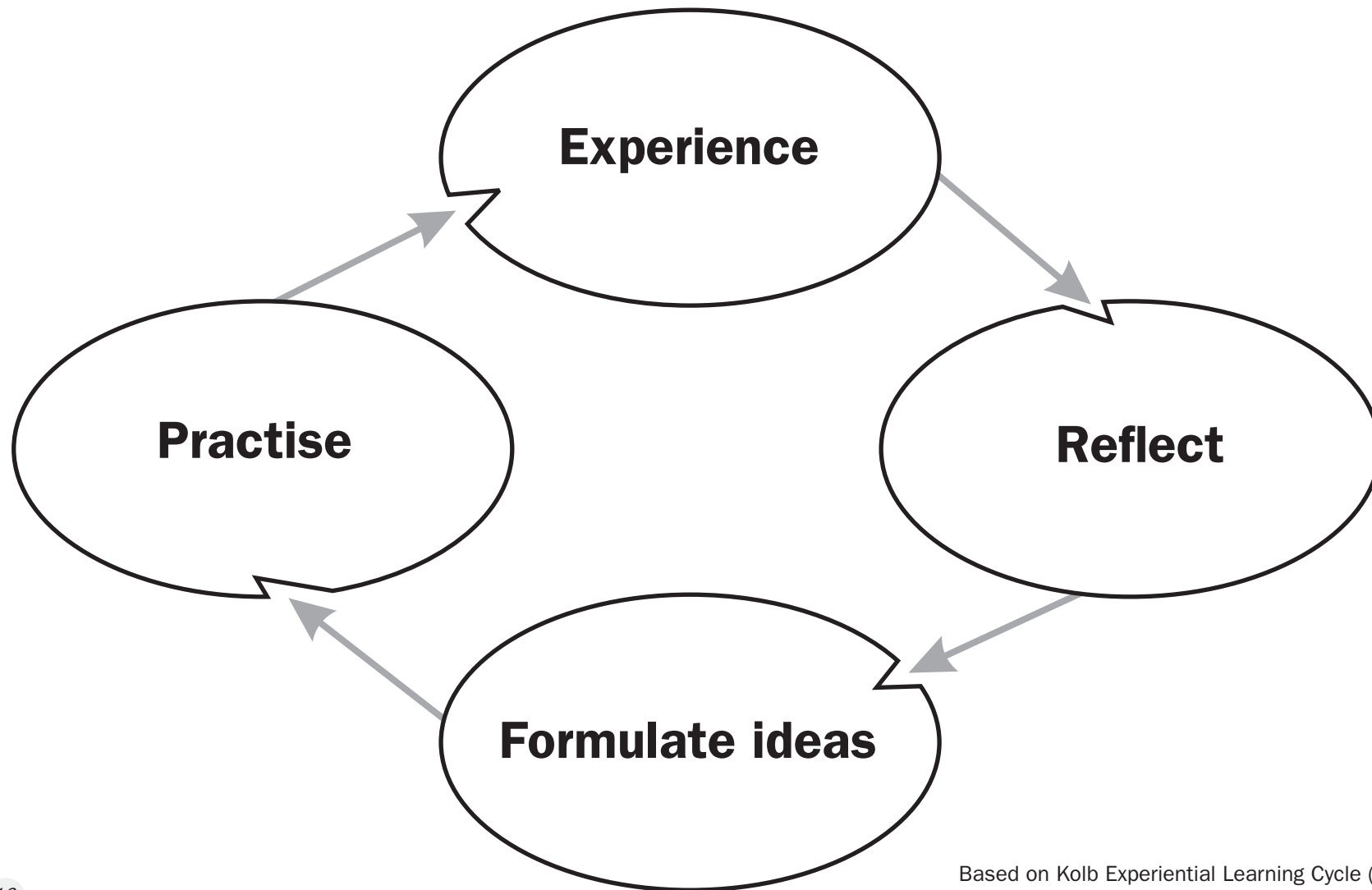
Based on Bennett, Rolheiser and Stevahn 1991

Interpersonal skills for group work (cont.)

- ▶ **Negotiating**
- ▶ **Active listening**
- ▶ **Resolving conflicts**
- ▶ **Reaching agreement**
- ▶ **Including everyone**
- ▶ **Following directions**
- ▶ **Criticising ideas not people**
- ▶ **Energising/encouraging the group**
- ▶ **Disagreeing in an agreeable way**
- ▶ **Celebrating success**

Based on Bennett, Rolheiser and Stevahn 1991

Action learning



Based on Kolb Experiential Learning Cycle (1984)