

Appendices

Appendix 1: References and further reading

1. 'Action on Drug Abuse: Making a Difference', published by Minister of Supply and Services, Canada, 1988.
2. 'Alcohol: Our Favourite Drug', published by Royal College of Psychiatry, United Kingdom 1986.
3. 'An Overview of the Effectiveness of Treatment for Drug and Alcohol Problems', published by the National Drug and Alcohol Research Centre, Australia, 1988.
4. 'Booze, Pills and Dope: Reducing Substance Abuse in Canada', published by Minister of Supply and Services, Canada, 1988.
5. 'Country Papers from the Report on the Commonwealth Conference for Young People Working in the Drugs field', published by the Commonwealth Youth Programme, 1989.
6. 'Creative Groupwork and I.T.', by Lucy Ball and Theo Sowa, published by the London Intermediate Treatment Association, United Kingdom, 1985.
7. 'Dealing in Solutions Conference Report', published by the Commonwealth Youth Programme, 1989.
8. 'Drug Information Guide', published by Ministry of Home Affairs, Malaysia, 1988.
9. 'Drugs Training Manual', published by the Institute for Study of Drug Dependency, United Kingdom, 1987.
10. 'High Profile', published by the Institute for the Study of Drug Dependency, United Kingdom, 1989.
11. 'Ideas Into Action', published by the National Council for Voluntary Youth Services, United Kingdom, 1988.
12. 'Locating Drug Education', published by TACADE, United Kingdom, 1988.
13. 'Parent Education—A Review and Analysis of Drug Abuse, Prevention and General Programmes', published by Minister of Supply and Services, Canada 1986.
14. 'Report of Sub-Regional Workshop on Drug Abuse Prevention', published by the Commonwealth Youth Programme Caribbean Centre, 1987.
15. 'Sex for Sale', plus Health Education Article, published by the Independent newspaper, United Kingdom 1989.
16. 'Smack in the Eye', Issue 2, published by the Lifeline Project Limited, United Kingdom 1989.
17. 'Strategies for the Prevention of Drug and Alcohol Problems', published by the New South Wales Department of Health, Australia, 1988.
18. 'Taking the Initiative: National Campaign Against Drug Abuse 1985-86 Report', published by the Australian Government Publishing Service, 1987.
19. 'The Tampe One-Stop Centre Brief Information', published by the Ministry of Home Affairs, Malaysia, 1989.

Appendix 2: Summary of training activities

Number	Title	Purpose	What To Do	Use with Young People
Section 1: Facts About Drugs				
1	Facts About Drugs	To improve knowledge of the effects of drugs and the physical risks involved.	Brainstorm and group discussion of Fact Sheets.	✓
2	Facts About Drugs	To improve knowledge about the effects of drugs.	Small group presentations based on Fact Sheets.	✓
3	Facts Game Show	To improve knowledge of the effects of drugs and the physical risks involved.	Game Show based on Fact Sheets.	✓
4	Uppers and Downers	To improve knowledge of the effects of drugs, the physical risks involved and the law.	Board game based on Snakes and Ladders.	✓
5	Face Down	To improve knowledge of the effects of drugs, the physical risks, the law and attitudes to drugs.	Card game using drug name cards.	✓
6	The Law on Drugs	To improve understanding of the law on drugs and the legal processes.	Court scene role play on various drugs charges.	✓
Section 2: Attitudes to drugs				
7	The opinion game	To raise awareness and challenge attitudes to a range of drugs issues.	Card game on statements of opinion.	✓
8	The ranking game	To raise awareness and challenge perceptions about drug use.	Card game on perceptions about drug use (eg. what is socially acceptable).	✓
9	Drugs and male/female assumptions	To raise awareness of gender issues in drug use.	Completing unfinished sentences to establish stereotypes.	✓
10	Drugs, culture and religion	To raise awareness of different cultural and religious attitudes to drug use.	Small group discussion to identify different attitudes based on participants' own experience. Discussion of implications for practice.	

Number	Title	Purpose	What To Do	Use with Young People
Section 3: Why people take drugs				
11	Personal reasons and excuses	To develop an understanding of different personal reasons and excuses for taking drugs.	Self-assessment using handout and group discussion.	✓
12	A structural analysis of reasons for drug use	To improve understanding of why people take drugs.	Role plays of drug-taking scenes based on a 4-point analysis of drug taking.	
Section 4: Planning a drugs policy				
13	A National Framework	To increase understanding of a national framework for a drugs policy and to begin the planning of that policy.	Presentation and discussion of a national framework and a case study with a participative planning exercise.	
14	Key National Policy Issues	To identify ways of resolving some key national drugs policy issues.	Creative activities in large and small groups.	
15	An Organisation's Drug Policy	To assist the planning of an organisation's drug policy and develop a code of conduct for staff.	Use of planning 'tool' and an example 'code of conduct' in small groups.	
Section 5: Preventing the use of drugs: An overview				
16	Identifying Ways To Prevent Harmful or Hazardous Drug Use	To raise awareness of the links between the reasons why people take drugs and prevention methods	Finish the sentence exercises and group discussion	
17	Four Strategies To Prevent Harmful or Hazardous Drug Use	To increase knowledge of four strategies for preventing harmful or hazardous drug use and methods within each strategy	Talking wall activity in large and small groups	
18	Choosing Priorities for Drug Prevention	To establish the group's priorities for preventing harmful or hazardous drug use and to raise awareness of different attitudes to prevention	Card game to establish priorities in a group	✓
19	Prevention Strategies In Other Countries	To increase knowledge of broad prevention strategies in other countries and compare them to their own situation	Small group discussion of case studies from other countries and large group comparison/analysis	

Number	Title	Purpose	What To Do	Use with Young People
Section 6: Preventing the use of drugs: Ideas for practice				
20	Alternative Pulse	To understand 'pleasure' as a reason for drug use and to increase knowledge of alternative ways of meeting that need.	Self-analysis of what gives pleasure and group discussion of alternatives to drugs using handout.	✓
21	Adverts and Public Awareness	To increase understanding of the influence of adverts and develop skills in designing public awareness programmes.	Put graffiti on adverts for drugs and use handout to structure discussion on designing public awareness programmes.	✓ (first half only)
22	Pop Culture Influences	To increase understanding of the influence of music and 'pop' culture on drug use.	Produce compilation tapes (audio or video) of pre-recorded music related to drugs and group discussion of positive and negative influences of pop culture on drug use.	✓
23	Scare Tactics	To increase knowledge of the arguments for and against scare tactics to prevent harmful/hazardous drug use.	Pairs read pre-prepared dialogue for and against; groups identify advantages and disadvantages; new pairs have real dialogues.	
24	Family Influence on Drug Use	To increase awareness of different views about family influence on drug use and the implications for preventative work.	Small group presentations of three different views about the influence of family life on drug use, group discussion and action planning.	
25	Working with Potential Users	To increase knowledge of the purpose, approaches, methods and issues in direct work with potential drug users and plan a relevant programme of work.	Mini lecture on the key themes using handouts, and small group discussion and planning in trios.	
26	Face to Face Work with Young People	To increase knowledge and understanding of practical activities for use with young people to prevent drug use.	Group discussion of a list of practical activities to use with young people and then choosing and carrying out a selection on each other.	

Number	Title	Purpose	What To Do	Use with Young People
Section 7: Making early intervention in the lives of drug users				
27	Intervening in the lives of drug users—ourselves	To increase understanding of the issues/dilemmas about early intervention strategies and how they can be resolved.	Assessment of drug use and planning for intervention in small groups. Presentation of findings and small group discussion.	
28	Early intervention in practice	To increase knowledge of early intervention strategies in practice.	Discussion of interview on early intervention. Identifying questions. Brainstorm and group discussion of ideas.	
29	Communication and counselling skills	To improve communication and counselling skills, develop guidelines and understand different styles.	Experiential communication and counselling exercises, group discussion on guidelines.	
30	Dealing with difficult drug situations as a user	To develop skills and knowledge for dealing with difficult situations where you use drugs.	Role plays of drug use, simulations of real life scenes with 'coaching'.	✓
31	Group work with young people	To increase knowledge and understanding of key elements of group work with young people.	Self analysis of approaches, using handouts. Produce guidelines. Reflection on personal practice and groupwork in the training event.	
32	Dilemmas for youth workers	To explore dilemmas and options that youth workers face in working with young people	Individual responses to dilemmas, using 'dilemma boards'. Group discussion and simulation of real dilemmas.	
Section 8: Managing people who are dependent on drugs				
33	Managing People Who Are Dependent on Drugs	To introduce some of the key issues and methods for managing people who are dependent on drugs.	Questionnaire on issues and methods in pairs. Group discussion of results. Various group activities to follow, as needed.	
Section 9: Controlling the supply of drugs				
34	Controlling the supply of drugs	To introduce key points and types of intervention to control the supply of drugs and to raise awareness of the moral/ethical dilemmas associated with some forms of intervention.	Analyse flowchart of supply route of drugs and identify points and types of intervention. Structured debate on moral/human rights issues arising.	

Number	Title	Purpose	What To Do	Use with Young People
Section 10: Minimising the harm drugs do				
35	Minimising the harm drugs do	To introduce four main approaches to harm minimisation and some of the methods used in each approach.	Mini-lecture, group discussion and presentation of different strategies for harm minimisation.	
36	Attitudes to harm minimisation	To increase awareness of attitudes to harm minimisation and the role of the media.	Three 'newspaper editorial groups' produce a double page spread based on information provided in the British Medical Journal. Each has a different editorial perspective. Discuss the results, attitudes and the role of the media.	
37	Minimising harm—a challenging approach	To increase knowledge of materials used with illegal drug users written in a style/format of relevance to them.	Distribute examples of materials used in inner cities. Discuss key questions as a group. Produce materials to minimise harm that relate to the experiences of those they work with.	
Section 11: Information, training and support for drugs workers				
38	Getting proper support	To increase knowledge of different types of support and plan ways of improving the support that people receive.	Input of five main types of support and work in threes to plan personal support.	
39	Building a network	To identify the potential for and ways of building a network of people concerned with drug use.	Brief input on networks, groups discuss list of key questions about networks, talking wall feedback and group discuss way ahead.	
Section 12: Evaluating success in drugs work				
40	Planning an evaluation of your drugs work	To develop a plan for evaluating drugs work, and increase understanding of the issues and methods for carrying out evaluation of drugs work.	Presentation, handout, group discussion, experiential exercises and planning activities.	

Appendix 3: Blank Cards for Card Game Activity

Cut up these Question and Answer cards.

Appendix 4: Summary of the training methods used

Type Of Activity	Exercises
Board Game	4
Brainstorm	1
Card Game	5, 7, 8, 18
Case Studies	19
Coaching	30
Creative Activities	14, 21, 26
Dialogues/Interviews	23
Dilemma Boards	32
Edited Compilation Tapes	22
Experiential Activities	29, 40
Finish-the-Sentence	9, 16
Flowchart Analysis	34
Game Show	3
Group Self Analysis	10, 27, 31
Materials Analysis and Production	37
Mini Lecture	25, 35, 38, 39
Newspaper Production	36
Planning Tool	13, 15, 21, 25, 40
Presentations	2, 24, 27, 35, 40
Produce Guidelines	29, 31
Questionnaire	33
Role Play	6, 12, 30
Self Analysis	11, 20, 31
Simulations	30, 32
Structured Debates	34
Talking Wall	17, 39

Appendix 5: List of handouts in the pack

No.	Title
1-12	Drugs Facts Sheets (12)
13	The Uppers and Downers Game
14	Drug Name Cards
15	Opinion Cards
16	Unfinished Sentences
17	Drugs, Culture and Religion
18	Why Take Drugs?
19	Reasons For Taking Drugs
20	National Drugs Policy Framework
21	National Drug Policy Case Study
22	National Drugs Policy Issues
23	Organising Drugs Policy Framework
24	Draft Code of Conduct for Staff
25	Drug Prevention Strategies
26-29	Drug Prevention Case Studies (4)
30	Alternatives To Drug Use
31	Adverts
32	Public Awareness
33	Scare Tactics
34	Families and Drug Use
35	The Purpose Of Drug Education
36	General Approaches To Face-To-Face Work
37	Methods of Face-To-Face Work
38	Issues and Dilemmas In Face-To-Face Work
39	Planning A Prevention Programme
40	Early Intervention : Key Points
41	Early Intervention In Practice
42	Groupwork With Young People
43-46	Dilemma Boards (4)
47	Drug Dependence Questionnaire
48	The Supply Route of Legal and Illegal Drugs
49	Controlling The Supply Of Drugs
50	The Cocaine Trail
51-54	Harm Minimisation (4)
55	Harm Minimisation in One Country
56	Harm Minimisation Materials
57	Support for Drugs Workers
58	Networks
59	Evaluation : The Initial Design Questions
60	Evaluation : The Basic Steps

Appendix 6: Why Do I Want To Do Any Drug Education?

Your values and beliefs about the purpose of drug education will, of course, have a direct impact on the kind of training you undertake—both the objectives you try to achieve and the methods you adopt. It is vital, therefore, that you examine yourself critically and are clear about why you want to train others in working with people on problems associated with drug use. Ask a group of colleagues to join you in undertaking the activities below.

What To Do

1. Give out a copy of each of the statements on the handout “Purpose of Drug Education” attached to Exercise 25 to each member of the group. Each member arrange the statements accordingly to what they consider the main aims of drug education to be: For example—

		iii		Most important aim
	ix		ii	
i		vii	vi	(all statements on the same line are of equal value)
	iv		v	
		viii		Least important aim

- (i) To scare young people away from ever taking drugs.
 - (ii) To reduce the current level of local drug taking.
 - (iii) To raise young people's self-esteem.
 - (iv) To help young people make decisions about drug taking based on balanced factual information.
 - (v) To help young people minimise the harm associated with the use of their chosen substance(s).
 - (vi) To create an atmosphere where young people feel comfortable discussing their substance use.
 - (vii) To encourage young people to examine critically their social and environmental situation and help them to develop skills to effect change within their community.
 - (viii) To encourage young people to examine the pressures (eg. social, financial, moral) placed on them to use/not to use substances.
 - (ix) Write one of your own.
2. Record this on a sheet of paper; then compare this with that of another member of the group. Discuss any similarities/differences and try to reach a joint consensus.
 3. As a group discuss what you believe the main aims of drug education are. These aims will then act as a fundamental underpinning of your training of people who are seeking to be drug educators.
 4. It may be appropriate to use this activity with the group of people you will be training as a starter session.

Appendix 7: Planning a drugs training event

There are many different approaches to planning a training event and a variety of factors to take into account. Key steps you might follow in choosing what exercises to select and adapt to suit your needs are:

1. What Learning Objectives Am I Trying To Achieve?

By the end of the training participants will:

- know _____
- be able _____
- be aware of their attitudes towards _____
- _____

2. What Are The Participants Like?

- How many are there?
- What knowledge, skills or experience or attitudes do they have?
- What is their background
- What are their expectations?

A specimen pre-course questionnaire is given in Appendix 8 to help you find out more about the participants you will be training. You will need to adapt this to suit the groups you work with. For example, you may be working with unemployed young people. Other methods include meeting the participants for a joint planning day; discussing your ideas with a small group who might be coming or, if it is for an organisation, meeting the training officer.

4. What Specific Training Activities Will I Use And How Will I Adapt It To Suit The Time And Other Constraints On Me?

- length of time available
- space
- size of group
- position in overall course
- format
- and so on.

3. What Kind Of Training Activities Will Achieve The Learning Objectives And Create The Atmosphere I Want?

- lecture?
- group discussion?
- role play?
- planning exercise?
- simulation?
- presentation?
- and so on.

5. What groundrules need to be established at the beginning of any training?

- Confidentiality?
- Using drugs on the course e.g. smoking and drinking alcohol.

Appendix 8: Pre-Course Questionnaire

Training Event _____

Name _____

Job Title (if appropriate) _____

Address _____

1. What outcomes are you hoping to get from the training event? (Please refer to the attached outline description of the event.)

(a) I hope to know more about _____

(b) I hope to be able to _____

(c) I hope I will be more aware of my activities towards _____

(d) Any other comments about why you are coming and what you hope to get out of the event. _____

2. To help us plan the course to best meet your needs, please complete the simple self-assessment below:

- (a) Knowledge of the Topics (circle the appropriate phrase)

None at all	Very little	Some	Quite a lot	Comprehensive knowledge
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- (b) Experience of Working On This Area:

None at all	Very little	Some	Quite a lot	Fully Experienced
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- (c) Please make any other comments you feel are relevant about yourself to help us plan the event. _____

Appendix 9: End Of Course Evaluation Questionnaire

To help us evaluate the training and plan improvements to future events we would be grateful if you could complete and return this brief questionnaire.

Training Event _____

Name _____

Job Title (if appropriate) _____

Address _____

1. How relevant was this course in relation to your work?

2. Was any part of the course particularly useful?
If 'Yes', which?

Yes/No

3. Was any part of the course particularly irrelevant?
If 'Yes', which?

Yes/No

4. Did you expect anything that was not covered?
If 'Yes', what?

Yes/No

5. List some of the ideas you gained or other things you learnt.

6. Any comments about the trainer or training style?

7. The two best things about this course were:

8. The two worst things about this course were:

9. Did you enjoy it?

10. Any other comments including non-work aspects, eg. accommodation, food, timing, etc?

11. Overall, your rating of the course was:

Very Good Average Weak Very Good Poor

Appendix 10: Post Course Evaluation Questionnaire

To help us evaluate our training and plan improvements to future events, we would be grateful if you could complete and return this brief questionnaire.

Training Event _____

Name _____

Job Title (if appropriate) _____

Address _____

1. The purpose of the event was:

(a) to increase my knowledge of _____

(b) to develop my ability to _____

(c) to increase my awareness of attitudes towards _____

(d) other _____

2. The main things I felt I learnt from the event were:

(a) knowledge: I now know _____

(b) skills : I am now able to _____

(c) awareness : I now have the attitude that _____

3. Some things I am still unclear about on this topic are:

(a) _____

(b) _____

(c) _____

4. Learning that I saw others gain during the event were:

(a) _____

(b) _____

(c) _____

5. Other comments about the outcomes of the event:

6. My views about the conduct of the event are:
(Please circle the appropriate number)

- | | | | | | | |
|--|---|---|---|---|---|---|
| (a) Highly structured | 1 | 2 | 3 | 4 | 5 | very unstructured |
| (b) flexible and responsive | 1 | 2 | 3 | 4 | 5 | rigid and unresponsive |
| (c) Very clear purpose and objectives | 1 | 2 | 3 | 4 | 5 | very unclear about purpose and objectives |
| (d) Learning by experience | 1 | 2 | 3 | 4 | 5 | learning by receiving information |
| (e) Highly inappropriate use of learning methods | 1 | 2 | 3 | 4 | 5 | Very appropriate use of learning methods |
| (f) Too fast | 1 | 2 | 3 | 4 | 5 | Too slow |
| (g) Completely irrelevant to my situation | 1 | 2 | 3 | 4 | 5 | Directly relevant to my situation |

7. Other comments about the methods used:

Thank you for completing the questionnaire.
Please return it to: