



Bouncing Back!

A creative learning pack for drug and alcohol prevention work with families



Adfam

Families, drugs and alcohol

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This learning pack was produced by Adfam, the voice of families affected by someone else's drug or alcohol use and the leading national organisation providing support, information and services to these families.

For more information visit
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Introduction

***Bouncing Back!* learning recognises that changing behaviour involves developing skills, attitudes and emotions, as well developing knowledge and information**

What is the *Bouncing Back!* learning pack?

The *Bouncing Back!* learning pack is a collection of creative learning activities for use with family members to develop skills, knowledge and awareness for drug and alcohol prevention. The pack has been designed for use with small, diverse family groups including parents, carers, young people and families in informal educational settings.

A holistic approach to drug and alcohol work with families

The pack is part of Adfam's *Bouncing Back!* programme, a holistic and creative approach to working with families on drug and alcohol prevention work. *Bouncing Back!* recognises that there are a range of factors influencing young people's decisions to use drugs and alcohol and that all these factors should be included in work with families. These include:

- Resilience and parenting
- Communication in families
- Diversity in family life and approaches to drugs and alcohol
- Knowledge of drugs and alcohol
- Social and economic factors and influences

The learning pack acknowledges and includes all of these issues in its approach to drug and alcohol prevention and has developed learning activities to explore and develop these issues with families.

Involving families – participative approaches to drug and alcohol prevention

Bouncing Back! supports positive, participative approaches to working with families; approaches which engage family members in creative approaches to drug and alcohol prevention and help families define issues, problems and solutions relevant to them.

It recognises that families experience parenting, family life and drugs and alcohol differently and that family learning should acknowledge the impact of diversity on attitudes and approaches to drug and alcohol prevention and include different issues in programme work.

Skills, attitudes, emotions and knowledge

Bouncing Back! learning recognises that changing behaviour involves developing skills, attitudes and emotions, as well as developing knowledge and information. The pack includes learning materials which focus on learning new skills, reflecting on attitudes and emotions, and acquiring knowledge and information on drugs and alcohol and related issues.

Meeting National Occupational Standards

The *Bouncing Back!* learning activities reflect and promote current national occupational standards for quality family, parenting and drug and alcohol prevention work.

Learning activities from the *Bouncing Back!* learning pack can be mapped to many national standards for family, parenting and drugs and alcohol work (*see list right*)

How to use the *Bouncing Back!* learning pack

The *Bouncing Back!* learning pack has been developed so that practitioners can work flexibly with families in different learning environments and on different types of programmes. Individual learning activities can be added to current parenting, drug awareness, youth work, resilience building or family support training programmes, or combined from separate sections of the pack into tailor made drug and alcohol prevention courses, aimed at particular family groups.

The pack includes six chapters based on key aspects of drug and alcohol prevention work. A chapter contains three learning activities for use with different family groups. These include learning activities for use with:

- parents and carers
- young people (10+)
- family members (carers, adults and young people together)

The pack encourages practitioners to develop work with whole family groups, allowing carers, parents and young people to share and communicate ideas and opinions and develop attachments.

For examples of how *Bouncing Back!* learning activities can be combined to develop drug and alcohol prevention family learning workshops aimed at particular groups see page 3.

Tips on good practice

Group work with families

Using the *Bouncing Back!* learning pack effectively relies on good practice in developing and delivering group work with families. It is recommended that practitioners using these materials are experienced in developing and delivering group work and that they work to high standards of care and practice (as developed in key National Occupational Standards for parenting, family learning and drug and alcohol prevention work).

These standards include:

- Understanding that people learn best through engaging with their experience and where there is active involvement in the learning process
- Providing a safe and comfortable space to help family members contribute comfortably and securely to discussions
- Negotiating and providing guidelines for confidentiality and safety within groups

National Occupational Standards

Work with Parents

- WWP 306 *Enable parents to reflect on influences on parenting and the parent-child relationship*
- WWP 308.2 *Help parents to interact with their children in positive ways*
- WWP 312.2 *Recognise parents' strengths and help them to build on these*
- WWP 312.3 *Promotes the value and recognition of diversity in society and in parenting roles*
- WWP 313.3 *Work with parents to develop strategies to manage change and challenges*
- WWP 404.1 *Promotes a culture that values diversity and difference*
- WWP 408.1 *Raise the profile of quality in the delivery of work with parents*

Drugs and Alcohol (DANOS)

- AA4 *Promote the equality, diversity, rights and responsibilities of individuals*
- AB10 *Relate to families, parents & carers*
- AD1 *Raise awareness about substances, their use and effects*
- AD2 *Facilitate learning through activities and presentations*
- AD3 *Facilitate group learning*
- AD4 *Develop and disseminate information and advice about substance use, health and social wellbeing*

Family Learning

- FL201 *Contribute to building relationships with participants in Family Learning*
- FL303.2 *Value and respect the diversity in culture and background of participants*
- FL307.2 *Choose materials to support family learning*
- FL308.2 *Deliver training sessions for learners*
- FL310.3 *Enable participants with complex needs to learn*
- FL311.3 *Incorporate new knowledge, the experience of others and current thinking into own practice*
- FL408.1 *Promote a culture of quality in Family Learning*

Youth Work

- A2 *Enable young people to access and use information, and make decisions*
- A4 *Support young people in tackling problems and taking action*
- B1 *Enable young people to explore and develop their values and self-respect*
- B3 *Enable young people to work effectively in group*
- C2 *Work with young people to manage resources for events, activities or project*

Examples of how *Bouncing Back!* learning activities can be combined to create workshops aimed at a specific audience

Young people (10+)

Session	Learning activity	Topic	Chapter
1	Introduction and programme aims*		
2	Knowledge	Drug and alcohol awareness	Drug and alcohol awareness
3	Turning it around	Media messages – drugs and alcohol	Drug and alcohol prevention
4	Talent	Resilience/self awareness	Families at risk, drugs and alcohol
5	Family	Family diversity	Diversity and families
6	I said No!	Communication and assertiveness	Communicating families
7	Problem solved	Problem solving/self esteem	Resilience
8	Ending and evaluation*		

Parents and carers

Session	Learning activity	Topic	Chapter
1	Introduction and programme aims*		
2	At what age?	Drugs and alcohol and young people	Drug and alcohol prevention
3	Talk	Parenting needs	Families at risk, drugs and alcohol
4	Risk It	Drugs and alcohol awareness	Drug and alcohol awareness
5	Show and tell	Family values	Diversity and families
6	Openers	Communicating with young people	Communicating families
7	Positive strokes	Communication and positive parenting	Resilience
8	Endings and evaluation*		

Whole family groups

Session	Learning activity	Topic	Chapter
1	Introduction and programme aims		
2	Diamond nine	Drugs and alcohol prevention	Drug and alcohol prevention
3	Generation games	Drug and alcohol awareness	Drug and alcohol awareness
4	Celebratory meal	Family diversity and attachments	Diversity and families
5	It's good to talk	Communication in families	Communicating families
6	Life as...	Communication and understanding	Resilience
7	Together	Resilience and family support	Families at risk, drugs and alcohol
8	Endings and evaluation*		

*as developed in key National Occupational Standards for parenting, family learning and drug and alcohol prevention work

- Promoting a group environment that values diversity and difference
- Ensuring procedures to enable participants to reflect and feed back on the impact of activities and acknowledge feelings that activities evoke
- Allowing for all participants in groups to contribute and participate
- Ascertaining feedback and evaluating learning to improve and develop programmes for family learning.

Young people

Group work with young people requires particular skills and experience in working with young people. The pack endorses key values, principles and practices, developed in the National Occupational Standards for Youth Work, as prerequisites for working with young people on drug and alcohol prevention.

These standards include:

- Starting from where the young person is at and developing youth focussed work
- Focussing on the young person as a whole person with particular interests, experiences and perspectives
- Being concerned with what young people feel as well as what they know and can do
- Building safe environments for young people to enable them to feel secure and comfortable
- Building relationships with young people to help them explore and make sense of their experiences
- Working with young people to develop, follow through and contextualise sessions
- Helping young people explore and develop values and self respect and find their own solutions to problems.

Recommended reading

- *National standards for working with Parents*
Parenting UK 2006
- *Drug and Alcohol National Occupational Standards*
Skills for Health 2002
- *National Occupational Standards for Family Learning*
Lifelong Learning UK 2005
- *National Occupational Standards for Youth Work*
Paulo 2002
- *Evaluations and Endings - activities for reviewing work with young people*
NYA
- *Practical Monitoring and Evaluation – a guide for voluntary organisations*
Charities in Evaluation
- *Participation Spice it Up – practical tools for engaging children and young people*
Save the Children 2002
- *Everyday Participation – working with young people*
UK Youth
- *Wavelength – a handbook of communication strategies for working with young people*
Trust for the Study of Adolescence
- *Bouncing Back! Exploring Families, Resilience and Drugs and Alcohol*
Adfam 2007
- *From Strength to Strength – a manual for professionals who facilitate diverse parent groups*
Australian Council for Educational Research
- *A Parent's Treasure Chest; exploring the past to resilience*
Jenkins and McGuinness Aus

Prevention is 'action that leads to planned change which creates conditions that give persons the best chances of success in their lives and community. It advocates actions, policies and procedures to shape our culture, in support of healthier lives' (SAMHSA, 1998)

Drug and alcohol prevention

Why include prevention?

Prevention is important to focus on in drug and alcohol work, because it affirms and supports change; that young people and families can be helped and supported in making changes which affect health and wellbeing. Prevention advocates that interventions can help families and young people in developing skills, evaluating attitudes and beliefs and learning new information to enable positive change and preventative action in relation to drugs and alcohol.

Working with families

Practitioners working with families on prevention issues should consider what families understand by prevention and the value they place on it. They can work with families to help them:

- reflect upon and define their own meanings and definitions of prevention and what it means to them
- clarify the wide range of factors involved in preventing harm from drugs and alcohol, including social, cultural and individual determinants on health
- work from a holistic model of health, which promotes positive concepts of health and wellbeing, as well as reducing harm from drugs and alcohol

Learning activities in this chapter

Three learning activities can be found in this chapter which explore prevention work with families:

- **For parents and carers** *At what age* explores messages parents and carers received on drugs and alcohol as young people, and the messages they would like their own children to have
- **For young people** *Turning it around* explores views of drug and alcohol with young people, and how the media influences the messages that young people receive
- **For young people, carers and parents together** *Diamond Nine* encourages parents, carers and young people to discuss ideas and opinions on the factors influencing drug and alcohol use

PREVENTION

Drug and alcohol prevention is a broad, holistic concept. It encompasses approaches to working with families which focus on reducing harm, but also on creating conditions for health and wellbeing. Prevention embraces social, cultural, economic and physical influences on health and wellbeing and drug and alcohol use

At what age?

Aims and objectives

To explore parental attitudes to drug and alcohol prevention

To introduce issues of how to talk to young people about drugs

AUDIENCE Parents and Carers

TIME 45 minutes +

YOU WILL NEED

At what age? picture cards [see page 31], flip chart paper and pens

Tips for practitioners

Think carefully about the impact this activity may have on the group.

Tailor your questions and the way you pace and organise the activity according to the needs and experiences of the group, particularly in terms of drug and alcohol use.

Be ready to explore, support and follow through on painful experiences this activity may raise, in relation to participants' own drug use or that of their children. How will you follow them through?

Think about issues of confidentiality. Set 'agreements' before you start the activity, to help ensure sensitive information stays within the group.

Resources to help

What drugs look like (DVD and poster)

Tips for talking to your children about drugs

Be aware, young people, alcohol and other drugs

www.talktofrank.com

For details see page 51

Photocopy and cut out the **At what age? picture cards**. Place the cards in front of the group. Ask participants in turn to choose a card and state what drug(s) they think the image on the card represents. Spend some time clarifying what drug(s) the card represents before moving on to the next card.

Once each participant has a card, divide the group into pairs. Ask participants to discuss the following within their pairs, in relation to the drug(s) card they chose:

- What age were they when they first found out or heard about this drug?
- What kinds of things did they hear about it?
- What messages did they pick up?
- Was it a useful way of finding out about this drug?
- If not, what might have been better?

Once every one has had their turn, ask the pairs to come back together as one group and feed back on their discussions.

Next, explore the activity in relation to children and young people. Ask the group to think about children and young people they know or who are in their care.

- How much do they think children, or young people in their care, know about the drug(s) they have been looking at?
- What kinds of messages have they been getting?
- Where might they have got their information from?
- What information might they not be getting?
- What kinds of messages would they like them to have?

Come back together as a large group and complete the activity by summarising what the group has learnt from this activity. Find out if the activity has raised particular thoughts or feelings within the group. What might these be and how can the group process them and follow them up?

If you have time

Use the **Trees and Leaves worksheet** to help participants identify challenges, strengths and goals in relation to the issues you have been discussing. Feed these back to the group and discuss. Discuss how you might take issues and discussions forward.

SUBJECT
Drugs &
alcohol

AUDIENCE
Parents &
carers

DEVELOPS
Attitudes

METHOD
Picture
cards

Turning it around

Aims and objectives

To explore media views and representations of young people

AUDIENCE Young people 12 +

TIME 45 minutes +

YOU WILL NEED

Flip chart paper and pens, scissors, glue, *Turning it around* question sheet [see page 32], magazines and newspapers with stories and images of young people

Tips for practitioners

Encourage the group to reflect on issues of gender and culture and how these are reflected in the media.

Explore young people's feelings about the way young people are portrayed in the media.

How does it make them feel to see themselves portrayed in these ways?

Resources to help

The stuff on drugs (leaflets)

www.talktofrank.com

www.11million.org.uk

www.need2know.co.uk

For details see page 51

Make sure you have plenty of old newspapers and magazines depicting images, stories and headlines on young people. Split the group into five smaller groups and hand each group one of the sheets of paper, along with a pile of newspapers and magazines.

Ask each group to look through the magazines and newspapers and find any references, stories and images of young people. Anything they find should be cut out.

Next, ask the groups to make a collage or poster, using the images, messages and headlines they find, to represent how they think the media views young people. If the group can't find enough images to make their poster or collage, they should add images or messages they have seen before or they believe they would see written about young people in the press and media.

When finished, ask each group to discuss and write down some of their thoughts in relation to the questions written on the **Turning it around** question sheet.

When completed, bring the groups back to together. Ask each group to feed back and present their collages and ideas they had for how the media represents young people.

- How are young people portrayed?
- What sorts of stories and images are there?
- How do young people feel about them and how they are represented?
- What types of topics and subjects are written about young people?

If you have time

Using paper, pens and different magazines encourage the group to develop their own newspaper or magazine story about young people, focussing on stories and messages they would like to read or see about young people. What would the story be about? What kinds of things would it say about young people? Share images and stories and pull out the key ideas young people have about how they would like to be portrayed.

SUBJECT
Drugs &
alcohol

AUDIENCE
Young
people

DEVELOPS
Attitudes &
emotions

METHOD
Group
discussion

Diamond Nine

Aims and objectives

To discuss and explore ideas on drug and alcohol prevention

AUDIENCE Young people (10+), Parent and Carers

TIME 45 minutes +

YOU WILL NEED *Diamond Nine* sheet [see page 33]

Tips for practitioners

Have information available on the numbers of young people affected by drugs and alcohol in the UK.

Develop this activity as an opportunity for family members to discuss drug and alcohol issues informally, share ideas and learn from each other. Enable individuals to add their own thoughts. Include blank diamonds, which participants can fill in and customise.

Give both groups opportunities to listen to each others' views and opinions.

Resources to help

Young people's drug use in England

Drugs Deal Game

D-Rom CD-Rom interactive drug education activities

The stuff on drugs (series of booklets for young people)

www.talktofrank.com

For details see page 51

To prepare this activity in advance, photocopy the **Diamond Nine sheet** twice and to A3 size. Cut out the diamonds from each individual sheet, so you are left with two sets of nine diamonds.

Explain to participants that the aim of the activity is to discuss and explore the reasons for drug and alcohol dependence amongst young people, and why some young people take drugs and alcohol and become dependent on them. Using the information from *Young people's drug use in England* (listed below) discuss with the group: how many young people in the UK use illegal drugs or alcohol? What drugs do they use? How much are they using? Is drug use recreational or dependent?

Next, split the group into two: one group of parents/carers and one of young people.

Give each group a set of the nine diamonds. Ask the group to prioritise the statements in order of which they see as being the most important reasons why young people become involved or dependent on drugs and alcohol. Place statements of most importance at the top of the diamond and ones of least importance at the bottom. Encourage groups to come up with their own ideas and replace diamonds with their own ideas, if they wish.

When both groups have finished, invite them to explore each others' diamonds and compare how they have prioritised issues. Come together and discuss:

- Have the young people and adults similar or different ideas for the reasons young people use drugs?
- What were both groups' priority reasons?
- Was it possible to prioritise issues and reasons?
- Does it depend on what drug(s) you are looking at?
- How can young people best be supported around avoiding harm from drugs and alcohol?

If you have time

Split the group into one of carers/parents and one of young people. Ask the group to develop their own diamond nine activity, focussing on prevention. Photocopy a blank set of A3 diamonds and ask the groups, using images, pictures and words, to develop a diamond for drug and alcohol prevention. Ask them what they see as important to support and help young people in keeping safe from harmful and dependent drug and alcohol use. Compare diamonds and discuss.

SUBJECT
Drugs &
alcohol

AUDIENCE
Parents &
carers

DEVELOPS
Attitudes

METHOD
Picture
cards

Diversity and families

**‘Diversity is the most essential feature of life, and fear of difference and change is dread of life itself’
(Core Training Standards for Sexual Orientation
Department of Health, 2006)**

Diversity

Families differ widely in the ways they experience and perceive family life, how they are structured and organised and in the different values and experiences they bring to parenting and drugs and alcohol. Diversity is about valuing these differences and acknowledging their importance to individual experience, attitudes, motivations and behaviour.

Why include diversity?

We need to place diversity in its widest context and recognise that race, ethnicity, sexuality, gender identification, disability, health and literacy are all among the issues that we should consider in ensuring that we are meeting a community’s need (Home Office Diversity Manual 2006).

Family diversity means recognising these differences and integrating the values, reflections and experiences of many different families into programme work: experiences of one parent families, lesbian, gay and bisexual families, extended families, foster families, carers and other families from diverse cultural and faith backgrounds.

Working with families

Practitioners can help families explore and understand the diversity of family life and the influence of culture, faith, family values and experiences on attitudes, perceptions and behaviour. Diversity work can celebrate the positives and strengths of difference as well as the challenges diversity brings, helping families find a voice to articulate values and experiences of lives lived differently.

Learning activities in this chapter

Three learning activities in this chapter explore diversity with families:

- **For parents and carers** *Show and tell* explores with parents and carers experiences of family life, cultural traditions, parenting and family diversity
- **For young people** *Family* helps young people explore different ways families live and the impact of diversity on their own lives
- **For young people, carers and parents together** *Celebratory meal* supports young people, parents and carers in sharing and celebrating cultural values, rituals and traditions

DIVERSITY

Diversity is about giving value to the differences between people and ensuring we work creatively with these differences, to stimulate fresh ideas, broaden and empower every individual to contribute
Habinteg Housing Association, 2003

Show and tell

Aims and objectives

To share ideas and experiences of diverse cultures and values in families

AUDIENCE Parents and Carers

TIME 45 minutes +

YOU WILL NEED

Cultural items from parents and carers

Tips for practitioners

Ensure everyone in the group has a turn to speak and present their object. Keep strictly to time for each presentation.

Resources to help

Dad Pack

From strength to strength (a manual to facilitate diverse parent groups)

Just listen ... videos

Fatherhood Games and Pack

For details see page 51

Ask each member of the group to bring something in the following week which reveals something about their family life – their culture, history or heritage. It could be something about their family origins or history, something about their family values, or something that is important to them about their life now and the way they live.

On the day of the 'Show and tell', give each parent 2–3 minutes to present their item to the group. Make sure each person has time to speak and that any questions are kept to the end of presentations.

When every one has had their turn, ask for feedback from the group about the activity:

- Is there anything anyone in the group wants to ask someone else, in relation to what they brought up or spoke about?
- How did it feel talking about their family and the object they brought in?
- What did the group learn about the family or cultural values of others in the group?
- What did they find interesting?
- What values and traditions are important to families?

If you have time

Ask the group to bring something in, for the following week, which says something about their experience of being a parent or a carer. Conduct the activity in a similar way to the first activity, but focus your questions on the group's experience of parenting and what similar or different experiences they may share. With a mixed group of fathers and mothers, discuss different experiences of parenting. Do fathers have different experiences of parenting from mothers? What experiences do they share?

SUBJECT
Diversity

AUDIENCE
Parents &
carers

DEVELOPS
Attitudes &
feelings

METHOD
Presentations

Family

Aims and objectives

To explore and reflect on family diversity

AUDIENCE Young people (age 10+)

TIME 45 minutes +

YOU WILL NEED Family case studies [see pages 34 and 35]

Tips for practitioners

In groups of younger children or where they may be mixed literacy levels or particular vulnerability, choose one case study and explore it together, as a whole group.

Be prepared to follow through and support young people, who may be affected by the issues raised in the case studies, in later sessions.

Think how you might develop the activity to support young people in voicing their own feelings and experiences of diversity. How can they relate their own experiences to issues raised?

If the case studies bring up painful feelings for young people in the group, how might you process and work through these?

Resources to help

You are welcome

Reflections cards

Just the same on the inside - understanding diversity and supporting inclusion

Cyberace Anti-Racism CD Rom

For details see page 51

Divide the group into pairs and hand out one *separate* copy of the **Family case studies** to each pair. Ask each pair to read through their case study and discuss the questions on the sheet.

Come back together and ask each pair to feed back on the young person and family they were looking at and what they discussed about them. Read out the case study for them, if necessary.

As a group discuss:

- What did they notice about the boy or girl they were looking at and the way they live?
- What things were similar to their family and how they live?
- What things were different?
- What might be exciting or interesting about living in this family?
- What might be hard or challenging?

Discuss the kinds of differences there are in families. How do families differ from each other, or how are they similar? Are all families the same? Can families be different from each other, but also be similar?

Move on to discuss the similarities and differences between participants' families and the families in the case studies and what they found interesting. Ask young people to share any feelings or thoughts about their own families lives that the activity may have evoked.

If you have time

Explore the challenges that diverse or vulnerable families face. Return to the case studies. Ask the young people to identify some of the challenges the young people in the stories might be facing.

What might the young person in the case study find difficult to cope with?

How might they be feeling?

What support or advice might they offer them?

How might this advice be useful to the group, in their own lives?

SUBJECT
Diversity

AUDIENCE
Young people

DEVELOPS
Attitudes & feelings

METHOD
Case studies

Celebratory meal

Aims and objectives

To develop awareness of cultural diversity in families

To develop skills in group planning, communication and co-operation

AUDIENCE Young people (age 10+), Parents and Carers

TIME 2 hours +

YOU WILL NEED A budget for refreshments and decorations (or donations from family members)

Tips for practitioners

Be prepared to help organise the event and co-ordinate activities between the two groups. Ensure young people feel supported in their tasks.

Help family members enjoy the process and have fun preparing the evening.

Emphasise the celebratory aspect of the evening, and the opportunity to celebrate culture and diversity

Resources to help

World Welcome poster

New in our nation - activities to promote self-esteem and resilience in Young Asylum Seekers

Diversity Game

Cultural Competence in Family Support – toolkit

For details see page 51

Ask the group to plan a celebratory evening which will take place within the group, in two weeks' time. The aim of the evening is to celebrate the cultural diversity of the group. Divide the group into two: one group of parents/carers and one of young people.

Inform the group that there are a number of different tasks to be organised, including the music, dress, games and entertainment, food and decorations. Help the group decide which group will do which task. Encourage participants to develop tasks to reflect the cultural interests in the group. Support them in planning their tasks, so that each group knows what it needs to do. Set a date for where and when the event will take place.

After the event has taken place, bring the group back together for a debriefing and feedback.

- How did they feel the event went?
- What did they enjoy? What was interesting?
- How was it working together?
- How effective was the planning of tasks in their group? What did they learn from this?
- Did they learn anything new about the cultural traditions or values of others?

If you have time

Ask family groups to bring something into the group which illustrates something about their family life, culture, history or traditions. Allow each member or family group to present their object to the group. Discuss what is important in families and what ties them together. What values and traditions are common to most families?

SUBJECT
Diversity

AUDIENCE
Family

DEVELOPS
Skills &
awareness

METHOD
Group
event

'She's the best mum/he's the best dad, when they're not drinking, but they say things that hurt me a lot when they are drunk, like *I hate you.*'

Bouncing Back report Adfam 2007

Families at risk, drugs and alcohol

Why include families at risk?

Living with a drug and alcohol user shapes experiences of what it is to live in a family and affects family routines, boundaries and relationships. In acknowledging the unique experiences families at risk face and giving value to the experiences of family members, practitioners can give families a voice to strengthen, understand and shape their own lives and futures, irrespective of the drug or alcohol user.

Working with families

Prevention work with families can address the specific needs and experiences of families affected by drugs and alcohol, focussing on solutions, resilience and strength based approaches, to help families define experiences and build on solutions to problems.

Practitioners should consider:

- Involving families affected by drugs and alcohol in strength-based, solution-focussed approaches
- Building on individual and family strengths and resilience
- Supporting children affected by drugs and alcohol in families, focussing on protective factors

Learning activities in this chapter

Three learning activities in this chapter explore work with families at risk:

- **For parents and carers** *Talk* encourages parents and carers to share experiences of parenting, and find solutions to problems
- **For young people** *Talent* draws on young people's talents and interests, helping to build resilience and self esteem
- **For young people, carers and parents together** *Together* helps parents, carers and young people reflect on family life, what can disrupt routines and ways of getting support

FAMILIES AT RISK

Drugs and alcohol impact not only on the individual, but on the lives of people surrounding them, including the lives of children, parents, grandparents and siblings. It is estimated that over eight million family members in the UK are vulnerable to the impact of somebody else's drug use.

Talk

Aims and objectives

To share experiences of parenting

To identify issues, solutions and challenges in parenting

AUDIENCE Parents and Carers

TIME 60 minutes +

YOU WILL NEED Talk cards, [see page 36] flip chart paper and pens

Tips for practitioners

Keep the activity informal and relaxed. Ensure participants know each other before you start this activity, so participants are comfortable with each other and open to talking and sharing.

Think about issues of confidentiality. Set agreements before you start the activity, to help ensure sensitive information stays within the group and is not shared outside.

Resources to help

The A – Z of Parenting – an essential guide to parenting

Parents Together (a guide to help parents get together for support and encouragement)

Family life is complicated leaflet

Parent Information Point Toolkit resources for setting up workshops for parents

For details see page 51

Divide the group into pairs and hand each pair a full set of **Talk Cards**. Ask pairs to take it in turns to pick up a card and to spend a few minutes talking to their partner about the issue it raises. Participants should spend two to three minutes on each card until all the cards have been discussed. Participants need only share what they feel comfortable with, identifying any cards they feel uncomfortable with.

When everyone has finished, inform the pairs that you would like them to use some of the information that they have shared to introduce their partner to the group. Give pairs a few minutes to decide what they will say to the group, ensuring both partners are comfortable with what will be fed back. Give participants two minutes to feed back on their partner, ensuring everyone in the group has an opportunity to introduce someone.

When everyone has finished, spend some time discussing and reflecting on what has been shared:

- Is there anything any group member would like to add or ask, based on what has been shared?
- How did the group feel sharing this information? Did any of the questions raise discussion?
- Are there common themes arising from the group's experience of parenting and family life, that the group could explore?
- What are these?
- How could the group explore them?

End the session by exploring what strengths the group can identify to help overcome some of these issues. Include:

- Strengths as a group
- Common parenting challenges or problems faced
- Strengths or resources within the wider community that they could use

If you have time

In pairs, use the **Trees and Leaves** worksheet to help parents identify common themes or challenges they face, strengths they may have and possible solutions they can identify. Ask pairs to feed back their discussions to the group.

SUBJECT
Resilience

AUDIENCE
Parents &
carers

DEVELOPS
Skills &
experience

METHOD
Discussion
cards

Talent

Aims and objectives

To support and develop young people's talents

To develop activities to enhance wellbeing and build self esteem

AUDIENCE Young people (age 8+)

TIME 60 minutes +

YOU WILL NEED Talent cards [see page 37], A4 pieces of paper, colouring pens

Tips for practitioners

Develop the activity at the pace of the group.

Develop the activity over two sessions, if necessary.

Keep the activity positive, focussing on resources and talents within the group.

Ensure everyone in the group has an opportunity to participate.

Resources to help

Fundamental – working with young men

Go Girls! Supporting girl's emotional development and building self-esteem

All about Me (activity sheets to develop self esteem age 7–11)

Self Esteem (useful guides for age 10–12)

For details see page 51

Develop this activity in one of the following ways, depending on the age, needs and size of the group.

i For larger groups of young people aged 11+

Bring the group together in a circle. Place all the **Talent Cards** in a pile in front of the group. Play this game like charades. Ask for one young person to start the activity, by taking the card at the top of the pile and reading it out to the rest of the group. They then have two minutes to mime their answer to the group, using actions and no words. The group must guess the answer. Allocate a point to anyone who guesses the answer first. If no-one guesses, the individual with the card wins a point. Give each person a chance to choose a card and mime an answer. Add up the scores at the end of the activity to see who wins.

ii For smaller groups of younger children aged 8+

Give each young person one card, along with large pieces of paper and colouring pens, paints or crayons. Ask them to draw a picture in relation to what is written on the card. Support them in their task. Share and discuss drawings within the group.

After each activity bring the group together and ask them to make a list of things they like doing, things they are good at and what makes them feel good. When you have got the list discuss the following:

- What hobbies or activities do individuals enjoy? What are they good at?
- How do these activities and interests make them feel?
- Why do they enjoy them?
- What talents are there within the group?
- How could they develop them?
- What help might they need?
- Who could support them?

If you have time

Discuss the challenges and barriers which get in the way of young people pursuing their talents and interests. What barriers do young people face? What can young people do about this? How can they support each other and use the group to realise their dreams and interests?

SUBJECT
Resilience

AUDIENCE
Young people

DEVELOPS
Skills & attitudes

METHOD
Discussion cards

Together

Aims and objectives

To explore and encourage togetherness and family time

AUDIENCE Small family groups

TIME 60 minutes +

YOU WILL NEED

Together cards [see page 38]

Flip chart paper

Tips for practitioners

Develop the activity according to the needs of the family you are working with. Many families may need more than one session to develop this activity.

Encourage everyone in the group to participate. Use questions to bring family members into discussions. Support children in taking part and sharing ideas and questions.

Explore barriers and difficulties family members may experience when discussing family togetherness. Why may it be difficult for some members to talk about? Work with and through difficulties experienced, looking for solutions and ways forward.

Resources to help

Escape (a problem solving approach)

Journeys booklet for children - *When parents take drugs*

Mind Matters book sets

Voices in the Park story book

For details see page 51

Spread out the **Together** cards on a table. Use them to trigger discussion with family members on the time they spend together as a family.

Explore:

- Ways the family spend time together
- The kinds of activities or things they do together
- Activities they do for fun because they enjoy them
- Activities they might have done in the past, but don't do now
- What were they?

Using the cards, ask the group for ideas for activities or things they might like to spend more time doing together as a family, if they could. Write up their ideas on flip chart.

Expand and develop the ideas and issues families have raised.

If ideas have been raised of activities that have been done in the past but aren't done now, discuss;

- Why might this be?
- What barriers get in the way?
- How have things changed?
- Could they change again?
- What would this take?

End the session by encouraging family members to come up with ideas of activities they might like to do together in the future, to help them spend time together (it could be something they have done in the past or something completely new):

- What activities could they think of?
- How might it feel doing these things?
- How might they happen?
- What support might they need to help get them going?

Choose one activity with the family that one family member might like to try, or that the whole family could try together and develop an action plan to help it happen.

If you have time

Encourage family members to go away and try out a new activity together. Bring the family back together to discuss and reflect on progress and achievements, or any difficulties experienced and what could be offered to support them.

SUBJECT
Resilience

AUDIENCE
Family

DEVELOPS
Attitudes &
emotions

METHOD
Picture
cards

Communicating families

'To listen well, you need to put on hold your own ideas and anxieties about solving problems, or your panic about where the conversation is heading. You don't have to feel responsible for sorting out other people's problems. Concentrate on really hearing what someone is telling you and the feelings they are expressing.'

National Family & Parenting Institute, 2000

Why include communication?

Young people with positive role models, supportive relationships, access to information and sources of support are less likely to get involved in harmful drug and alcohol related behaviour. Effective communication in families is important in preventing harm from drugs and alcohol, because good communication builds trust and relationships and helps convey information, values, knowledge and ideas.

Working with families

Practitioners working on communication can help families develop skills in active listening and sharing and enable families to see the value of spending time talking and communicating.

Learning activities in this chapter

Three learning activities in this chapter explore communication with families:

- **For parents and carers** *Openers* supports parents and carers in developing skills, awareness and confidence to start conversations on sensitive issues with young people
- **For young people** *I said .. No!* develops young people's skills in assertive communication and awareness of different styles of communication
- **For young people, carers and parents together** *It's good to talk* supports young people, parents and carers in listening, sharing, talking and spending time together

COMMUNICATION

Communication is the ability to listen, explore ideas and convey information. Communication involves building skills in active listening, empathy and negotiation and developing awareness of new ideas and ways of behaving.

Openers

Aims and objectives

To develop communication skills

To practise initiating conversations with young people

AUDIENCE Parents and Carers

TIME 60 minutes +

YOU WILL NEED

Opener case studies [see page 40] and envelopes, flip chart paper

Tips for practitioners

Support parents in presenting their roleplay to the group.

Discuss concerns they may have about doing the roleplay and how these could be addressed.

Set up ground rules or group agreements to help parents feel comfortable

Resources to help

Time to Talk (parents and teenagers leaflet)

How to talk so Kids will listen and listen so kids will talk

Listening to Children – how to communicate more effectively

Talking about difficult issues – Sexual health and substance misuse

For details see page 51

Explain to the group that you are going to look at strategies to help parents initiate conversations with young people on sensitive subjects. Start by asking parents how they feel about talking to their children or young people about sensitive subjects. Is it something they do? What strategies might they use, and how easy is it to have these conversations?

Next, place parents into small groups or pairs and hand each group or pair one of the **Opener case studies**, sealed in an envelope. Explain to the groups that they have been given a scenario representing a typical situation a parent or carer may face, when they may need to start a conversation with a young person on a sensitive subject. They should read through the case study and discuss how, as a parent or carer, they might begin that conversation with a young person.

Ask them to develop their case study and their ideas into a roleplay. One person should play the role of the carer or parent in the case study, another play the role of the young person. Third or fourth persons should be observers.

When each group has practised their roleplay, come back together as a group and ask for volunteers to present their roleplays to the large group. When these have been shared develop a discussion about positive ways of instigating conversations about sensitive subjects with young people:

- How did parents feel initiating these conversations?
- How did the young people feel being on the receiving end?
- What did they find useful or not so useful about the way conversations were initiated with them?
- What are the most useful ways of starting conversations?

Come up with suggestions for useful ways of starting up conversations within the group and write them up on the flip chart.

If you have time

Ask parents and carers to go home and initiate one fun conversation with their child or children. Ask for feedback the following week. How did the conversations go, and what did they talk about?



I said... No!

Aims and objectives

To reflect on different communication styles

To practise skills in assertive communication and saying 'No'

AUDIENCE Young people 13+ (you will need six young people or more for this activity)

TIME 60 minutes +

YOU WILL NEED

I said... No! case studies

[see page 41]

I said... No! worksheet

[see page 42]

Say No! statements

[see page 43]

Tips for practitioners

Explore the emotions and feelings these roleplays may evoke.

Reflect on gender, culture and inter-generational issues.

Discuss how communication styles may differ between boys and girls, between generations, different cultures and age groups.

Resources to help

Communicate Game (11–16)

Confidence, assertiveness, self esteem (sessions for secondary school students)

Assertiveness (pack)

Young men talking about talking posters

For details see page 51

Divide the group into pairs and hand each pair a *separate I said... No! case study*. Ask each group to read through their case study and develop it into a roleplay, based on the instructions included. Ask pairs to present their roleplay to the group.

Once completed, ask the group to comment on the roleplays, scenarios and the different communication styles presented.

- What was happening in each roleplay?
- What different styles of communication were being presented?
- Were some more effective than others in helping pairs to communicate?
- How did it feel being either Person A or B?

Continue by explaining that each roleplay was illustrating different ways of communicating in assertive, aggressive and passive communication styles. Hand out the **I said ... No! worksheet** and discuss differences in styles.

- Which styles are the group most familiar with?
- What do they use in every day life?
- Draw out the key components and advantages of an assertive style
- Can the group think of examples of when they have used this style or someone has used it with them?
- What might be its advantages as a way of communicating?

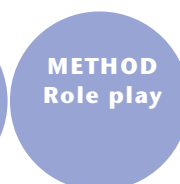
Try out one or two roleplays again, as a group, but using assertive styles and responses only.

If you have time

In pairs and using the **Say No! statements**, ask young people to take it in turn to practise saying 'No', to a request made by their partner. Encourage the group to use different styles and have some fun. Come back together and discuss:

- How it felt to make the request and have it refused
- What it felt like to say 'No'
- Who made a refusal in an assertive way? What made it 'assertive'?
- The kinds of things they would like to say 'No' to more often

Make a list of these and, in pairs, practise them within the group.



It's good to talk

Aims and objectives

To develop communication skills in families

To encourage families to talk and share time together

AUDIENCE Young people (age 10+), Parents and Carers

TIME 45 minutes +

YOU WILL NEED

Communication cards
[see page 39]

Tips for practitioners

Ensure young people and parents/carers have equal opportunity to ask and answer questions, in their pairs.

If there are mixed literacy skills within the group, do the activity as one group.

Read out the questions one at a time, and ask pairs to discuss them.

Ensure participants feel at ease and enjoy the activity.

Resources to help

Let's Talk (discussion and prompt cards for use in groups)

Chicken soup for the kid's soul - conversation starters to open the heart

How to talk so teens will listen and listen so teens will talk

Communicate! Board game

For details see page 51

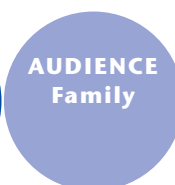
Prior to the group meeting, photocopy and cut out the **Communication cards** (one set of cards per pair). Divide the group into pairs, with one parent/carer and one young person in each pair (match family members together if possible). Hand out a set of **Communication cards** to each pair. Ask individuals to take it in turns to pick up a card and ask their partner the question on the card. Spend 10–15 minutes in pairs, proceeding through all the cards and questions until they are finished. When all the pairs have completed the activity, bring the group back together. Ask the group to feed back on how they found the activity:

- Did they enjoy it?
- What did they learn about each other?
- How did it feel talking with their child/parent or carer and asking them these kinds of questions?
- What was interesting about these questions?
- What did the group think these questions were trying to achieve?
- Do you talk like this at home?

Explain to the group that these questions have been specially developed to encourage families to spend time talking with each other. They are open questions that have been developed to encourage family members to talk openly, listen to each other and take an interest in what the other person thinks or feels. Ask the group why this might be important and helpful to do in families. Is it something they think they could do more of in their family and that might be useful?

If you have time

Ask the group to come up with new questions and cards to encourage fun family conversations. Encourage the group to take these questions home and practise them together. The following week, ask for feedback as to how the young people and parents got on.



'Resilience is the happy knack of being able to bungee jump through the pitfalls of life. Even when the hardships and adversity arise, it is as if the person has an elasticised rope around them that helps them to rebound when things get low, and to maintain their sense of who they are as a person.'

Jenkins & McGennis 2000

Resilience

Resilience is not a given but can be developed over time. Protective factors in families help build resilience. These include factors provided by positive parenting and family life; factors helping young people develop a sense of self; ability to problem solve; and how to feel loved, secure and looked after.

Why include resilience?

Resilience is essential to prevention work, as it provides young people with the foundations to deal with and overcome challenging and difficult situations. It promotes self belief, optimism and self esteem, giving young people the incentive to take care of themselves and avoid harm from damaging influences like drugs and alcohol.

Working with families

'The key task for developing resilience, then, is to help a child to identify and build on his or her strengths, including the social support they can call on, enabling them to build meaning and motivation into their lives, helping them to acquire social skills that bring self-control, self esteem and a sense of humour.' (Velleman & Templeton, 2006)

Practitioners can develop young people's resilience in several ways: by helping parents, carers and youth workers build protective factors in families; through positive parenting; by helping young people build skills, aptitudes and motivations to re-frame events; and by building up their sense of self value, self efficacy and direction.

Learning activities in this chapter

Three learning activities in this chapter explore Resilience in families:

- **For parents and carers** *Positive strokes* introduces parents and carers to the concept of positive parenting, through learning the technique of Giving Praise
- **For young people** *Problem solved* provides ideas and resources to help young people problem solve, re-frame events and deal positively with situations and challenges
- **For young people, carers and parents** *Life as...* encourages the exchange of ideas, understanding and co-operation between parents, carers and young people through creative group work and play

RESILIENCE

Resilience is a collection of aptitudes and qualities helping individuals bounce back from challenging situations. Resilience helps individuals thrive in the face of adversity.

Positive strokes

Aims and objectives

To develop awareness of positive parenting

To practise Giving Praise

AUDIENCE Carers and Parents

TIME 45 minutes +

YOU WILL NEED

Post-its, Positive strokes handout [see page 44]

Tips for practitioners

Be sensitive to parents who may not have much experience of using or receiving praise.

Present the activity as an opportunity for change and reflection.

Focus on praise in building young people's self esteem and family relationships. These are both important in preventing drug and alcohol related harm.

Introduce the activity as an example of positive parenting.

Resources to help

The A – Z of parenting (an essential guide to parenting)

Parent Talk Guides

Parent power

Think positive parenting

For details see page 51

Hand out a Post-it to each member of the group. Ask participants to write down on their Post-it something they would like to be praised about and/or something positive they would like to have said to them. Next, go around the room and ask participants to read out their praise statements and what they have written down.

When completed, ask the group some of the following questions:

- How was it thinking of things to be praised about?
- What is it like being praised?
- How often do they give and receive praise?
- Was praise part of their experience of growing up?
- Were they praised as children?
- Why is praise important?

Next, look at praise in relation to young people, children and parenting:

- Why might it be important to praise children?
- How might it help in terms of drug and alcohol prevention?
- Do they praise their children? Is it easy to do so?
- If so, what might they say and what do they praise?
- If not, what might make it hard to do so?

Next, split the group into pairs and hand out the **Positive strokes handout**. Using the tips in the handout, ask pairs to praise each other, with one thing they have noticed about each other. When everyone has finished, bring the group back together and discuss how they got on.

- Did they use the technique?
- How easy or hard was it?
- What did they find useful?

Complete the activity by summarising the main aspects of the Giving Praise technique with the group.

If you have time

Ask the group to do some homework before you meet again. They should praise their child that week, using the tips from the handout. When the group meets again, ask for feedback about how they got on.

SUBJECT
Resilience

AUDIENCE
Parents &
carers

DEVELOPS
Skills &
awareness

METHOD
Activity
cards

Problem solved

Aims and objectives

To develop skills in problem solving, finding solutions and re-framing events

AUDIENCE Young people (age 12+)

TIME 60 minutes +

YOU WILL NEED Problem solved case studies [see pages 45 and 46]

Tips for practitioners

Work with a group of people who know each other well and feel comfortable with one another.

Allow young people to talk about how they relate to the case studies and the problems highlighted. Ask for feedback and whether anyone in the group would like to discuss the case studies in relation to their own lives and the problems they deal with.

Think of issues of confidentiality and how to develop a safe and supportive environment for the session.

Support the young people with the roleplay.

Resources to help

Positive Solutions posters

What do I do now? a kids' book about making decisions (age 9–16)

Problem Solving card game

Dealing with feeling

For details see page 51

Choose one case study suitable for the group you are working with to explore and discuss with your group. Divide the large group into small groups and give each one a photocopy of the case study you have chosen. Inform the group that their task is to come up with some solutions to help the individual in the case study with their problem. To help them, there are questions attached to the case study and activities for them to do. When each group has discussed their case study and completed the questions and activities, come back together as a group and discuss:

- The solutions and ideas the young people came up with
- The ideas they had to help the character they were looking at
- What helps in dealing with problems? (Look at solutions, making choices and decisions and getting support)
- What makes it difficult to deal with problems and find solutions? Why it can be hard to ask for support and make choices?
- Important people in offering support to young people
- Ideas they have for sorting and dealing with problems. (Write these up on flip chart)

If you have time

In pairs, ask participants to come up with their own problem for a scenario: one that they might see on a young person's problem page, or they think a lot of young people would understand or relate to. Ask pairs to feed back their problem to the group.

As a group, choose one problem to explore further. Develop the problem into a case study, with a character and background information about that person and what their problem is. Ask pairs to roleplay the scenario. Using the questions from the **Problem solved case studies**, ask the group to find solutions to this problem to help that young person. Draw out the key aspects of a goal- and solution-focussed approach.

SUBJECT
Resilience

AUDIENCE
Young people

DEVELOPS
Attitudes & skills

METHOD
Case studies

Life as...

Aims and objectives

To develop family cohesion and bonding

To develop skills in group planning, communication and co-operation

AUDIENCE Young people (12+), Parents and Carers

TIME 3 hours +

YOU WILL NEED Life as... worksheets [see pages 47 and 48], budget for resources

Tips for practitioners

Keep to time for each presentation, so each group has equal time.

Encourage both groups to have fun, ask questions and be creative!

Resources to help

Chicken Soup for the teenage soul card game

Resiliency Bingo for Teens

Escape group work programme

Teenagers in the family (skills for parents)

For details see page 51

Divide the group in two, with young people in one group and parents and carers in the other. If the groups are large, think of separating young people by gender. Ask each group to prepare a 'presentation', which will last 15 minutes, to present to the group the following week. The aim of the presentation will be to present the other group with an insight into teenage life as they have experienced it.

To help plan this, hand out a copy of the **Life as... worksheets** (one for young people and one for carers/parents). Encourage each group to plan fun and creative ways of presenting their experiences, using talents and creativity within the group, props and music. They could present their ideas as a written presentation or dramatic show. Spend time with each group helping them to plan and develop their ideas, ensuring they feel supported in what they are doing and have a role to play. Plan a time and space for the presentations or 'shows' to take place.

After the presentations, give groups the opportunity to feed back on the experience and ask each other questions:

- What have they learnt from each other?
- Have there been any surprises in the presentations?
- Was there anything they didn't know about the other group's experience?
- Were the experiences between groups different?
- Were some things the same? What were they?
- What is different about being a teenager today?
- Do today's teenagers face specific concerns and challenges?
- What might they be?
- How can they be supported?

If you have time

Divide the group into two, this time by gender. Ask each group to discuss:

- *For boys/men:* Issues for teenage boys then and now
- *For girls/women:* Issues for teenage girls then and now

Feed these back and discuss similarities and differences between the issues presented by the two groups.

SUBJECT
Resilience

AUDIENCE
Family

DEVELOPS
Experience &
knowledge

METHOD
Group
event

'Drugs are substances which affect the way people think, feel and behave. This includes tobacco, alcohol, volatile substances, and illegal drugs, as well as prescription and over-the-counter medicines.'
Joining Forces - Drugs Guidance for police working with schools and colleges
(Home Office, 2006)

Drug and alcohol awareness

Drug awareness involves interventions designed to raise knowledge and awareness, shape attitudes and explore emotions in relation to contemporary drug and alcohol issues, and provide information to support decision making around drugs and alcohol.

Why include drug and alcohol awareness?

Drug and alcohol awareness is important to prevention work because it provides families with up-to-date information, knowledge and skills to challenge misconceptions, re-evaluate and re-define attitudes and ideas and make decisions to influence behaviour.

Working with families

Practitioners should include whole families in drugs and alcohol awareness, recognising that family members may have different knowledge and experiences of drugs and alcohol. Drug awareness can help challenge inter-generational differences in knowledge, attitudes and awareness.

Developing these ideas, practitioners working with families can explore:

- Diverse family knowledge, experience and attitudes towards drug use and prevalence
- Up-to-date information on drug and alcohol use and common misconceptions held about drugs
- The range of legal and illegal drugs available and their impact on individual health, social and family outcomes

Learning activities in this chapter

Three learning activities in this chapter explore drug and alcohol awareness with families:

- **For parents and carers** *Risk it* supports parents and carers in exploring attitudes towards risk taking in relation to drugs and alcohol and related behaviour
- **For young people** *Knowledge* promotes young people's knowledge of drug and alcohol issues through group work and discussion
- **For young people, carers and parents** *Generation games* provides parents, carers and young people with ideas for sharing mutual knowledge on drugs and alcohol

Risk it

Aims and objectives

To explore and examine risk in relation to young people, drugs and alcohol and related activities

AUDIENCE Parents and Carers

TIME 45 minutes +

YOU WILL NEED

Risk cards and Risk activity cards [see pages 49 and 50], flip chart

Tips for practitioners

When working with a group with mixed literacy levels, create your own Risk Activity picture cards by cutting pictures and images out of magazines and using these. Or do the activity focussing just on drug use and use the **At what age?** picture cards as Risk cards.

This activity requires basic drugs knowledge. Ensure you are up-to-date with current information.

Resources to help

What Drugs Look Like (DVD and poster)

The Stuff on Drugs (leaflet series)

D Rom CD Rom

What's the deal on grass? Cannabis facts for parents, carers and professionals

For details see page 51

Ask the group to form a circle. Place the **High Risk** and **Low Risk** cards on the floor, at either ends of an imaginary line, with a large space between the cards. Place the individual **Risk activity cards** in a pile in the centre of the circle.

Ask each parent in turn to take a Risk activity card. They should read it out and decide where to place that card along the imaginary line, depending on what risk they think that activity poses to a young person's health and wellbeing. Do they think it is very high risk, low risk or somewhere in the middle?

If the person is unclear about what the activity is or involves, spend some time clarifying it with the group. Once every participant has had their turn, give the group an opportunity to discuss the cards and whether any of them might have placed a card differently. If so, why would they do this? When there is a consensus within the group, allow them to move cards around.

Within the group, discuss and reflect upon some of the following:

- What risks have the group identified as high risk? Why was this? What activities concerned them, as parents or carers?
- Which drugs do they identify as high risk, and why? Is risk in relation to all drugs the same? Does it depend on how they are used? Can drug risk be minimised?
- How should parents and carers be supporting young people around the risks they take? How can parents deal with and live with the risks young people take?

Choose one or two cards and discuss the questions in more detail. How might one minimise the risk of that activity, so that the card can be moved further down the continuum?

If you have time

Encourage participants to discuss the activity and share their learning with the older children (13+). Ask them to find out more about young people's views and attitudes towards risk. How do they view risks? What activities worry them or cause them concern? Feed back on how the activity went and what the parents found out.

SUBJECT
Drugs &
alcohol

AUDIENCE
Parents &
carers

DEVELOPS
Knowledge &
attitudes

METHOD
Discussion
cards

Knowledge

Aims and objectives

To develop youth-focussed drug and alcohol awareness

AUDIENCE Young people (age 10+)

TIME 60 minutes +

YOU WILL NEED Flip chart paper and pens, access to the internet (optional), drug and alcohol awareness leaflets

Tips for practitioners

This activity requires basic drugs knowledge, so ensure you are up-to-date with information.

Have information ready for young people to use in their research, including leaflets and access to Drug and Alcohol Education websites.

Think about issues of confidentiality. Set agreements before you start the activity to help ensure sensitive information stays within the group and is not shared outside.

Resources to help

The stuff on drugs (leaflet series)

D-Rom CD Rom

Alcoshots (young people in alcohol related situations)

www.talktofrank

For details see page 51

Prepare two large pieces of flip chart paper, one with the word 'Drugs' written at the top and one with the word 'Alcohol'. Split the group into two and hand one sheet of paper to each group. Ask the young people to fill that page, with all the questions they would like to ask about the subject at the top of their piece of paper. Encourage groups to think of as many questions as they can and fill the paper, if possible. Assign a scribe to each group to help with this task.

When finished, ask each group to agree on three questions they would prioritise as the most important (questions they really want answers to). Ask them to highlight these questions on their sheet.

Bring the groups back together and ask each group to present their sheet of paper and questions to the other group, highlighting their priority questions. Spend time processing and clarifying information, giving groups the opportunity to ask the other group about what they have written and prioritised.

Next, exchange the sheets of paper so that each group has the opposing group's questions. Inform the groups that they have 30 minutes to find answers to the other group's questions. Have resources ready to help them in their task, such as leaflets and websites that they can research or organisations they might want to contact.

Moving on

Divide the group into one group of girls and one of boys. Give each group flip chart paper with the words 'Drugs' and 'Alcohol' written at the top. Ask the group to repeat the activity, but this time to write down issues related to the words at the top of the flip chart: Boys (for the group of boys) or Girls (for the group of girls). Come back together as a group and feed back the issues and discussions. Do drugs and alcohol issues affect boys and girls differently? What are the specific issues or concerns for each group?

SUBJECT
Drugs &
alcohol

AUDIENCE
Young
people

DEVELOPS
Knowledge &
awareness

METHOD
Discussion

Generation games

Aims and objectives

To raise drug and alcohol awareness in families

To share information and knowledge on drugs and alcohol issues

AUDIENCE Young people (age 12+) Parents and Carers

TIME 90 minutes +

YOU WILL NEED Pens and paper, Drug and Alcohol awareness leaflets, access to internet (optional)

Tips for practitioners

This activity requires basic drugs knowledge, so ensure you are up-to-date with information and have drug and alcohol information available to the group.

Keep the activity light and informal. Encourage groups to have fun in developing their quiz and choose questions to challenge and stimulate discussion.

Make sure there is enough time for both groups to present their quiz.

Resources to help

Understanding Drug Issues workbook

Drugs Prevention Bingo

Drugs Deal card game

www.talktofrank

For details see page 51

Split the group into two, one group of parents/carers and one of young people. Ask each group to prepare a 10 question Drug and Alcohol Quiz for the opposing group. Encourage participants to think up interesting and challenging questions, to test the other group's knowledge. They must also provide the answers. Give each group resources to help prepare their quiz and 45 minutes to put it together. Ask groups to nominate one person in their group to ask the questions to the opposing group.

When ready, give each group 10 minutes each to present their quiz to the opposing group and ask their questions. When each quiz has been completed, bring the groups back together and discuss the following:

- How did each group get on? Which team got the most correct answers?
- What surprises were there in how the groups answered regarding what they knew or didn't know?
- What did each group know about drugs and alcohol? Where were the gaps in knowledge within each group?
- In what areas could each group develop its awareness around drugs and alcohol?

If you have time

Ask the group to identify community speakers who they could invite to the group, to update drugs knowledge and answer any questions raised by the quizzes. Provide resources to help identify speakers. Encourage the group to arrange the invites and set a date for a speaker to visit the group.

SUBJECT
Drugs & alcohol

AUDIENCE
Family

DEVELOPS
Skills & knowledge

METHOD
Quiz

Activity worksheets

- 30 Trees & leaves
- 31 At what age?
- 32 Turning it around
- 33 Diamond Nine cards
- 34 Family case studies 1–2
- 35 Family case studies 3–4
- 36 Talk cards
- 37 Talent cards
- 38 Together
- 39 Communication cards
- 40 Openers case studies
- 41 I said... No! case studies
- 42 I said... No! worksheet
- 43 Say No! statements
- 44 Positive strokes handout
- 45 Problem solved! case studies 1–2
- 46 Problem solved! case studies 3–4
- 47 Life as... for parents and carers
- 48 Life as... for young people
- 49 Risk cards
- 50 Risk activity cards
- 51 Resources for group work

Trees & leaves

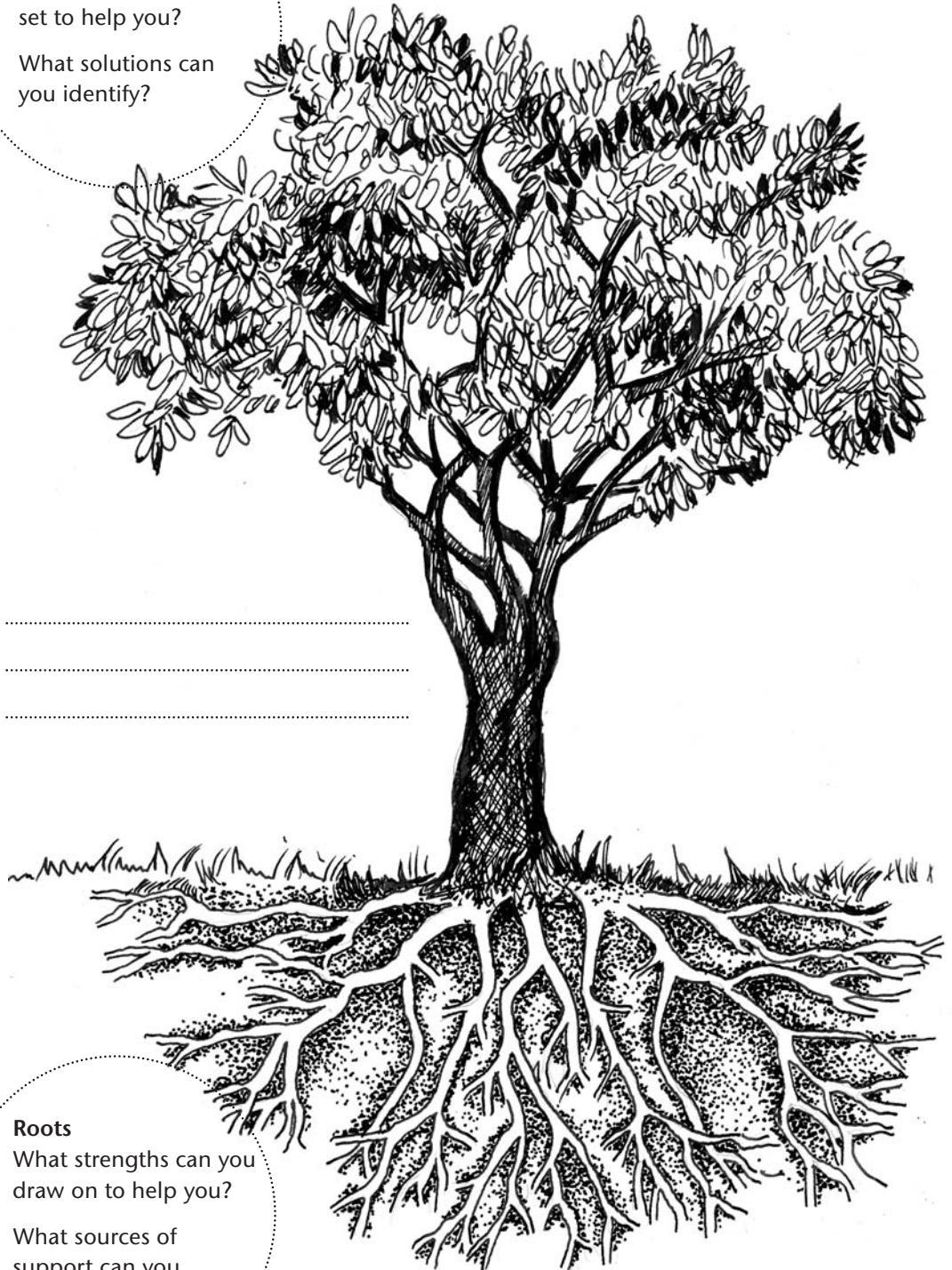
Answer the questions in the trunk, roots and leaves to help identify issues, strengths, support, goals and solutions.

- Start by defining the challenge or problem (go to the trunk)
- Then move on to identify goals, solutions and strengths you may have (move to the leaves branches and roots)

Leaves & branches

What goals can you set to help you?

What solutions can you identify?



Trunk

What is the issue or challenge you are facing?

.....

.....

.....

Roots

What strengths can you draw on to help you?

What sources of support can you identify?

.....

.....

.....

At what age?

1 Tablets
2 Alcohol

3 Heroin
4 Solvents

5 Cocaine
6 LSD

7 Cannabis
8 Cigarettes

9 Crack



Turning it around

In your group, *discuss* some of these questions.

Record your answers on the flip chart sheet and feed them back to the group.

- 1 What kinds of messages and stories do you hear or see in the media (newspapers and magazines) about young people?

- 2 What kinds of things are said about young people and:
 - drugs and alcohol
 - crime and violence
 - lifestyle and health?

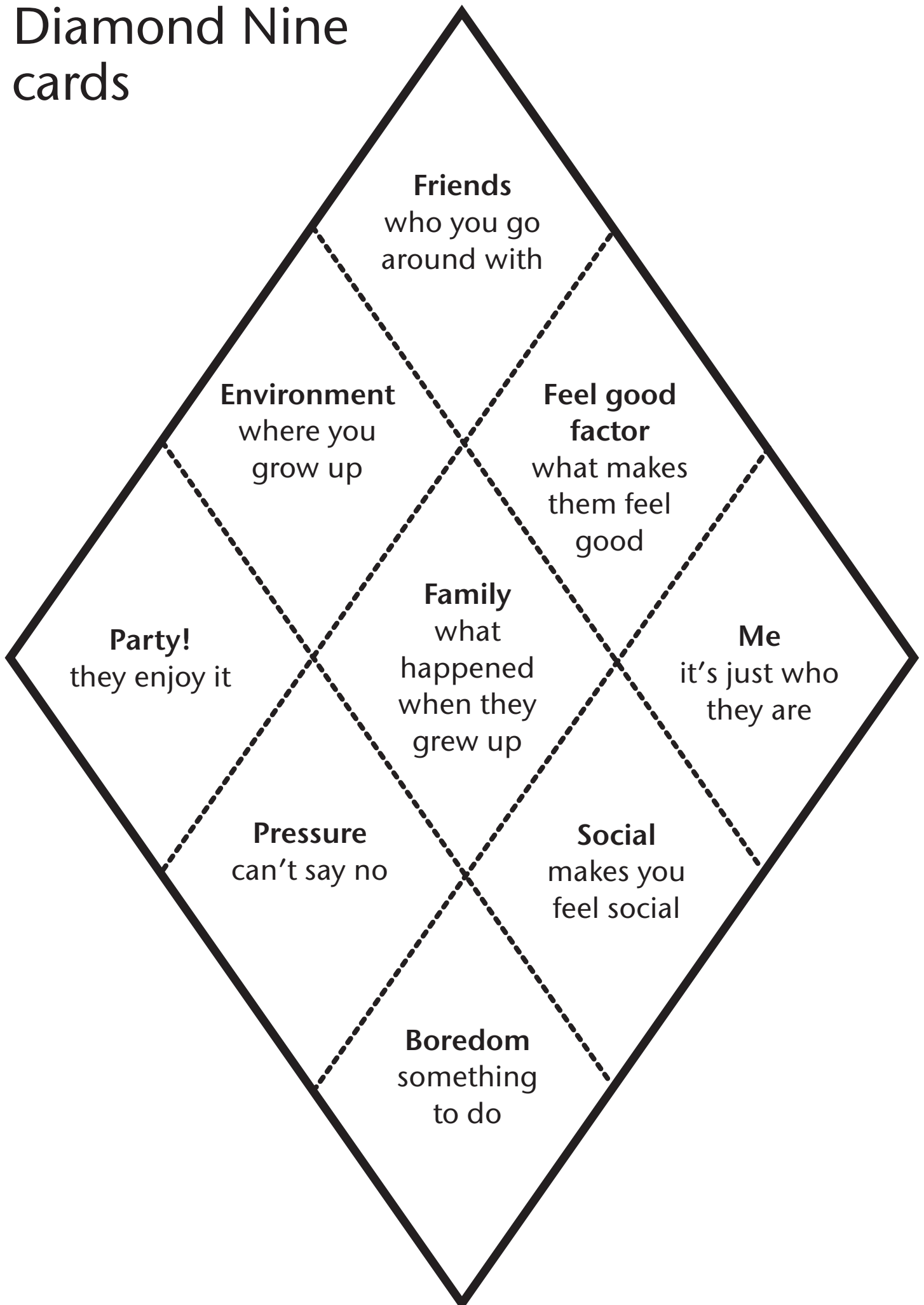
- 3 What types of messages do they put across about young people?

- 4 How do these messages and images make you feel?

- 5 How do you think the media should view young people in relation to this subject?

- 6 What kinds of messages would you like to see presented about young people in the media?
What would you like to see written about?

Diamond Nine cards



Family case studies 1–2

Case study 1

Sam is 11 years old. She has been living with the Clark family for three months now. They are her foster family. She moved there when her mum and dad's problems got bad. She has her own room at the Clarks' and feels settled there. She likes living with the family. They have a daughter her age. She misses her friends and old life but it is calmer at the Clarks' house.

Next week, the whole family are going on holiday and she is really excited. She doesn't know how long she will be staying with the Clarks because they are her foster family, but she hopes it will be for some time.

Who does Sam live with?

What does she like about living where she lives?

What is interesting about Sam's life and family?

What is different to how you live with your family?

What is the same or similar to how you live with your family?

Case study 2

Jamal lives with his dad. His mum and dad split up recently. He stayed with his dad. He likes living with him, though it can get lonely when his dad is busy or tired.

Jamal sees his mum every weekend. He misses her during the week but speaks to her every night on the phone. When he sees her, they spend the whole day together and talk a lot.

Jamal would like his mum and dad to get back together but he realises it might not happen. They hardly see each other or talk any more.

Who does Jamal live with?

What does he like about the way he lives?

What was interesting about Jamal's life and family?

What is different to how you live with your family?

What is the same or similar to how you live with your family?

Family case studies 3–4

Case study 3

Anya lives with her mum, auntie and three brothers. She loves her family. They all get on well together. Her family has recently moved to England from Albania, where she had lived all of her life. Anya's dad is still working in Albania, but will join them soon.

When she first arrived, she was very homesick but it is getting better. Everything was so different and she missed her home and friends.

She has started a new school and is beginning to enjoy herself and make a few friends. She has bought new clothes, joined an after-school club and started going out with friends at weekends.

Who does Anya live with?

What does she enjoy about living with her family?

What is interesting about Anya's life and family?

What is different to how you live with your family?

What is the same or similar to how you live with your family?

Case study 4

Declan lives with his mum and two sisters. He is the oldest child in the family. His mum got ill about two years ago and since that time, she hasn't gone out much.

Declan does most of the shopping and cooking. He often has to put his two sisters to bed and help tidy up the house. His mum helps when she can but she often gets tired and has to rest.

Declan has a busy life. He loves going out to play football with his friends in the local park and he is doing well at school. He is top of his year for maths. He worries about his mum and hopes she will soon get help and support with her illness.

Who does Declan live with?

What does he enjoy about his life?

What is interesting about Declan's life and family?

What is different to how you live with your family?

What is the same or similar to how you live with your family?

Talk cards

About me

My family

Strengths I have, as
a parent or carer

What I like doing

What I like or
enjoy about being
a parent or carer

What I find hard
about being a
parent and carer

What I want for
my future

What I want for
my children's
future

Talent cards

Something I like doing, when I am not at school

Someone I respect

Something I am good at

Something I'd like to do when I am older

A book I have read

A movie or DVD I like

A toy or game I'd like to get

A song or band I like

My favourite TV programme

My favourite food

Something I like about school

A sport I like playing or watching

Together cards

Shopping

Homework

Watching TV

Cooking

Bedtime
stories

Sport

Having a meal

Playing

Going to the
cinema

Listening to
music

Going to
the park

Walking to
school

Relaxing

Having
friends over

Playing
music

Communication cards

What is your favourite food?

If you could change one thing about the way you looked, what would it be?

If you could be a celebrity or famous person for the day, who would you choose to be and why?

Who do you like or respect and why?

Would you rather be David Beckham or Posh Spice? Why?

What is your favourite colour?

What celebrity might you want to meet and why?

What is your favourite programme on TV?

What makes you laugh?

What is one thing that makes you happy?

What is the scariest thing you have ever done?

What makes you angry?

What is one thing that makes you sad?

If you could visit one place anywhere in the world, where would you choose to go? Why?

If you could spend one day doing just what you wanted, what would you do? Why?

Openers case studies

Case study 1

You are the parent or carer of a fifteen year old boy. Whilst putting his jacket away, you come across a packet of condoms, which fall out of the pocket. You want to talk to your son about what you found when he comes back from school. How do you approach it? What do you say?

Case study 2

You are the parent or carer of a 10 year old girl. You have been meaning for some time to talk with your daughter about periods and puberty. You decide the time is right to start talking. How do you approach it? What do you say?

Case study 3

You are the parent or carer of a 9 year old boy. You have not had much opportunity to talk with your son about what he knows about drugs and alcohol. You decide to start a conversation with him. How do you approach it? What do you say?

Case study 4

You are the carer or parent of a 14 year old. Whilst clearing up their room one day, you come across a telephone number for a drug and alcohol help line, written on a piece of paper. You wonder why they have it in their room. You decide to talk to them about it. How do you approach it? What do you say?

I said... No! case studies

Case study 1

Person A:

You are at your best friend's house. They got a new DVD for their birthday, which you have wanted for ages. You don't have time to watch it while you are there, so just as you are leaving you ask your friend if you can borrow it for the weekend. You don't think she/he will mind, as she/he got loads of things for her/his birthday.

Person B:

You are the best friend. It has just been your birthday and you have got some really good presents, including a DVD you really wanted. You haven't had time to watch it. Your friend asks if she/he can borrow it. It's brand new and you don't really want to lend it, especially because it is a birthday present and you haven't watched it yet.

ROLEPLAY

Take on the roles of either person A or person B for the roleplay. Roleplay or act out the scenario.

Person B should respond to person A's request in a **PASSIVE COMMUNICATION STYLE**. This means that although you don't want to lend your DVD, you do not communicate this clearly. Give excuses and make apologies and allow yourself to be persuaded into lending it.

See how this makes you feel and continue the roleplay for a few minutes in this style.

Case study 2

Person A:

You are with a group of friends. You have been in the park all afternoon having a good time but now you are bored. Someone in the group suggests going down to the shops to buy some alcohol and having a few drinks. You know the shop keeper knows you are under age and won't serve you. Someone else in the group (person B) looks older than the rest of you. Persuade him or her to go into the shop and buy alcohol for the group.

Person B:

You are part of the group. They are good friends and you like being with them. You are not happy about the idea of buying alcohol for the whole group. You know you are under age and don't want to get in trouble with the shop keeper, who knows your mum. She shops there quite often.

ROLEPLAY

Take on the role of either person A or person B, for the roleplay. Roleplay or act out the scenario.

Person B should respond to Person A's request using an **ASSERTIVE COMMUNICATION STYLE**. This means that you put across your own needs and wishes, without upsetting the other person or getting angry. State what you feel and need clearly. Speak calmly and honestly, thinking about your friend's feelings as well as your own. Feel confident about your own position and say what you do and don't want to do. Give your reasons but don't feel you have to give excuses. Practise saying 'No' to the request clearly, calmly and directly.

Case study 3

Person A:

You have had a good day. You got a good grade at school for a project you did and your football team has won a big game. You feel like going out to the park, but don't feel like going alone. You approach your brother/sister (Person B) to persuade them to take you out.

Person B:

You haven't had such a good day. You've been at work all day and it has been really busy. You are tired and have a headache. You don't feel like going out. You just want to collapse on the sofa, watch TV and not be bothered.

ROLEPLAY

Take on the role of either person A or person B, for the roleplay. Roleplay or act out the scenario.

Person B should respond to Person A's request in an **AGGRESSIVE COMMUNICATION STYLE**. This means expressing your self in an angry way, without thinking much about the other person's feelings and the effect you might have on them. Use your own bad mood as an excuse for how you communicate. Allow these feelings to dominate your behaviour. You just want to get your own way, despite the feelings of others.

I said... No! worksheet

Aggressive behaviour is... Blaming others

Expressing feelings or opinions in a way that hurts others

Getting your own way at the expense of others

Responding to a situation with anger

Passive behaviour is...

Allowing other people to take advantage of you

Not saying what you really think or feel

Making excuses

Being too afraid to ask for what you want

Thinking other people's needs are more important than yours

Assertive behaviour is...

Asking directly for what you want

Stating your needs clearly without hurting others

Saying 'No', honestly and calmly

Thinking of other people's feelings and reactions

Being in control

Tips to assertive communication

- **Be direct and respectful**
- **State what you mean clearly and calmly**
- **Give reasons, not excuses**
- **Take your time and think clearly before responding**
- **Keep eye contact and speak with a calm voice**
- **Be OK with saying no**
- **Repeat what you have to say (*broken record)**

* Adapted from *Up Close Pack*, Health First, 2005

Say No! statements

Take it in turns with your partner to practise saying 'No' to the following requests. Think about the way you will respond to the request and how you will say 'No'. What communication style will you use to be effective?

Statements

Can we go out after school tomorrow?

Can we go out and play football?

Can I borrow your new dress for that party tonight?

Can you lend me a fiver?

Can I get your mobile number and text you?

Can you buy some chips for me?

Can I copy the coursework you did yesterday?


Can I give you a lift home?

Can I stay at your house tonight?

Can I be your best friend?

Can I have that last sweet?

Positive strokes handout



I really liked the way you played with your brother today. Well done, I'm proud of you.

When praising someone, think about...

Smiling

Making eye contact

Being specific and descriptive – praising exactly what you see or hear

Moving close to the person (if you are praising a child, place yourself at their level)

Praising immediately

Being positive!

Adapted from Strengthening Families, Strengthening Communities Programme

Problem solved!

Case study 1

Carl is in year 8. He loves football. He plays every Saturday with his friends in a local league. Next week their team is in the final. It is a big game and everyone is talking about it. His Nan has been very ill recently and his mum wants him to go up to the hospital to see her. It will mean going away for the weekend and missing the match, as his Nan lives along way away. His mum is so upset about his Nan, Carl can't talk to her about it and what he should do.

Together in your group:

Think about what might help Carl

- Roleplay Carl taking to a friend about his problem (one in the group play Carl and one his friend)
- Think of as many **ideas** or **solutions** as you can, to help Carl out
- Write down all your **ideas**

As a group choose one idea that you think might help him best.
(Make a decision as a group about what Carl should do).

Now help Carl do something about what he has decided

- What can he **do**?
- What **action** can he take?
- What **goals** can he set for himself?
- Who could he turn to for **support** or help?

Write down your ideas on a piece of paper to bring back to the group.

In helping Carl think about...

- 😊 Goals
- 😊 Solutions
- 😊 Support
- 😊 Action

Case study 2

Nisha is in year six. Next year she is starting a new school which her mum and dad want her to go to. It is a school she knows about, but none of her friends are going there. Nisha is worried about what it will be like and how she will fit in. She doesn't want to go. She hasn't told any one about how she is feeling, as her mum and dad are very excited she has got a place. She tries not to think about it.

Together in your group:

Think about what might help Nisha with her problem

- Roleplay Nisha taking to a friend about her problem (one in the group play Nisha and one her friend)
- Think of as many **ideas** or **solutions** as you can, to help Nisha out
- Write down all your **ideas**

As a group choose one idea that you think might help her best.
(Make a decision as a group about which what Nisha should do).

Now help Nisha do something about what she has decided

- What can she **do**?
- What **action** can she take?
- What **goals** can she set herself?
- Who could she turn to for **support** or help?

Write down your ideas on a piece of paper to bring back to the group.

In helping Nisha think about...

- 😊 Goals
- 😊 Solutions
- 😊 Support
- 😊 Action

Problem solved!

Case study 3

Jason is 12. He lives with his mum and dad. His birthday is coming up. He wants to get a PSP, more than anything else. He heard his mum and dad talking about how they have already got him a bike and how pleased they are to have found it. He doesn't want to upset them, but he doesn't want a bike. What should he do?

Together in your group:

Think about what might help Jason with his problem

- Roleplay Jason talking to a friend about his problem (one in the group play Jason and one his friend)
- Think of as many **ideas** or **solutions** as you can to help Jason out
- Write down all your ideas

As a group choose one idea that you think might help him best. (Make a decision as a group about which what Jason should do).

Now help Jason do something about the decision he has made

- What can he **do**?
- What **action** can he take?
- What **goals** can he set for himself?
- Who could he turn to for **support** or help?

Write down your ideas on a piece of paper to bring back to the group.

In helping Jason think about ...

😊 Goals

😊 Solutions

😊 Support

😊 Action

Case study 4

Ruby is 15. She has two sisters and lives with her mum. Her mum and dad split up about two years ago. At first her mum coped well. She had a job and friends who helped her out. Recently, her mum doesn't seem so good. She has been staying in bed in the mornings and been crying at night. Ruby has tried talking to her mum but she hasn't wanted to talk. Ruby loves her mum. She wants to help but doesn't know what to do.

Together in your group:

Think about what might help Ruby with her problem

- Roleplay Ruby talking to a friend about her problem (one in the group play Ruby and one her friend)
- Think of as many **ideas** or **solutions** as you can to help Ruby out
- Write down all your **ideas**

As a group choose one idea that you think might help her best. (Make a decision as a group about which what Ruby should do).

Now help Ruby do something based on what she has decided

- What can she **do**?
- What **action** can she take?
- What **goals** can she set for herself?
- Who could she turn to for **support** or help?

Write down your ideas on a piece of paper to bring back to the group.

In helping Ruby think about ...

😊 Goals

😊 Solutions

😊 Support

😊 Action

Life as... for parents and carers

To help plan your presentation, think about how you might present your experiences of being young people to the other group.

Think about including experiences of:

Music

Fashion

How society
saw you

What you liked
doing

Dreams and
aspirations

Worries and
concerns you had

Where you liked
going

Drugs and
alcohol – what
young people
knew

Drugs and
alcohol – what
young people
used

Think about how you might present these experiences to the group:

- How will you make your presentation interesting?
- What talents can you use in the group?
- What props could you use?

Life as... for young people

To help plan your presentation, think about how you might present your experience of being a young person to the other group.

What you could include:

Fashion – what you like wearing	Music – what you listen to	What young people like doing
Where they like going	What they care about	Hopes and dreams they have
Drugs and alcohol – what young people know	Drugs and alcohol – what young people use	What worries or concerns young people

Think about how you might present these experiences to the other group:

- How can you make it interesting?
- What talents can you use within the group?
- What props could you use?

HIGH RISK

LOW RISK

Risk activity cards

Binge drinking

Sunbathing

Smoking cannabis

Taking ecstasy at the weekends

Snorting cocaine

Rock climbing

Bungee jumping

Eating a slice of cream cake

Crossing the road

Injecting heroin

Smoking 25 cigarettes a day

Riding a motor bike

Doing a paper round

Baby sitting

Going on a date

Smoking crack cocaine

Sniffing aerosols

Taking crystal meth

Resources for group work

Young people, parents and families

Resources highlighted in the learning activities sections can be ordered from the following:

A

All about Me game
(activity sheets to develop self esteem 7–11 years)
Incentive Plus www.incentiveplus.co.uk

Alcoshots – young people in alcohol related situations
(activities for young people 14–19 years) Tacade
www.tacade.com

Assertiveness (Pack)
Incentive Plus www.incentiveplus.co.uk

B

Boys Own – supporting self esteem & emotional resourcefulness
Trust for the Study of Adolescence www.tsa.uk.com

C

Chicken soup for the kid's soul – conversation starters to open the heart
Incentive Plus www.incentiveplus.co.uk

Communicate Game (11–16)
Incentive Plus www.incentiveplus.co.uk

Confidence, assertiveness, self esteem (sessions for secondary school)
Incentive Plus www.incentiveplus.co.uk

Cultural competence in family support – toolkit
NFPI www.nfpi.org

Cyberace anti-racism CD Rom
Incentive Plus www.incentiveplus.co.uk

D

Dad Pack Fathers Direct www.fathersdirect.com

Dealing with feeling
Lucky Duck Publishing www.luckyduck.co.uk

Diversity game
Incentive Plus www.incentiveplus.co.uk

D-Rom (CD Rom – interactive drug education activities)
Drugscope www.drugscope.org.uk

Drug prevention bingo game
Incentive Plus www.incentiveplus.co.uk

Drugs deal Card game
Tacade www.tacade.com

Drunk – Adult's guide to young people and alcohol
HIT www.hit.org.uk

E

Escape – a problem solving programme to help improve relationships between young people and their families
Trust for the study of Adolescence www.tsa.uk.com

F

Families Just like us
National Council for One Parent Families
www.oneparentfamilies.org.uk

Family life Is complicated (leaflet)
Parentline Plus www.parentlineplus.org.uk

Fatherhood games and pack
Working with Men www.workingwithmen.org

From strength to strength (a manual to facilitate diverse parent groups)
Australian Council For Educational Research
www.acer.edu

Fundamental – working with boys
UK Youth www.ukyouth.org

G

Go Girls! (Supporting girl's emotional development and building self-esteem)
Trust for the Study of Adolescence www.tsa.uk.com

H

How to talk so kids will listen and listen so kids will talk
Trust for the Study of Adolescents www.tsa.uk.com

How to talk so teens will listen and listen so teens will talk
Trust for the Study of Adolescents www.tsa.uk.com

J

Journeys booklet for children – When parents take drugs
Adfam www.adfam.org.uk

Just listen ... videos
Incentive Plus www.incentiveplus.co.uk

Just the same on the inside – understanding diversity and supporting inclusion
Lucky Duck Publishing www.luckyduck.co.uk

L

Listening to children (a guide for parents and carers)
NSPCC www.nspcc.org.uk

Lets Talk (discussion and prompt cards for use in groups)
Incentive Plus www.incentiveplus.co.uk

Living with a drug user – for the parents of drug users
Adfam www.adfam.org.uk

M

Mind matters (books for working with young people)
UK Youth www.ukyouth.org

My strengths Game
Incentive Plus www.incentiveplus.co.uk

Resources for group work

Young people, parents and families

N

New in our nation (activities to promote self-esteem and resilience in Young Asylum Seekers)

Lucky Duck Publishing www.luckyduck.co.uk

P

Parent talk guides

www.parenttalk.co.uk

Parent information point toolkit – resources for setting up workshops for parents

Family & Parenting Institute

www.familyandparenting.org

Parent Power – bringing up responsible children and teenagers Trust for the Study of Adolescence

www.tsa.uk.com

Parents together – a guide to help parents get together for support and encouragement

National Family and Parenting Institute (NFPI)

www.familyandparenting.org

Positive solutions Posters

Incentive Plus www.incentiveplus.co.uk

Problem solving card game

Incentive Plus www.incentiveplus.co.uk

R

Resiliency bingo for teens

Incentive Plus www.incentiveplus.co.uk

S

Self esteem (useful guides for age 10–12)

Incentive Plus www.incentiveplus.co.uk

Self esteem bingo for teens

Incentive Plus www.incentiveplus.co.uk

T

Talking about difficult issues sexual health and substance misuse

Trust for the Study of Adolescence www.tsa.uk.com

Teenagers in the family: skills for parents

Trust for the Study of Adolescence www.tsa.uk.com

The A – Z of parenting – an essential guide to parenting P MEC www.pmec.org.uk

The feelings dictionary (all ages)

Incentive Plus www.incentiveplus.co.uk

The stuff on – Drugs (leaflets)

HIT www.hit.org.uk

Think positive parenting leaflet

NSPCC www.nspcc.org.uk

Time to talk – parents and teenagers leaflets

Parentline Plus website www.parentlineplus.org.uk

Tips to talking to your children about drugs

American Council For Drug Education

www.acde.org/parents

U

Understanding drug Issues workbook

Trust for the Study of Adolescence www.tsa.uk.com

Understanding street drugs

Trust for the Study of Adolescence www.tsa.uk.com

V

Voices in the park story book

Anthony Browne 1999 Random House Publishing

W

What do I do now? (a kids book about making decisions, age 9–16) Incentive Plus www.incentiveplus.co.uk

What drugs look like – DVD and Poster Drugs Scope

www.drugscope.org.uk

What's the deal on grass? Cannabis facts for parents, carers and professionals HIT www.hit.org.uk

What works in building resilience?

Barnardos UK www.barnardos.org.uk

World welcome Poster

Incentive Plus www.incentiveplus.co.uk

Y

You are welcome

Lucky Duck Publishing Ltd

www.luckyduck.co.uk

Young men talking about talking

UK Youth www.ukyouth.org

Young people's drug use in England

Briefing paper Drug Education Forum

www.drugeducationforum.com

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From the advisory group

The National Collaborating Centre for Drug Prevention, Centre for Public Health Liverpool John Moore's University, Flipside, CASA Family Service, Care for the Family, Department of Health, Mentor UK, Parentline Plus, Young People's Substance Misuse Children's Services Wandsworth, Base Project

For piloting activities

Base Project Bognor Regis, CASA Family Service, Dudley Foster Care Association, Families Against Drugs, Kiran's Asian Women's Aid, Mentor UK Youth Involvement Project, Somali Employment and Training Project, Young People Substance Misuse Team, Foster Carers Wandsworth

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