



# **Peers for Prevention**

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## **Parent Program**

# Overview

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- **Values and attitudes**
- **Drug effects and use**
- **Harm minimisation**
- **Communication and negotiation with young people**
- **Treatment options**

# **Session 1: Overview**

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- **Introduction**
- **Group rules**
- **Values and attitudes**
- **What is a drug?**
- ***Break***
- **Why and how people use drugs**
- **Questions**

# What is a drug?

- **Any substance which, when taken into the body, alters its function physically and/or psychologically. Excluding food, water and oxygen. (World Health Organization, 1980)**

# Why people use drugs

- **Enjoy the effects**
- **Relax**
- **Pick-me-up**
- **Enhances socialising**
- **Experiment**
- **Have a break from problems**
- **Dependence: feel worse with out it**

# Models of drug use

- **Moral**
- **Personality**
- **Behavioural**
- **Self-control**
- **Familial**
- **Spiritual**
- **Developmental**
- **Environmental**
- **Genetic**
- **Biological**

# Drug use spectrum

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- **Abstinence**
- **Experimental**
- **Recreational**
- **Regular**
- **Dependence**
- **Hazardous**

# **Session 2: Overview**

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- **Questions**
- **Drug effects**
- **Types of administration**
- **Drugs and the body**
- ***Break***
- **Harm minimisation**
- **Harm minimisation strategies**
- **Questions**

# Depressants

- **Reduced:**
  - **Pulse & breathing**
  - **Pain**
  - **Inhibition**
- **Impaired:**
  - **Reflexes**
  - **Co-ordination**
  - **Judgment**
- **Increased:**
  - **Relaxation or drowsiness**
- **May lead to:**
  - **Confusion**
  - **Unconsciousness**
  - **Death**

# Examples of depressants

- **Alcohol**
- **Cannabis**
- **Opiates**
- **Minor tranquillizers**
- **Inhalants**

# Stimulants

- **Increased:**
  - **Pulse & breathing**
  - **Energy**
  - **Alertness & concentration**
  - **Confidence**
  - **Thirst**
- **Decreased:**
  - **Appetite**
- **May lead to:**
  - **Anxiety or panic**
  - **Headaches**
  - **Paranoia or delusion**

# Examples of stimulants

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- **Nicotine**
- **Caffeine**
- **Amphetamines**  
**(“speed”)**
- **MDMA (“ecstasy”)**
- **Cocaine & crack**

# Hallucinogens

- **May distort perceptions of the senses**
- **May distort perceptions of time, space or self**
- **Often stimulants**
- **May lead to:**
  - **Greater insight**
  - **Delusional thinking**
- **Effects depend on:**
  - **Feelings**
  - **Expectations**
  - **Environment**
  - **Other people**

# Examples of hallucinogens

- **LSD (“acid”)**
- **Psilocybin (“magic mushrooms”)**
- **Mescaline**
- **Dissociative anaesthetics:**
  - **PCP**
  - **Ketamine**

# Types of administration

- **Ingest**
- **Smoke**
- **Inhale**
- **Snort**
- **Inject:**
  - **Vein**
  - **Muscle**
- **Absorb through skin**

# What is harm minimisation?

- **HM focusses on the consequences of use**
- **The priority is to reduce harm rather than to stop use**
- **Stopping (abstinence) is one of many HM strategies**
- **HM is determined by practical rather than idealised goals**

# **Harm minimisation**

- **Range of approaches to prevent and reduce drug related harm, including:**
  - **Prevention**
  - **Early intervention**
  - **Specialist treatment**
  - **Control of supply**
  - **Safer drug use**
  - **Abstinence**

# **Aims of harm minimisation**

- **Keep person alive**
- **Set goals that are:**
  - **Realistic**
  - **Achievable**
  - **Relevant to the person**
- **Take into account:**
  - **Person**
  - **Drug**
  - **Environment**

# Sources of Harm

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- **Acquisition**
- **Administration**
- **Intoxication**
- **Intoxicated behaviours**
- **Crash/Withdrawal**

# **Session 3: Overview**

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- **Questions**
- **What parents and teenagers want**
- ***Break***
- **Effective communication**
- **Questions**

# What parents want

- **Parents want to know that their children:**
  - **Are not in danger**
  - **Think they are OK parents**
  - **Understand their values**
  - **Have heard their opinion**
- **They also want:**
  - **Their children not to judge them harshly**
  - **To have some idea of what is going on in their children's lives**
  - **To better understand what life is like for teenagers today**

# **What parents want (continued)**

- **About drugs:**
  - **More information about drugs**
  - **To know their children are in control and not at risk of harm from alcohol or other drugs**
  - **To know that their children understand what drugs can do to them**

# What teenagers want

- **Teenagers want their parents understand:**
  - **What it is like to be a teenager**
  - **Teenagers have the right to make decisions**
  - **Parents' trust is important to them**
- **They also want:**
  - **Parents to be interested in their lives but respect their privacy**
  - **Support when needed**
  - **Advice and opinions when asked (not a lecture)**
  - **Reasonable rules**

# **What teenagers want (cont)**

- **About drugs, teenagers want their parents to:**
  - **Understand that experimentation may not necessarily be dangerous**
  - **Be informed**
  - **Be honest about their own drug use**
  - **Be there if there is a problem**
  - **Make reasonable rules**

# Communication difficulties

- **These methods tend to prevent good communication:**
  - **Nagging**
  - **Interrogating**
  - **Lecturing**
  - **Moralising**
  - **Trivialising other's concerns**
  - **Assuming**
  - **Pretending to have all the answers**
  - **Criticising**

# Active listening

- **Listen more, talk less**
- **Focus on what the other is saying**
- **Demonstrate your understanding – reflect back what they may be feeling**
- **Acknowledge what they are saying and feeling**
- **Listen to *all* of what they have to say without offering solutions, criticism or advice**

# **Better communication**

- **Watch your tone of voice**
- **Think how you say things**
- **Give yourself time to think**
- **Listen actively**
- **Check you have understood**
- **Show your interest**
- **Talk with them, not at them**
- **Have a two-way conversation**

# Better communication

- **Make “I” statements**
- **Own your own feelings**
- **Express how you feel and explain why**
- **Describe your own experience if appropriate**
- **Let them know they must make their own decisions**
- **Choose your timing**

# **Session 4: Overview**

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- **Discussion on communication**
- **Negotiation**
- ***Break***
- **Treatment options**
- **Where to from here?**
- **Feedback**

# Negotiation

- **Put yourself in their position**
- **Teenagers will test limits – let them know where the line is**
- **Don't give absolute freedom**
- **Let teenagers be a part of making rules**
- **Show you can be flexible and take their needs seriously**
- **Don't compare with other parents**

# Ways to continue peer education

- **Pass on information individually**
- **Co-facilitate further sessions**
- **Attend focus group meetings**
- **Inform others of the program**
- **Develop a project to meet your community's needs**



# **Peers for Prevention**

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## **Young people's Program**

# Overview

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- **Values and attitudes**
- **Drug effects and use**
- **Harm minimisation**
- **Communication**
- **Treatment options**

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# **Session 2: Overview**

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- **Questions**
- **Drug effects**
- ***Break***
- **Drugs and the body**
- **Drug Heads**
- **Questions**

# **Session 3: Overview**

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- **Questions**
- **Harm minimisation**
- ***Break***
- **Risky business**
- **Questions**

# What is harm minimisation?

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# Sources of Harm

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- **Administration**
- **Intoxication**
- **Intoxicated behaviours**
- **Crash/Withdrawal**

# **Session 4: Overview**

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- **Questions**
- **Adolescent stages**
- **Communication**
- ***Break***
- **Communication continued**
- **Treatment options**
- **Where to from here?**
- **Feedback**

# Ways to continue peer education

- **Pass on information individually**
- **Co-facilitate further sessions**
- **Attend focus group meetings**
- **Inform others of the program**
- **Develop a project to meet your community's needs**



# **Peers for Prevention**

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**How to hold a safer  
party**



# Overview

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- **Introductions**
- **Guest speaker**
- **Questions**
- ***Break***
- **How to hold a safer party**
  - **Planning**
  - **Supervision**
  - **Alcohol**
  - **Activities and food**
  - **Intoxicated guests**
  - **Gatecrashers**
- **Questions**

# Planning

- **Think it through before saying yes**
- **Negotiate with your child**
- **Choose venue carefully**
- **Set start and finish**
- **Use invitations**
- **Plan how guests will get home**
- **Check legal requirements**
- **Register party with the police**

# Supervision

- **Ensure there are enough adults**
- **Encourage child to take responsibility**
- **Check for points where alcohol & drugs could be brought in or used**
- **Consider a supervised area for bags and coats**

# Serving alcohol

- **Provide plenty of free non-alcoholic drinks**
- **Serve alcohol:**
  - **In Standard glasses**
  - **From a small area away from main areas**
  - **After initial food has been served**
- **Keep one person in charge**
- **Monitor guests' level of intoxication**

# Activities and food

- **Ensure guests have plenty to do:**
  - **Dancing**
  - **Music**
  - **Games**
  - **Speeches & cake**
- **Ensure guests have access to plenty of food**
  - **Make sure food is appealing to the guests**
  - **Avoid salty foods**

# **Intoxicated guests**

- **Limit alcohol to guests who are becoming intoxicated**
- **Refuse more alcohol when intoxicated**
- **Offer alternative food or drink**
- **Talk to them calmly and politely in private**
- **Keep an eye on them**
- **Arrange transport if necessary**
- **Call 000 if they pass out**

# Gatecrashers

- **Limit access to the party**
- **Have someone check guest's invitations**
- **Plan ahead what you will do**
- **Be calm but firm**
- **Explain what you will do if they don't leave**
- **Call police for advice or assistance if necessary**