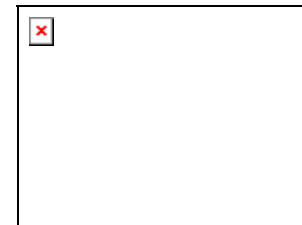


The intervention: Unplugged

Components overview and some background information on the intervention

Presented by Peer van der Kreeft (De Sleutel, Belgium), IPG-coordinator



Overview

1. Background information on the development of the EU-Dap Intervention

1.1. *IPG in the EU-Dap project*

1.2. *Intervention based on the lifeskills model*

1.3. *Development of the intervention*

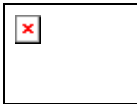
1.4. *Training and materials*

2. Overview of the components in the EU-Dap Intervention

2.1. *The Unplugged basic intervention*

2.2. *The Unplugged Parent Arm*

2.3. *The Unplugged Peer Arm*



IPG in the EU-Dap project

... to study the effect of:

- a complex intervention
- aimed to decrease drug initiation
- or to delay the transition from experimental to addicted behaviour
- of tobacco, alcohol, cannabis and other drugs.

... to make a distinction between

- a *basic* approach
- a *parent* approach
- a *peer* approach



Lifeskills model

Target group:

- secondary school students from 12 up to 14 years old.
- This implied the first two years of the secondary school.

Based on the lifeskills model (Botvin)

With feasible dissemination conditions

- Limited volume & layout of hard copy materials
- Limited available training and support



Feasibility

- Limited in time, to facilitate adherence and fidelity to the programme.
- Only 12 lessons: 10, with an extra opening and closing lesson.
- Possible to implement the programme in one trimester of a schoolyear.
- Adopting existing prevention programmes? No, new intervention programme entitled *Unplugged*.

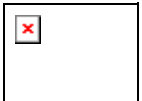


Development of the basic arm

The themes and objectives of the **basic intervention units** were developed by priority

objectives, main components and activities of each lesson: decided on IPG meetings, in consent

detailed instructions for the manual: by group members, sent around for comments and consent



Development of the parent arm

Differentiated levels of involvement:

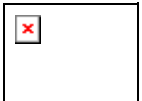
1. tasks or homework in the lessons, involving *someone at home*
2. assistance of parents in class activities
3. dedicating a part of the regular (annual) parent meeting to Unplugged
4. organising 1 to 3 specific parent meetings with an interactive component

Dropping 1 & 2

- Splitting *school related* and *home related activities*
- Deprivation for some groups of parents

Leaving us 3 & 4, but focusing on option 4

- write curriculum for 3 evening seminars
- conducted by an expert

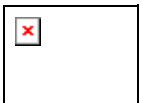


Development of the peer arm

Older of age peers: unfeasible within the study context of the EU-Dap trial

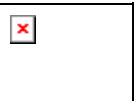
Peer support or *peer education* in a counselling approach for peers: too difficult and giving too much responsibility to the young pupils

Peer monitoring: monitoring the transfer of the lessons to the real life context of the pupils. Not a teacher assistant.



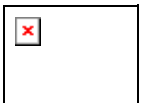
Training and materials

- **The Training of Teachers (TOT)**
- **The Training of the Trainers (TOTOT: training of trainers of teachers)**
- **Final editing, translation, print and distribution**



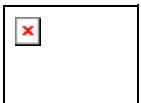
Training of teachers (TOT)

- Interactive teaching methods
 - described and instructed in the unit outlines
 - training model for the teachers of 2,5 days
- TOT was conducted by experienced life skills trainers and had a high level of interaction.
- Topics
 - theoretical background
 - role of the teacher in group dynamics
 - information on drugs or addiction
 - administrative or practical matters.



TOTOT

- TOT
 - outline conceived on international project level
 - executed on the national levels
- TOTOT
- International gathering of the experienced lifeskills trainers that were engaged by the centres
 - information on Unplugged in a standardized way
 - pointed out the crucial project components
 - agreed on the most important attitude and style issues for the teachers
- Confronting the standardized programme materials with the cultural differences and interpretations from the national trainers: cultural adaptation

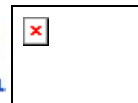


Fidelity and cultural adaptation



Final editing, translation, distribution

- *Final editing:*
 - *Peer reviewed* by EU-Dap partners other than IPG-members.
 - Final editing in English version was divided within the IPG
- **Translation:**
 - Format and layout standardized
 - Translation left to the national centres
 - Option of cross-translation not withheld
 - Guideline was to translate *as close as possible* to the original English version with respect for cultural adaptation
- **Logistic of distribution:** entrusted to the national centres.





- About EU-Dap
- Publications
- Details on study
- Faq's
- Links
- Contacts
- Reserved area
- Search on site

European Drug addiction prevention trial



EU-DAP has been admitted for funding by European Commission within the Community programme for the prevention of drug dependence in 2002.

WHAT'S NEW

10/02/2005

All the documents for the intervention implementation are now available in the area reserved to project partners and involved schools

22/06/2004

"Presentation of the study" and "Programme description" are now available in english, italian, spanish and basque languages

EU-Dap



Goals of the project

Scientific community considers alcohol, tobacco and drugs as all addictive substances, with similar actions, although with different delay and intensity.

Once it is established, addiction is often an uncontrollable compulsion to seek and use substance. Even if most adolescent use substances simply for the pleasant feelings or the euphoria that they can produce, or to feel accepted by their peers, even occasional use can

inadvertently lead to addiction. For this reason it the aim of the primary prevention programs, at this age, are both to reduce the starting of use, and also to stop the transition between experimental use and addiction.

School is the appropriate setting for alcohol, illicit drugs and tobacco use prevention programs because of a number of





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WELCOME TO THE AREA RESERVED TO PROJECT PARTNERS

Here you can see and download all the documents needed for project management

Minutes of the partnership meetings

[SCG Turin 19/21 December 2002](#)

[SCG Stockholm 27/28 June 2003](#)

[SCG Athens 08/10 January 2004](#)

[SCG Hamburg 24/25 June 2004](#)

[SDG Turin 01/02 March 2003](#)

[SDG Wien 08/09 May 2003](#)

[IPG Ghent 20/21 February 2003](#)

[IPG Bilbao 17/18 May 2003](#)

[IPG Turin 27/29 September 2003](#)

Amendement budget

[Signed amendment](#)

[Updated financial tables](#)



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WELCOME TO THE RESERVED AREA
accessible to **Project partners and involved schools**
Here you can see and download all the documents needed for intervention implementation

Anonymous code self generation sheet



Questionnaire



Introduction



Introduction annexes



Basic Intervention Manual



Annexes



P2P curriculum



Parents curriculum



Monitoring Process



Annexes



Study Protocol





EU-Dap



Einheit 6 - Zu einer Gruppe gehören oder Außenseiter sein

ZIELE

Die Schüler/innen lernen

- dass ihr Verhalten von der Gruppe beeinflusst ist,
- wie schnell Ausgrenzung aus einer Gruppe passieren kann,
- dass Gruppen und jeder einzelne in der Gruppe Verantwortung haben.

MATERIAL UND VORBEREITUNG

- Bitte lesen Sie im Vorwege die Anleitung zu der Durchführung von Rollenspielen im Anhang des Handbuchs für Lehrkräfte.

EINLEITUNG

Haben die Schüler mit ihren Eltern weitere Beispiele zur Formung von Einstellungen und Meinungen gefunden. Starten Sie die Stunde, indem Sie an die vorhergehende erinnern: Worum ging es da noch mal ... Haben die Schüler/innen bemerkt, dass sie etwas von der Stunde mit in ihr Alltagsleben genommen haben? Gibt es Fragen, die heute oder in den nächsten Stunden geklärt werden sollen? Gehen Sie nicht zu tief in die Diskussion, aber stellen Sie sicher, dass Sie wissen, wie es den Schüler/Schülerinnen mit dem Programm geht.

Rollenspiel 1: Wie sich Gruppen manchmal verhalten... ... und wie es nicht sein sollte

Bilden Sie zwei Gruppen von Schülern/Schülerinnen und wählen Sie einen weiteren aus, der den Raum verlassen muss.

Eine der Gruppen hat einen Code, den der/die Schüler/in, der/die draußen ist, herausfinden muss, um Teil der Gruppe zu werden. Die zweite Gruppe hat keinen Code, der/die Schüler/in kann ohne Probleme Teil der Gruppe werden.

Die Schüler/innen der Gruppe mit dem Code legen fest, was ihr Code sein soll, z.B. der/die Schüler/in muss sportlich sein, er/sie muss rauchen, muss gut in der Schule sein.

Der/die Schüler/in kommt herein und versucht durch Gesten / Fragen, in beide Gruppen aufgenommen zu werden. In der Gruppe ohne Code wird das für ihn/sie kein Problem darstellen, in der Gruppe mit Code dagegen muss er/sie zunächst den Code herausfinden durch verschiedene Fragen.

Wichtiger Hinweis: Der/ die Schüler/in sollte jemand sein, der/die eine 'starke Position' in der Klasse hat.

HAUPTAKTIVITÄT

Rollenspiel 2: Wie sich Gruppen verhalten sollten

Bilden Sie diesmal eine Gruppe und suchen Sie wieder eine/n Schüler/in aus, der für einen Moment nach draußen geht.

Die Gruppe legt fest, welche Kriterien ersie für die Aufnahme anderer Schüler/innen in

EU-Dap



Der Schüler kommt herein und die Gruppe muss klar für den Schüler formulieren, welche Bedingungen erfüllt sein müssen, damit jemand zu ihrer Gruppe Zugang hat. (Code kann sein: Kleidung, Musik etc.).

Der Schüler soll deutlich machen, ob er in die Gruppe will oder nicht (Was will ich in der Gruppe? Was will ich nicht? Warum will ich das nicht? Will ich überhaupt in die Gruppe?).

EVALUATION DER ROLLENSPIELE

Lassen Sie die Spieler berichten, wie es ihnen bei dem Rollenspiel ergangen ist, und die Beobachter, was ihnen aufgefallen ist.

Mögliche Fragen, die Sie mit den Schülern/Schülerinnen diskutieren können:

- Was war einfach? Was schwierig? Wie seid Ihr damit umgegangen?
- Was für eine Verantwortung hat die Gruppe, wenn sie sich entscheidet, jemanden nicht in die Gruppe zu lassen?
- Was würdest du tun, um Teil einer Gruppe zu sein?
- Wenn du die Möglichkeit hättest, Mitglied einer Gruppe zu werden, nach welchen Aspekten würdest du entscheiden?
- Was für einen Einfluss hat es auf uns, wenn wir isoliert bzw. ausgeschlossen werden?
- Wie seid ihr für Eure Meinung eingetreten?

Wenn es die Schüler/innen nicht selbst sagen, fassen Sie kurz zusammen, dass es wichtig ist, den anderen zu sagen, was wir denken und dafür einzutreten. Optimal wäre es, wenn eine Gruppe klar definiert, was deren Kriterien sind und diese offen darlegt. Dann kann jeder selbst entscheiden, ob er zu einer bestimmten Gruppe gehören will oder nicht, ob er die Bedingungen der Gruppe erfüllen will oder nicht.

ABSCHLUSS

Wählen Sie ein Spiel aus der "Energizer-Rubrik" im Handbuch aus.

DIE STUNDE AUF EINEN BLICK

1. Die Schüler/innen üben die Durchführung eines Rollenspiels mit anderen Schülern/Schülerinnen.
2. Sie bewerten das Rollenspiel.
3. Sie diskutieren unterschiedliche Standpunkte derjenigen, die einer Gruppe zugehören möchten und derjenigen, die darüber entscheiden, wer einer Gruppe angehören darf.



ijn lifeskills?

vormen het vermogen om anderen te waarderen en te respecteren, relaties met gezinsleden en vrienden te vormen, effectief te luisteren n communiceren, anderen te vertrouwen en verantwoordelijkheid te nemen. manier omschreven zouden lifeskills in verschillende culturen kunnen n. Analyse op het terrein echter identificeert een groep van eden die de kern vormen van preventie-initiatieven, gericht op aidspromotie en het welzijn van kinderen en jongeren [1].

- Kritisch denken
- Beslissingen nemen
- Problemen oplossen
- Creatief denken
- Effectieve communicatie
- Interpersoonlijke relatievaardigheden
- Zelfbewustzijn
- Empathie
- Omgaan met emoties
- Omgaan met stress
- Normatief denken

enken: het vermogen om informatie en ervaringen op een objectieve e analyseren. Kritisch denken draagt bij tot de gezondheid door je te het herkennen van factoren die attitude en gedrag beïnvloeden, zoals leeftijdgenoten, druk van reclame of massamedia.

en nemen: constructief omgaan met beslissingen die invloed hebben op Het verband met preventie is dat je op een actieve manier beslissingen verband met je persoonlijke gezondheid door de verschillende opties te n de gevolgen die daaraan verbonden zijn.

n oplossen helpt je om opbouwend om te gaan met problemen die je nt. Sommige onopgeloste problemen kunnen mentale stress ken en daarmee verwante fysieke pijn.

enken draagt bij tot beslissingen nemen en problemen oplossen door je

noden en je angsten. Het betekent ook dat je in staat moet zijn om raa te vragen als je het nodig hebt.

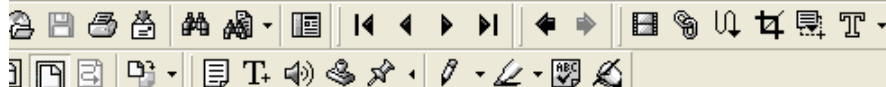
Interpersoonlijke relationele vaardigheden helpen je om je op een posit manier tot andere mensen te verhouden. In staat zijn om vriendschaps scheppen en te houden kan van grote invloed zijn op ons psychisch en : welzijn. Goede relaties met anderen onderhouden is een belangrijke br sociale steun. Ook het kunnen beëindigen van een relatie op een opbou wijze is een interpersoonlijke vaardigheid.

Zelfbewustzijn staat voor het kennen, erkennen en herkennen van jeze karakter, van je sterktes en zwakten, smaak en weerstand. Zelfbewust: ontwikkelen kan je helpen om te merken wanneer je gestresseerd bent druk staat. Het vormt een pluspunt voor goede communicatie en interpersoonlijke relaties en voor het ontwikkelen van je empathisch ve

Empathie is het vermogen om je te kunnen voorstellen wat iemand and kunnen ervaren in een situatie die je niet gewend ben. Empathie kan je om iemand te begrijpen en aanvaarden die helemaal anders is dan jeze het sociale interactie verbeteren en leiden tot een respectvolle houding mensen die zorg, hulp of tolerantie nodig hebben.

Omgaan met emoties houdt in dat je gevoelens bij jezelf en anderen he je je bewust wordt hoezeer gevoelens van invloed zijn op gedrag en da staat bent om gepast op gevoelens te reageren. Intense emoties zoals : pijn kunnen negatieve gevolgen voor je gezondheid hebben als je er ni adequaat op reageert. Omgaan met stress betekent dat je de bronnen : kent, hoe ze je beïnvloeden en hoe je je stressniveau onder controle ku houden. Dit betekent dat je zowel iets doet aan de reden waarom je str (bijvoorbeeld door iets te veranderen in je fysieke omgeving of levensw maar ook dat je iets doet om je te kunnen ontspannen, zodat de spann veroorzaakt door onvermijdelijke stress niet leiden tot gezondheidsprot [1].

Normatief denken is het fenomeen waarin je veronderstelt dat anderen gedrag van jou verwachten: je gelooft dat zij een bepaalde norm steller (normative belief). Je gedraagt je dan ook naar die norm. Als jouw ove echter is gebaseerd op verkeerde informatie of verkeerde interpretatie, i norm en ook het gedrag niet doeltreffend. Tieners hebben vaak overdr overtuigingen aangaande het gedrag van iets oudere tieners (bijvoorbe *iedereen rookt een joint op 16*). Deze – verkeerde – overtuiging wordt i ogen een norm en beïnvloedt hun gedrag. Hier wordt soms ook naar ve met *normatieve opvoeding*: corrigeren van veronderstelde verwachting normen en creëren of versterken van juistere en gematigdere opvatting aantallen druggebruikers [25].



ΕΥΓΕΝΙΚΕΣ ΑΡΝΗΣΕΙΣ

ΕΠΙΔΕΙΚΤΙΚΕΣ ΕΥΓΕΝΙΚΕΣ ΑΡΝΗΣΕΙΣ:

ΟΧΙ, ΔΕΝ ΘΕΛΩ ΝΑ ΚΑΠΝΙΣΩ, ...

- ... ο καπνός περιέχει ένα σωρό ουσίες, καλά-καλά δεν ξέρουμε τι είναι
- ... δεν θέλω να μυρίζει άσχημα η ανσπνοή μου
- ... είναι πολύ ακριβό για την απόλαυση που σου δίνει
- ... έχω δει πολλούς μεγαλύτερους φίλους μου σε άθλια φυσική κατάσταση
- ... η καπνοβιομηχανία δημοσιεύει ακατάπαστα παραπλανητικά στοιχεία
- ... νομίζω ότι είναι βλακεία
- ... θέλω να ελέγχω εγώ το σώμα μου
- ... προκαλεί καρκίνο
- ... απαγορεύεται να αγοράσω τσιγάρα στην ηλικία μου

ΟΧΙ, ΔΕΝ ΘΕΛΩ ΝΑ ΠΙΩ, ...

- ... κάποιος γνωστός μου έχουν ένα σωρό προβλήματα από το ποτό
- ... θέλω να ελέγχω εγώ το σώμα μου και το μυαλό μου
- ... γιατί θα δείχνω γελοίος
- ... ξέρω ανθρώπους που γίνονται πολύ επιθετικοί στην παρέα μόλις πίνουν
- ... γίνονται πολλά στυχήματα με μεθυσαμένους

ΟΧΙ, ΔΕΝ ΘΕΛΩ ΝΑ ΠΑΡΩ ΝΑΡΚΩΤΙΚΑ, ...

- ... γιατί δεν μπορείς να ελέγξεις τι θα κάνουν στον εγκέφαλό σου
- ... στοιχίζουν ένα σωρό λεφτά
- ... δεν θέλω πορτίδες με τη μαύρη αγορά, με μαφιόζους, εγκληματίες, δολοφόνους ...
- ... θέλω να ελέγχω εγώ το σώμα μου και το μυαλό μου
- ... ποτέ δεν μπορείς να είσαι σίγουρος τι περιέχουν



Η ΙΣΤΟΡΙΑ ΤΟΥ ΠΕΤΡΟΥ

Ο Πέτρος μένει σε ένα παλιό σπίτι σε έναν κεντρικό δρόμο με πολύ κίνηση. Κάθε πρωί πριν φύγει για το σχολείο, ο Πέτρος πάντα κάθεται για λίγα λεπτά μπροστά από το παράθυρό του, στον 1^ο όροφο. Κοιτάζει το λεωφορείο που κάνει στάση μπροστά στο σπίτι του και χαίρετό τον γείτονα του που κρατά το σκυλάκι του κάτω από το παλτό του. Πάνε για την πρωινή βόλτα στο πάρκο, που είναι λίγα μέτρα πιο πέρα. Ο Πέτρος χαίρεται κάθε στιγμή αυτών των λίγων λεπτών που κοιτά έξω από το παράθυρο.

Αλλά σήμερα δεν είναι όπως εχτές. Τα λεπτά που ο Πέτρος στέκεται μπροστά από το παράθυρο είναι τα πιο θλιμμένα από κάθε άλλη φορά που θυμάται. Τα κουτιά που στοιβάζονται γύρω του και οι κουρτίνες που έχουν κατέβει από τα πιο μικρά παράθυρα δεν αφήνουν κανένα περιθώριο αμφισβήτησης για αυτό που συμβαίνει. Σήμερα είναι Τρίτη, τρεις επιπλέον ημέρες και θα μετακομίσει μαζί με τη μητέρα, τον πατέρα και την αδερφή του σε ένα άλλο σπίτι, σε μια άλλη πόλη. Ακόμη δεν μπορεί να καταλάβει πλήρως τον λόγο που φεύγουν, είναι κάτι σχετικά με την καριέρα του πατέρα του. Αλλά αυτό δεν είναι σημαντικό. Πώς θα μπορούσε να συνηθίσει ποτέ σε μια άλλη θέα έξω από το παράθυρό του;

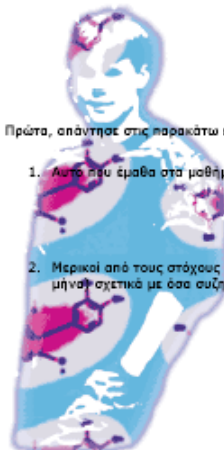
Ο Πέτρος ανησυχεί πολύ για τις νέες καταστάσεις που θα αντιμετωπίσει. Η καινούργια πόλη είναι πάνω από 250 χιλιόμετρα μακριά. Έχει ήδη δει το κτίριο του νέου του σχολείου, το σπίτι, ένα γήπεδο στη γειτονιά. Φαίνονται όλα καλά, το σπίτι είναι πιο καινούργιο και καλύτερο από αυτό που μένουν τώρα. Ο Πέτρος, όμως, ανησυχεί γιατί θα μπορούσε ποτέ ξανά να είναι το ίδιο ευτυχισμένος όπως είναι εδώ;

Παίρνει μια βαθιά ανάσα, αρπάζει τη τσάντα του, λέει «για» στη μητέρα του και φεύγει για το σχολείο. Τρεις ακόμη μέρες και μετά θα το χαίρεται για πάντα.

ΠΡΟΘΕΣΜΟΙ ΚΑΙ

Πρώτα, απάντησε στις παρακάτω ερωτήσεις μόνος / μόνη σου.

1. Αυτό που έμαθα στα μαθήματα UNPLUGGED είναι...
2. Μερικοί από τους στόχους που έθεσα μακροπρόθεσμα (πάνω από ένα μήνα) σχετικά με όσα συζητήσαμε στο UNPLUGGED είναι...





Un grupo demuestre la aplicación de los trucos para la comunicación clara de emociones. Busca el reconocimiento en la experiencia del resto de los alumnos.

RE

JÍA TELEFÓNICA

Juego permite ver la importancia del tono de voz y de los aspectos no verbales.

Un alumno lee números de una guía telefónica, pero lo tiene que hacer con una cierta emoción (por ejemplo, triste, alegre, etc.). El resto de la clase debe averiguar qué emoción interpretaba el alumno y cómo se dieron cuenta: gestos, mímica, etc. (La clase suele reírse mucho, porque creen que es divertido leer los números de teléfono de manera enfadada, triste, etc.).

TRUCOS ADJUNTOS:

Lista de palabras que designan sentimientos:

Aburrido	Seguro
Enamorado	Inseguro
Espeluznante	Nervioso
Guay	Risueño
Heroico	Optimista
Fuerte	Tímido
Aterrorizado	Bonito
Asustado	Picante
Poco seguro	Especial
Deprimido	Vacío
Mal	Con fuerzas
Solo	Disfrutando
Explosivo	Abatido
Aliviado	Furioso

OCAS PALABRAS

Los alumnos se colocan en filas siguiendo un orden de sentimientos negativos a positivos.

Por parejas, los alumnos expresan sentimientos verbalmente y de manera no verbal.

En grupos de tres alumnos se expresan emociones relacionadas con situaciones dadas, teniendo en cuenta pequeños trucos.

UNIDAD 8: EL REY DE LA FIESTA

OBJETIVOS

Los alumnos aprenden a...

- Reconocer los puntos fuertes de otras personas y a hacer cumplidos (respuesta positiva).
- Aceptar respuestas positivas.
- Cómo entablar contacto con otras personas y, gracias a esto...
- Practicar formas verbales y no verbales de presentarse uno mismo y reflexionar sobre la manera en que yo me presento a los demás.

LO QUE NECESITAS

- Una hoja de papel para cada alumno y para el profesor.
- Alfileres o cinta adhesiva para pegar los papeles en la espalda.
- Tarjetas con instrucciones y situaciones para las dramatizaciones.

APERTURA

HACIENDO Y RECIBIENDO CUMPLIDOS

Todos los alumnos y el profesor tienen una hoja de papel pinchada en la espalda. Los alumnos andan por la clase y escriben cumplidos en las espaldas de sus compañeros. Cada alumno tiene que tener al menos dos o tres cumplidos en la espalda.

Importante: El profesor debe asegurarse de que todos los alumnos tienen algún halago escrito en la espalda.

Después del ejercicio, los alumnos leen los cumplidos a sus compañeros de clase. Los alumnos cuentan cómo se han sentido haciendo y recibiendo cumplidos (la mayoría de las veces, comentan que es muy agradable, pero algo embarazoso. Este ejercicio es un buen comienzo para todos los alumnos).

El profesor propone a los alumnos que se lleven a casa la hoja de halagos que, por ejemplo, la cuelguen en su habitación.

ACTIVIDADES PRINCIPALES

DRAMATIZACIÓN: LLEGAR A CONOCER A PERSONAS - ¿QUÉ ES IMPORTANTE?

- El profesor dice algo así: «Para hacer amigos, primero tenemos que entablar contacto con alguien y eso, a veces, no es tan fácil. Hagamos una lluvia de ideas: ¿dónde se puede conocer a otras personas?, ¿qué puedes hacer para llegar a conocerlas?».

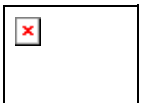
Overall structure of the units

- Part one: knowledge on effects and risks of drugs
- Part two: intrapersonal skills with extra attention to normative belief
- Part three: interpersonal skills



Structure within each unit

- **Title**
- **Objectives.** In most lessons we list three objectives.
- **What you need** An individual notebook is one of them.
- **Opening.** It could also be called “positioning” or “starting point” of the lesson.
- **Main activities.** We urge the teacher not to alter the order, structure and character of the activities.
- **Closure.** It can be a group round or a dialogue with open questions. Closing may also be done by a game, sometimes very short.



Opening UNPLUGGED

I - knowledge

Unit 1

Pupils will:

- receive an introduction to the programme and the 12 lessons
- set objectives and rules for the lessons
- start reflecting on present or missing knowledge on drugs

Activities:

- *Introduce the headings and objectives of the programme*
- *Explain European idea of the programme*
- *Set up and discuss rules for the lessons with the pupils*
- *Explain homework to the pupils*



Choices - risk and protection

I - knowledge

Unit 2

Pupils will ...

- learn that there are different factors that influence people to take drugs, (effects/expectations on the effects of the drugs, environmental and personal factors),
- experience working in groups
- present their work to a forum

Activities:

- *Distinguish the three factors relevant to drug use: physical or drug-related, environmental or social and personal factors*
- *Let pupils compile information on these factors from the information they collected as homework in lesson 1.*
- *Discuss in class the risks and solution related to these factors.*



Drugs – get informed

I - knowledge

Unit 3

Pupils will ...

- learn to sort out positive effects, negative effects and risks of drugs use
- Come back to the information that they assembled for the second lesson

Activities:

- *In a small group pupils study 'their' 3 questions and answers for a quiz*
- *The groups make a round in which each is the quizmaster in turn*
- *Closing group round with common feelings*



Smoking the cigarette drug – get informed

I - knowledge

Unit 4

Pupils will ...

- learn what effects are and especially negative effects of smoking
- learn that expected effects do not reflect real effects
- learn that positive short-term consequences are often more important for us than long-term negative effects
- discuss why people smoke even though they know about the health damaging effects

Activities:

- *Pupils learn facts about smoking and tobacco through a knowledge test*
- *Discussion the difference between real effects and expected effects of smoking in class*
- *Comparing short term and long term effects positive and negative effects and expectations of smoking in class.*



Your beliefs, norms and information: are they correct?

II - intrapersonal

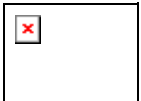
Unit 5

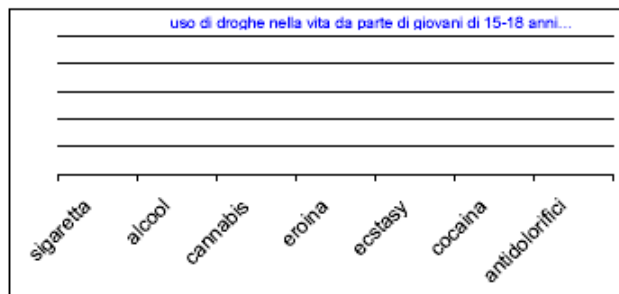
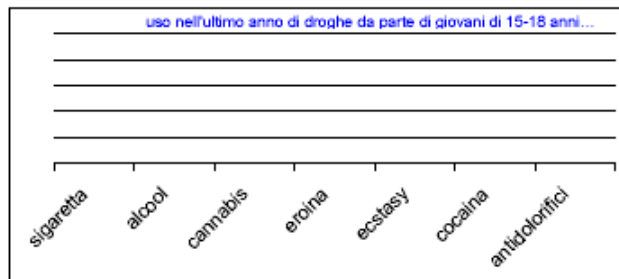
Pupils will ...

- understand the need to look critically at the accessible information sources
- experience differences between own thinking or opinions and actual data
- achieve a realistic estimation of peer drug use

Activities:

- *Go back to the information on drugs the pupils have put up on the poster and add publicity and information on smoking*
- *Ask the pupils for their estimates of numbers of drug use for average youngsters of 15-18 yrs and confront this with actual statistical data*
- *Discuss the relation of norms/beliefs and information/media*
- *Groups of three stick true, false or don't know on the exposed information.*
- *Process with the group*
- *Groups of three form a 'critical thinking'-statue.*

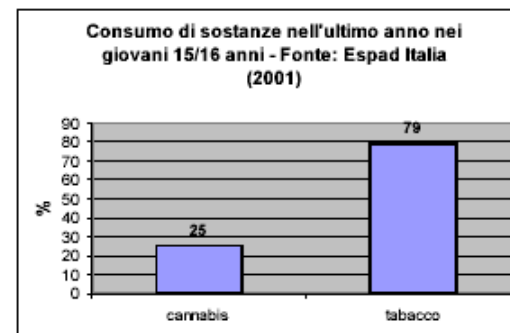
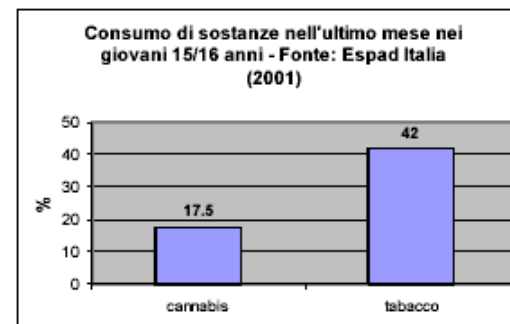




UNITÀ 5: ALLEGATO 3

CIFRE ESATTE RELATIVE ALL'USO DI DROGHE NEI GIOVANI DI 15-18 ANNI IN ITALIA

Il centro nazionale DAP fornisce le seguenti cifre relative all'uso nell'ultimo mese, nell'ultimo anno e almeno una volta nella vita, di droghe legali ed illegali



To be or not to be in a group

II - intrapersonal

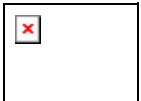
Unit 6

Pupils will ...

- learn to identify how much their behaviour is modified by the group
- experience how it feels to be excluded and reflect on this experience

Activities:

- *Pupils practise role-playing with the pupils*
- *Pupils evaluate their role plays*
- *They discuss different positions of those who want to be part of a group and those who decide about who is allowed to be part of a group.*



Express yourself

II - intrapersonal

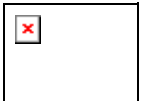
Unit 7

Pupils will ...

- learn how to communicate emotions in an adequate way
- distinguish between verbal and nonverbal communication
- experience that communication is more than talking

Activities:

- *Pupils stand in rows, ending in an order of negative to positive feelings*
- *In pairs pupils express feelings verbally and non-verbally*
- *In groups of three, pupils express feelings linked to given situations, taking tips in consideration*
- *Closure: read out a phonebook with emotional expression*



Party tiger

II - intrapersonal

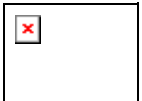
Unit 8

Pupils will ...

- recognise and appreciate the positive qualities of other people (positive feedback)
- learn to accept positive feedback
- experience how to make contact with other people
- practise non-verbal and verbal ways to present oneself to others and reflecting upon the way this is done

Activities:

- *Pupils give and receive positive feedback to their classmates*
- *Groups of two pupils practise in a role-play how to get to know other people*
- *Class discusses with the teacher the feelings we have when we get into contact with others*



Get up, stand up

III- interpersonal

Unit 9

Pupils will ...

- give and hear examples of assertive expressions
- learn how to stand up for ones' rights
- develop respect for the rights and opinions of the other people

Activities:

- *Show examples of assertive refusal answers and have the pupils rate on a scale*
- *Divide in groups of five, each group gets 5 situation cards and tries out different assertive answers*
- *Group chooses one situation, practices 2 good responses*
- *Each group shows his result*



Coping competences

III- interpersonal

Unit 10

Pupils will ...

- train conversation with peers about difficult experiences or feelings
- learn that negative feelings are not wrong or dangerous
- deal with weaknesses and limitations in a constructive way

Activities:

- *Listening exercise*
- *Read story about moving to another town and school*
- *Discover and share examples of what you can lose*
- *In groups of five pupils exchange strategies how to cope with losses and draw it on a poster*
- *Posters are exposed and explained*
- *Individual processing on paper*
- *Group forming game*



Problem solving and decision making

III- interpersonal

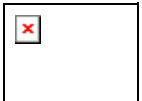
Unit 11

Pupils will ...

- learn a technique to solve personal problems
- learn creative thinking
- exercise to stop, calm down and think when they have a problem, instead of reacting impulsively
- distinguish between long-term and short-term positive and negative consequences of different actions / solutions

Activities:

- *Pupils learn the five-step-model to problem solving*
- *Class applies the model to a problem (e.g. the problem indicated in the opening or any other)*
- *In small groups they practise the model*
- *In class they discuss solutions for different problems*



Goal setting and closure

III- interpersonal

Unit 12

Pupils will ...

- train to split long term in short term objectives
- reflect on the opportunities to apply what they learnt in an individual context
- to assess strengths and weaknesses in the process of this program
- to explore ways of consolidation of the positive influence of these lessons in the group climate.

Activities:

- *Pupils write individually the answers on four questions about evaluation and personal objective*
- *In groups of four, they share their answers and distinguish short-term objectives for each in the group*
- *One positive and one negative comments per group is reported*
- *The main objectives are written on a poster*
- *exercise with closing remarks from the groups*



Introduction to the manual

1. UNPLUGGED	
1.1 <i>The life-skills model</i>	
1.2 <i>What causes drug problems?</i>	
1.3 <i>Social determinants</i>	
2. Why is school-based prevention important?.....	
3. Models and components of successful prevention	
4. What are Life Skills?	
5. Teaching Techniques	
6. How is UNPLUGGED structured?.....	
6.1 <i>Structure of the BASIC curriculum</i>	
6.2 <i>Structure of a lesson</i>	
6.3 <i>Structure of Class-Peer curriculum</i>	
6.4 <i>Structure of the Parent curriculum</i>	
7. Teacher training.....	
8. Materials and support.....	
9. References.....	



Annexes to the manual

Annexes to the introduction

- Some pedagogical tips for teachers working with a lifeskills approach
- Instructions, rules and hints for organising roleplays in the classroom
- A number of *energizers*, interactive exercises within the classroom

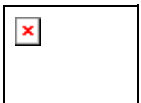
Annexes to the unit outlines

- Pages to be copied for the pupils with exercises to be filled out or read individually.
- Supporting illustrations, stories or examples for the Unplugged activities
- *Information sheets* about drugs to furnish the teacher with (1) comprehensive effects, risks, Q&A's and (2) more detailed, sometimes technical, information.



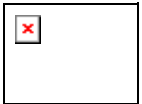
The parent arm

- Three parent evenings at the school with the frequency of once a month.
- Information sheets made available and sent to all parents of the target group.
- All parents of the classes that receive the Unplugged programme are invited to the meetings.
- “Volunteer” parents who will help in summarizing the discussion



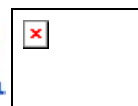
Background and outline for parent meetings

- Each parent evening has a duration of 2 to 3 hours and contains these elements:
 - An opening activity
 - A lecture on the selected topic
 - Discussion in plenary session
 - Instructed work in small groups
 - Role-play or dramatization
 - A closing activity



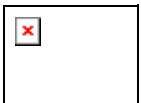
Leaflet for the parents

- A summary of the lecture
- A short description of the main topics being discussed in the meeting
- Book references for parents



Parent meeting issues

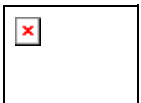
- **Meeting one: gaining a better understanding of your teenagers**
- **Meeting two: parenting a teenager means growing up together**
- **Meeting three: a good parent-child relationship also implies setting rules and limits**



Gaining a better understanding of your teenagers

Meeting one

-to help parents understand the changes their children undergo in terms of development and identity formation during adolescence and to understand substance use in this frame
- ...to sensitize parents about the preventive impact the family can have regarding the adolescent's substance use



Parenting a teenager means growing up together

Meeting two

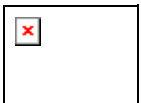
- ...to help parents understand the necessary changes the family undergoes during adolescence
- ...to sensitize parents in strategies increasing family attachment



A good parent-child relationship also implies setting rules and limits

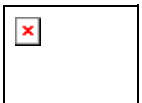
Meeting three

- ...to discuss with parents about different parenting styles
- ...to encourage parents to be firm and assertive in setting rules and limits
- ...to help parents to set clear rules in the family and enhance their negotiation skills



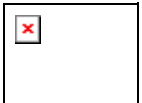
The peer arm materials

- A manual to organise seven *P2P* (*peer to peer*) meetings of the peers with their classmates.
- Informal setting of the meetings was crucial, so the peers were instructed to use the concrete suggestions on discussion topics in the manual only if topics would not arise from the group itself.



The peer arm training

- The teachers
 - trained by the national lifeskills trainer, subsequent to the basic TOT training.
- The peers
 - trained on a national level by the centre
 - come two times together again in the middle and at the end of the programme.
- The peers and the their teachers on school level
 - three briefings in between the lessons
 - one debriefing at the end of the Unplugged lessons.



P 2 P training in Germany

