



Creating Calm: Using Faith and Emotional Awareness to Prevent Addiction

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Purpose: To educate girls about addiction and substance abuse raising awareness and leading to prevention.

Goals:

- Teach girls how to deal with stress in a healthy way
- Teach girls the facts about addiction
- Teach girls that their faith is a tool to overcome/avoid unhealthy behaviors

Addiction Curriculum Scriptures:

1 John 1:9- “But if we confess our sins to him, he is faithful and just to forgive us our sins and to cleanse us from all wickedness.”

1 Corinthians 10:13 No temptation has overtaken you that is not common to man. God is faithful, and he will not let you be tempted beyond your ability, but with the temptation, he will also provide the way of escape, that you may be able to endure it.

Philippians 2:13 “For God is working in you, giving you the desire and the power to do what pleases him.”

Luke 9:23 “Then he said to the crowd, if any of you wants to be my follower, you must turn from your selfish ways, take up your cross daily, and follow me.”

2 Timothy 1:7 God did not give us a spirit of fear, but rather a spirit of power and of love and of self-control

Psalm 141- a prayer for help when faced with temptation

Psalm 121-Reminds us that we can depend on God

Psalm 144- Rejoicing in God’s Care

Song Recommendations:

- Christ is enough by Hillsong Worship- <https://youtu.be/0fZ-tBR7LJ0>
- You are the Source of my Strength by Richard Smallwood
<https://www.youtube.com/watch?v=Q1FHx0OoSjc>
- Pressure by Jonathan McReynolds- <https://youtu.be/JyhbpZXkW4Q>
- You Say by Lauren Daigle- <https://youtu.be/sIaT8Jl2zpI>

Appropriate for ages 8+

Resources:

<https://adf.org.au/drug-facts/>

<https://rollinghillshospital.org/brains-teens-young-adults-prone-addiction-deadly-consequences/>

Leader Background:

According to the American Psychiatric Association, addiction “is a complex condition, a brain disease that is manifested by compulsive substance use despite harmful consequences.” Rev. Dr. Sonia Waters’ definition in her book *Addiction and Pastoral Care* helps us to understand addiction from a spiritual vantage point. She defines addiction as a soul-sickness, spiritual bondage, a condition of the soul in distress. Many people who struggle with the soul-sickness of addiction use substances or behaviors to manage negative emotions and stress. There are a number of factors that contribute to addictive behavior. Factors include peer pressure, family background, genetics, film, television, and media. According to the 2015 Monitoring the Future survey, 35 percent of 12th-grade students admitted to drinking alcohol in the past 30 days. Almost 40 percent said they had been drunk in the past year. And six percent said they smoke marijuana – every single day.

*Review Prevention Strategies Document

*Leaders should read and watch all content before sharing to help prepare, to determine suitability for the group and to facilitate engagement.

Supply List

- Self-Control Game (\$7.00)

https://www.teacherspayteachers.com/Product/Self-Control-Game-4556149?utm_source=www.thepathway2success.com&utm_campaign=12%20Games%20to%20Practice%20Self-Control ●

Mindfulness boards

- Mindfulness activities

https://www.teacherspayteachers.com/Product/Mindfulness-Activities-Distance-Learning-and-Google-Classroom-2934740?utm_source=www.thepathway2success.com&utm_campaign=15%20Strategies%20to%20Help%20Build%20Self-Regulation%20Skills

- Construction paper
- Markers
- Pens

Session Plan**Opening Prayer**

(2 minutes)

O God, We gather together in Your presence with expectation,
hungry for an encounter with You, eager to hear Your Word.
Open our eyes and ears to the presence of Your Holy Spirit.
May the seeds of Your Word scattered among us fall on fertile soil.
May they take root in our hearts and lives, and produce an abundant harvest
of good words and deeds. We pray this in the name of Jesus Christ,
our teacher and our Lord. Amen.
~ Christine Longhurst, (<https://re-worship.blogspot.com/>)

Getting Underway

(10 minutes)

1. What is addiction?
2. What are some things that people can be addicted to?
3. What is a drug?
4. Why do you think people use drugs?

Video Resources:

<https://www.youtube.com/watch?v=6fmhLcYSn-Y> (2:52)

<https://www.youtube.com/watch?v=pLJyDN3XPe0> (2:18)

Introducing the theme

(10 Minutes)

Read 2 Timothy 1:7 “God did not give us a spirit of fear, but rather a spirit of power and of love and of self-control.” Ask girls the following: 1. If you ever felt pressured or the desire to experiment with drugs or alcohol, would you feel comfortable telling your parents or another trusted adult? 2. Why do you think some young people are afraid to talk to their parents or adults about drugs and alcohol? 3. What does it mean that God has given us the spirit of power, love, and self-control? Why are these characteristics important for us to have? How can they help us prevent addiction?

Going Deeper

(20 minutes)

Option 1- self-control board game (best for grades 3-7)

Girls can play the self-control board game. The goal of the game is to teach and practice the skills of self-control and self-regulation.

Introducing the purpose of the game: Self-control is a critical skill that helps us manage our thoughts, words, actions, and emotions. Self-control is an important skill to develop so that we

can prevent addictive behaviors. Self-control can help us learn to stop and think before making a decision. In turn, we can make better choices now and in the future.

How to Play

Students can play in groups of two to four. Students will take turns rolling the dice and moving forward on the game board. When they land on a spot, they will use the picture to tell them which card to pick up and read. Students will read the card and discuss the question or act out the strategy to practice. Once a card is completed, it can be returned to the bottom of the pile. Then, the next player will go. Because the game includes over 160 unique cards, the game can be played again and again!

Cards Included

Each set of cards targets self-control skills with a race car theme:

- Driver's Ed: Test your self-control knowledge
- Check Your Engine: Think about your emotions and reactions
- Stop & Think: Stop, think, and practice self-control with real-life situations
- Road Test: Decide how others do with self-control skills

After the game, ask girls the following:

- Did you learn anything new about self-control from the game?
- What did you like about the game?
- Did you learn anything new about yourself?
- How can you apply your learnings about self-control to our topic of addiction?

Option 2 -Role Play (this exercise might work best for 8th grade+)

Have the girls role-play real-life scenarios in pairs or groups. While you can't plan for every situation, using scenarios can help girls train their brains for how to think through problems as they happen. Some scenarios can include:

Your friend makes a comment that a prescription drug that was just advertised on television sounds "really cool." what would you say?

It's nearing the end of the term. You and your friend are very anxious about upcoming final exams and papers, not to mention other school and family pressures. You recall that she recently mentioned one of her close friends sometimes takes medication to help stay awake and concentrate. She asks you if you think she should call her friend to borrow some of her medication. What do you do? What are other ways you can cope with your anxiety and other pressures?

On the bus ride home from school you hear several peers talking about a raging party this

weekend. It's expected that many of the partygoers will be bringing whatever prescription medications and alcohol they can find at home or from the medicine cabinets of older relatives or their friends' parents. How do you feel? What would you do?

You're hanging out with some of your friends at a house. They're all smoking weed, and they want you to join.

You're playing "truth or dare" with your friends. They dare you to watch pornography. What do you do?

Connect

(10 minutes)

Have the girls read 1 Corinthians 10:13 No temptation has overtaken you that is not common to humanity. God is faithful, and will not let you be tempted beyond your ability, but with the temptation, God will also provide the way of escape, that you may be able to endure it. Ask the girls the following: 1. How does it feel to know that God will provide a way to avoid temptation? 2. What are some of the escapes God has already provided? 3. Are there any temptations that you feel you cannot overcome? When we feel overcome with temptation, one tool that God gives us is that of prayer and mindfulness. When we are faced with a difficult decision, we can pray immediately and ask God for direction. When we have more time to decide, we can practice mindfulness.

Introduce mindfulness breath boards and activities.

Act

(20 minutes)

Some people turn to substance abuse to cope with life difficulties. The girls will create their own calm down space and emotional scale to help them learn emotional awareness and coping strategies. For their calm down space, each girl will come up with six healthy coping strategies to deal with stress and difficult times. They will create a "Coping Strategy" Board using construction paper. Girls boards should look like the picture below:



Girls will also create an emotional scale. To prevent addiction, it is important that girls develop emotional awareness. An internal meter can help girls identify the intensity of their emotions leading to self-awareness. Once girls develop self-awareness, they are better able to find healthy solutions to their problems. Using construction paper and markers, girls will create the following:



Closing Prayer

(2 minutes)

Dear Lord, help us to know ourselves. Teach us to recognize our weaknesses and work to improve. Let us repent, trust in your faithfulness to help us and follow you in all things. Thank you for your unending grace and mercy toward us when we need it most. Help us to trust you with our lives. In Jesus' Name, Amen. (Adapted from Dr. Charles Stanley,

<https://www.crosswalk.com/devotionals/your-daily-prayer/a-prayer-for-self-control-your-daily-prayer-february-16-2017.html>

Lesson Plan for 3 Days (1 Hr)

Time Day 1 Day 2 Day 3 2 min Opening Prayer Opening Prayer Opening Prayer

15 min Scripture Reading and Discussion
(select a passage from above)

20 min Have participants bring in a current Scripture Reading and discussion
(select a passage from above)

Have participants research local Scripture Reading and discussion
(select a passage from above)

Have participants explore projects that event to share and discuss how the event connects to Addiction and the scripture.

create affirmations that they can use when feeling tempted or emotionally challenged.

5 min Share questions and comments resources and school resources that they can use to prevent and support those affected by addiction.

The possibilities are endless.

Ask your group to provide recommendations for events/projects that the national organization can pursue through AB GIRLS.

Have participants write sample letters of encouragement and support to a young person who is affected by addiction.

Share questions and comments

Have participants create prayer jars where they can write down their concerns and share them with God.

Share questions and comments they can do as a group. Select one and create an action plan. (examples, volunteer at a center for teen addiction; host an event at church for young people to educate them about addiction.

15 min Have participants

3min Closing prayer Closing prayer Closing prayer

Role Playing Scenarios

Based on your anticipated audience and number of attendees, you will want to select from the following scenarios to make your workshop more engaging and interactive. This activity will help give attendees a chance to translate what they are learning into practice by exploring how they would respond to different situations. It gives them the opportunity to develop effective strategies to educate teens about the dangers of abusing prescription drugs, dispel myths and help move teens toward positive decision making and healthy behaviors.

Pediatrician/family doctor. Your 15-year-old patient asks you about getting a prescription for a stimulant that can help him perform better in school. He says that he's tried his brother's ADHD medication a few times and that it really made a difference in how much he was able to get done. Based on your history with this patient, you know that he does not have ADHD or any other condition that makes this drug medically necessary.

Parent. Your teen comes home after school and doesn't know you're there. You overhear him talking casually with his friends about prescription drugs.

Parent. You notice on your Internet site history that someone has visited several websites that advertise easy access to prescription medications like pain relievers. Neither you nor your partner has researched this information. Your kids have access to the family computer after school.

Parent/grandparent. You have a chronic pain condition, and you've been keeping your prescription pain medication in your home medicine cabinet for several years. Recently, you've noticed that some pills have been disappearing from the bottle. You have two teenagers living in your home.

Parent/other adult. You are watching a popular movie or TV show with your teen. Some of the characters are joking about celebrities who abuse prescription drugs (for example, Rush Limbaugh, Michael Jackson, Heath Ledger, Elvis or Anna Nicole

Smith).



Maximizing Your Role as a Teen Influencer:

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www.ncpie.net *What You Can Do To Help Prevent Teen Prescription Drug Abuse*

Maximizing Your Role as a Teen Influencer:
What You Can Do To Help Prevent Teen Prescription Drug Abuse

Parent/teacher. Your child or student makes a comment that a prescription drug that was just advertised on television sounds “really cool.”

Parent/teacher. It’s nearing the end of the term. Your child/student is very anxious about upcoming final exams and papers, not to mention other school and family pressures. You recall that she recently mentioned one of her close friends sometimes takes a medication to help stay awake and concentrate.

Teacher/school counselor. A student who typically performs well at school seems to be having concentration problems and low energy. You overhear her in the restroom telling a friend she’s been taking some of her mom’s pills to help her relax. When her friend tells her that’s not a good idea, she responds by saying that “it came from a doctor, so it’s totally safe.”

Coach. You’re aware that one of your star athletes has been trying to lose a little weight. You notice that he has a prescription (in his name) for a medication that commonly causes weight loss. He is losing more weight than necessary and seems characteristically moody and irritable. You overhear from his friends that he is taking the medication more than once or twice a day. Some of his teammates are concerned about him, while others have expressed interest in getting similar help to lose or gain weight.

Coach. On the bus ride home from your latest match you hear several players talking about a raging party this weekend. It’s expected that many of the partygoers will be bringing whatever prescription medications they can find at home or from the medicine cabinets of older relatives or their friends’ parents.

Any. A group of teens at a local high school get caught selling prescription drugs to kids in the community. You mention it to your child/student and they respond by saying, “I don’t see what the big deal is. They’re legal...it’s not like you can’t just buy them at the pharmacy.”

Any. You notice that your usually even-keeled child/student has become hyperactive, lethargic or exhibits other significant behavioral changes.

Prevention strategies to reduce alcohol and other drug harm amongst young people.

Prevention is an important part of a comprehensive harm reduction approach to reduce alcohol and other drug (AOD) harms, particularly amongst young people.

This is because young people are going through significant social, physiological and developmental changes. In this phase of their life, prevention strategies have the potential to positively influence behaviour that will last through their adult years.

This resource provides an overview of the key elements of prevention, the important role of communities, and examples of where evidence-based prevention programs have been put into practice and shown success.

Why focus on primary prevention for young people?

Many young people go through a developmental period where they experience an increase in freedom and a decrease in social monitoring.¹ This is also a time where some young people begin experimenting with alcohol and other drugs.¹ Primary prevention is a strategy that can address the risk factors associated with early age alcohol and other drug use, as well as enhance the protective factors.^{2,3}

Primary prevention can help people avoid the use of alcohol and other drugs, delay or reduce the use of alcohol and other drugs, or avoid the harms associated with alcohol and other drugs.⁴ This is done through either influencing individuals' personal behaviours or changing environmental conditions to reduce the potential for certain behaviours to develop.⁴

Primary prevention strategies aim to support the safe and healthy development of young people.⁵ There are several primary prevention strategies that can be used to reduce harm from alcohol and other drug use among young people, including:

- evidence-based AOD education programs
- health promotion and community development initiatives, and
- reducing the supply of alcohol and other drugs through legislation, regulation and policy.⁴

It is crucial that communities follow evidence-based examples when implementing primary prevention strategies targeting young people.⁶ Research continues to identify the components that result in effective prevention strategies.⁵ This highlights the need for comprehensive and robust

evaluation of programs where possible. When information is shared on the key elements of successful primary

prevention programs, there will be a better understanding of what works best.²

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Risk and protective factors:

Alcohol and other drug harms are influenced by a range of modifiable factors that are likely to predict or prevent substance use during adolescence.⁷

Risk factors

Risk factors can increase the likelihood of a young person using alcohol and other drugs or experiencing harm from alcohol and other drug use.⁷ Examples of risk factors are:

- living in a household or community where alcohol or other drugs are readily available^{8, 9}
- parental substance use^{1, 10, 11}
- favourable parental attitudes toward substance use^{1, 11}
- family dysfunction^{1, 7, 11}
- associating with peers who have favourable attitudes toward alcohol and other drugs^{12, 13}
- school failure.^{1, 7, 14}

Protective factors

Protective factors interact with risk factors in complex ways. They may moderate the influence of risk factors to reduce the likelihood of AOD use in young people, delay the uptake of AOD use in young people, and reduce harm should young people engage in AOD use.⁷ Examples of protective factors are:

- parental supervision and communication^{13, 15}
- participation in supervised leisure activities^{13, 16}
- social and emotional competence⁷
- sense of belonging/connectedness to community, school and family¹⁷
- participation in positive activities with adult engagement^{17, 18}

It should be noted that these risk and protective factors only indicate the likelihood of alcohol and other drug use and related harms occurring.⁷

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Key components for success Community involvement

The local community plays a significant role in facilitating or contributing to effective prevention strategies.

National and international evidence highlights the effectiveness and importance of community engagement in preventing harms from alcohol and other drugs. This is especially the case in high risk populations such as young people, Aboriginal and Torres Strait Islander communities, migrant communities, and low socioeconomic communities.¹⁹⁻²²

It is critical that community programs ensure the focus of the program is relevant to

the needs of the community.^{6, 23}

Community engagement in program planning, design and implementation helps to increase awareness of alcohol and other drug harms. This is an essential component for ensuring community support and participation.

Community ownership

Community-led programs strengthen the capacity of the community to identify, prevent, and respond to health issues in a population.⁷ Fostering a sense of community ownership is key to engagement and participation in community-led programs. It

acknowledges that gathering resources and knowledge, as well as coordinating with multiple agencies or sectors, are elements for success.

This collaborative approach is important for long term effectiveness in programs.²³

Evidence-informed examples of primary prevention for youth

Numerous community prevention programs operate to reduce alcohol and other drug harms in youth. Two examples of evaluated youth prevention programs are outlined below (one local and one international).

Primary prevention in Yarrabah, Queensland

A program led by an Aboriginal community in far north Queensland identified an increase in risky alcohol consumption by young people in the community. Key stakeholders came together and sourced funding from the Australian Government's National Binge Drinking Strategy to organise a two-year program that targeted short term risky drinking amongst people aged between 18-24 years old.²⁴

The strategy focused on raising awareness of safe drinking practices, promoting alternative alcohol-free events, and providing diversionary supervised activities (e.g. sport, music and cultural events) to alleviate boredom and facilitate peer engagement.²⁴

The diversionary activities were a key focus, providing an opportunity for

achievement and a sense of self empowerment.²⁴ Stakeholders in the community planned a yearly program which involved two major events and 12 minor activities.²⁵ Larger events celebrated the history, culture and achievements of Aboriginal and Torres Strait Islander peoples, and smaller activities involved sporting, music and cultural events.²⁵ All events involved harm reduction education about risky alcohol consumption.²⁵ Although the program was targeted toward young people, events were inclusive of all members of the community.²⁵ The program reached 1,880 people in the first year, and the average age of participants was 16 years old.²⁵

The program, named "Beat da Binge", was found to reduce binge drinking in the community, providing an example of a successful prevention strategy.²⁶ The main strengths of the program were identified as:

- community-led
- used participatory strategies
 - engaged young people in the design, implementation and evaluation
- created partnerships with researchers for evaluation.²⁴

The program was associated with a 10% reduction in the proportion of survey respondents who reported engaging in short term risky drinking, as well as an increased awareness of standard drinks

and binge drinking.²⁴ The evaluation of the program emphasised that having access to community specific data is important for enabling communities to target local risk factors and produce robust evaluation.²⁴

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Primary prevention in Iceland: Planet Youth

Planet Youth is a community-based model in Iceland that has been internationally recognised for its efforts in preventing alcohol and other drug use in adolescents through strengthening known protective factors.

The Planet Youth model was implemented in response to rising alcohol and other drug use by adolescents in the late 1990s.²⁷

Two key protective factors are emphasised by the Planet Youth approach:

- increasing parental monitoring and communication, and
- the promotion of alternative and diversionary supervised activities (e.g. participation in sports).^{15, 27, 28}

The program focuses on engaging parents and strengthening connections within the community.²⁷ There is an emphasis on parents spending more time with their children, as well as providing increased support and monitoring.²⁷

Increased participation in sports has been made easily accessible by providing parents in Reykjavík (regardless of socioeconomic status) access to a leisure card which subsidises fees to encourage young people to participate in various organised activities.²⁹ The card gives families access to over 100 different organisations which provide access to dance, music, sport and other youth organisations.²⁹

Planet Youth has demonstrated that alcohol and other drug use may be reduced by increasing:

- participation in supervised activities • time spent with parents
- support at school
- supervision during the evenings.¹⁵

As a result of its success, Planet Youth has been implemented in 20 countries.

Taking action

Community organisations: Community organisations can support young people, parents, educators and other carers through the provision of evidence-based prevention programs and diversionary activities, such as organised leisure opportunities (e.g. sports or arts), and alcohol-free events.

Consider facilitating strategies such as positive parenting programs, mentoring programs, peer- support activities and education activities.

Local government:

Diversionary events and recreation are key protective factors for young people and the community, to promote peer engagement and encourage young people to develop resilience and life-skills.

Some states and territories have sport vouchers available for school students to subsidise sporting costs. Consider making recreational sports and arts more accessible for local youth to increase participation.

Policy makers:

Exposure to alcohol advertising can impact on the drinking behaviours and attitudes of young people. Restrictions on alcohol advertising on public transport, social media and near schools may be beneficial.

Subsidised access to various diversionary activities can assist families in providing their children with the opportunity to participate in organised activities such as sport and art.

Local Drug Action Teams

Local Drug Action Teams (LDATs) are community primary prevention groups funded to implement activities that prevent the harms associated with alcohol and other drug use. The Alcohol and Drug Foundation has now supported the formation of 244 LDATs across Australia.

LDAT participants engage community stakeholders and partnerships, conduct a needs analysis based on community consultation and available data, and implement an action plan followed by evaluation.

The LDAT Program provides multiple resources available to the public on best practice for primary prevention strategies. community.adf.org.au

Good Sports

The Good Sports program is available at no cost to sporting clubs nationwide and has been shown to reduce harm, positively influence health behaviours, strengthen club membership and boost participation. goodsports.com.au

Climate Schools

CLIMATE Schools is an evidence-informed educational program for years 8-10 that addresses the issues of alcohol and other drug use from a health and wellbeing perspective. The program was developed by the National Drug and Alcohol Research Centre (NDARC), and has been evaluated and shown to reduce drug use.

School Health and Alcohol Harm Reduction Project (SHAHRP)

Developed by the National Drug Research Institute and Curtin University, SHAHRP is a classroom-based program aimed at reducing alcohol-related harm and risky consumption.

ndri.curtin.edu.au/research/research-specific-sites/school-health-and-alcohol-harm-reduction-project

The Alcohol and Drug Foundation is Australia's leading source of alcohol and other drugs (AOD) information.

Find up-to-date information, articles and resources and access the Drug Information Directory.

Visit adf.org.au or call 1300 85 85 84

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Substance Abuse

Refusal Skills

www.mygroupguide.com

PURPOSE OF GROUP: to learn and practice drug/alcohol refusal skills

MATERIALS NEEDED: pens/pencils for each group member
piece of paper for each group member
print p. 4 of guide; cut out each scenario

1.

-Facilitator can open group by telling group members that they will be learning **substance abuse refusal skills** today.

-Refusal skills are strategies that help you say “no” when you are in situations in which you are offered or tempted by drugs/alcohol

-You can ask group members, “Why are refusal skills important to learn?” -They are important because peer pressure can lead to relapse!

a. It’s imperative that you are **prepared for situations in which you are offered drugs/alcohol or you are surrounded by people who are using/drinking** b.

These types of situations are stressful, and you may experience cravings, so it is helpful to have a plan in place

c. The more you practice saying “no”, the more prepared you are for the “real world”!

-You’ll obviously want to do your best to avoid high-risk situations, but it’s inevitable that you are going to run into an old friend or be in a situation in which you are tempted...

2.

-The following are **drug refusal skills & techniques**:

-Say “no” immediately!

a. Do not stumble or hesitate. You can make it the very first word that comes out of your mouth!

-Be clear and firm- no means no!

a. Avoid statements such as, “Not today” or “Maybe later”

b. Avoid excuses, such as “My girlfriend will get upset” or “I have to get to work early tomorrow”

c. Be assertive (not aggressive!)

-Suggest an alternative, such as something else to drink

-Change the subject if you feel uncomfortable

-If the person persists with their offer, tell them to stop!

a. If you are uncomfortable with this, you can try repeating the same short statement (i.e. "No thanks, I don't want anything") - eventually, they will get the message!

-If you start to question yourself, just remember *why* you are saying no in the first place! a. Why are you trying to remain sober? Who would you be letting down if you said "yes"? What could happen if you said "yes"?

*You can ask group members to come up with more refusal skills & techniques

-As mentioned earlier, it's very important to be firm. You don't want to leave the door open!

-For example, if you tell someone, "Maybe later" or, "I have to get to work early tomorrow", you are just leaving the door open for them to ask you about using/drinking the next time they see you...

3. Group members will now participate in role-plays to **practice refusal skills**. *Ask for volunteers to participate in the role-plays. Scenarios are listed on p. 4 of this guide. You can choose the scenarios that are appropriate for your age group. The volunteers can add more details to the scenarios

*After each role-play, encourage group members to give feedback

3a. After the role-plays, you can ask the volunteers (who were using the refusal skills) the following questions:

-How did you feel during the role-play?

-How effective do you think you were? Did you feel like your message was being heard?

4. Group members will now participate in an activity in which **they will further practice refusal skills**.

*Give each group member a pen/pencil & piece of paper. Ask them to write down some situations in which they might be offered drugs/alcohol. Then, ask them to write down how they would respond to the situations

-Example:

a. Situation: My old drinking buddy, Mike, will likely call me to go to the bar with him when football season starts again

b. My response: I don't drink anymore. I'll be watching the game at my house you are welcome to come over, but I won't be serving any alcohol

*Allow group members to share what they write down

*If you have time, you can do more role-plays using their scenarios

4a. After the activity, you can ask group members, “What do you think the biggest challenge will be when you try these refusal skills in the ‘real world’?”

5. Facilitator can conclude group by encouraging group members to **come up with at least one “go-to” response** they can use when declining alcohol/drugs.

- It might help to have something prepared ahead of time, especially if you’re not used to saying “no”

- It can be something short, such as, “No thanks. I don’t want anything” or it can be something a little more detailed, such as, “No thanks. I’ve stopped completely for health reasons”

- *Allow group members to share the “go-to” response(s) they’ve come up with

Role-Play Scenarios

*You’re at a party, and some of your friends are playing a drinking game. Someone leaves the game, and one of your friends keeps asking you to come take their place.

*You’re at a restaurant, and your date asks you to drink with them. Shortly after, the waiter reads the drink specials and asks what you two are having. Even after you just ask for water, your date tries to order you a drink.

*You’re hanging out with some of your friends at a house. They’re all smoking weed, and they want you to join.

*You run into someone you used to use with. They invite you to go out with them later.

*You’re playing “truth or dare” with your friends. They dare you to take some of the pills in your parents’ medicine cabinet.

*One of your classmates is telling you to ditch your last class and get high with him/her outside school.