

tūturu.

Introduction to alcohol and other drugs
from a school-wide perspective

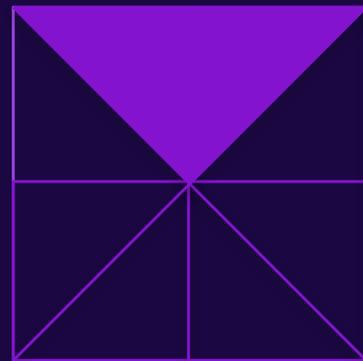


Outline



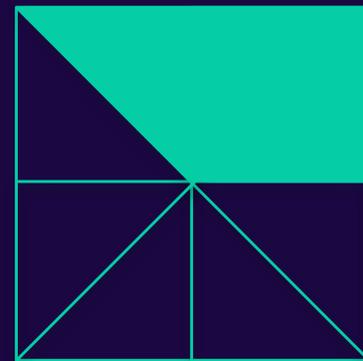
01

The New Zealand Context



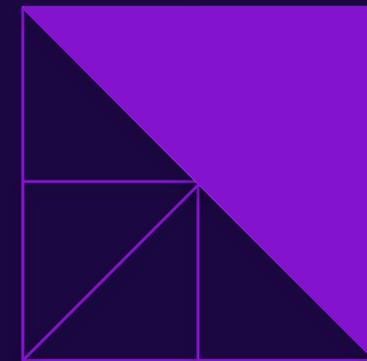
02

Protective factors, connection, and long term patterns



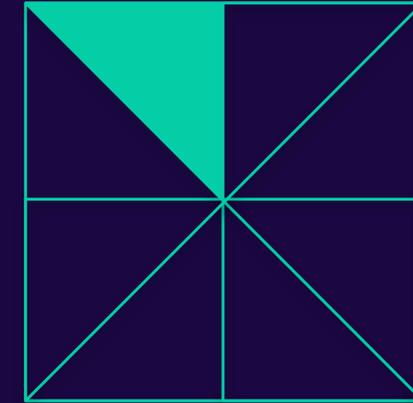
03

Relevant factors about alcohol and other drugs



04

What we can all do



01

The New Zealand Context

People learn through progressive exposure to new ideas or skills

But alcohol and other drugs are commonly treated differently

Monitor progress

Discuss with parents

Shift seats

Explore strategies

Raise it as a problem

Critique

Compare and Contrast

Apply

Understand

Recall

Identify

It's harmful
Don't do it

This gap is filled with learning from experience, movies, myths, fear

It's harmful
Don't do it

Our Morals

Rank the scenarios from one (less bad) to six (more bad)

A. A teacher drinks a bottle of Merlot on a Sunday night (into the early hours) and comes to school on Monday morning still feeling tipsy and smelling of alcohol.

B. A student buys cannabis on their way to school and has it in their bag, intending to smoke it on the weekend.

C. A student leaves alcohol and drug counselling, and has a few beers to celebrate achieving their goals that they set last week.

D. A father asks their child to sell cannabis to their friends to help the family earn money.

E. A student uses methamphetamine once at home on the weekend.

F. A group of parents who are helping on a four day school trip bring alcohol for them to drink when the students are sleeping.



Move past the
moral panic and
ask **what is**
important to the
young person

The Statistics ▾



Is Substance Use a Normal Part of Adolescent Development?

- **EVERY** young person will decide whether or not they will use substances. Some will revisit this decision many times.
- **MANY** young people will try substances
- **SOME** young people will use substances regularly, with some short-term harms
- **A FEW** young people will use substances regularly, and potentially develop long-term patterns and associated harms



One third of secondary school students aged 17 years or over said that they had tried cannabis.

Youth 2012

Alcohol as an Example

Out of every ten secondary school students aged 17 years or over:

Every



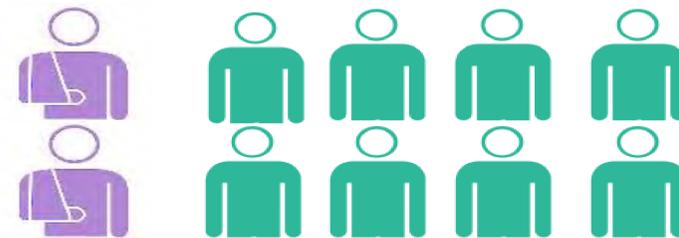
10 would have decided whether or not to drink alcohol

Many



8 would have tried alcohol
7 would currently drink alcohol

Some



2 would have experienced an alcohol-related injury

A Few



1 would have had friends or family members tell them to cut down

Based on Youth 2012 Data

The continuum of substance use.



Most people who use substances are not dependant on them



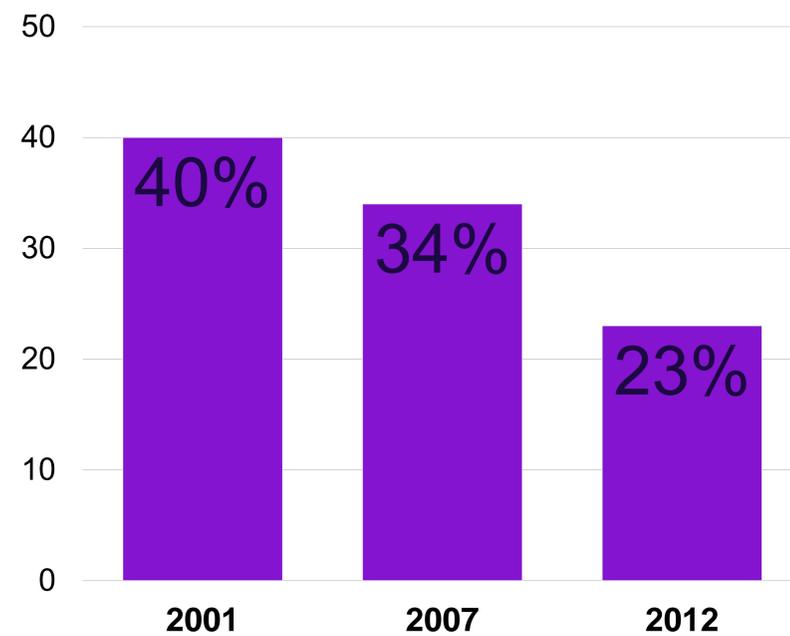
The Continuum of Substance Use (adapted from Winchester, Kelly & Sander, 2004)

The Statistics

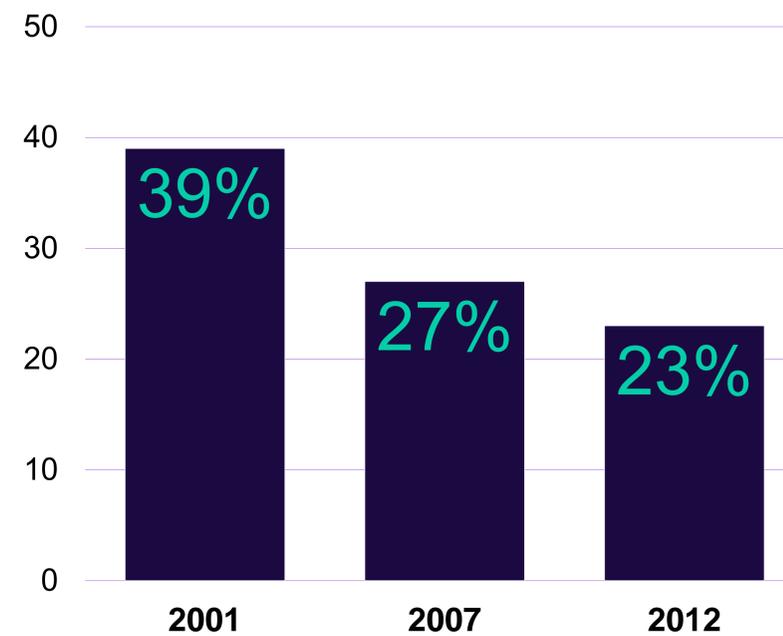


The rates are going down and other drug use is uncommon

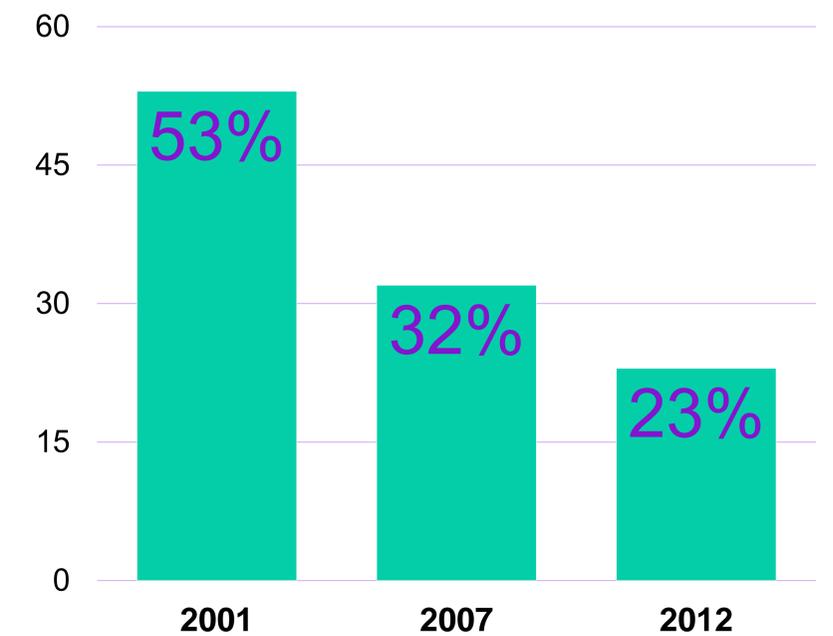
BINGE DRINKING BY STUDENTS
IN THE LAST FOUR WEEKS



STUDENTS WHO HAVE EVER
USED MARIJUANA



STUDENTS WHO HAVE EVER
SMOKED A CIGARETTE



The Statistics

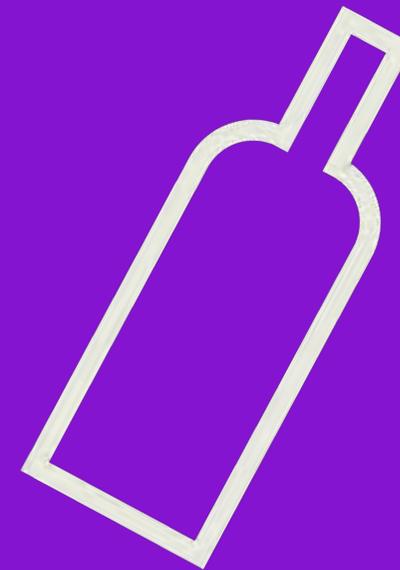


But to reach the rest, we need a different approach



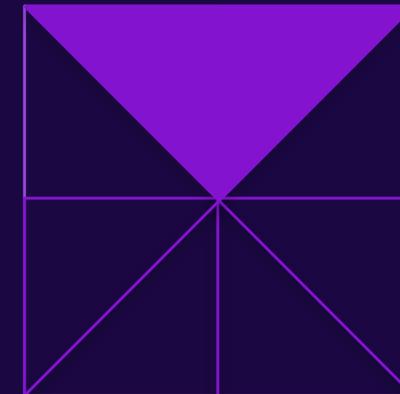
11%

of New Zealand secondary school students used substances at levels that were "likely to cause significant current harm and may cause long term problems."



50%

of the people in New Zealand who experience alcohol dependence would have developed it by the time they were 19 years of age.



02

Protective factors,
connection, and
longer term patterns

Risk Factors and Protective Factors



Protective factors buffer against the effects of substance use risk factors.

Some protective factors:

Individual

- ⊕ Internal locus of control
- ⊕ Positive sense of identity and belonging
- ⊕ Social skills
- ⊕ Critical thinking and decision making skills
- ⊕ Spiritual connection

Family

- ⊕ Family connectedness
- ⊕ Parent supervision and interest in development

School

- ⊕ School connection
- ⊕ Vocational pathway
- ⊕ Academic achievement

Community

- ⊕ Positive adult relationship outside of the family
- ⊕ Positive activities
- ⊕ Cultural connection

Some risk factors:

Individual

- ⊕ Emotional distress
- ⊕ High levels of risk taking
- ⊕ Poor social skills

Family

- ⊕ Parental substance use
- ⊕ Poor family relationships
- ⊕ Neglect or abuse
- ⊕ Family poverty and isolation

School

- ⊕ Low school connection
- ⊕ Low academic achievement
- ⊕ Peer rejection

Community

- ⊕ Lack of support, training, employment opportunities
- ⊕ Neighbourhood problems/poverty
- ⊕ Lack of positive activities

The Overlap of Peers and Identity



The importance of peers

1. NEW SCHOOL

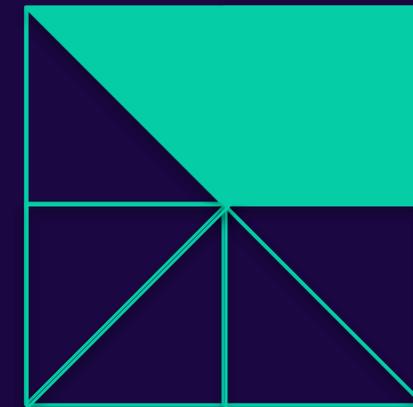
2. NEW FRIEND GROUP

Choose a group of friends to hang with, who fit with their view of themselves at that time (usually happens within the first few weeks)

3. NEW BEHAVIOURS

Decide early whether or not to adopt the behaviours of the new group

- ▶ There aren't groups of 'deviant' young people who roam around looking for new members.
- ▶ Groups are transient, new people enter, and leave constantly.
- ▶ Groups form because they have similar likes, dislikes, or views of who they are.
- ▶ Most young people identified the first few weeks of their new school as the beginning of their pathway out of school, even if the incidents happened much later.



03

Relevant facts about alcohol and other drugs

Categories



DEPRESSANTS



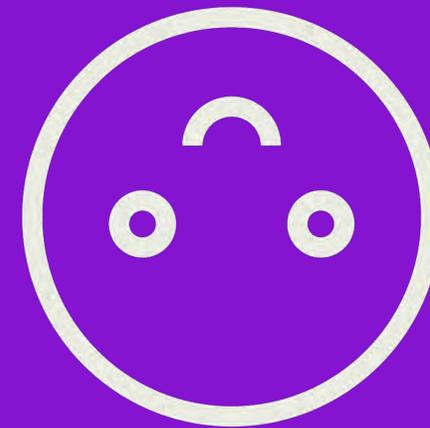
Sleepy

STIMULANTS



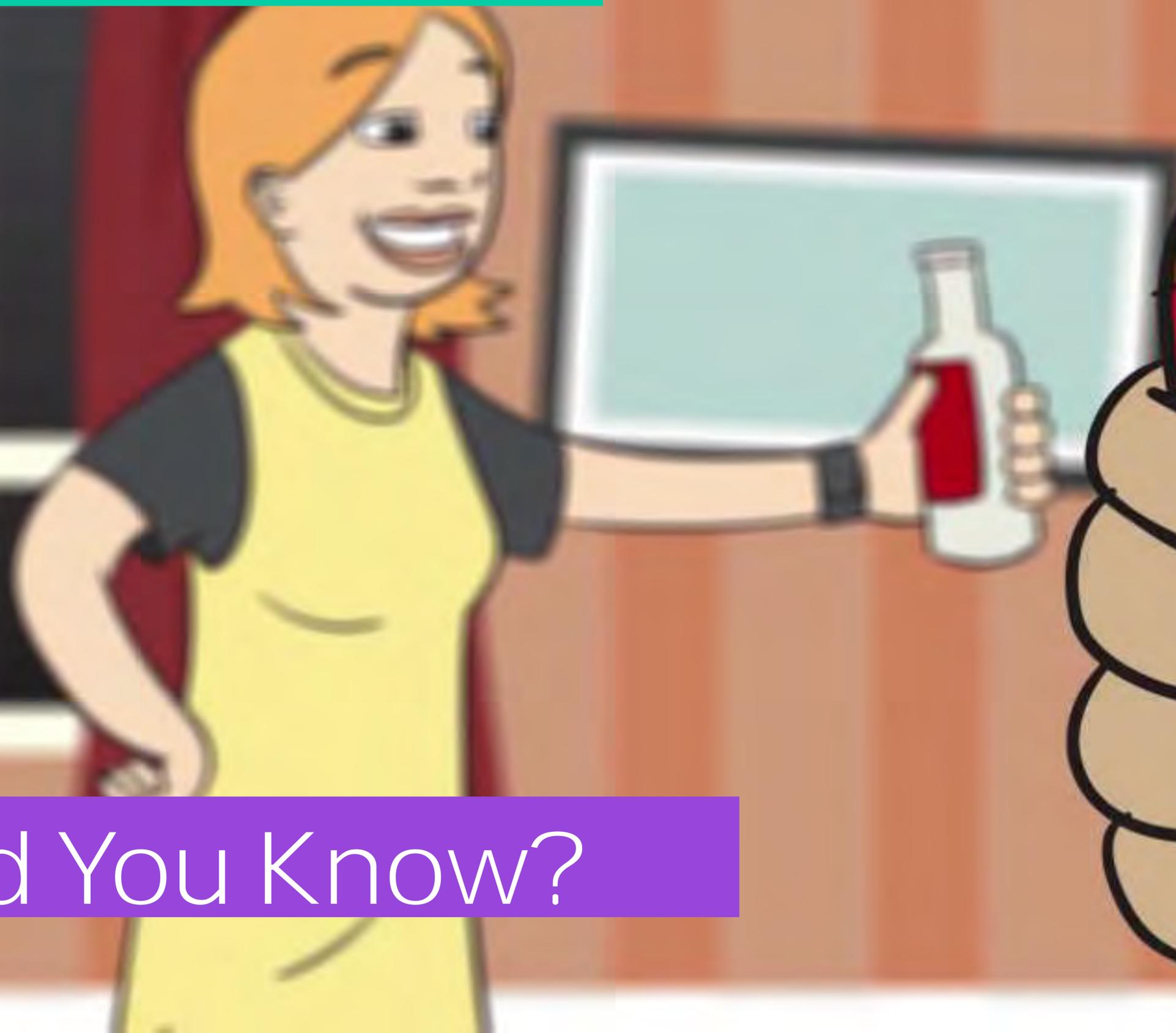
Speedy

HALLUCINOGENS



Trippy

What are the general risks for each category?
Of mixing between categories?



Did You Know?

Teenage bodies are different from adults



Stages of intoxication for young people

1.

RELAXED
AND SOCIAL

2.

LOUD
AND CLUMSY

3.

SWAYING
AND MEMORY LOSS

4.

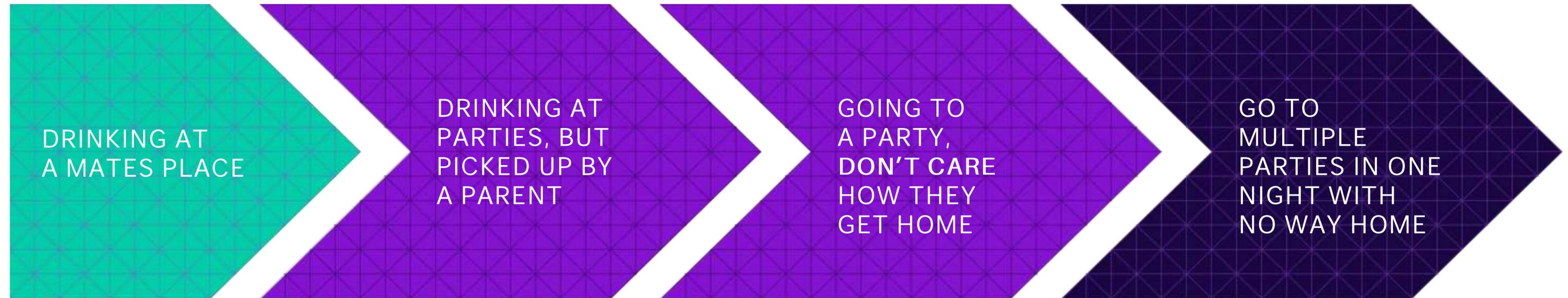
FALLING OVER
AND VOMITING



Teenage bodies don't show the physical signs that too much alcohol has been drunk as much as adult bodies.

Slurring, Passing Out & Losing Balance means they are way too drunk

Changing safe zone boundaries



Alcohol Harm Minimisation Tips

- ▶ Eat before drinking
- ▶ Count the standard drinks
- ▶ Avoid drinking while pregnant
- ▶ Check you are within your safe zone
- ▶ **Don't rely on physical indicators that apply to adult bodies**



It takes at least one hour for one standard drink to leave a typical adult body.

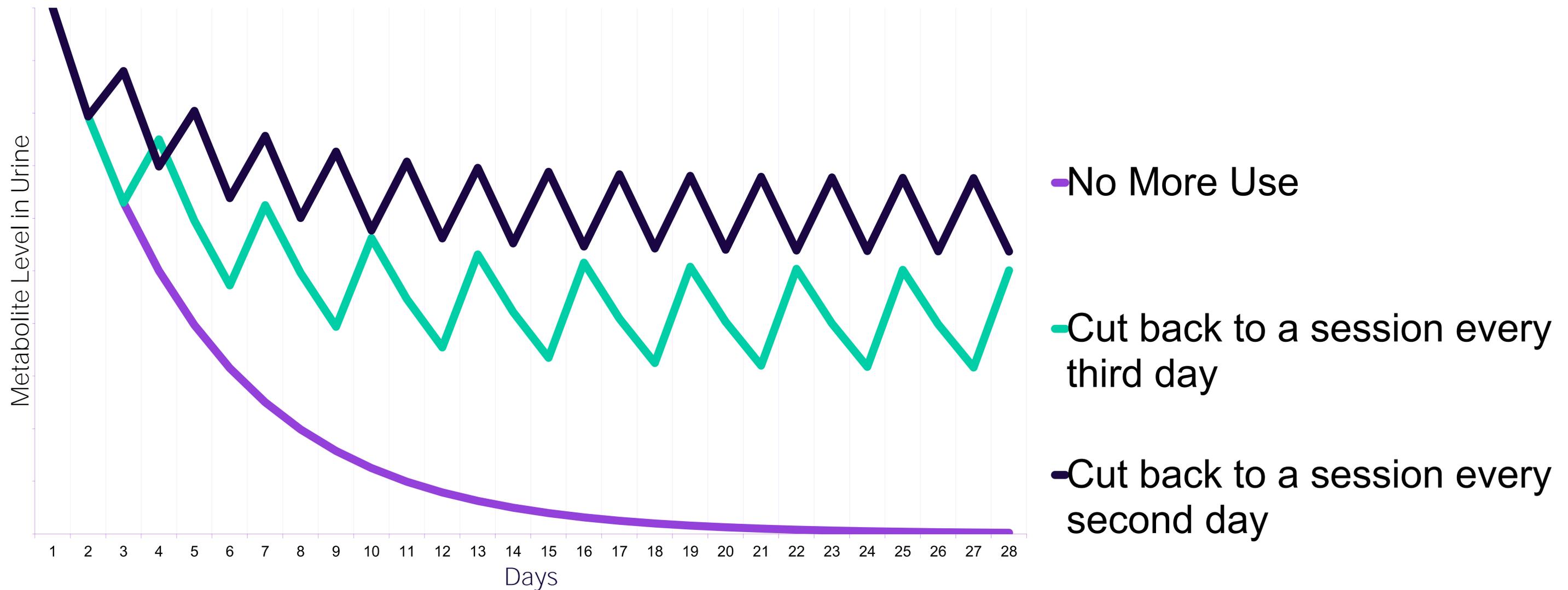
It takes longer to leave a teenage body, even though there could appear to be less signs of drunkenness.

Teenage brains are developing.



Some research indicates that while cannabis has fewer long term risks for adults, there is the potential for some for teenagers.

Urine Drug Testing for Cannabinoids is not the solution it may seem



Watch the video on nzdrug.org/drug_testing for more information

Resources

EVERY

young person will decide whether or not they will use substances.
Some will revisit this decision many times.

MANY

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SOME

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A FEW

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Did You Know Series

NZ Drug Foundation and AoD Provider Collaborative

Substances overview table

Werry Workforce, Matua Raki, NZ Drug Foundation

Bridging the Gap

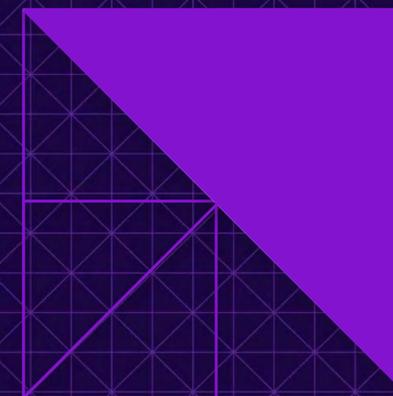
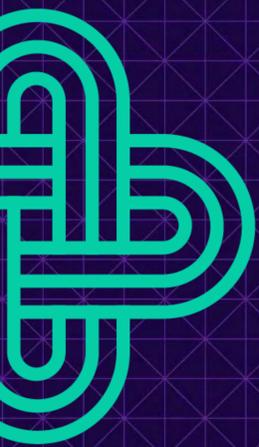
Werry Workforce, Matua Raki

Brief advice cards

Werry Workforce, NZ Drug Foundation

Drug help series

NZ Drug Foundation



04

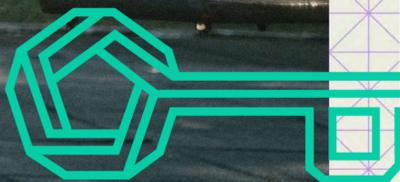
What we can all do

“I noticed ... How are things going?”

Naming this is more important than the content or the outcome of a conversation.



Knowing someone cares
is a strong protective factor.





Engage or reengage young people in supportive environments and positive activities.

This can even be helpful for young people who do not want to make changes.

Resources

**DID YOU KNOW?
YOUNG PEOPLE, DRUGS & ALCOHOL**

HOME TALKING TIPS ALCOHOL CANNABIS VOLATILE SUBSTANCES METHAMPHETAMINE CONVERSATION PLANNING

Every young person will make a decision about whether or not to use alcohol and other drugs.

Many will try alcohol and other drugs.

Some will experience short-term harms.

A few will develop long-term problems.

Having an early, rational conversation gives your young person confidence that if something comes up, they can speak to you. Having the conversation is more important than the outcome.

Tips for conversations

- Listen to what they have to say
- Avoid interrupting or having a strong reaction
- Let them know you care about them
- Set clear expectations, with realistic consequences if these expectations are broken. This is especially important for younger children, who are just beginning to develop more control over what they do.

Also remember

If you are a parent or caregiver, have fun with your young person without drugs and alcohol. This makes it easier for them to learn to relax, reward themselves, or address feelings in ways that don't involve drugs and alcohol.

NEXT

Conversation planning tool for parents

drugfoundation.org.nz/didyouknow

Key Points



Promote a positive school environment that promotes wellbeing, student connectedness, and helpseeking.

Give lots of opportunities to engage in school activities.

Identify students whose attendance or achievement is slipping and ask about alcohol and other drugs.

Offer proactive support.

Develop critical thinking skills using real life learning contexts.

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Thanks!

For more info, visit
tuturu.org.nz

