



tūturu.

Making Changes

Activities to help young people make changes



WORKSHOP FACILITATION GUIDE

A group facilitation guide to help young people explore and change their alcohol and drug use.



Acknowledgements

Many people and external organisations have contributed to the redevelopment of this programme.

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Background

Making Changes is a series of activities that help young people to think critically about their alcohol and other drug use, learn how to draw on their own strengths and take health-promoting actions.

These activities can support any young person who has used alcohol or other drugs.

People who are trained in social or health service provision can tailor their own programme by selecting the activities that fit the needs of young people they work with.

Young people learn from many experiences in their lives. These skill-based activities are designed to support young people to address alcohol and other drug-related challenges. This programme can be used to address broader wellbeing issues to develop transferable skills in other areas such as mental health and relationships.

While it has been designed for young people between 13 and 18 years of age, it can be adapted to use outside of this age bracket.



Learning objectives

KNOWLEDGE

Talking about substance use in the same conversation as other topics such as school, whānau, mental health or sex and sexuality can support young people to understand that their wellbeing is interconnected.

ATTITUDE

To feel comfortable having open, honest, non-judgmental discussions with young people about substance use and wellbeing.

SKILL

You will use your existing training and experience working in the social or health field to:

- Create opportunities for open, honest and non-judgmental discussion about substance use and wellbeing.
- Support participants to complete activities that help them reflect and develop their skills, and enable agency.
- Inspire participants' curiosity and excitement about self-reflection and uncovering their potential.

KEY POINTS

Alcohol and other drugs are among the many things that young people make decisions about and experience.

You don't need to separate your kōrero about substance use from other topics; bridging conversations between substance use and other areas that affect their wellbeing can be beneficial for any young person involved with the programme.



Resources

***Making Changes* facilitation training** equips facilitators to effectively deliver the *Making Changes* programme. This training is required before mentoring others to deliver any content.

This guide outlines how to tailor your programme and includes some suggested activities. All of the activity worksheets mentioned in this guide are available at tuturu.org.nz/changes.

You may also like to complete the Tūturu online learning modules. The modules focus on different topics that help form a foundation for conversations with young people about alcohol and other drugs, they take approximately 20 minutes to complete.

These can be found at tuturu.elearning.nz and cover topics such as:

- Introduction to alcohol and other drugs and how to talk about them
- Introduction to reflective listening (motivational interviewing)
- How to support people from families under long-term strain



How to structure your programme

There are eight learning topics in this programme that help young people explore their experiences. Each topic has activities that facilitators can use to explore with participants.

Needs will differ between individuals and groups. Activities can be used in the following structure or adjusted to reflect need. If participants can demonstrate skills previously covered, you can choose to start your programme with one of the later activities. Learning topics are structured to build on the information and skills taught in the previous sessions, and it is recommended that facilitators consider this before making adjustments.

To establish your programme's starting point, reflect on the following questions.

Can the young person...	Questions
	<ul style="list-style-type: none">• reflect on and talk about "ko wai au/who am I" and their wellbeing?• identify their existing and potential strengths?• identify who is important to them and the relationships that help them to be well?
Can the young person...	<ul style="list-style-type: none">• understand key concepts about mental wellbeing?• understand key concepts about alcohol/cannabis/other drugs/harm reduction?• communicate positively and assertively with others?• identify risky situations and take action to reduce risks?• identify tools and behaviours that can be used to reduce harm from AoD use?

► **If the answer is yes to any of these questions, you can choose one of the following:**

1. Include the activity as a refresher and/or reflection exercise.
2. Skip the activity and summarise key points with the group.
3. Skip the activity.

These activities can be used with individual young people, outside of a group programme. Some considerations for whether an individual or group programme is more appropriate:

- Timings and availability
- What each young person needs (skills and developmental needs)
- Whether the context allows for safe group discussion

Activities are designed for group settings. Working with individuals will require adjusting (e.g., one-on-one conversations will replace group discussions).

A step-by-step guide to setting up your programme

1 Prepare

You will need to explore what the participants need from the programme and the logistics of how you will provide that.

Consider the participants' needs:

- **What other support is available for the participants?** This may be family, community, peers, or other organisations that can provide relevant support.
- **What needs to occur before the programme begins?** This may be assessments that your organisation uses or kōrero to identify additional needs. This programme focuses primarily on drug and alcohol use, however, broader wellbeing conversations can enhance effective engagement. This acknowledges that a holistic approach that considers intersections of experiences is effective.
- **What information and skills do they need to develop?** Use the learning questions in this guide to decide where to start in the programme.
- **Are there adaptations you may need to make to reflect their context?** E.g., sexuality, ability or disability, culture, ethnicity, religion.
- **What information do they need to participate?** Their parents or caregivers may need to be informed or provide consent (check with your organisation around appropriate policy).
- **Will you use the Substances and Choices Scale (SACS) to understand individual substance use?** Using the SACS could also be a way to engage individually with each young person. This scale was developed and validated in Aotearoa New Zealand. Training is provided by Whāraurau and more information is provided at the end of this guide.

Consider the logistics of the group:

- How many weeks will the programme run?
- Who will facilitate the group?
- What support will the facilitators need?
- What time will it be?
- What venue will you use?
- How many participants will you have?
- How will the co-facilitators plan together?
- How will young people get to group sessions? If you are delivering this within the school environment and during class time, you may need to plan with their teachers to ensure continuity of learning.
- How you will remind participants of session times?
- How you will maintain informed consent and appropriate privacy practices?
- You may like to use to use the 'Plan Your Programme' template for the group. This can be downloaded from tuturu.org.nz/changes.

2 Deliver

Building trust and developing relationships between everyone in the room is essential.

You can begin the programme by setting group culture – this can help set expectations for how the group members will interact and support each other.

These actions can support the process:

- Being genuine in your approach.
- Connecting individually – this could be many small interactions.
- Being warm, empathetic and respectful.
- Using humour and engaging activities.

The setting

- How do you want the space set up (e.g., in a circle, on the floor)?
- Are there any distractions?
- Is it private?
- What would you like participants to use (e.g., pens, worksheets)?
- Will you provide kai and beverages?

The ice-breaker (optional)

Ice-breakers help shift energy within the group and the room, and build rapport and relationships between participants.

You may want to consider:

- If you want the energy to be active or focused.
- If you want each participant to say something.
- If the participants know each other, what do they need to form into a group?

Opening kōrero

The opening kōrero is a process that helps participants to be 'on the same page' and introduces broad ideas about the activity and session:

- How might you introduce the topic for the session? This could be introducing some of the key points and beginning to relate the topic to their and others' experiences. This could include movement, reflection or discussion.

The activities

The activities are designed to stand alone and require facilitators to build the session around them; this may include an ice-breaker and opening kōrero.

Questions can help participants recall what was covered previously.

- Pick activities that match how participants engage. Some groups prefer to sit and talk with each other. Others may prefer to move around the room.
- Reinforce prior learning and link it to the current topic.
- Use the key points and expansion questions to guide the conversation.

Closing kōrero

The closing kōrero helps participants identify what was important during the session and next steps.

- Summarise key points and explain if there are actions participants need to take between sessions (e.g., goals or substance use logs).
- You may want to reflect on themes from the session (e.g., what topics did people connect with? What were the key take-aways?)
- Think about what participants will do after the session and consider how to support this transition.
- Allocate time for the group to close. It can be jarring for a group member to be in the middle of self-reflection and then abruptly move into a different activity or space.



Suggested structure for each session:

1. Welcomes and ice-breaker.
2. Opening kōrero: introducing key points and framing the activity.
3. Topics and activities for the session.
4. Closing kōrero: summary of key points and reminder of what needs to be completed between sessions.
5. Closing.

3 Finish

Completing this programme is an achievement and celebrating this appropriately is important. Bring your organisation and group flavour to how you want to do this.

You can also consider:

- How you might follow up with participants.
- How you might reflect on what the group has explored together, including how participants might use the skills to overcome other challenges.
- How you might acknowledge what each group member has contributed and achieved. Highlight their strengths during this process.
- Whether you want to use kai and/or certificates.
- Complete the documentation your organisation requires.
- Ensure the privacy of participants and their information can be maintained after the programme has finished.

4 Reflect

Reflect on how the programme went. You could note what worked well and what you might like to adjust next time.

Consider

- Talk through the successes and challenges with a supervisor.
- Consider how you might adjust the programme next time.
- Consider how the programme fits with your organisation's policy and approach.
- Consider what you would like to learn to complement the programme for next time.

The closing kōrero helps participants identify what was important during the session and next steps.

- Summarise key points and explain if there are actions participants need to take between sessions (e.g., goals or substance use logs).
- You may want to reflect on themes from the session (e.g., what topics did people connect with? What were the key take-aways?)
- Think about what participants will do after the session and consider how to support this transition.
- Allocate time for the group to close. It can be jarring for a group member to be in the middle of self-reflection and then abruptly move into a different activity or space.

Tips for discussing alcohol and other drugs with young people

Create an environment that encourages people to talk honestly.

This may be the first time a young person has had a non-judgemental kōrero about substance use, and they may be apprehensive about what is going to be discussed.

They might expect to be judged or shamed and this can lead to some young people appearing defensive or disengaged.

These factors help young people to talk honestly about alcohol and other drugs:

▶ **Establish a positive culture**

You may want to create the group culture together and regularly refer to it throughout the programme. A visual reminder can help. You can find activities to set the group culture further on in this guide and on the website.

▶ **Use a positive youth development approach**

Young people connect best with programmes that facilitate relationship building through well-planned activities. Priority needs to be given to ensuring young people feel connected, using strengths-based approaches that prioritise their stage of development and include a series of best-practice principles.

▶ **Build relationships**

People share openly and honestly when they trust the person they are talking to. You might want to structure relationship-building activities into your group session (e.g., pepeha, sharing experiences) or plan for informal time together (e.g., kai and kōrero). The group will also get a sense of who you are from how you respond to them.

▶ **Use language that is youth appropriate and easy to understand**

This helps everyone to participate in the discussion. You may want to check the group has understood what you are talking about – they may not feel comfortable letting you know that they don't understand.

You may want to consider how youth development principles are included in your approach and build these into your interactions with participants.

More information can be found at the end of this document under 'Helpful websites and links' and 'Training opportunities'.

▶ **Encourage people to talk and think honestly**

Everyone makes their own choices about using alcohol and other drugs. Taking risks and experimenting is a normal part of growing up, and sometimes that can involve alcohol and other drugs.

▶ **Begin the kōrero with where young people are at, not where you want them to be**

This may include giving them accurate information, tools and support to reduce harm if they choose to use substances.

Young people experiment, try new things and test their limits, and sometimes this can involve trying alcohol and drugs. Advice that focuses on abstinence or emphasises extreme harm can be seen as unrealistic and unrelatable. This may lead young people to look for sources they feel are more honest and authentic.

▶ **Know your own level of comfort about disclosing personal information before you begin the programme**

Young people will be curious and ask you questions. It might help to prepare what you are comfortable sharing with them before the group begins. This is a good topic to explore with colleagues or your supervisor.

▶ **Let participants know they can speak privately with you after the session**

Young people can over or under-report their substance use to appear a certain way in front of others. It is helpful to clarify this information with the young person by asking them about their use again in a one-to-one context if you hear something concerning.

Participants may build trust in you and share information that they are not ready to share with others. Letting people know they can speak privately may encourage young people to reach out.

Encourage reality checking

- ▶ It is common for participants to assume that everyone else is using substances all the time. This is often not the case, however, it can feature heavily in a participant's decision making about their own use. More information can be found about health and wellbeing statistics for rangatahi in Aotearoa at youth19.ac.nz.

Access further support

- ▶ Regularly discuss support options in your area, normalise therapeutic and health support services and encourage young people to access support if needed. This may require you to take a young person to a service or introduce them to a colleague who can support them appropriately.

You can open up group discussions with non-judgemental and neutral statements, such as, "That's a good point, does anyone else have any thoughts on this?"

Let them revisit those statements later in the discussion by asking a similar question.

Questions to consider:

Am I comfortable sharing information about my substance use with participants? Why?

Is it helpful to the participant for me to share this information, what is the benefit?

Things to **avoid** when discussing alcohol and other drugs with young people

▶ **Sharing personal views and biases**

The aim is to encourage young people to share their ideas, whatever they may be. Sharing your personal views may cause them to feel judged, or that their views are wrong. This may cause them not to share openly and honestly.

▶ **Getting into arguments about AoD use rather than encouraging critical thinking**

Arguing against a young person's view may cause them to feel like they must defend their position. Instead, presenting opportunities to help a young person think critically can be useful.

▶ **Making people feel ashamed about their substance use by putting them down, embarrassing them or telling them it is wrong**

Making people feel ashamed may cause them to avoid sharing honestly in the future and create feelings of guilt or anger. It creates an unhelpful atmosphere in the group and models to other group members that they can criticise or shame each other.

Referring back to the 'group culture' exercise can pivot unhelpful comments and can be used to make the group a safe place to share.

▶ **Criticising friends and family for using alcohol and other drugs**

This shuts down conversation and doesn't consider the context around those people. Criticising important people in someone's life can make them defensive, angry or upset towards the person who made the comment.

▶ **Using stigmatising language**

The language we use to discuss alcohol and other drugs is important. By using stigmatising language, facilitators can shut conversations down, perpetuate harmful stereotypes and create barriers to support.

More information on language can be found here: tepou.co.nz/resources/language-matters







Complementary activities

These complementary activities may be useful in your sessions and can be used when you think they will support learning.

There are two example activities for each topic.

All of the example activities mentioned in this guide can be downloaded from tuturu.org.nz/changes, and you can find additional examples for some of these topics at tuturu.org.nz/toolkit.

1. Setting group culture

We recommend you start the programme with one of these activities.

2. Substance use and wellbeing log

You can use these example activities to introduce substance use logs.

3. Goal setting

You can use these example activities to include goal setting to make changes.

Setting group culture

Learning objectives

KNOWLEDGE To understand the important values required to work together as a group.

ATTITUDE To agree to work together, demonstrating these values.

SKILL To practise effective group-discussion skills.

KEY POINTS

- Positive group culture is fundamental to effective activities and sessions; these activities can set an expectation for how the group interacts.
- Privacy and confidentiality are crucial for this group to be effective. Discuss different scenarios and ensure that each group member has agreed to maintain confidentiality.
- Continue to revisit group culture during sessions. Getting agreement is the first step; however, ensuring positive group culture is consistently demonstrated will facilitate effective engagement.

SUGGESTED QUESTIONS TO EXPAND GROUP DISCUSSION

- Why is a group agreement important when talking about substance use?
- Where else do participants use a group culture/agreement? How is it useful/not?
- When can we use our group agreement? When might it be useful?

ONE

Supplies

Value cards (available at tuturu.org.nz/changes), large sheet of paper, marker pens.

Suggested structure

1. **Opening kōrero:** in a circle, facilitate a kōrero or short activity that introduces the key points involved in the session. Frame the key points to align with participants' experiences or ask expansion questions.
2. **Place example cards of group values** in the middle of the circle.
3. **Invite each group member to pick one** that is important to them.
4. **One group member at a time names the value that is important to them** and hands the card to the facilitator to stick on a large sheet of paper.
5. **The facilitator then leads a group discussion around:**
 - a. if the group approves of all the values on the paper
 - b. if there are any values missing
 - c. concrete examples of what each value means
 - d. how the group might use these in every session and help keep each other accountable to them.
6. **Closing kōrero:** summarise the key themes from the activity. Encourage participants to discuss what they learnt through reflection or expansion questions.

TWO

Supplies

A4 paper, pens, large sheet of paper, marker pens.

Suggested structure

1. **Opening kōrero:** in a circle, facilitate a kōrero or short activity that introduces the key points involved in the session. Frame the key points to align with participants' experiences or ask expansion questions.
2. **Separate the group into pairs.**
3. **Each pair talks about previous groups or teams that they have liked**, write these on paper.
4. **Pairs feed back to the larger group** and add their values to a large sheet of paper.
5. **The facilitator then leads a group discussion around:**
 - a. if the group approves of all the values on the paper
 - b. if there are any values missing
 - c. concrete examples of what each value means
 - d. how the group might use these in every session and help keep each other accountable to them.
6. **Closing kōrero:** summarise the key themes from the activity. Encourage participants to discuss what they learnt through reflection or expansion questions.

Substance use and wellbeing logs

Learning objectives

You can choose to incorporate substance use logs in your programme. The following activities can support you in introducing the concept. Ask young people to complete them between sessions and discuss what they have noticed as an initial exercise.

KNOWLEDGE To improve awareness around their own patterns of use and wellbeing.

ATTITUDE To encourage curiosity and self-reflection on their own patterns of use and wellbeing.

SKILL To develop skills in self-reflection.

- KEY POINTS**
- Our thoughts and feelings can affect our behaviour. Noticing the connections between these can help us become aware of how they influence our wellbeing.
 - Keeping track of substance use is a useful skill that everyone can practise and it can help people feel in control of the substances they choose to use.
 - Keeping a log of when and how much alcohol and other drugs a person has used can help to identify patterns. It also helps to identify if there are thoughts, feelings or actions that prompt a person to use these substances.
 - Each person will fill in four fields - what was used, the amount used, what happened and feelings.

SUGGESTED QUESTIONS TO EXPAND GROUP DISCUSSION

- Why is keeping a log about substance use and how you feel useful?
Why do you think we are doing this?
- What is another way you can keep track of what substances you have used?
- What did you notice about your substance use?
- What were the situations like when you used alcohol and other drugs?
What were you thinking/feeling/doing?
- Were there times that you used more than you thought you would?
What were you thinking/feeling/doing at the time?

Here are two example activities that you can use. Review each one and pick the option that you think will work best for your group of young people. Once you feel confident with the material, feel free to create your own options.

ONE

Supplies

A3 paper and pens (or whiteboard), substance use log (available at tuturu.org.nz/changes).

Suggested structure

1. **Opening kōrero:** in a circle, facilitate a kōrero or short activity that introduces the key points involved in the session. Frame the key points to align with participants' experiences or ask expansion questions.
2. **Ask the group to think about the last time they felt a strong emotion**, e.g., anger, nervousness.
3. **Give each group member a blank sheet of paper** and ask them to write down the feeling, then to write down what was happening at the time.
4. **Explain that this is a useful reflection skill that they can learn** and each group member will practise this skill when they keep track of their own substance use.
5. **Hand out a log sheet** to all participants.
6. **As a large group, complete an example on a large sheet of paper or a whiteboard**, so everyone can see it.
7. **Ask each group member to complete their log worksheet** over the next week and bring it with them to the next session.
8. **Closing kōrero:** summarise the key themes from the activity. Encourage participants to discuss what they learnt through reflection or expansion questions.

TWO

Supplies

A3 paper and pens (or whiteboard), substance use log (available at tuturu.org.nz/changes).

Suggested structure

1. **Opening kōrero:** in a circle, facilitate a kōrero or short activity that introduces the key points involved in the session. Frame the key points to align with participants' experiences or ask expansion questions.
2. **Hand out a log worksheet** to each participant.
3. **As a group, complete an example on a large sheet of paper or a whiteboard**, so everyone can see it and contribute to it.
4. **Ask each group member to complete their log worksheet** over the next week and to bring it with them to the next session.
5. **Closing kōrero:** summarise the key themes from the activity. Encourage participants to discuss what they learnt through reflection or expansion questions.

Setting and achieving goals

Learning objectives

You and the participants can choose to include goal setting in this programme. A young person may want to change the way they use substances but require small steps to achieve this. By coaching them along the goal-setting process, this becomes more achievable. Successful goals that are both alcohol and drug focused and generic can contribute to a sense of self-worth and increased wellbeing.

CAN THE YOUNG PERSON..?

Identify what they might like to change, how to set goals and work towards achieving them?

KNOWLEDGE

To understand how to set realistic goals and have the insight to know how these can contribute to their wellbeing.

ATTITUDE

To feel their goals are achievable and valuable.

SKILL

To be equipped with the tools to set, progress and adapt personal goals.

KEY POINTS

- Identifying realistic and exciting goals can enhance identity and wellbeing.
- A realistic goal may require several small steps, slowing down, or acknowledging potential setbacks.
- Progress is measured in more than goal progression, such as by reviewing and adapting steps. Discussing goals helps maintain momentum.
- Encourage participants to explore many goals they are excited about and can achieve. This includes substance-focused and generic goals.
- Goal setting is a skill that is learnt and developed, practising goal setting helps.

SUGGESTED QUESTIONS TO EXPAND GROUP DISCUSSION

- What are some goals you might consider when you are 20?
- What is something that you have worked for and achieved?
- How will some of your strengths help you achieve your goal?
- Who would you like to tell about your goal, and how might they support you in achieving it?

Here are two example activities that you can use. Review each one and pick the option that you think will work best for your group of young people. Once you feel confident with the material, feel free to create your own options.

ONE

Supplies

Goal statement worksheets (available at tuturu.org.nz/changes), 25 sheets of A4 paper.

Suggested structure

1. **Opening kōrero:** in a circle, facilitate a kōrero or short activity that introduces the key points involved in the session. Frame the key points to align with participants' experiences or ask expansion questions.
2. **Explain: sometimes we need or want to do tricky things** and we need to work out the best way to achieve them.
3. **Place 25 sheets of A4 paper on the floor** in a five-by-five grid.
4. **Ask the group to line up**, with the person at the front of the line at one corner of the grid. Explain that this is the start point.
5. **Explain that this grid is a maze**, and you have a sheet of paper that has the pathway through the maze (complete this now or beforehand) written on it and you will not be showing them the pathway. From a sheet of paper, they can take a step to the sheet of paper directly forward, backward, or to either side (no diagonal steps, and no skipping over papers). The maze will end on one of the other three corners. They are not allowed to speak, and will watch the person in front take their steps to figure out how to get through the maze. If someone takes a step that is not on the route of the maze, you will make a buzzer noise and they must go to the back of the line. The next person has their turn.
6. **Run the activity until the whole group completes the maze.**
7. **Ask the group to reflect on a few points:**
 - a. How did they make it through the maze?
 - b. What could have made it quicker?
 - c. How did they feel when they heard the buzzer?
8. **Invite the group to be seated again.**
9. **Explain that setting goals, learning from mistakes (ours and other people's) and trying are useful skills to learn.** Sometimes the buzzer, or being told that we haven't achieved what we set out to do, can feel disappointing. It can also feel as if we have done everything wrong and need to start from scratch. However, as we noticed in this activity, we know the right steps that we took earlier, and we can learn from each other's mistakes.
10. **Explain: we are now going to use our goal statement worksheets** to set a goal for the first week. Ask participants to fill in their own goal for the week.
11. **Come back together as a group** and each participant shares their goal; they can choose to pass if they don't want to share.
12. **Encourage participants to support each other in achieving their goal** and to ask for support when they need it.
13. **Closing kōrero:** summarise the key themes from the activity. Encourage participants to discuss what they learnt through reflection or expansion questions.

Here are two example activities that you can use. Review each one and pick the option that you think will work best for your group of young people. Once you feel confident with the material, feel free to create your own options.

TWO

Supplies

Goal statement worksheets, SMART goals worksheet, 25 sheets of A4 paper.
Both worksheets available at tuturu.org.nz/changes.

Suggested structure

1. **Opening kōrero:** in a circle, facilitate a kōrero or short activity that introduces the key points involved in the session. Frame the key points to align with participants' experiences or ask expansion questions.
2. **Divide the group into five sub-groups** and number them 1 to 5.
3. **Explain that there are ways to make goals easier to achieve** and using the SMART goal criteria is one way to do that.
4. **Give each group an envelope containing one of the SMART goal criteria** (numbered 1-5), including an explanation of the criterion and instructions on how to change a goal to make sure it meets that criterion. The criteria are: Specific, Measurable, Attainable, Realistic and Timely.
5. **Give the first group a simple generic goal** (e.g., I want to cut down on alcohol) and ask them to follow the instructions in their envelope.
6. **After Group 1 has made changes to the goal, they pass the new goal to the next group** to make changes according to their criterion, until all the groups have made changes.
7. **The facilitator then leads a group discussion** around: a) sharing the different criteria; b) the differences between the start goal and the end goal, and how the SMART criteria make the goal easier to achieve; c) what else makes goals easier to achieve? For example, completing goals together with friends.
8. **Turn to the goal statement worksheet and, with the help of a facilitator and peers, complete the worksheet together.**
9. **Closing kōrero:** summarise the key themes from the activity. Encourage participants to discuss what they learnt through reflection or expansion questions.



Topics and activities

There are eight learning topics in this programme. Each topic has two example activities that support young people to explore their situation. Feel free to adapt the examples to best suit the people you work with.

It is recommended that you follow the order of activities in this guide. Each activity builds on the information and skills taught in previous sessions. However, if participants can demonstrate skills covered in earlier sessions, you may want to skip to later activities.

Reflect on these questions to choose where to start your group programme:

Can the young person...

- reflect on and talk about “ko wai au/who am I” and their wellbeing?
- identify their existing and potential strengths?
- identify who is important to them and the relationships that help them to be well?
- understand key concepts about mental wellbeing?
- understand key concepts about alcohol/cannabis/other drugs/harm reduction?
- communicate positively and assertively with others?
- identify risky situations and take action to reduce risks?
- identify tools and behaviours that can be used to reduce harm from AoD use?

► **If the answer is yes to any of these questions, you can choose one of the following:**

1. Include the activity as a refresher and/or reflection exercise.
2. Skip the activity and summarise key points with the group.
3. Skip the activity.

In each learning step you will find:

- A question to reflect on. This will indicate whether to complete the activities in this step.
- A short description of the topic. This will help frame the activities and kōrero.
- A table outlining the learning objectives, including the knowledge, attitude and skill. This will help identify the outcomes of the activities and kōrero.
- Key points: these can be used in the opening and closing kōrero and to guide your conversation through the activity.
- Suggested questions to expand discussions with young people and in a facilitator debrief. These can help introduce activities, expand conversations and enable kōrero that goes deeper.
- Two example activities. These include suggested instructions and templates to use. All activities mentioned in this guide are available at tuturu.org.nz/changes.

Can the young person reflect on and talk about “**Ko wai au/Who am I?**” and their wellbeing?

Learning objectives

Self-awareness plays a central part in our actions and behaviour. Young people are exploring their identity, and their wellbeing is connected with this. Exploring these concepts and connecting them to substance use supports young people to identify when they are feeling well and when they need support.

KNOWLEDGE

To be able to describe key aspects of who they are and what is important to them.

ATTITUDE

To know their wellbeing is important and that it can develop and change.

SKILL

To be able to reflect on their wellbeing and understand ways for it to develop.

KEY POINTS

- *Ko wai au?* is a Māori concept for exploring the important aspects of ‘who I am’. This might include the people, places and values that are important to a person. It is about identity of past and present.
- *Wellbeing* is the concept of feeling good and functioning well. It includes many components, such as mental, emotional and spiritual health; family, peer and community health; connection with culture and a sense of purpose and belonging.
- *Te Whare Tapa Whā* is a wellbeing model that demonstrates how important it is to be healthy across different areas of our life; if one area is weaker than others, feelings of wellbeing may be unbalanced. The four areas are: Te Taha Whānau (family and social wellbeing), Te Taha Tinana (physical wellbeing), Te Taha Wairua (spiritual wellbeing), Te Taha Hinengaro (emotional/mental wellbeing).
- Our identity and wellbeing are linked together. A positive sense of identity can contribute to wellbeing.
- Reflecting on our life and wellbeing is important to help us feel in control of our life and choices.
- Knowing who we are and what is important to us helps us to be healthy and well.

Example activities

Can the young person reflect on and talk about “Ko wai au/Who am I?” and their wellbeing?

Here are two example activities that you can use. Review each one and pick the option that will work best for your participants. Once you feel confident with the material, feel free to create your own options.

ONE

Supplies

Te Whare Tapa Whā worksheet, Values worksheet (optional), pens, whiteboard pens.
Both worksheets available at tuturu.org.nz/changes.

Suggested structure

1. **Opening kōrero:** in a circle, facilitate a kōrero or short activity that introduces the key points involved in the session. Frame the key points to align with participants’ experiences or ask expansion questions.
2. **Hand out Te Whare Tapa Whā worksheet** and explain the model and how it relates to wellbeing. As a group, brainstorm examples of what might sit in each taha, and talk through each of them.
3. **Turn to the worksheet, ask each group member to identify one thing they are proud of** and one thing they would like to develop for each section of Te Whare Tapa Whā. Write that on their worksheet.
4. **Open a sharing space**, where group members can share what they feel comfortable sharing from their reflection.
5. **Explain that when one taha (wall) is weak, it can create imbalance in the whare.**
6. **There is an optional extra step in the pop-out box.**
7. **On the whiteboard, come up with many different values that are important to people.** Talk about how we know if values are important to us, and how we demonstrate them.
8. **Optional step:** Ask participants to think about where the top values would sit in Te Whare Tapa Whā, write these into the taha sections on their Te Whare Tapa Whā worksheet.
9. **Closing kōrero:** summarise the key themes from the activity. Encourage participants to discuss what they learnt through reflection or expansion questions.

For a physical demonstration of this, put a chair in the middle of the circle. Explain that each leg of the chair is one taha.

Ask for five volunteers: one person sits on the chair and four others each hold one corner of the chair up in the air (holding the person on the chair in the air). Explain that when each taha is strong then the person is stable. When one taha is weak, the whole person can fall down.

TWO

Supplies

A4 paper, pens.

Suggested structure

1. **Opening kōrero:** in a circle, facilitate a kōrero or short activity that introduces the key points involved in the session. Frame the key points to align with participants’ experiences or ask expansion questions.
2. **Give each group member a sheet of A4 paper.**

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TWO (cont.)

- 3. Introduce to the group that they are going to be reflecting on themselves** and will do a short and simple spoken-word piece. They will do this by completing the sentence starters (which you will give), writing the first things that come to their minds. These don't have to be deep and meaningful.
- 4. Ask the group to do the next part in silence** or in pairs to help each other 'get in the zone'.
- 5. Read out the following sentence starters (or write them on a whiteboard)**, and support each group member to complete the sentence on their paper. Hint: phrasing the sentence starters and instructions in the following way can help – write "I am" on your paper, and complete that sentence with (e.g.) two words that describe you.
- 6. First verse:**
 - I am (two words that describe you)
 - I wonder (something you are curious about)
 - I hear (a sound that can be something you are actually hearing now, or an imaginary sound)
 - I see (something that you are actually seeing now, or an imaginary sight)
 - I want (something that you would actually like)
 - I am (exactly the same line as the first line)
- Second verse:**
 - I pretend (something that you pretend to do)
 - I feel (something that you actually feel, or an imaginary feeling)
 - I touch (something that you actually touch, or something metaphorical)
 - I worry (something that you actually worry about)
 - I cry (something that you feel sad about)
 - I am (exactly the same line as the first line)
- Third verse:**
 - I understand (something that you believe to be true)
 - I say (a statement that you believe in)
 - I dream (something that you dream about)
 - I try (something that you put in effort to do)
 - I hope (something that you hope for)
 - I am (exactly the same line as the first line)
- 7. Ask the group to pause** (people can feel many emotions while completing these sentences), and congratulate them for writing a spoken-word piece about themselves.
- 8. Invite each group member to say their spoken-word piece to the rest of the group.** You may need to go first. Ensure that you encourage and acknowledge each group member after they have shared theirs. It takes courage to share creative things about ourselves.
- 9. Closing kōrero:** summarise the key themes from the activity. Encourage participants to discuss what they learnt through reflection or expansion questions.

SUGGESTED QUESTIONS TO EXPAND GROUP DISCUSSION

- What influences how we see ourselves and our wellbeing?
- What is wellbeing? What is identity? How do you think wellbeing and identity are connected?
- How might alcohol and other drugs affect our wellbeing and how we see ourselves?
- What might change how we see ourselves?

Can the young person identify their existing and potential strengths?

Learning objectives

It can be useful for young people to explore their strengths. Identified strengths can be used in subsequent activities and kōrero when discussing how to reduce harm. This will support young people to reflect on how their substance use may be impacting them and how their strengths can support them to make change.

KNOWLEDGE To understand that there are many strengths in their life and know that they can build on these using the aspects of “Ko wai au?/Who am I?”

ATTITUDE To value their strengths and how these contribute to wellbeing.

SKILL To name some of the existing strengths and potential strengths in and around their life.

KEY POINTS

- Everyone has skills, values and attributes that help them to be healthy and successful. These are personal strengths. Having a strength does not mean that a person is the best at that skill, value or attribute.
- Strengths are positive aspects that support the wellbeing and identity of a young person. How this is interpreted can vary for each person and may include physical strengths (enjoying sport or physical activities), emotional (having empathy or being kind to others), social (having relationships that make them feel good) or mental (enjoying a subject and being interested in learning or doing).
- There are also strengths in the situation that a person may be in and the relationships that they have with the people around them. These can be things like having trusting relationships with whānau, feeling like they belong at their school, and being part of a community that cares about young people.
- Sometimes we don't know what our strengths are, or what the strengths could be in the situation we are in and relationships we have with the people around us. It can help to have people around us tell us what strengths they see. There are frameworks such as the Johari window that help us to learn more about ourselves.
- The Johari window has four areas to explore:
 1. The open area includes things that you know about yourself, and that others know about you.
 2. The blind area includes things that you don't know about yourself, but that others know about you.
 3. The hidden area includes things that you know about yourself, but that others don't know about you.
 4. The unknown potential area includes things that you don't yet know about yourself, and that others don't know about you.
- You learn more about your unknown potential by sharing more about yourself and learning more about how other people view you.

Here are two example activities that you can use. Review each one and pick the option that will work best for your participants. Once you feel confident with the material, feel free to create your own options.

ONE

Supplies

Strength cards, Whai tikanga pleasant events schedule.
Both worksheets available at tuturu.org.nz/changes.

Suggested structure

1. **Opening kōrero:** in a circle, facilitate a kōrero or short activity that introduces the key points involved in the session. Frame the key points to align with participants' experiences or ask expansion questions.
2. **Introduce the strength cards** and pick one to talk to (don't share the rest with the group yet).
3. **Explain that strengths are positive aspects that support the wellbeing and identity of a person.** They are not necessarily things that a person is good at, but things a person does that are good for them.
4. **Ask the group to think of a strength they admire in another person** (you may need to start with a few examples).
5. **Summarise the strengths you heard.**
6. **Looking at the strength cards, ask individuals to think about some of their own strengths.** Ask if anyone would like to share.
7. **Explain** that now we are going to complete an activity that will help us identify pleasant events that we enjoy.
8. **The activities are listed under the four taha of Te Whare Tapa Whā framework.** Inform participants that they will be asked to go over each list and rate each activity three times. The rating is done using a smiley-face scale.
9. At the end of the list, there are blank spaces where participants can add additional activities.
10. **Ask:**
Which taha has the most activities?
Which taha has the least activities?
Which activities do you enjoy doing but do the least often?
11. **Closing kōrero:** summarise the key themes from the activity. Encourage participants to discuss what they learnt through reflection or expansion questions.

This can be linked to the previous activity (Te Whare Tapa Whā) by exploring the different types of strengths: physical strengths (enjoying sport or physical activities), emotional (having empathy or being kind to others), social (having relationships that make them feel good) or mental (enjoying a subject and being interested in learning or doing).

For an interactive variation, mark each corner of the room as a taha. Ask participants to stand in the taha that had the most/least activities.

TWO

Supplies

Strength cards, Johari window worksheet, pens, marker pens, A4 paper.
Both worksheets available at tuturu.org.nz/changes.

Suggested structure

1. **Opening kōrero:** in a circle, facilitate a kōrero or short activity that introduces the key points involved in the session. Frame the key points to align with participants' experiences or ask expansion questions.
2. **Put a selection of strength cards on the floor.**
3. **Ask each person to choose a strength they admire in another person.** Share the strength with the group and why they chose it.
4. **Keep the strength cards in the centre of the group,** and explain these can be used as ideas for the following activity.
5. **Hand out blank sheets of paper and marker pens.** Ask each person to write their name in the centre. Ask them to write one strength of theirs on the paper (1 minute), and then hand the paper to the person on their left. Each participant writes an affirmation about the person on their paper, so that at the end, the person receives their paper with many affirmations and strengths outlined. You may need to demonstrate what is needed.
6. **Explain the model of the Johari window, including the four quadrants.** Hand out the Johari window worksheet and explain we are going to take some time to fill this in, individually.
7. **Ask everyone to take their affirmation sheet and look at the strengths** in the centre of the circle, and write the affirmations in the correct quadrant. The facilitator may need to help identify the key word or strength and where it might sit.
8. **Ask participants to share back with the wider group.**
9. **Closing kōrero:** summarise the key themes from the activity. Encourage participants to discuss what they learnt through reflection or expansion questions. Read out the following sentence starters (or write them on a whiteboard), and support each group member to complete the sentence on their paper. Hint: phrasing the sentence starters and instructions in the following way can help – write "I am" on your paper, and complete that sentence with (e.g.) two words that describe you. Ask each person to choose a strength they admire in another person. Share the strength with the group and why they chose it.

SUGGESTED QUESTIONS TO EXPAND GROUP DISCUSSION

- What do we mean when we talk about 'strengths'?
- Why is knowing our strengths helpful?
- How do your strengths change in relation to how alcohol and other drugs are used?
- How are your strengths related to "Ko wai au?" and your wellbeing?

Can the young person identify who is important to them and what relationships help them to be well?

Learning objectives

When a young person reflects on their relationships, they can identify people they trust, who can provide support, people they can be with when not using substances, and relationships they would like to strengthen.

KNOWLEDGE To understand that people can have many relationships that contribute to wellbeing in different ways.

ATTITUDE To build curiosity about knowing what and who they are connected to, and excitement to enhance relationships.

SKILL To develop skills in reflecting on and strengthening positive relationships.

KEY POINTS

- There are different types of relationships and connections (whānau, friends, peers, school and community), these relationships can support or reduce our ability to be well.
- Exploring who we are connected to and the quality of those relationships can strengthen helpful connections and find distance from unhelpful ones.
- This link describes how relationships can support young people who use substances: [tuturu.org.nz/toolkit/video-changing-relationships-and-connections-as-an-addiction-develops-octopus-animation](https://www.tuturu.org.nz/toolkit/video-changing-relationships-and-connections-as-an-addiction-develops-octopus-animation)

SUGGESTED QUESTIONS TO EXPAND GROUP DISCUSSION

- How does substance use impact the positive connections in your life?
- How does substance use impact the unhelpful connections in your life?
- How might talking to someone about alcohol and other drugs help your wellbeing?
- Which people can support you to nourish/strengthen your wellbeing?
- Which people are unhelpful influences around alcohol and other drugs?

Here are two example activities that you can use. Review each one and pick the option that will work best for your participants. Once you feel confident with the material, feel free to create your own

ONE

Supplies

Octopus worksheet (available at tuturu.org.nz/changes), pens.

Suggested structure

1. **Opening kōrero:** in a circle, facilitate a kōrero or short activity that introduces the key points involved in the session. Frame the key points to align with participants' experiences or ask expansion questions.
2. **Hand out the octopus activity to each group member.**
3. **Explain that we are represented on the paper by the octopus in the middle.** There are connections in our lives that are proven to help us out when we have tough times and these are on the right-hand side, called 'wellbeing connections'. There are also connections in our lives that are easy to get hooked into, that distract us from other areas of our lives. These are on the left-hand side, called 'wellbeing distractions'. Note that there isn't a good side and a bad side in this activity – only things that have been proven to help us out in tough times, and things that can distract us from other areas of our lives.
4. **Inform the group that you will guide them step by step through this activity and that it will make sense as you go through it.**
5. **First, ask them to write the word 'family' in the top rock on the right-hand side, under the heading 'wellbeing connections'.**
6. **The line between the octopus and the rock that says 'family' is a continuum.** The first thing that we will do is put a mark on the line that represents how important it is to us to have a good relationship with our family – the closer to the rock, the more important it is; and the closer to the octopus, the less important it is. It doesn't matter how strong the relationship actually is, this just represents how important it is to us right here and now in this room.
7. **Now do the same thing on the left-hand side, writing the word 'cigarettes' in the top rock under the heading 'wellbeing distractions'.** The closer the mark is to the rock, the more important it is to have cigarettes in our lives, and the closer the mark is to the octopus, the less important it is to have cigarettes in our lives.
8. **Keep doing this pattern until all of the rocks are filled, and there is a mark on each line using the same continuum pattern (closer to the rock – more important; closer to the octopus – less important).**
9. **Here are common suggestions for wellbeing connections:** family, supportive friends, school, exercise, culture, spirituality, knowing we are on track for a good future.
10. **Here are common suggestions for wellbeing distractions:** cigarettes, alcohol, cannabis, fighting, taking risks (note: this can be a good thing, like giving a speech in English class even though we're nervous, and then learning that skill; or not such a good a thing, like playing chicken on the motorway, cellphones, TV shows, stealing).
11. **Once this has been done, inform the group that we are now going to use the same continuum to reflect on how strong the connections actually are.** We will draw the legs/tentacles of the octopus along the line to represent this. Again, the longer the leg/closer to the rock, the stronger the connection, and the shorter the leg/closer to the octopus, the weaker the connection. It is ok if the leg/tentacle goes past the mark, doesn't reach the mark, or is equal to the mark – it just represents how strong the connection is. Ask the group to complete this for all the different connections.

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ONE (cont.)

12. Invite each group member to look at what they have written on their paper and reflect on who they are and what they are connected to.
13. Invite each group member to put a + sign next to the connections they would like to strengthen, and put a - sign next to the ones that they would like to move away from or reduce connection with.
14. Invite each group member to share what they would like from their reflection with the rest of the group.
15. **Closing kōrero:** summarise the key themes from the activity. Encourage participants to discuss what they learnt through reflection or expansion questions.

TWO

Supplies

Korurangi worksheet (available at tuturu.org.nz/changes), pens.

Suggested structure

1. **Opening kōrero:** in a circle, facilitate a kōrero or short activity that introduces the key points involved in the session. Frame the key points to align with participants' experiences or ask expansion questions.
2. **Explain that this activity is to see who is in their life, who is most important to them, and who can offer support**, e.g.: "This activity is designed to help you explore the relationships in your life and identify who you can turn to during difficult times and when things are going well".
3. **Explain how to fill in the korurangi:** write the names of different people (or draw representative pictures of these people) on the korurangi (using their first name, not 'cousin' or 'aunty'). Where these people are placed will reflect the strength of the relationship and perceived support. "Write in the names of people you know according to how close they are to you (at the centre of the korurangi) and how likely you are to seek support from them. The less close they are to you, the further around and out of the korurangi you place them." You could explain:
 - People they feel closest to and share their needs and feelings with** - these names go in the centre, closest to their name.
 - People they share experiences with but are less likely to share personal needs and feelings with** - these people go within the next area of the korurangi.
 - People who help them but they don't share personal feelings or needs with** - these names go further out.
 - People they know but wouldn't seek support from** - outside of the korurangi.
4. **When the korurangi is filled**, ask participants what they notice.
5. **Explain that talking about our experiences with people who support us can be useful for our wellbeing.** At the bottom of their paper, ask them to circle the people who they can talk to about the following (you may want to have a group conversation): Who can I talk to about school? Who can I talk to about home? Who can I talk to about how I am feeling?
6. **Closing kōrero:** summarise the key themes from the activity. Encourage participants to discuss what they learnt through reflection or expansion questions.

Having conversations with supportive people when things are going well can mean they may be more likely to reach out when things are hard.

To offer a visual explanation, demonstrating your own korurangi on a whiteboard may be useful.

Can the young person understand key concepts about **mental wellbeing** and why it's important?

Learning objectives

Alcohol and other drugs can amplify feelings such as anxiety, stress and isolation. This means that young people may be feeling low, lonely, or other feelings and need extra support. Some people also use substances to try to change how they feel. Addressing these feelings may reduce substance use or associated harm.

KNOWLEDGE To understand what mental wellbeing is and understand that their thoughts, feelings and actions are related to each other.

ATTITUDE To value their mental wellbeing.

SKILL To know how to identify what they're thinking and feeling, and build awareness of how these are influenced.

KEY POINTS

- There is a difference between being stressed and being in crisis. It can be hard to know where we are at, and talking with someone can help us to work this out. Sometimes if we are stressed, there are things that we can do by ourselves or with friends and family to stay healthy and feel well. If we are struggling or in crisis, getting support from a person who is trained to help is often the best option.
- Mental health and wellbeing include our psychological, emotional and social wellbeing. They affect our thoughts, feelings and actions, and can help how we regulate our stress response and manage our responsibilities and interactions with the world around us.
- Knowing who we can talk to when we are feeling stressed, struggling or in crisis can help us get support as early as possible – preventing problems from getting worse.

SUGGESTED QUESTIONS TO EXPAND GROUP DISCUSSION

- What connections can you make between this activity and previous conversations/ activities?
- Who is someone you can talk to about your feelings?
- How do your feelings affect your wellbeing?
- How do alcohol and other drugs affect your wellbeing?

Example activities

Can the young person understand key concepts about mental wellbeing and why it's important?

Here are two options that you can use. Review each one and pick the option that will work best for the people you are working with. Feel free to adapt the flow, structure and kōrero you have surrounding this activity.

ONE

Supplies

Pens, Dimensions of wellbeing worksheet, Substance situation cards. Both worksheets available at tuturu.org.nz/changes.

Suggested structure

1. **Opening kōrero:** in a circle, facilitate a kōrero or short activity that introduces the key points involved in the session. Frame the key points to align with participants' experiences or ask expansion questions.
2. **Explain that this is an activity that helps us think about how wellbeing is affected by substance use.**
3. **In small groups, hand out the situation cards and a 'dimensions of wellbeing' chart (worksheet).** Ask them to choose one situation to focus on.
4. **Participants complete the chart by identifying how each dimension of wellbeing can be affected by the situation, follow the prompts on the worksheet.**
5. **Ask each group to feed back on two points from their conversation.**
6. **Closing kōrero:** summarise the key themes from the activity. Encourage participants to discuss what they learnt through reflection or expansion questions.

For two interactive variations:

In pairs/groups, participants cut out the situation cards and place each one into one of four taha from Te Whare Tapa Whā (they could use the wellbeing chart to guide this). Choose one scenario to fill out the wellbeing chart.

In pairs/groups, participants order the situation cards from 'least' risky to 'most' risky. Complete the wellbeing chart for the most risky situation.

TWO

Supplies

Paper, pens.

Suggested structure

1. **Opening kōrero:** in a circle, facilitate a kōrero or short activity that introduces the key points involved in the session. Frame the key points to align with participants' experiences or ask expansion questions.
2. **Introduce the concept that feelings change and we can influence how we are feeling.**
3. **Organise the group into a line** in the middle of the room, standing shoulder to shoulder and facing one side of the room.
4. **Explain that you will name an emotion, and that the space in front of them is going to represent them feeling that emotion more, and the space behind them is going to represent them feeling that emotion less.**
5. **Name the first emotion - 'feeling happy'.**
6. **Ask the group to name ideas of things that they could do, when they are feeling happy, to feel even happier.** With each idea that they name, ask the group to step forward.
7. **Ask the group to name ideas of things that they could do, when they are feeling happy, to feel less happy.** With each idea that they name, ask the group to step backwards.

Continues on next page

8. **Ask the group to return to their starting position, and repeat the exercise using different emotions.** You may like to try the following emotions, or others: anger, sadness, lust, boredom.
9. **Explain that, as we have seen, different situations and actions can change how we feel.** We have just seen that we can do things to increase the intensity of an emotion (like listening to sad music when we are feeling sad), or decrease the intensity of an emotion (like running when we are feeling angry).
10. **Seat the group in a circle.**
11. **Introduce the ABC framework.**
12. **Give each group member a sheet of paper, and ask them to draw three vertical lines to have four columns on their paper.** Name these columns: What, Activating event, Beliefs, and Consequences. Explain that this log is sometimes called the ABC log.
13. **Ask each group member to think about times that they did something they wished they had done differently (e.g., yelling at someone).** Write these things in the What column. Aim for at least one for each person.
14. **Ask each group member to think about what had happened just before the event that might have triggered them to feel and act that way.** Write these things in the Activating event column, next to the relevant response in the What column.
15. **Ask each group member to think about what they may have been thinking at the time that affected what they did.** Write these things in the Beliefs column, next to the relevant response in the Activating event column. These are usually things like "I'm not good enough" or "They think I'm not good enough" or "They hate me."
16. **Ask each group member to think about what they felt and what they did.** Write these in the Consequences column, next to the relevant response in the Beliefs column. These are usually things like "I felt angry and yelled" or "I felt humiliated and yelled" or "I felt ashamed and embarrassed and ran away."
17. **Explain to the group that while these events may not be related, the way that we think and act is usually based on underlying beliefs that we have about ourselves.** These may not be accurate. For example, a common underlying belief is that we aren't good enough, which can lead to overreacting.
18. **Explain that the more we practise recording these things and reflecting on them, the more awareness we have over why we do the things we do.**
19. **Ask each group member to look at what they have written, and see if they can identify an underlying belief they may have about themselves that might be affecting the way they feel or act.**
20. **Once this is done, explain that one technique is to recognise when this underlying belief is clouding our judgement, and using a balancing statement.** This helps us to keep things in perspective. For example, this could be something like "I am good at many things, and I don't need to be perfect in this thing."
21. **Ask each group member to identify a balancing statement for themselves.** Ask if anyone would like to share.
22. **Closing kōrero:** summarise the key themes from the activity. Encourage participants to discuss what they learnt through reflection or expansion questions.

It may help to write these on a whiteboard and brainstorm an example together before they silently reflect on their own experiences.

Can the young person understand key concepts about substances and ways to stay safer?

Learning objectives

This kōrero recognises that most young people will experiment with alcohol and other drugs at some point in their lives. By starting the conversation early and giving them skills to prevent or reduce harm, we are strengthening their wellbeing.

You do not need to be an expert in substances to run these activities, but it may be useful to read up on substances you expect will be discussed. Visiting thelevel.org.nz is a useful place to start.

KNOWLEDGE To understand possible impacts of substance use and how to prevent harm.

ATTITUDE To know that substance use can impact our wellbeing.

SKILL To know how to reduce harm when using substances.

KEY POINTS

- *Substances* refer to alcohol or other drugs that affect someone's mental or physical state, changing the way they feel, behave or perceive.
- *Harm from substance use* varies widely, some people experience many harms and other people experience few.
 - *Health harms* can include physical effects (feeling nauseous, paranoid), contracting an STI, mental health problems or fatal/non-fatal overdose.
 - *Social harms* can include missing school or work, reckless behaviour such as driving under the influence, strained relationships, stigma.
 - *Legal harms* can include being charged or convicted for possession or supply of drugs or being intoxicated, child custody or drug testing for employment.
- There are ways that people can be safer if they choose to use alcohol or other drugs.
- There is a lot of conflicting and unhelpful information about alcohol or other drugs. Questions such as "Where has this information has come from?" and "Why are these people sharing this with me?" can help to figure out which information is useful and which is not useful for your wellbeing.
- thelevel.org.nz provides accurate and up-to-date information on substances and practical ways that people can stay safer.
- resources.alcohol.org.nz provides more information about alcohol and standard drinks.

Here are two example activities that you can use. Review each one and pick the option that will work best for your participants. Once you feel confident with the material, feel free to create your own options.

ONE

Supplies

Pens, large sheets of paper, internet and a device to watch short *Did You Know?* videos at drugfoundation.org.nz/didyouknow

Suggested structure

1. **Opening kōrero:** in a circle, facilitate a kōrero or short activity that introduces the key points involved in the session. Frame the key points to align with participants' experiences or ask expansion questions.
2. **Divide a sheet of paper that the whole group can see into two sections – 'Good' and 'Not so good'.** Starting with something not substance related (e.g., having a shower in the morning), help the group to brainstorm good and not so good aspects of something. Examples for 'Good' section: feeling clean, hygienic, helps to wake up. Examples for 'Not so good' section: takes time in the morning, annoys other household members if they want to use the bathroom, have to get up earlier.
3. **As a group or individually, identify good and not so good things about alcohol and other drug use and write these down on the paper.**
4. **As a group, think of what factors might contribute to the good and not so good factors of substance use.**
5. **Explain that one factor can be the amount that a person uses, and that understanding quantities of substances is important.**
6. (Alcohol quantity activity is an optional add-in here)

Did You Know? videos:

7. **Explain there are seven DYK videos, all are short and show how different substances can affect people. Choose one video to watch.**
8. **Before you watch a video, ask what participants think this video might talk about, what are the good and the not so good things that people could experience if they use this substance?**
9. **Watch the video**
10. **Bring out the brainstorm completed in Step 3 and add additional things for the 'Good' and 'Not so good' sections that were just demonstrated in the video.**
11. **Repeat for as many videos as you need.**
12. **Explain: what a person experiences is related to the effects of the substance as well as personal factors (e.g., how they are feeling, whether they have eaten, their physical health) and environmental factors (e.g., who is around them, where they are). This is often called 'substance, set, and setting'. Reflecting on this can help people identify risks and ways that they can reduce those risks. You can use the 'Conversation Guide' found alongside the Did You Know videos.**
13. **Ask the group to identify ways that people could reduce risk.** There are some suggestions in the videos that they might like to use. There is a list of risk reduction tips in the SACS-ABC manual and in Bridging the Gap that you could refer to.
14. **Closing kōrero:** summarise the key themes from the activity. Encourage participants to discuss what they learnt through reflection or expansion questions.

ALCOHOL QUANTITY ACTIVITY (OPTIONAL)

Supplies

Standard drinks information page, empty alcohol containers (you could use pictures instead), one clear large bucket or container to hold water (with marks made, as per the structure instructions), two cups, and a timer.

You can view or download the standard drinks information page from resources.alcohol.org.nz/resources-research/alcohol-resources/research-and-publications/straight-up-guide-to-standard-drinks-pamphlet.

Suggested structure

1. **Opening kōrero:** in a circle, facilitate a kōrero or short activity that introduces the key points involved in the session. Frame the key points to align with participants' experiences or ask expansion questions.
2. **Hand out the standard drinks information page.**
3. **Explain the concept of standard drinks.**
4. **Hand around clean and empty alcohol containers** and ask each group member to find the standard drink information.
5. **Ask for volunteers from the group** – one to put water into the container and one to take water out. Tennis balls (or similar) and a tall narrow container can be used instead of water if preferred.
6. **Show the clear container to the group.** Before the session, put marks on the side of the clear bucket/container (visible to the group) that indicate:
 - a. loss of inhibitions (you could set this to be approximately one glass)
 - b. loss of judgement (you could set this to be approximately two glasses)
 - c. loss of reaction (you could set this to be approximately three glasses)
 - d. loss of body functions (you could set this to be approximately four glasses)
7. **Explain these to the group as the typical phases passed through as a person becomes more intoxicated with alcohol.**
8. **Set a timer to beep every 10 seconds.** Tell the person removing water from the container that they can remove one glass every 10 seconds (whenever they hear the timer beep).
9. **Ask the person putting water into the container to put water in at the rate that a fictional person may drink alcohol,** with 10 seconds representing an hour.
10. **Run the demonstration** until the group has seen how faster drinking builds up the level of alcohol in a person's system and the effects it has on their body.
11. **Discuss with the group** what they can see from this demonstration and ask them why keeping track of the number of standard drinks someone has had could be helpful.
12. **Closing kōrero:** summarise the key themes from the activity. Encourage participants to discuss what they learnt through reflection or expansion questions.

Supplies

Drug effects matching puzzle (available at tuturu.org.nz/changes), tennis ball, substances table (available at resources.drugfoundation.org.nz/products/substances-overview-poster)

Suggested structure

1. **Opening kōrero:** in a circle, facilitate a kōrero or short activity that introduces the key points involved in the session. Frame the key points to align with participants' experiences or ask expansion questions

Part One - Effects

2. **Divide the group into small groups.**
3. **Give each group the Drug Effects Matching puzzle**, and lay out the headings of the four substances: Alcohol, Cigarettes, Cannabis, Volatile substances.
4. **Explain that there is one correct answer per substance** for "What happens when someone has A LITTLE BIT?", "What happens when someone has HEAPS?" and "What happens OVER A FEW YEARS?", and that their task as a group is to match the cards to the substances. Explain that there needs to be one of each sub-heading under each substance.
5. **Remind the groups that they are able to ask questions or discuss answers.**
6. **The facilitator then leads a group discussion about the correct answers** (refer to Drug Effects Matching answers), letting the groups swap answers as needed. Include in this discussion that, generally, the more of a substance that is taken, the more unpleasant effects are experienced. Using controlled, smaller amounts leads to a better ratio of pleasant effects to unpleasant effects.

Part Two - Categories and being safer

7. **Organise the group into a standing circle.**
8. **Explain that there are three categories of substances:** depressants (slow down body functions), stimulants (speed up or stimulate body functions) and hallucinogens (distort perceptions of reality).
9. **Explain that you will start talking about depressants**, the facilitator names the substances in the depressants category in the substances table, and then passes a ball (or pencil, etc.) to one person in the circle.
10. **Ask the person with the ball to hand it to the person next to them**, slightly slower than the person handed it to them, and continue like this with each person passing the ball around the circle slightly slower than it was passed to them.
11. **While the group is doing this, ask them to name what tasks would be dangerous to do** while someone is under the influence of a depressant.
12. **Explain that if someone takes too much of a depressant or multiple depressants**, their body functions can become so slow that there is a risk of death.
13. **Take hold of the ball and ask the group to come up with ideas** for how a person using depressants could be safer.
14. **Explain that you will now talk about stimulants**, name the substances in the stimulants category, and then hand the ball to the first person slowly.

If you don't have the substances table on hand and you are unsure what substances come under what category, you do not need to state individual substances. Just that:

- Depressants slow you down
- Stimulants speed you up
- Hallucinogens change your perceptions.

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15. **Ask the person with the ball to hand it to the person next to them** slightly faster than you handed it to them, and continue like this with each person passing the ball around the circle slightly faster than it was passed to them.
16. **While the group is doing this (or after, if they get too exhausted to talk), ask them to name what tasks would be dangerous to do** while someone is under the influence of a stimulant.
17. **Explain that if someone takes too much of a stimulant** or multiple stimulants, it can put a lot of pressure on their body, and can make people very anxious, paranoid or on edge.
18. **Take hold of the ball and ask the group to come up with ideas** for how a person using stimulants could be safer.
19. **Explain that you will now talk about hallucinogens**, name the substances in the hallucinogens category, and then pass the ball to someone in the circle.
20. **Outline that the person with the ball will pretend to hand it to the people on both their right and left sides**, but will actually hand it only to one. Continue like this as the ball makes its way back and forth around the circle.
21. **While the group is doing this, ask them to name what tasks would be dangerous to do** while someone is under the influence of a hallucinogen.
22. **Explain that hallucinogens can put a lot of strain on a person's body** and can be dangerous if they aren't in a safe place, because they aren't accurately aware of their surroundings.
23. **Take hold of the ball and ask the group to come up with ideas** for how a person using hallucinogens could be safer.
24. **Closing kōrero:** summarise the key themes from the activity. Encourage participants to discuss what they learnt through reflection or expansion questions.

SUGGESTED QUESTIONS TO EXPAND GROUP DISCUSSION

- How would you know if information you have been given is accurate and useful for your health and wellbeing or not?
- Why is it useful to know about alcohol and other drugs and how to stay safer?
- What information do you think your friends might want to know about?
- How might the 'not so good' things affect your wellbeing?
- What is the connection between how much someone has used and the 'not so good' things they might experience?

Can the young person **communicate** positively and assertively with others?

Learning objectives

Communicating positively and assertively are important skills to develop. Good communication can support people to build relationships, express their needs and wants, improve their wellbeing and strengthen their identity.

Young people can use good communication skills when using alcohol and other drugs; this can support them to navigate tricky events and situations, highlight their boundaries, develop empathy and resolve conflict.

KNOWLEDGE To understand how different styles of communication affect situations.

ATTITUDE To increase awareness of factors that can impact communication.

SKILL To develop a range of communication skills for different situations.

KEY POINTS

- There are different ways of communicating with other people. Sometimes we need to learn and practise different ways of communicating.
- By reflecting on communication styles, people become aware of how different types of communication can result in different outcomes and situations. Our tone, words and body language all have a part to play.

There are three core types:

1. Someone who communicates *passively* often doesn't prioritise their own wants and needs or stand up for themselves.
 2. Someone who communicates *aggressively* often expresses their own wants and needs in a way that is disrespectful to other people.
 3. Someone who communicates *assertively* often stands up for their own wants and needs while listening to the needs of others.
- Communicating clearly is important because:
 1. People can be clear about their actions, feelings and behaviour.
 2. People can be clear about their boundaries and expectations of what they want and need.
 3. When communication is assertive, there is little room for misunderstandings.

Here are two options that you can use. Review each one and pick the option that will work best for the people you are working with. Feel free to adapt the flow, structure and kōrero you have surrounding this activity.

ONE

Supplies

A4 paper.

Suggested structure

1. **Opening kōrero:** in a circle, facilitate a kōrero or short activity that introduces the key points involved in the session. Frame the key points to align with participants' experiences or ask expansion questions.
2. **Give each group member a piece of paper.**
3. **Explain that you will ask them to close their eyes and follow your step-by-step instructions with the piece of paper.** Complete the activity at the same time. Your step-by-step instructions are as follows (pause after each step to give the group time to complete your instruction):
 - a. Hold your paper and close your eyes
 - b. Fold your sheet of paper in half
 - c. Fold it in half again
 - d. Tear off the bottom left corner
 - e. Fold it in half again
 - f. Tear off the top right corner
 - g. Fold it in half again
 - h. Tear off the top left corner
 - i. Fold it in half again
 - j. Tear off the bottom right corner
 - k. Open your eyes and look at your piece of paper (you can unfold it now)
4. **Ask each group member to look around the room and compare their paper to other members' papers, including your piece of paper.**
5. **Ask the group for their ideas on why everyone's paper looks different, including yours, even though everyone had the same instructions.**
6. **Explain that communication is a two-way process and that when we communicate with people, we need to let them communicate back with us.** This can be harder when we are experiencing strong emotions, such as at times when we are feeling withdrawn or want to pull away from other people.
7. **Ask the group to stand up and move down to one side of the room.**
8. **Explain that you are going to explore different styles of communication, and that this side of the room is going to represent a passive style of communication.** Explain that this is where a person avoids expressing their opinions or feelings. This can mean that problems mount up, or they can feel anxious, low, resentful or hurt.
9. **Ask the group to name examples of what passive communication could be.** These could be things like "It's ok, I'm not important" or "I'm fine!" (replying in a happy tone when asked how they are, when they really aren't fine) or "We can go anywhere you want to go" (when being asked where they want to go to eat, even though they know where they want to go).

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10. Ask the group to move to the other side of the room.
11. Explain that this side of the room is going to represent aggressive communication. This is where a person shares their opinions or feelings in a way that dominates other people. It can appear verbally or physically abusive. This can release emotion, but does not help them to have a good relationship with other people, or to communicate how they really feel underneath all that emotion.
12. Ask the group to name examples of what aggressive communication could be. These could be things like "Shut up" or "I don't care, it's your problem" or "You *****"
13. Ask the group to move to the middle of the room.
14. Explain there are two communication styles in between passive and aggressive. One is helpful, and the other is not. First we will cover the unhelpful one – passive-aggressive. This communication style is when someone appears passive, but there is an aggressive or attacking feeling underneath the comments. Sometimes this can be seen as sarcasm, seeming like it could be funny, but underneath it feels hurtful.
15. Ask the group to name examples of what passive-aggressive communication could be. These could be things like (in a sarcastic tone) "Sure, you're fine" or "You go lie down, you're tired" or "No it's ok, I can do this all by myself."
16. Explain that the most helpful communication style is called assertive. This is where a person shares their opinions or feelings, without dominating other people.
17. Ask the group to name examples of what assertive communication could be. 'I' statements are helpful techniques to practise assertive communication.
18. Organise the group into pairs.
19. Ask each group member to think of a time that they felt like withdrawing or pulling away from other people, and describe to their partner what happened.
20. Ask each pair to identify how they could have communicated differently in a way that could have changed what happened. You might like to invite them to role play this for each other, or share this with the group.
21. Explain that it may seem easy to come up with positive solutions in this group, but it can be harder to put them into practice in real life. However, the more practice they have at identifying different ways and role playing them in this group, the easier it will be in real life.
22. Closing kōrero: summarise the key themes from the activity. Encourage participants to discuss what they learnt through reflection or expansion questions.

TWO

Supplies

Play Your Best Card pack (available at tuturu.org.nz/play-your-best-card, full instructions included).

Suggested structure

1. **Opening kōrero:** in a circle, facilitate a kōrero or short activity that introduces the key points involved in the session. Frame the key points to align with participants' experiences or ask expansion questions.
2. **How you play will depend on how many participants you have.** There are many variations of how this game can be played with larger and smaller groups.
3. **One group are the scene setters:** this group creates a story using a character card, setting card, disrupter card and feels card to help create the story – this will take a few minutes.
4. **One group are the responders:** this group picks a few random actions.
5. **The scene setters explain the story to the other groups** and the responders take a few minutes to decide which action they would take.
6. **Discuss the scenario and responses as a group.** Ask explorative questions they would like to investigate.
7. **Ask:** How would passive-aggressive communication change this scenario? How would assertive communication help this scenario?
8. **Closing kōrero:** summarise the key themes from the activity. Encourage participants to discuss what they learnt through reflection or expansion questions.

SUGGESTED QUESTIONS TO EXPAND GROUP DISCUSSION

- How does this activity relate to substance use?
- What communication style do you most relate to?
- How would you respond in real life?
- How could the person in the scenario be supported by friends and family?
- If a person in the scenario responded aggressively, how would that change the outcome? How would communicating passively or assertively change it?

Can the young person identify **risky situations** and take action to reduce risks?

Learning objectives

Risk is the possibility of something unhelpful happening that will affect your or someone else's wellbeing. Identifying risk (before, during or after) ensures people can prevent, reduce or learn from the situation.

KNOWLEDGE

To be able to identify some of their early-warning signs of using substances and how these could lead to risky situations.

ATTITUDE

To know the importance of self-awareness and planning in advance to reduce harm from substances.

SKILL

To develop awareness of early-warning signs and use that to plan to reduce risk.

KEY POINTS

- There are situations that present more risk than others. It can be helpful to practise identifying risks so that they are more easily noticed outside of a learning environment.
- When risks can be identified or anticipated, steps can be taken to reduce harms that might occur. Planning to reduce risks before they occur can help people be safer and increase their wellbeing.
- We can use what we know about ourselves (identity, wellbeing and strengths) to think about how risk might affect us and how we might want to mitigate it.
- Everyone is different, which means that we have different values, experiences and perspectives about risk. How people have this conversation may be different and it may mean that how people effectively reduce risk looks different, and that is OK.

Here are two options that you can use. Review each one and pick the option that will work best for the people you are working with. Feel free to adapt the flow, structure and kōrero you have surrounding this activity.

ONE

Supplies

Triggers worksheet, Consequences worksheet, four large sheets of paper, marker pens, A4 paper. Both worksheets available at tuturu.org.nz/changes.

Suggested structure

1. **Opening kōrero:** in a circle, facilitate a kōrero or short activity that introduces the key points involved in the session. Frame the key points to align with participants' experiences or ask expansion questions.
2. **Explain what triggers are and note that there can be four categories: internal, external, physical, environmental.**
3. **Write each category on a large sheet of paper and place these around the room.**
4. **Split the group into smaller groups and ask them to go around the room and add substance use triggers under the different categories – alternatively, you could do this as one group.**
5. **The facilitator then leads a group discussion about:**
 - a. What triggers are listed under each category?
 - b. Which trigger is most common?
 - c. Which do they think would lead to the riskiest situations?
6. **Each group member turns to the triggers worksheet and writes down all the triggers that apply to them.**
7. **Ask the group to pick the most common trigger and brainstorm different potential actions that can be taken in that situation. Write these on separate sheets of paper.**
8. **As a group, discuss what consequences are.** You could explain some of the key points here.
9. **Divide the group into smaller sub-groups and invite them to pick two actions – one involving substance use and one not. Ask them to identify the different consequences of these two actions.**
10. **After each group shares, the facilitator then leads a group discussion around:**
 - a. Are there any consequences that were missed?
 - b. Which action led to a better consequence?
 - c. Were the consequences immediate or delayed, and which were more important?
 - d. What is the best action, based on the consequences identified?
11. **Hand out the consequences worksheets and ask participants to complete them.**
12. **Ask participants:**
 - a. Have they considered their triggers for substance use before?
 - b. Have they considered consequences before?
 - c. How might this impact their substance use?
13. **Closing kōrero:** summarise the key themes from the activity. Encourage participants to discuss what they learnt through reflection or expansion questions.

Supplies

Risk rating sheet (available at tuturu.org.nz/changes), pens.

Suggested structure

1. **Opening kōrero:** in a circle, facilitate a kōrero or short activity that introduces the key points involved in the session. Frame the key points to align with participants' experiences or ask expansion questions.
2. **As a group, discuss what a 'risky situation' might mean,** and brainstorm some situations that people their age might find themselves in.
3. **Introduce the idea of something being low, medium or high risk.** Discuss how a person might be able to tell if something is risky or not.
4. **Look through the risky situations that were brainstormed** and discuss a few of them, categorising them into areas of risk.
5. **Provide participants with the risk rating sheet and ask them to fill it in individually.**
6. **Discuss the responses to the sheet, and what some responses might be to the situations.**
7. **Ask:** What can we do to reduce the likelihood of risky situations happening? How much control do we have?
8. **Closing kōrero:** summarise the key themes from the activity. Encourage participants to discuss what they learnt through reflection or expansion questions.

For an interactive variation:

As a group or in pairs, number the risks outlined and put them in order from least to most risky. Have a group conversation about what they found.

SUGGESTED QUESTIONS TO EXPAND GROUP DISCUSSION

- Who would you like to speak to about the triggers and consequences you identified today?
- How can you support your friends when they are either triggered or experience consequences from using alcohol and other drugs?
- What kind of feelings can occur when we are put into a risky situation?
- What is our responsibility to other people when they are in a risky situation?
- Who might need to know after I have been in a risky situation?

Can the young person identify tools or behaviours that can replace or reduce substance use?

Learning objectives

Equipping people with a range of tools, including techniques they can use in the moment, means they are more likely to succeed in changing their substance use. Demonstrate to young people that making change can be hard, but there are small things that can help them make the changes they would like.

KNOWLEDGE To understand that tools or behaviours can replace or reduce substance use.

ATTITUDE To appreciate that replacing or reducing substance use can increase wellbeing.

SKILL To explore, develop and practise a range of tools and behaviours that can be used to replace and reduce substance use.

KEY POINTS

- There are actions that people can take to change their situation. Sometimes these actions need resources (tools).
- These actions include mindfulness techniques, and management techniques such as the 4 Ds: Delay (the decision to use or not), Drink water, Distract, Deep breathe.
- Sometimes people use alcohol and other drugs to try to feel better, to celebrate, relax or feel less bored. Knowing alternative ways to get those needs met can help people change their substance use. Identifying and practising these before they are needed will help with them being used in the moment.
- Every person is different. This means the tools and behaviours people connect with will likely be different.
- A person may not want to replace or reduce substance use, or their motivation may go up and down. In these kōrero, focusing on harm reduction techniques will help young people to stay safer.
- Failing forward is a likely step for everyone. Talking about failure and failing forward is a good conversation to have around substance use, and talking about how using these experiences for learning can be helpful.

Here are two options that you can use. Review each one and pick the option that will work best for the people you are working with. Feel free to adapt the flow, structure and kōrero you have surrounding this activity.

ONE

Supplies

Positive experiences worksheet, Strategies to manage your feelings worksheet, A4 paper, pens.
Both worksheets available at tuturu.org.nz/changes.

Suggested structure

1. **Opening kōrero:** in a circle, facilitate a kōrero or short activity that introduces the key points involved in the session. Frame the key points to align with participants' experiences or ask expansion questions.
2. **Explain that having a toolbox of mindfulness techniques that help you self-soothe** can manage intense emotions and triggers.
3. **Explain that one of the ways that we can do this is by remembering positive experiences that we have had without drugs or alcohol.** Sometimes we may want to replicate them.
4. **Give each group member the positive experiences worksheet.**
5. **Ask them to think of positive times in their life that didn't involve drugs and alcohol when they felt those feelings.** Ask them to write what was happening when they had those feelings, in the relevant boxes.
6. **Invite each group member to pick one of those times,** and share that story with the rest of the group. It may help if you have already thought of your own story to share as an example. Remember to ensure that the group is respectful of each person's story and shows their support for each other.
7. **Place six pieces of paper around the room.** Label them: Distraction, Grounding, Emotional release, Self-love, Thought challenges, Access your higher self.
8. **Ask the group to stand on one of the papers,** and name ideas for techniques that could help with each of the areas.
9. **Identify three of these techniques that you can try out and practise in the room.** If none have been identified, you can use the following examples. You may need to help the participants to feel comfortable doing these techniques (you could say something like "These exercises can feel silly while we learn them, but they really help", or ask people to face the wall/try them in different rooms:
 - a. **Example technique – breathing exercises (talk the group through these steps)**
 - Sit straight and close your eyes or look into a corner.
 - Set a timer for one minute and ask people to count how many slow and steady breaths they take in that time.
 - Ask people how many breaths they took.
 - Do the activity again and ask them to slow their breath down more, asking them to again count for one minute. Share with the group how many breaths were taken.

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ONE (cont.)

b. Example technique – listen to calming music

- Ask the group to get comfortable and close their eyes or go to a place in the room away from other group members.
- Explain that you will play a piece of calming music and that you would like them to focus on relaxing and listening to the music.

c. Example technique – continuous writing

Give each group member a piece of paper and pen.

Explain that you will shortly ask them to start writing, and their task is to write down every thought that comes into their mind. It doesn't matter if it sounds stupid (e.g., "I don't even know what I am thinking right now, this is really weird"), and that they need to keep writing all their thoughts until you say "Stop".

Ask them to start writing, and keep the group writing in silence for about two minutes, and then say "Stop".

10. Give each group member the strategies to manage your feelings worksheet.
11. Using the happy and sad faces, ask them to indicate how well the techniques worked for them.
12. Ask them to write any new techniques that work for them at the bottom of the page.
13. Closing kōrero: summarise the key themes from the activity. Encourage participants to discuss what they learnt through reflection or expansion questions.

TWO

Supplies

Urge surfing worksheet, The Four D's worksheet, A4 paper, pens.
Both worksheets available at [tuturu.org.nz/changes](https://www.tuturu.org.nz/changes).

Suggested structure

1. **Opening kōrero:** in a circle, facilitate a kōrero or short activity that introduces the key points involved in the session. Frame the key points to align with participants' experiences or ask expansion questions.
2. **Revisit learning and activities from the wellbeing, strengths and connections sessions.** Some key questions might be: What were the activities we did around identity and wellbeing (strengths and connections)? What do you remember? How are these things connected to substance use and reducing harm?
3. **Ask participants to make a list of all the things they enjoy doing or that make them feel good that do not involve alcohol or other drugs.** Ask them to also write down things they have only tried once or twice but are interested in trying again. You could refer back to the Whai Tikanga Pleasant Events Schedule completed in the 'strengths' step.
4. **Ask participants what cravings and urges might be.** Explore the thoughts and feelings (mental and physical) that a person might experience when they have an urge or craving.

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TWO (cont.)

5. **Explain that urges and cravings are natural**, and can exist for many types of things, including alcohol and other drugs.
6. **Explain we are going to explore two techniques to help manage cravings and urges to manage substance use.**
7. **Urge surfing:** hand out the urge surfing worksheet, talk through the points and complete the questions.
8. **Ask participants:** What might it feel like to 'urge surf' at home? Or at a party?
9. **The Four Ds: Delay, Drink water, Distract, Deep Breathe.** Explain this is another tool people can use to manage urges and cravings. As a group, discuss each D and ideas that people might use.
10. **Hand out The Four Ds worksheet and complete individually.** Ask for participants to feed back two ideas that might work best for them.
11. **Discuss:** Do you think these tools would be useful for other people in your life? Do you think you might share them? What places would be the easiest to use these tools, what places would be the hardest? Do you think other people would know if someone was doing them?
12. **Closing kōrero:** summarise the key themes from the activity. Encourage participants to discuss what they learnt through reflection or expansion questions.

SUGGESTED QUESTIONS TO EXPAND GROUP DISCUSSION

- What techniques have you seen other people try?
- Have you seen mindfulness techniques discussed or shown to help in other situations? Where?
- Are there tools within your strengths that you could use (e.g., if you enjoy running, could you go for a jog when you anticipate a trigger?)
- What are the risks that can be experienced from substance use and how might these tools help?



Helpful websites and links

- The Level has evidence-based and practical harm reduction advice for people who use substances in Aotearoa.
thelevel.org.nz
- Mana Taiohi is a group of interconnected principles that form a framework to guide working with young people.
arataiohi.org.nz/mana-taiohi
- Tūturu is a uniquely Aotearoa approach that brings schools and health providers together so students can learn, be well and prepared for the modern world.
tuturu.org.nz
- Te Rau Ora provides resources, training and opportunities to strengthen Māori health and wellbeing.
terauora.com
- Harm Reduction International is a hub and leader in harm reduction information and practice.
hri.global



Training opportunities

Tūturu offers a range of training opportunities, including the online modules available at tuturu.elearning.nz. Visit Tūturu to find more information on upcoming webinars.

Whāraurau has a range of training opportunities at wharaurau.org.nz including:

- The Substances and Choices Scale (SACS), an easy-to-use questionnaire to identify areas of support required.
- The HEEADSSS assessment, a brief assessment that is holistic and can be used flexibly.

Te Rau Ora provides a range of training at terauora.com/training, including in He Puna Whakaata, a resource to contribute to positive outcomes for Māori who use alcohol or other drugs.

Ara Taiohi provides resources and training for anyone who works with young people in Aotearoa. Available at arataiohi.org.nz/resources/training-and-resources/trainings.

tūturu.