



# Teacher's Workbook

A Guide for the Unplugged Teacher Training

NAME

DATE

A Programme from EU-DAP, European Drug Abuse Prevention

## Dear teacher,

Welcome to the EU-DAP training. The training is designed for you to understand all the prevention mechanisms in the UNPLUGGED program and to provide you with the tools necessary to transmit them to your class.

### Prevention at a young age

If we want prevention to influence the behaviour of teenagers, we have to focus on the first years of adolescence. Cigarettes, alcohol and unprescribed medications are drugs young teenagers may have already tried. Also cannabis or other illicit drugs are becoming more a part of their world of experiences. Although we have included information about drugs and the adverse health effects of drugs in the UNPLUGGED lessons, we know that information is most effective if pupils can integrate it in their daily life and can discuss it with their peers. This is why we merge information with personal and social skills in the lessons. Sitting in a circle or U-shape can facilitate our objectives, because this implies that we are not solely learning from the teacher, but also from each other. Also while working in subgroups, this objective comes first, because the experiences and opinions the pupils hold, are important sources of information. Interactively sharing this information is a step towards social control and social influence in a group. Prevention programmes of this kind are well situated in the earlier school years when students are between the ages of 12-14. At this stage the teachers have tighter contact with their classes and a deeper knowledge on skills and attitudes of the pupils. As the teacher you can generate opportunities to involve the pupils in order to connect the lessons to what the pupils already know and to set realistic goals. However, all of this requires an interactive approach. It is an indispensable component of the Unplugged program realised by you as a teacher and brought to your attention by our EU-Dap trainings. It is so crucial that we founded a 'Faculty' of trainers and trainers of trainers to understand the core of this interactive approach enabling them to transfer it to you as most important contact to the pupil in this drug prevention strategy.

### Training of Teachers


In the training you are participating, the background and structure of the lessons are introduced in addition to the attitude and methodology, necessary to work on life skills and cognitive social influence. Interactivity is a key component of UNPLUGGED as it is more than a matter of questions and answers: it is about having your pupils talk and work together in a positive way. This will be the backbone of the EU-Dap training. The Teacher Workbook will facilitate you to yield maximum profit from it and take it back to your own class. Keep the workbook with you during the entire workshop.

### Have a good workshop!

The EU Dap Faculty team of trainers



EU-Dap Faculty is funded by the EU and hosted by the University College Ghent  
The EU-Dap Faculty, University College Ghent, HoGent-SOAG, Peer van der Kreeft  
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**This training has been set up on a European base with a standardized design. Your trainer may have adapted the sequence and length to national or local circumstances. The EU-Dap faculty recommends that, whatever the training sequence is, all training components are delivered. Then the EU-Dap Faculty certificate for a trained teacher will be awarded to you.**

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## Welcome

- Presentation of the trainer  
In every group, you present yourself as a trainer or facilitator. You can do this in very different styles: e.g. very unconstrained or very formal. Either style you choose, it will instigate the further evolution of the group dynamics. For a twenty minute presentation as well as for a three day workshop, the introduction 'who am I' at the beginning is indispensable.
- Agenda setting

## Objectives<sup>1</sup>

### *Personal Notes:*

<sup>1</sup> It is important that objectives are clear to the participants. Announcing the objectives of an activity will allow them to focus more on the issues that you want to achieve. For the trainer however flexibility is needed to adapt objectives of one and the same activity to varying conditions. This is the reason you will find the box with objectives empty in this version: your trainer will fill them in.

# Energizer: charming charlotte

- Group climate oriented exercise  
Suggestion: Energizers: Name and adjectives page 42 Handbook for the teacher.

## Objectives

### Content

Without introductory exercises and group climate games, interactive teaching is useless, but these games or not just games. They are tools to change or improve the group climate. Nevertheless, you should also realize that these games or not a magic potion. You can not expect wonders to happen, because (fortunately) a part of a group's atmosphere is not mouldable. Still, the way we organise, set up and guide these activities has an indisputable effect on the group's atmosphere. This is something we have to get acquainted with in this training.

### *Personal notes:*

### *wrapping up*

- What did you enjoy in these activities?
- What could be done to make them better?
- What new things did you learn about each other through these games?
- What new things do we all have in common? How do we differ?
- How could you transfer such activities in your classroom?

## Background of eu-dap

Funded by the European Commission, EU-Dap (European Drug Addiction prevention trial) is a multicenter study implemented by nine partners from seven different European countries. We speak of action research as researchers and practitioners joined hands in developing and testing a standardised school-based program for the prevention of use of tobacco, drugs and alcohol. After literature review, practical considerations and based on experience, a comprehensive social influence program was developed that consists of twelve (one hour) lessons for the pupils and 3 parent meetings: Unplugged. It was tested for the first time in the school-year 2004-2005. 77 intervention schools completed the program and the effects were measured against 64 control schools. In all those schools pre- and post-test questionnaires were administered. The questionnaires of course investigated substance use before and afterwards, but also personal and social skills and other individual and family characteristics. Analysis proved that the program has a big preventive impact as it showed a reduction of recent drunkenness with 28%, a 23% reduction for cannabis consumption and 30% for daily smoking. In contrast to other evidence-based prevention programs and due to the funding of the European Commission, no royalties or copyrights are attached to the program's content. As it is proven to be effective, culturally sensitive and free to use, a lot of interest came from other European countries as well as from North-African countries, states in the Middle-East and former Soviet countries, where materials are being translated and trainers trained to carry out the pilot test of Unplugged as we speak. Notwithstanding the fact that the program is free to use and adopts a much standardised format, Unplugged demands a very distinctive, interactive teaching methodology. That is why it is highly recommended that teachers are trained to make this methodology their own. To carry out this tremendous task, national EU-Dap centres were founded in every participating country.

### ***Personal notes:***

- What is the background of your national EU-dap centre?

## *wrapping up*

- What information about Unplugged would you like to tell your students?
  
  
  
  
  
  
  
  
  
  
- What information about Unplugged would you like to tell your colleagues that are not part of the workshop?
  
  
  
  
  
  
  
  
  
  
- What information about Unplugged would you like to tell the parents of your students during the parents meeting?
  
  
  
  
  
  
  
  
  
  
- What questions do you have about the background of the program?



## Expectations and rules

- Group building and interactive learning. Presentation of the student's workbook.

### Objectives

#### Content

Workbook page 6:

- Something I want to learn:
  
- Something I want to achieve:
  
- Something I expect from the other participants:

#### *wrapping up*

- What expectations do you have in common with the other participants?
  
- What are the advantages to ask your students about their expectations?
  
- What are the difficulties and how to proceed to avoid silence from students?
  
- How could you transfer such activities in your classroom?



# Material overview: poster presentation

- Reading Exercise : Lessons of unplugged

## Objectives

### Content:

In a poster presentation, answer the following questions:

1. What is this lesson about?
2. Make a drawing or design a symbol that characterises this lesson.
3. What do you think is the strength of this lesson?
4. What do you think is the weakness of this lesson?

### *wrapping up*

- Which factors make a working subgroup successful?
- What is the methodology to work effectively as a subgroup?
- How could we teach students to work effectively in subgroups?
- What can you do in your own classroom?

## Material Overview: Questions

- Overview of Unplugged materials: to get familiar with all lessons of Unplugged.

### Objectives



- What questions do you have about Unplugged?
  
- What are the advantages of this type of presentation?
  
- What methods can we use to help students prepare a presentation?

# Reflection on Learning Process

- Reflection on personal learning process and group dynamic.

## Objectives

### *wrapping up*

- What did you learn about yourself?
- Reflection on the following questions?
- What did you learn about yourself?
- What did you learn about the others?
- How this knowledge does affect the group dynamic?
- How often can you do this type of activity to nurture the group dynamic in your own classroom?
- What can you do to solve conflict in subgroups work?
- What can you do to restore the climate in the classroom?

# Peer Pressure and Normative Belief

- A situation Play (Lesson 2)

## Objectives

### *wrapping up*

- How can we illustrate peer pressure with examples from the class room?
- Do you have examples from your own experience you are willing to share with your students?
- How can you avoid criticism and judgment during the lesson as to reflect in a constructive way?
- How could you coach students who are easily swayed by others?

# Closing Reflection

## Objectives

### *wrapping up*

In couples (as in the beginning) you will share:

- Something I learnt today...
- Something I didn't expect was...
- A word that could describe what I felt...
- A question I have in mind is .....



## **Energizer: Good Morning!**

- Lesson 6: group climate exercise

### **Objectives**

### **Content and methodology**

On one side of a sheet of paper, you write how you feel this morning. On the other side of the paper you write your date of birth.

### ***wrapping up***

- Why it is important for young people to be able to express their feelings in a constructive way?
  
- What are the advantages of expressing your feelings in conflict management?
  
- What are the rules inside the classroom to promote a safe environment?





# **Group division, instructions and preparation of demonstrations**

**Objectives**

**Personal Notes:**

## Demonstration + Feedback: Party Tiger

- Lesson plus processing

### Objectives

### Personal Notes:

#### **WRAPPING UP**

- How did you experience the lesson?
  
- Which part of the lesson did you enjoy most?
  
- What did you like/dislike regarding the style of the facilitators?
  
- The trainer also gives feedback regarding the training skills demonstrated.

# Demonstration + Feedback: Drugs - Get informed

- Lesson plus processing

## Objectives

## Personal Notes:

### WRAPPING UP

- How did you experience the lesson?
- Which part of the lesson did you enjoy most?
- What did you like/dislike regarding the style of the facilitators?
- The trainer also gives feedback regarding the training skills demonstrated.

## Demonstration + feedback: Your beliefs, norms and information – Do they reflect reality?

- Lesson plus processing

### Objectives

### Personal Notes:

### WRAPPING UP

- How did you experience the lesson?
- Which part of the lesson did you enjoy most?
- What did you like/dislike regarding the style of the facilitators?
- The trainer also gives feedback regarding the training skills demonstrated.

## Demonstration + Feedback: Coping Competences

- Lesson plus processing

### Objectives

### Personal Notes:

### **WRAPPING UP**

- How did you experience the lesson?
- Which part of the lesson did you enjoy most?
- What did you like/dislike regarding the style of the facilitators?
- The trainer also gives feedback regarding the training skills demonstrated.

## Closing: CAKE energizer

- To close the day as a group:

### Objectives

#### **WRAPPING UP**

“Flashlight”: Think about this second day and make a word that describes what you take with you today.

For example:

**CAKE**

**C**ourage to go for it

**A**ppreciation for my colleagues

**K**een to start

**E**xtra knowledge about the method



## **Energizer: Good Morning!**

- Opening exercise Empower group members in problem solving: AMAZON energizer.

### **Objectives**



## Parents and Teachers

- What do parents and teachers have in common?

### Objectives

### Personal Notes:

### **WRAPPING UP**

- How can the similarities in the two roles help you in your communication with parents?
  
- What are the risks or the difficulties that you might face when inviting parents to a discussion about teenagers – what could you do to overcome these difficulties?

## Parent group Discussion

- Reflecting on parents' needs
- Emphasize on the role of the facilitator in a parent meeting.
- Parents experience it very helpful if they have the opportunity to share their experiences and realize that most families have the same “problems” more or less.

### Objectives

### Personal Notes:

### **WRAPPING UP**

- How can we support parents who come to a parent meeting?
- What is the strength of such meetings – what are the limits?
- What is our role as teachers when we lead parent meetings?

# Parents Meeting Demonstration plus Processing

- Demonstration of a parent meeting

## Objectives

## Personal Notes:

### WRAPPING UP

Make a small SWOT analysis for yourself about leading parent meetings:

What are your strengths in leading parent meetings?

S

What are your weak points in leading parent meetings?

W

What opportunities can be gained in the relationship with the parents of your students?

O

What risks can you identify in leading parent meetings?

T

## Teacher Self Analysis

- Interactive Learning Recognition: the opportunities and the benefits of the implementation of Unplugged (SWOT – analysis).
- While Processing: make the difference between internal and external factors.

### Objectives

### Personal Notes:

#### WRAPPING UP

One strong point I have as a teacher in Unplugged:

S

One weak point I am aware of:

W

What are the benefits of implementing this training to the students?

O

One possible risk I foresee:

T

## **Didactical Tips**

- Lecture: Pedagogical tips and reminders for teachers in the role as trainers of students.

### **Objectives**

### **Personal Notes:**

## **Give a Compliment Exercise**

- Group process. “Making compliments” exercise in Lesson 8.

### **Objectives**

### **Personal Notes:**

## Evaluation and Closure

- Closing. Evaluation of the training

### Objectives

Personal Notes::

