



WELCOME TO THE Positive Choices WEBINAR SERIES

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Strong & Deadly Futures: School-based, culturally inclusive alcohol and other drug prevention for Aboriginal and Torres Strait Islander youth

Dr Lexine Stapinski and Dr Kylie Routledge

5th May 2020



Housekeeping

1 Listen only mode.

2 This webinar is being recorded and will be made available on the Positive Choices portal.

3 We will have a question and answer session towards the end of the webinar. Please type your questions using to comment box available.



What is Positive Choices?

The screenshot shows the Positive Choices website interface. At the top, there are navigation links for Teachers, Parents, and Students, along with utility links for Sign In, Register, Getting Started, and Contact Us. Below this, there are filters for Aboriginal and Torres Strait Islander and Culturally and Linguistically Diverse resources. The main navigation bar includes a search bar for teacher resources and a 'Drug and Alcohol Information' section with the tagline 'Get informed, stay smart, stay safe' and a button 'Where to get help and advice'. The content area features six video thumbnails: Teachers and Wellbeing Support Staff Resources, Parent Resources, Student Resources, Aboriginal and Torres Strait Islander Resources, Culturally And Linguistically Diverse Resources, and a video for first-time visitors.

Developed by the Matilda Centre and NDRI, in consultation with teachers, parents and students. Funded by Australian Government Department of Health.

Central access point for trustworthy, up-to-date drug and alcohol information and educational resources.

Learning resources, factsheets, videos, and games to engage young people with drug education.

Access to classroom-based drug prevention programs that are proven to reduced drug-related harms.



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Strong & Deadly Futures: School-based, culturally inclusive alcohol and other drug prevention for Aboriginal and Torres Strait Islander youth

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**School based, culturally-inclusive
alcohol and drug prevention for
Aboriginal and Torres Strait Islander youth**



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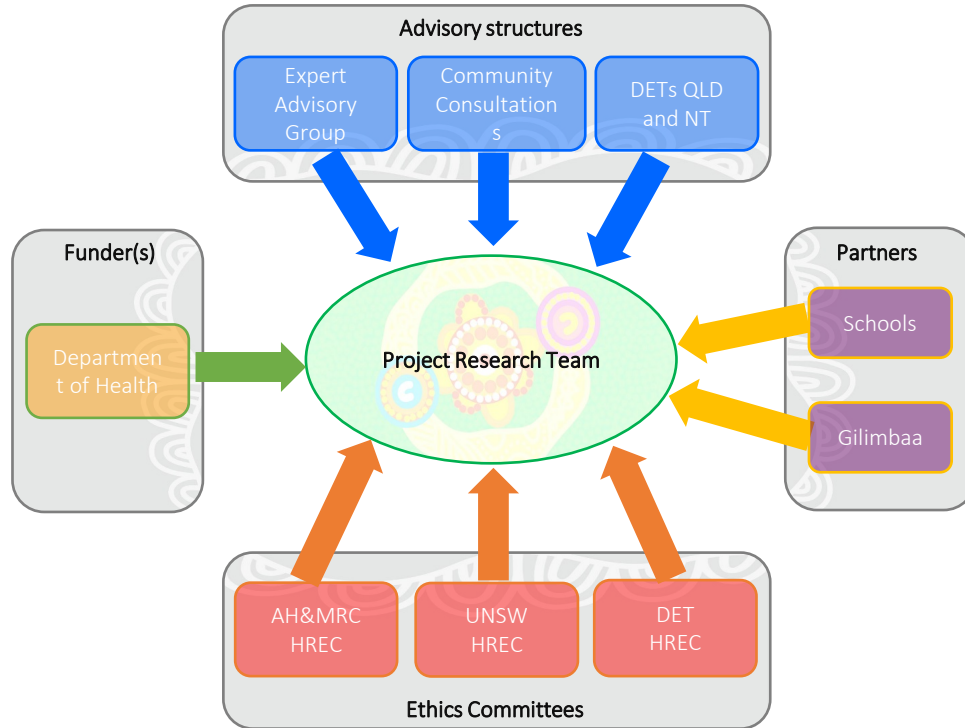


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Acknowledgements

Expert Advisory Group

A/Prof Ted Wilkes
 Mr Scott Wilson
 Dr Michael Doyle
 Mr Nathanael Curtis
 Ms Kristen Ella
 Ms Annalee Stearne
 A/Prof James Ward
 Prof Dennis Gray
 Dr Alice Knight
 Dr Kylie Lee
 Dr Christina Marel
 Dr Nyanda McBride
 Ms Michelle Elwell
 Prof Anthony Shakeshaft
 Dr Fiona Shand
 Mr Ian Watson
 Prof Steve Allsop



Webinar Overview

1. What is the evidence for prevention?

- 🔗 Is school-based drug and alcohol prevention effective?
- 🔗 Drug and alcohol prevention in Aboriginal and Torres Strait Islander youth

2. How can we do better?

- 🔗 What do communities and Aboriginal leaders consider the key messages and priorities?
- 🔗 Development of the Strong and Deadly Futures program

3. What are the benefits?

- 🔗 Results from our pilot trial of the Strong and Deadly Futures program
- 🔗 Opportunity for schools to get involved in the next stage



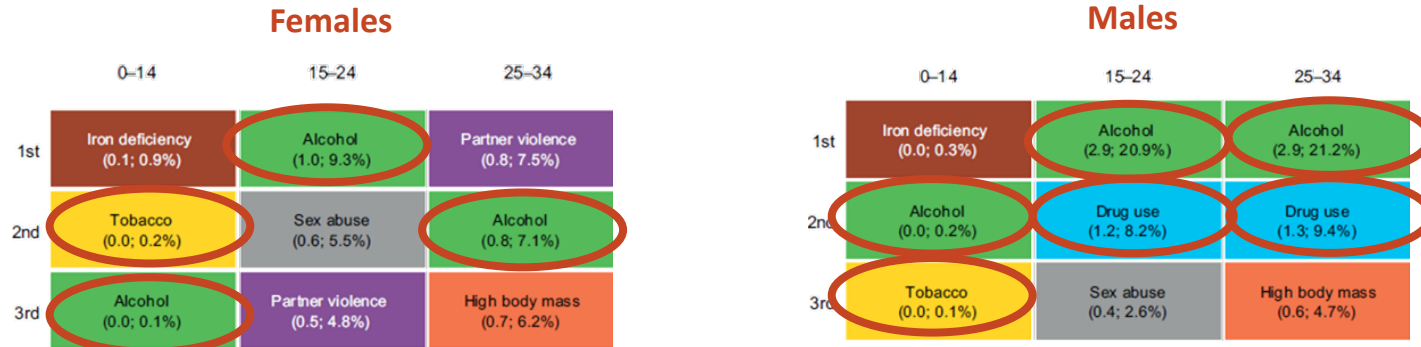
Why invest in drug education & prevention?

- **Adolescence** is peak time for the development of substance use problems
- **Earlier initiation** of drug and alcohol use is related to more **negative outcomes**
 - Poor school performance and early drop out
 - Increased risk of dependency/ mental illness in adulthood
- Risk of alcohol dependence can be reduced by 10% for **each year that use is delayed** (Conrod et al. 2008; Grant et al. 2001)
- **Prevention is best.** Educate prior to harmful exposure



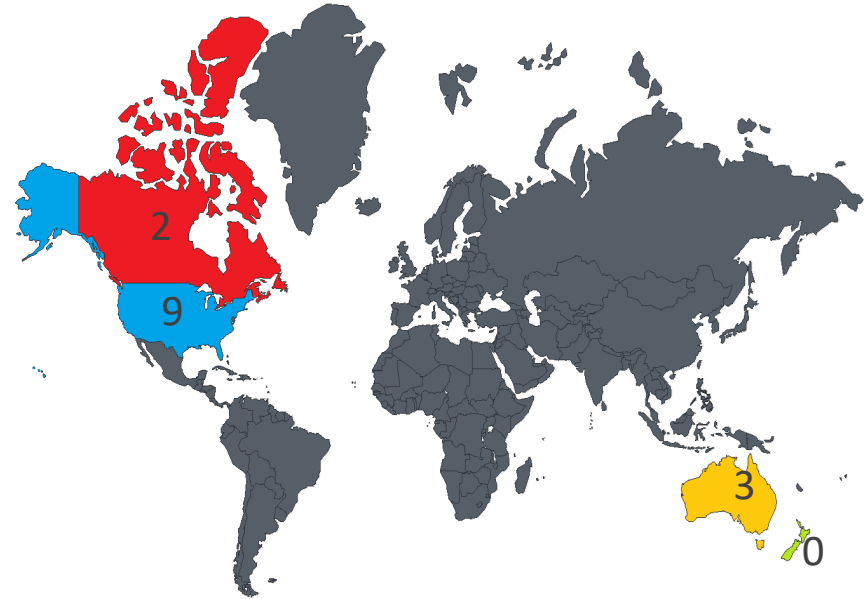
Priority areas for improving Aboriginal Health

- **10 year gap in life expectancy** between Aboriginal and Torres Strait Islander peoples and non-Indigenous Australians
- Issues relating to drug and alcohol use are a priority for addressing this gap and improving health



Are there effective drug and alcohol prevention programs for Indigenous youth?

- **26** evaluated prevention programs in USA, Can, NZ and Aus (1990-2018) (Snijder et al. Prevention Science, 2020)
- For **3** Australian programs, consistent benefits were found for substance-related outcomes - **none** currently available





Aim: Develop a
**culturally-inclusive,
school-based** drug and
alcohol prevention program
for Aboriginal and Torres
Strait Islander youth



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Development Process



1. Formative Consultation

- Teachers, schools, Aboriginal liaison officers, Service providers, stakeholder organisations



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1. Formative Consultations



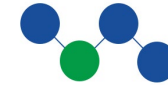
26 teachers
16 stakeholders
56% Aboriginal & Torres
Strait Islander people

Consultees included service providers,
school-based stakeholders,
a Govt.-based stakeholder & academics.

Messages to include in prevention
program:

EMPOWERMENT
CULTURAL IDENTITY
SOCIAL INFLUENCE
PEER PRESSURE
REDUCTION
HARM
COMMUNITY
GET HELP
WHERE TO
POSITIVE RELATIONSHIPS
ADD USE AT HOME
NEGATIVE CONSEQUENCES
FOR POSITIVE DISCRIMINATE

Integrated or separate program?



Integrated

Support for integrated
AOD prevention
resources.



Separate

Indigenous students to discuss
certain topics separately.
Provide Indigenous-specific
factsheets.

Development Process



1. Formative Consultation

- Teachers, schools, Aboriginal liaison officers, Service providers, stakeholder organisations



2. Systematic Review of Existing Evidence

- Prevention programs for Indigenous youth
- Risk and Protective Factors



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2. Systematic Literature Review

What are the factors that protect against alcohol and drug use?

- 🏠 Knowledge of adverse effects of AOD use
- ⊕ Exposure to anti-smoking attitudes
- 🎯 Participation in recreational activities
- 🧠 Psychological wellbeing
- 📖 Educational attainment
- 👤 Personal skills: problem solving, resilience
- 🌟 Positive role models
- 🌍 Cultural knowledge enhancement

2. Systematic Literature Review

What are the key components of effective prevention programs?

 Alcohol and drug education

 Skill development

 Health promotion

 Recreational activities

 Booster sessions

 Culturally-adapted programs

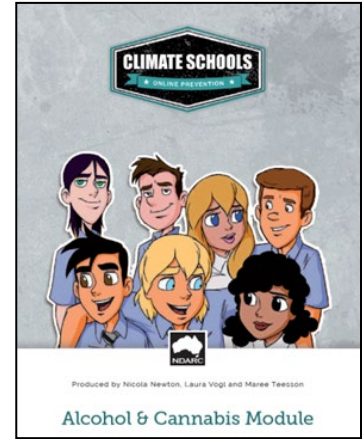
 Community involvement in program development

 Indigenous facilitators / Trained facilitators

 Cultural knowledge enhancement

Climate Schools: Suitable for cultural adaptation?

- Mainstream school-based programs with good evidence of effectiveness (each module – 6 lessons, curriculum aligned)
- To date, 6 trials involving 157 schools and > 14,000 students across NSW, WA, VIC, ACT, QLD and London
- 16 published papers reporting effectiveness of Climate schools program:
 - ✓ Increased knowledge of alcohol, cannabis and psychostimulants
 - ✓ Decreases in use of alcohol, cannabis and ecstasy
 - ✓ Sustained reduction in binge-drinking at 3yrs after program
 - ✓ Reduced harms related to alcohol and ecstasy
 - ✓ Well-received by teachers and students





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School-based prevention for Year 7/8



Drug & alcohol education



Skill development



Cultural knowledge embedded



Interactive, curriculum aligned



Computerised delivery –reach



Developed with the community



Development Process



1. Formative Consultation

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2. Systematic Review of Existing Evidence

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3. Program Co-development

- In partnership with schools and Aboriginal youth, Appreciative Inquiry
- Design led by Aboriginal working group at Gilimbaa



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3. Co-development Process



Public Schools (n=2)

Year 7-8 students (n=42)

54% Aboriginal & Torres Strait Islander people

Independent Schools (n=2)

Year 7-8 students (n=35)

52% Aboriginal & Torres Strait Islander people



National storytelling competition

12 -14 year olds (n=13)

100% Aboriginal & Torres Strait Islander people



Photovoice

Focus groups



Role plays
Poster making



Co-development: Photovoice

- Role models



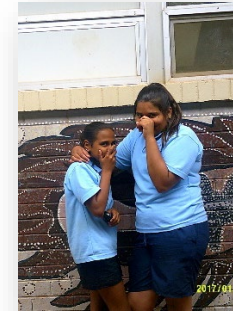
Footy players
“always gives back to the community”



Teachers
“there to help”



Parents
“everyone should be like dad”



Friends
“influence you and help to life live to the fullest”



Co-development: Photovoice

- Positive reasons not to use alcohol and drugs



Money
"cost money"



Caring for pets
*"if you end up in jail
you can't look after
your pets anymore"*



Drink driving
*"if you drink or do
drugs and drive,
something could
happen to this baby"*



Happy people
*"surround yourself
with happy people"
"they will rub off on
you"*



Co-development: Photovoice

- What they love about their community



Computers
"I love that we have a computer room in school, I want to become a youtuber and the computer room reminds me of this"



Make our own fun
"we make our own fun and freedom"



Coming together
"Expressing ourselves through art and stories"



Lake
"Like doing this on the weekends with my dad"



- Watch our Behind the scenes video about the development of the program at:

<https://strongdeadly.org.au/>



Lessons: Story-driven

Lesson 1: New Girl at School



Coping with psychological distress

Lesson 2: Football Games Gets Out of Control



Alcohol education: short term consequences and harm minimisation

Lesson 3: The Day After...



Alcohol education: normative messaging, role models, helping a friend, finding information about alcohol and drugs

Lesson 4: The Camping Trip



Tobacco: Substance refusal strategies, peer pressure and alternatives to using substances

Lesson 5: Worried About my Sister



Cannabis: Long term consequences of substance use, coping with other people's substance use

Lesson 6: The 'Big Day in the Park' Festival



Alternatives to substance use



Audio Narration

- Audio narration – caters for literacy levels
- Recording of voice-over with students from high school, plus Aboriginal celebrities



Joe



Amy



Tina



Billy



Emma



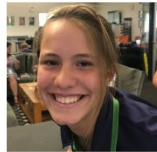
Trevor



Kai Kellert, Caloundra
12 Aboriginal



Alison Peacock, Caloundra
13 Aboriginal



Gabby Dewar, Caloundra
13 Non-Indigenous



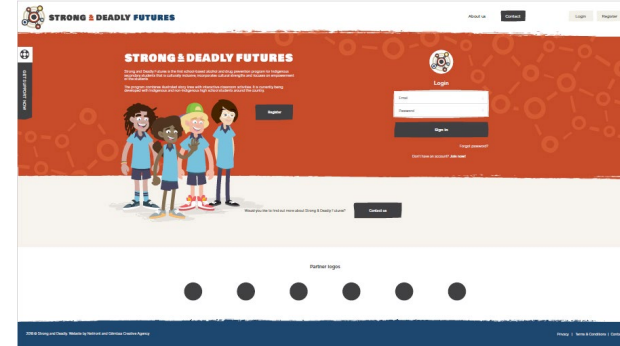
Myles, Caloundra
12 Aboriginal



Rachel Duncan, St Augustines
13 Aboriginal



Joe Williams Confirmed





Standard drinks chart | Implementation guide | Australian curriculum | NSW curriculum | Learning outcomes | Map of Indigenous Australia

Lesson 1 ✔ 29/01/2019

Teacher: [Summary](#) [Activities](#)

Student: [Summary](#)

[Review](#)

Lesson 2 ✔ 29/01/2019

Teacher: [Summary](#) [Activities](#)

Student: [Summary](#)

[Review](#)

Lesson 3 ✔ 29/01/2019

Teacher: [Summary](#) [Activities](#)

Student: [Summary](#)

[Review](#)

Lesson 4 ✔ 29/01/2019

Teacher: [Summary](#) [Activities](#)

Student: [Summary](#)

[Review](#)

Lesson 5 ✗ Incomplete

Teacher: [Summary](#) [Activities](#)

Student: [Summary](#)

[Begin](#)

Lesson 6 ✗ Incomplete

Teacher: [Summary](#) [Activities](#)

Student: [Summary](#)

[Begin](#)

Interactive class activities to reinforce key messages



Student progress



Manage students



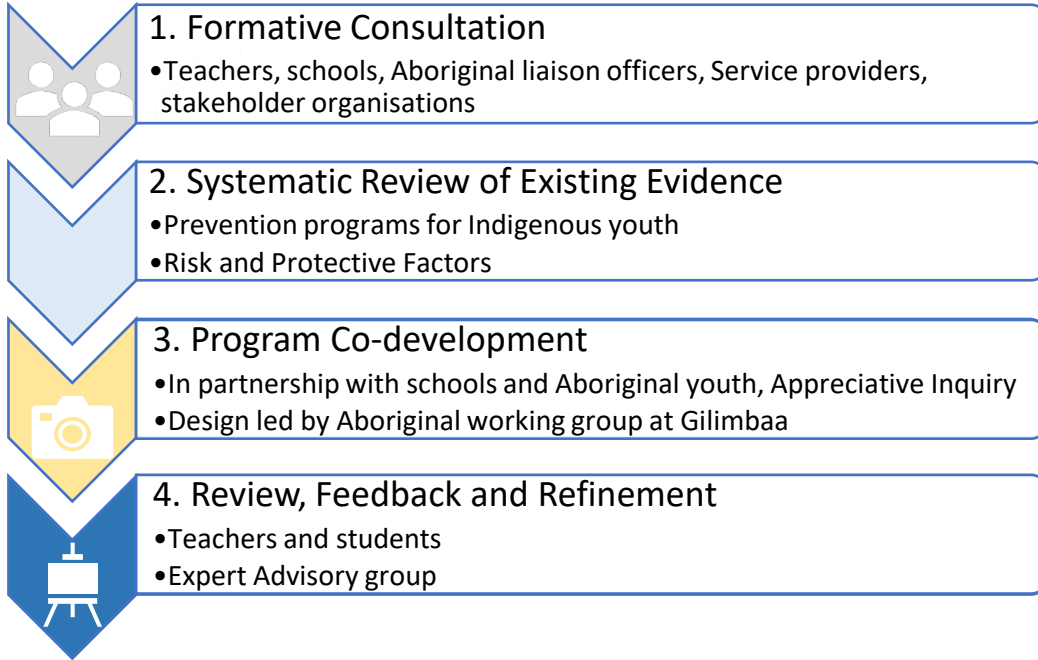
Profile

● Watch a video to preview the program at:

<https://strongdeadly.org.au/>



Development Process



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4. Review, feedback, refinement

- Positive feedback on backgrounds and scenarios
- Storylines are realistic and students can relate
- Language well received, minor changes suggested
- Suggestions for shortening certain parts of the scenario
- Program format **highly practical** and would suit the needs of teachers

“As a teacher, having something where you don’t have to do a lot of the prep work yourself is always good. The kids can log on and work through the lessons at their own pace.”



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Pilot study





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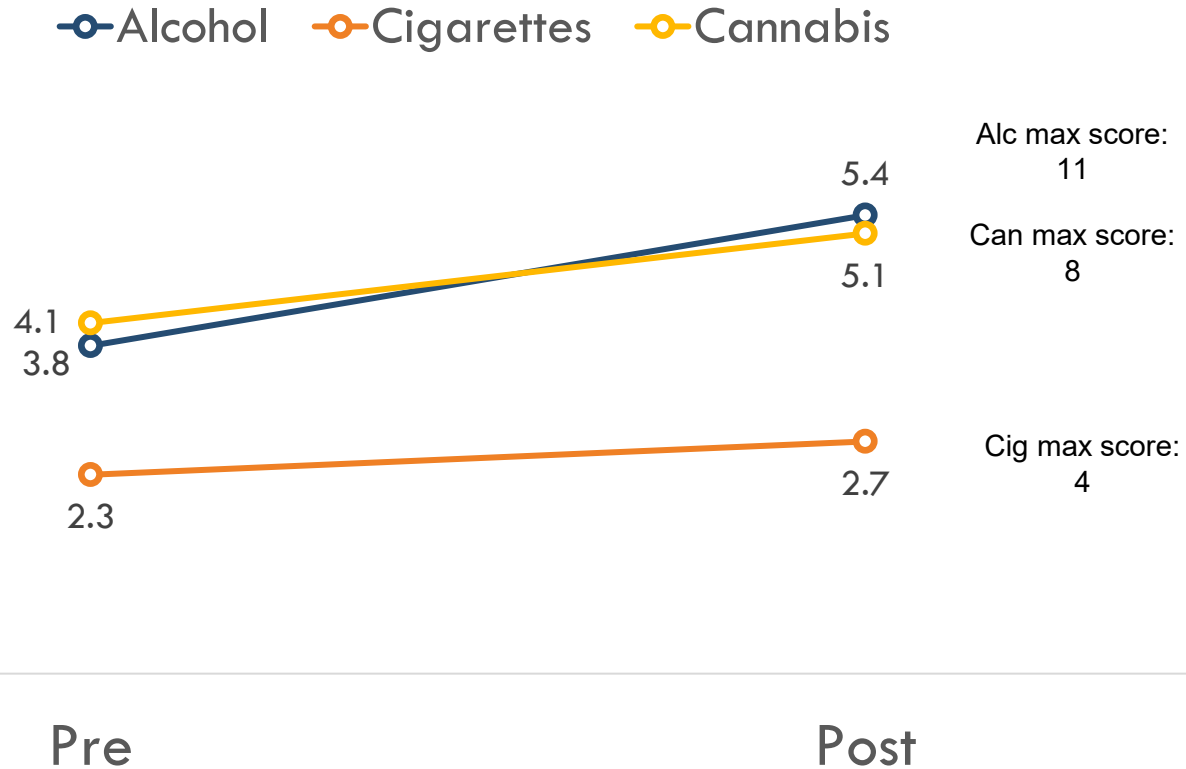


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Pilot: alcohol and drug knowledge





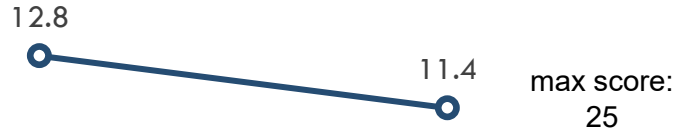
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Pilot: wellbeing

Psychological distress



Pre

Post

- All of the time
- Most of the time
- Some of the time
- A little of the time
- None of the time

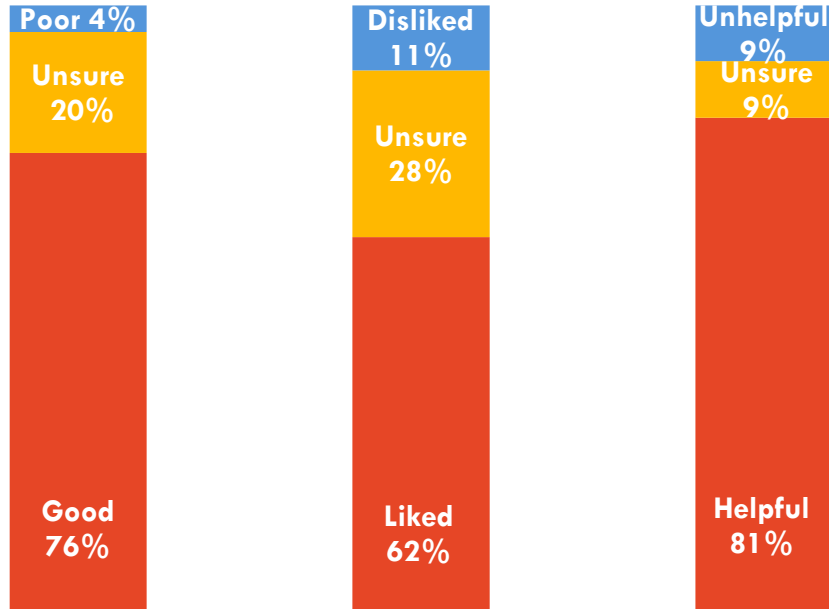


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Pilot: student feedback



Overall rating

Liked cartoons, lessons, activities

Helpful for stress, peer pressure, AOD

“..I enjoyed watching the cartoons; it was fun understanding real-life concepts in an animated context ..”

“..I learnt a lot about drugs and alcohol..”

“..I think the Strong & Deadly program is an awesome way to teach children about peer pressure and standing up for yourself in these situations..”

“..I loved the love story between the characters..”



Pilot: teacher feedback

Engaging

“..some of the kids went on and watched ahead even which is a good sign to see that they were engaged, they wanted to find out what was happening..”

Easy to implement

“..I've found it really easy to use, the links - everything is there for you..” “..it was good to have options and worksheets and plan As and plan Bs..”

Culturally inclusive

“.. a good focus on Indigenous culture” “I think it caters for all regardless of cultural background, literacy level, language difficulty etc..”

Suggestions

“.. the video is too slow. Constantly having to press the ‘next’ button is distracting and the students lose focus..”

Next steps: trialling S&DF across Australia



Want to get involved in the Strong & Deadly Futures research?

We would love to have a conversation with you about the research and how we can work together to adapt it for your community. If you are a community member or school staff member and would like to hear more about the program contact us at: info@strongdeadly.org.au

Or call (02) 8627 9013.



Thank you

Express interest or any questions?

www.strongdeadly.org.au

info@strongdeadly.org.au

kylie.routledge@sydney.edu.au





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Thank you to our presenters

Dr Lexine Stapinski (Twitter: [lex_stapinski](#))

Dr Kylie Routledge (Twitter: [KylieRoutledge](#))



THANK YOU

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