



FEST

Interactment

A CHATTERBOX APPROACH to an alcohol and other drugs prevention initiative.

In putting this program together we have worked within the Guidelines of the Department of Education and training. The **FEST** Alcohol and other Drugs initiative should lie comfortably within a school's drug and alcohol policy guidelines.

Ours is a drug using society. We recognise that we live in a drug-using society and that not all drugs are harmful, and that a lot of the commonly used drugs in society are legal drugs.

Harm Minimisation involves a range of approaches to reduce drug related harm, including the abstinence from drug use, prevention, early intervention, specialist treatment, supply, control and safer drug use.

Features distinguishing harm minimisation from other approaches are that it:

- Acknowledges that many people in our community use drugs.
- Takes into account the relationship between PEOPLE, the Drugs they use and the ENVIRONMENTS in which they use them.

A harm minimisation approach does not condone or encourage drug use. It accepts that drug use by young people is a personal choice that is not within the control of teachers or schools.

This approach recognises that drug use provides varying degrees of risk for the user. It aims to reduce the risks associated with use and to promote healthy behaviours. It acknowledges that students can be affected by their own drug use and the drug use of others, including parents, relatives, siblings and friends. The **FEST** interactment emphasises:

what are the possible harmful effects of a scenario? and

what strategies could be used to prevent/reduce the harm in this situation?

HARM MINIMISATION

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All drug use has an effect on the body. Drug use can also affect the lifestyle of the user as well as the lives of others. The effects and consequences of drug use are determined by:

The Person

The Drug Situation

The Place

The FEST approach to an alcohol and other drugs prevention initiative consists of the following chatterboxes:

FEST wellbeing chatterbox

FEST personal reflection chatterbox for alcohol and other drugs

FEST cross linking harm minimisation scenario chatterbox

FEST simplified colour coded linear (+ - ve) chatterbox

WHY THE CHATTERBOX APPROACH?

The **FEST** series of chatterboxes and associated materials is an initiative to motivate students to think about the effects of alcohol and drugs on **Family** life, on their **Education**, on their **Social** life and the **Trauma** it may cause. It is an initiative to inspire students to be proactive in thinking about and putting into place their own strategies about dealing with the possible drug scenarios they may be faced with.

The chatterbox will facilitate the delivery of the compulsory 10 hours of specific drug education per student per year in interesting and pro active way. The chatterbox approach may inspire young adults to reflect on and instigate positive actions and strategies about matters of drugs and alcohol.

Most students have messed around with chatterboxes of some sort or another and are familiar with the fun way in which they have been used to communicate jokes, feelings and messages. Chatterboxes are fun. They are easy to make and are fun to play with and construct.

The chatterbox can be positively used as a most effective teaching and learning tool.

The chatterbox encompasses most of the multiple intelligences in its use.

Visual and Spatial	Use of colour, patterns and diagrams.
Verbal linguistic	Writing, discussion, description.
Logical mathematical	Patterns, logical procedures and sequences.
Kinaesthetic	Construction, hands on, movement
Interpersonal	Sharing, teamwork, discussion
Intrapersonal	Reflection, personal experiences.

The chatterbox is ideally suited for the Visual, Audio or Kinaesthetic learner.

The chatterboxes are fun to make either as a team initiative or as a personal/ individual response or task. There is ownership in their fabrication and the process and the outcomes involved. The chatterbox can be used as a personal reflective tool or as a team or shared reflection process. It can be used as a re-enforcement tool or to investigate strategies or consolidate an idea or direction.

2. The Chatterboxes

FEST (+ - ve) Chatterbox

This chatterbox presents simple scenarios in a colour coded linear progression and is a forerunner to the more complicated chatterboxes. Work through the completed examples with your students. Each colour provides the student with some possible actions that flow onto odds and even numbers. Odd numbers provide a positive scenario and the even numbers a negative scenario, each providing some possible outcomes and consequences. With teacher guided discussion and group or individual work students could complete a list of similar scenarios and share experiences. Students could sort out possible strategies, outcomes and consequences for each colour situation. This chatterbox provides the students with an experience they may have incurred or allows them to think about and

discuss possible other situations they may find themselves in, all the time building resilient strengths and behaviours in the student.

FEST IPSO (Individual, **P**lace, **S**ituation, **O**utcome) Chatterbox.

A Person, Place, Situation and Outcome scenario is presented in this cross linking harm minimisation chatterbox. Multiple scenarios can be created depending on the choices made. Students working together or individually can assess each scenario and come up with a possible outcome and develop a strategy for this scenario. They should question the possible harmful effects of each scenario and discuss what could be done (strategies) to prevent or reduce these harmful effects. These strategies could be written in the last triangle. From the Blank masters provided students could develop their own **IPSO** Chatterbox. Individual or class/group discussion would bring out possible strategy experiences and reinforce resilient behaviour.

The chatterbox masters are plainly coloured allowing students to colour them in. Colouring in, at times, can reflect an emphasis that students may want to signal as a personal experience or a problematic scenario.

FEST PRAD (**P**ersonal **R**eflection **A**lcohol **D**rugs) Chatterbox

FEST FEST (**F**amily, **E**ducation, **S**ocial, **T**rauma) Chatterbox

The FEST personal Reflection Chatterbox for Alcohol and Drugs and the FEST wellbeing chatterboxes together with the FEST wellbeing board game were developed by a group of students at a secondary college in the Loddon Campaspe Region.

These chatterboxes are a little more sophisticated. The given examples are a guided tour of the possible outcomes of Alcohol and Drugs and personal wellbeing giving a time frame and eventual possible consequence of the situations. They have been used very effectively to promote discussion about alcohol and other drugs and to develop strategies to circumvent detrimental outcomes that can lead to positive situations. These chatterboxes have led to productive scenario and strategy discussions.

Students should be encouraged to construct their own chatterboxes (by following the written examples and instructions that accompany each chatterbox) on the reverse side leading further to teamwork and the development of relevant strategies.