SCHOOL HANDBOOK

This book is one of seven constituting
"On My Own Two Feet"
Educational Resource Materials
for use in Substance Abuse Education

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Mater Dei Counselling Centre

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SCHOOL HANDBOOK

FOREWORD TO SECOND EDITION

This set of Education Resource materials, "On My Own Two Feet", was first launched in 1994. It is an educational programme for use in second-level schools, which is aimed at the prevention of substance misuse. It was developed as a co-operative project between the Department of Education and Health and the Mater Dei Counselling Centre, with the support of the Commission of the European Union.

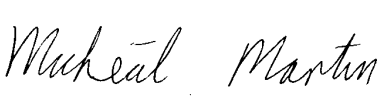
Since the materials were first launched, over 1000 teachers have participated in a series of 50 hour training courses to equip them with the skills necessary to deliver the programme effectively. A number of staff from other agencies involved in working with young people have also benefited from the training. The feedback on this training is excellent it is very encouraging to witness the commitment and energy which teachers and other professionals are giving to this work.

Misuse of substances is a serious issue for all. It leads to ill-health, unhappiness and crime. It is essential to help young people to develop positive attitudes and behaviour free from dependence on alcohol, tobacco and other drugs.

The original project was a result of close collaboration between many persons and agencies and close collaboration is an increasing feature of current initiatives dealing with the serious issue of drug misuse in our society. There is an increasing emphasis on early intervention and on the involvement of parents and communities in prevention strategies.

An additional booklet will be published in the near future to supplement this programme. It will contain some updated information, additional exercises and references.

It is our hope that this programme will continue to help our young people to build the self-confidence and social skills, which will enable them to live happy and healthy lives free from dependence on either legal or illegal drugs.



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The materials in "On My Own Two Feet" have been developed jointly by the Department of Education and Health and the Mater Dei Counselling Centre.

The Project received financial assistance from the Commission of the European Union (Directorate General V for Employment, Industrial Relations and Social Affairs).

The assistance of the managements, principals and staffs, parents and students of the schools, which participated in the pilot phase of the Project, is acknowledged gratefully. These schools are:

Coláiste Rís, Dundalk, Co. Louth.
St. Kieran's College, Kilkenny.
Scoil Mhuire, New Ross, Co. Wexford.
Vocational School, Cavan.
Blakestown Community School, Blanchardstown, Dublin 15.
St. Mary's Secondary School, Balydole, Dublin 13.
Greendale Community School, Kilbarrack, Dublin 5.
Newpark Comprehensive School, Blackrock, Co. Dublin.

The impetus for this Project came from a Summer Course organised by the Department of Health and Education with Mater Dei Counselling Centre. The kind contribution of the Director and staff of Mater Dei Counselling Centre in providing accommodation for a project office, during the pilot phase, is acknowledged and appreciated.

Thanks are recorded for the valuable secretarial assistance provided by Mairín De Búrca, Kena Felle, Caroline Hayes, Sylvia Masterson, Mary Pettigrew and Geraldine Ruane.

The Steering Committee for the Project wishes to thank the North Western Health Board, Mr. Donal O'Shea and Mr. Brian McAuley in particular, for permission to use and adapt certain materials in Chapters 3 and 4 of the School Handbook. The material referred to is from Sections 2 and 3 of the Board's 'Healthy Living – First Year, Teachers' Book'.

Many of the structured exercises are similar to those found in various educational packs and programmes. Others are new. We wish to acknowledge the influence and ideas of many authors, trainers and teachers. References are given in the resource section of the School Handbook.

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Since the launch of the project in October 1994, training courses have been offered to post-primary teachers all over the country. Feedback on these courses has been very positive and is largely attributable to the effectiveness and commitment of the tutors.

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Chapter 1

Educational Approaches to Primary Prevention

1.1 Background to the project

1.2 What is “On My Own Two Feet”?

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- Feelings
- Decision Making
- Methodology

1.8 The Effectiveness of the Programme

Background to the project

The central aim of education is the development of all aspects of the individual, including the intellectual, the social, the emotional, the physical, the spiritual and the creative, for personal and family life, for working life, for living in the community and for leisure.

Inherent in contemporary substance abuse prevention programmes is the development of personal and social skills.

This thinking formed the background to drug education courses for teachers organised annually by the Department of Education, the Health Education Bureau and the Mater Dei Counselling Centre. The impetus for this project came from one such course and resulted in the initial drafting of classroom materials.

In 1990 the Department of Education and Health and the Mater Dei Counselling Centre, with support from Directorate General V of the European Union decided to proceed with the further development of these materials. The materials were piloted in eight schools and the feedback obtained was incorporated into ***"On My Own Two Feet"***.

Following on the pilot phase, a dissemination process began resulting in the training of over 1000 teachers and a number of others who work with young people in out-of-school settings, by summer 1997.

A separate book is also available containing additional exercises relating to drugs and an update on research, policy and current developments in education.

What Is "On My Own Two Feet"?

"On My Own Two Feet" is an educational package for use with post-primary students aimed t the development of personal and social skills for the prevention of substance abuse. The overall aim of the package is to enable students to develop their ability to take charge of their health and specifically to make conscious and informed decisions about the use of drugs, (legal and illegal) in their lives.

These materials do not form a total social, personal and health education programme. They are resource materials which schools can use and adapt in the context of their existing social, personal and health education programmes and in response to their own particular needs.

The materials were piloted in post-primary schools as part of a Substance Abuse prevention Project. This project focused on:

(a) The development of a model for implementing effective substance abuse prevention/social, personal and health education, situated in a school context and involving all staff in varying degrees; (See Chapter 2)
(b) The development of substance abuse prevention/social, personal and health education materials for use with post-primary students;
(c) The provision of in-service training for teachers piloting the materials.

The involvement of young people as leaders and the development of programmes for parents were undertaken in some of the pilot schools. While these aspects are an essential part of a substance abuse prevention programme, they did not form a significant aspect of the work of this project. These aspects are the focus of other projects, which are referenced in Chapter 5 – References and Resource Materials.

Aims of substance abuse prevention Programmes

Primary prevention programmes aim to prevent or delay the onset of drug use and the transition from experimental to regular use, while secondary and tertiary prevention programmes seek to help regular users avoid further harm or problems caused by drug use, or to cease using drugs. The materials in this package are aimed at primary prevention.

When some of the reasons for drug taking and the implications of these for prevention are considered, it becomes apparent that primary prevention programmes need to focus on the development of personal and social skills. See Figure 1.

Fig. 1

Reasons for drug taking		**Implications for primary prevention programmes**
1	To increase self-confidence on social occasions when young people are shy or nervous.	Devise activities to increase confidence. Provide practice in handling social situations
2	Difficulty with interpersonal relationships.	Place emphasis on the development of positive self-concept, coping skills and interpersonal relationships.
3	To feel part of a particular peer group.	Provide many forms of constructive group activities.
4	Opting out of the 'adult' world.	Provide opportunities for students to make decisions and to feel a sense of purpose.
5	Escape when stress is overwhelming.	Need for effective pastoral care system, which ensures early identification of and counselling for young people under stress.
6	Curiosity, adventure, excitement.	Building exciting (indoor and outdoor) activities into the curriculum.

Use of drugs almost always precedes use of illegal drugs. The most commonly used substances usually come earlier in the sequence. These are cigarettes and alcohol and they have come to be referred to as ‘gateway’ drugs. This suggests that prevention programmes need to focus on legal drugs before dealing with illegal drugs and that delaying or preventing the use of cigarettes and alcohol leads to prevention of the use of other drugs.

The Current Situation

There is concern about abuse of substances among young people. Johnson (1991) found that approximately 30% of second year students drank at least once a month. Slightly over one-third of those drinking were abusing alcohol. The data from this research, when compared with data from Grube and Morgan (1986) indicates a decline in the age at which young people abuse alcohol. This pattern of earlier abuse of alcohol among young people is reflected in an increase in the numbers of young people with alcohol related problems who attend counselling/treatment centres.

Grube and Morgan (1986) found that slightly over two-thirds of Dublin post-primary students had smoked at some time in their lives. Almost one quarter of the students were daily smokers. Recent, unpublished, data suggests that there is a decrease in smoking among the 12-13 year olds and that strong anti-smoking attitudes are held by those who do not smoke. This suggests that the norm among young teenagers may be against smoking.

The most popular other drugs are cannabis and solvents. With solvents, a fall off in use occurs after the age of 16, while marijuana use increases with age.

The opinions of those working in close contact with young people are that cannabis use has increased, that young people are experimenting with drugs at an earlier age and that a wider range of drugs, including ecstasy, LSD, and various pain killing drugs are used more widely than they were a decade ago.

So in the context of these resource materials, which are prepared for post-primary students, it is clear that the sooner the prevention programme is begun the better. It is hoped that the value of these materials will be that they will help post-primary schools develop good prevention programmes in respect of the very many students (still the majority), who have not begun to experiment with the use of substances and that the programmes will help those who may have begun to use substances, to reconsider their use.

School Based Prevention

Drug use is not attributable to any single factor and use is the outcome of an interaction between the drug, personal characteristics of the individual and the environment. Therefore, substance abuse prevention involves addressing both **supply reduction**, through channels such as legislation, policing and customs surveillance and **demand reduction**, through channels such as education, community development, health and treatment centres. Government, voluntary and statutory agencies, family and schools have a shared responsibility for prevention.

School is, therefore, only one of the agents in the development of attitudes and behaviours regarding drug use. Nevertheless, the school can be a significant factor among all the forces that influence young people, particularly when a partnership between the local community, school parents and young people is established.

Elements in school-based prevention include:

- developing a caring school climate;
- helping students understand their personal uniqueness and worth;
- providing outlets for student self-development and creativity;
- integrating prevention concepts and strategies into all curricular areas;
- organising a comprehensive social, personal and health education programme;
- strengthening the co-operation between parents and school and the wider community.

Educational Models for Substance Abuse prevention Programmes

Approaches to the prevention of substance abuse have been based on one of three models:

a knowledge /attitudes model;
a values/decision making model;
a social competency model.

KNOWLEDGE/ATTITUDES MODEL

The knowledge/attitudes model has been most widely used. This model assumes that increased knowledge about the consequences of substance abuse produces negative attitudes towards misuse, which in turn, reduces the likelihood of misuse. The assumption that adolescents use drugs because they lack information about their negative effects and therefore have neutral or even positive attitudes towards trying them is implied in many programmes based on this model. These programmes usually use didactic teaching styles.

The available evidence in this area suggests that mere knowledge does not change attitudes. Indeed there are some indications that when knowledge only is imparted, there may be counter-productive effects (Pickens, 1985). It has been shown that in order to produce sustained attitude change, presenting both sides of the argument is the most effective. However, programmes have tended to be more successful in changing attitudes than in successfully changing behaviour (Williams et al., 1985). The main problem is that attitudes are only a partial determinant of action. In particular, it can be argued that substance use is not the most rational area of human behaviour. The decision to smoke, drink or use illegal drugs is guided by a variety of social and situational influences in addition to the attitudes and values of the individual. Accurate information is important, but is only one aspect of a programme.

VALUES/DECISION MAKING MODEL

In contrast to the knowledge/attitudes model, which focuses on the *activity* (substance use), the values/decision making model focuses on the individual. This type of programme promotes a self-examination of one's needs and values and the role that drug use might serve in the fulfilment of such values. The aim is to decrease the likelihood of drug misuse through promotion of self-understanding and responsible decision making.

SOCIAL COMPETENCY MODEL

The most recently developed educational model, the social competency model, assumes that individuals abuse alcohol and other drugs because they lack the appropriate psychosocial skills to meet their needs in socially acceptable ways. Applications of the social competency model have featured three techniques: modelling health promoting behaviours, teaching skills to resist social influences that promote misuse of drugs and teaching more general interpersonal skills (e.g., communication and coping skills).

In a typical programme, adolescents are taught to recognise peer and other pressures and how to resist them. For example, they might be given specific responses to use when they are confronted with such pressures. These include:

- offering alternative activities;
- stating their reasons for refusing;
- giving humorous responses.

Role playing and rehearsal are often used with social skill approaches in order to give young people direct experience of developing counter arguments and of countering social pressures. In general, this approach to prevention is promising and the programmes that have been successful in reducing smoking, drinking and illegal drug use have incorporated aspects of the social competency model (e.g., Telch et al., 1982).

The approach used in "On My Own Two Feet"

The materials do not rely exclusively on any single model of intervention (knowledge/attitude; values/decision making; social competency), but draw on all three approaches as research indicates that combining aspects of many approaches within a personal, social and health education programme is likely to be the most effective. The method used entails an integrated approach including the pupils' development of awareness of feelings, of their personal values, of how they view themselves and of how they are influenced. How these processes come about is addressed so that pupils are in a position to benefit from the skills training which forms a large part of the programme. Information on drugs (legal and illegal) is integrated into the materials. Materials have been developed in five areas. These are:

Identity and Self Esteem;
Understanding Influences;
Assertive Communication;
Feelings;
Decision making.

IDENTITY AND SELF ESTEEM

The aim of this section is to help students develop positive self esteem. This work on identity and self esteem provides the basis for effective work in all areas of personal development, as it helps students understand themselves, how they have come to be who they are and how they can build and support their own self worth. As people with low self esteem are more like to abuse drugs, work done in building self esteem will contribute to the prevention of drug abuse in later life.

UNDERSTANDING INFLUENCES

The goal of this section is to raise students' awareness of some of the influences, pressures and needs which affect their decisions. It also aims to clarify information and attitudes to various drugs. Considerable attention is devoted to peer influence, as the influences of peers is especially powerful when young people are starting to feel independent. Peer approval and peer use of drugs rank among the most important predictors of initiation into drug use.

The influence of advertising is also addressed. The teenage market is targeted by advertising and it is important that young people are aware of the subtle influences of advertisements.

ASSERTIVE COMMUNICATION

The goals of this section are to help young people develop a feeling of being in charge of their lives and of having control over events in their lives. It is about taking responsibility for direct, honest communication and making choices and decisions that respect their own needs and rights and those of others.

FEELINGS

The goals of this section are to raise awareness of feelings, to teach a language that relates to the expression of feelings and to learn appropriate ways of expressing feelings. The ability to recognise, understand and deal with feelings is essential to mental health and to positive interpersonal relationships. An inability to express and deal with feelings can lead to stress which, when experienced over a period of time, can lead to a variety of stress related illnesses or maladaptive coping mechanisms, as, for example, an excessive use of headache remedies or a reliance on alcohol or other drugs.

DECISION MAKING

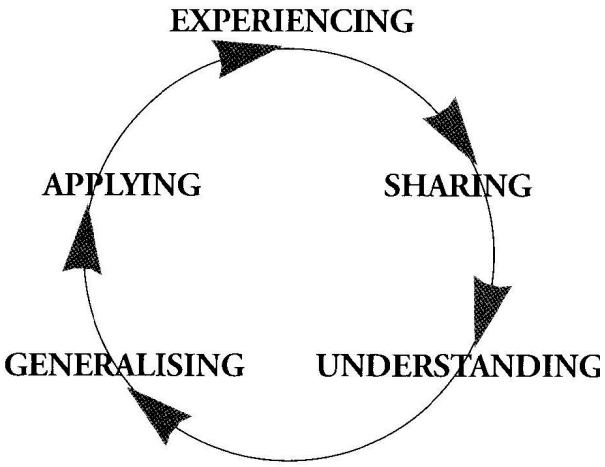
The goal of this section is to help young people develop decision-making skills. Learning decision making skills increases the possibility that people can achieve what they value. Skilful decision-makers have greater control in their lives because the degree to which chance or other people determine their future is reduced. In this section, attention is given to teaching decision-making skills in the context of situations in which young people have to make decisions about the use of various drugs.

METHODOLOGY

The methods proposed in the materials are based on experiential learning methods which are used very widely in teaching social, personal and health education and which allow for full participation of the students in their own learning.

The experiential learning cycle typically involves a series of steps.

Fig. 2



Step 1: Experiencing

This is usually the 'activity' stage. Activities include role play and simulations, skill-practice exercises, games, case discussions, brainstorming, quizzes and demonstrations. Information is generated from the experience.

Step 2: Sharing

This stage aims to help members to reflect on and compare notes about their experience. Questions help to focus the discussion, which often takes place in small groups to maximise participation.

Step 3: Understanding and interpreting

This stage involves helping participants to make sense of the material, information, feelings and experience generated in Steps 1 and 2.

Step 4: Generalising

The focus shifts from preliminary analysis to generating testable hypotheses or abstract principles or conclusions.

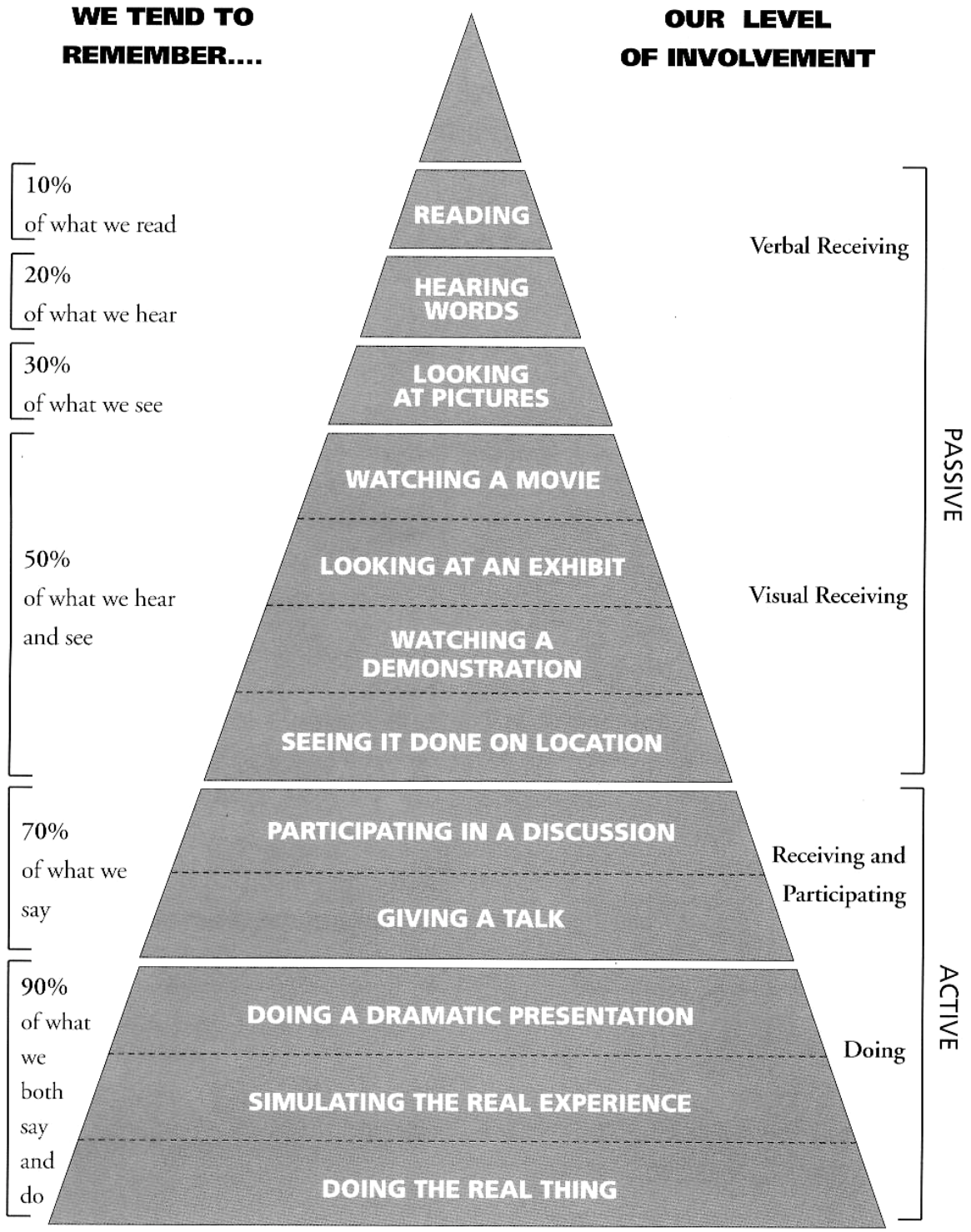
Step 5: Applying

Planning how to apply the learning in relevant situations or reviewing and consolidating what was learnt, whether attitudes have been changed or modified, whether any new skills have been acquired is the purpose of this step. It may include a homework assignment.

The experiential learning cycle maximises the involvement of students and enables every student to participate at some point through their own preferred learning style. Some exercises are structured in such a way as to promote the acquisition of specific skills, e.g., saying "No". In general pupil-centred methods are regarded as an integral part of social, personal and health education programmes and have been used throughout the package. Fig. 3 'Experience and Learning' illustrates the importance of such participative learning.

Fig. 3

EXPERIENCE AND LEARNING



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The Effectiveness of the programme

Formal evaluation of the materials found that their use had a significant effect on attitudes, beliefs and behaviours relevant to substance use. This effect was based on a comparison of the response of the students in the pilot schools with those from control schools, which had been matched on relevant characteristics. The students in the pilot schools had substantially less favourable attitudes and beliefs about substance use. In addition, they were somewhat less likely to report use of most of the substances. Thus, the results bear out what has been found in many studies i.e., that successful programmes alter attitudes and beliefs more easily than actual behaviour.

It was also shown that young people with assertiveness skills and with high self esteem were less likely to drink, smoke or use illegal substances.

A qualitative study showed that the materials were highly valued by teachers and students alike.

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Chapter 2

Organisational issues

2.1 Introduction

2.2 The Changing Needs of Young people

2.3 An Organisational Model

2.4 Values, Mission, Vision

2.5 Culture, Climate and Relationships

2.6 Leadership

2.7 Programmes, Methods, Services

2.8 Structures

2.9 Skills and Resources

2.10 Summary and Grid for assessing the Place of Social, Personal and Health Education in the School

Introduction

This chapter focuses on how a school may organise to support substance abuse prevention education. The issues dealt with and the suggestions made are based on the experience of the Project. This experience suggests that substance abuse prevention is facilitated best in the context of a Social, Personal and health Education Programme (referred to as S.P.H.E. in this Handbook). It emphasises that the quality of a student's total school life should reinforce the messages being given in formal programmes.

Schools aspire to develop all aspects of the student as a person – the physical, emotional, social, intellectual and spiritual. There is an increasing awareness of the need to formalise the means by which the school actually realises its aims in relation to the social and emotional aspects of development. As a result of much excellent work done in various projects over recent years there is available a body of knowledge and experience about the content, methods, processes and structures needed to achieve the school's aims in these areas. The resource section of this handbook lists many of the programmes/resources available.

The suggestions and ideas put forward are not intended as prescriptive. It is hoped that schools will find the chapter helpful when considering how Substance Abuse Prevention Education may be integrated into the work of the school and how organisational issues influence the development of an effective S.P.H.E. programme.

During the pilot phase the project team worked with the teaching staffs of the participating schools to look at how the school as an organisation could support S.P.H.E. Such staff development is needed in order to win backing for the social personal and health education programme from all staff and to achieve an attitude of goodwill and support. It is of equal important to have the goodwill and support of parents.

The areas addressed in the school seminars and the sequence of work undertaken are outlined in Figure 1.

Fig. 1

Review the changing environment of the school and the pupil's changing needs.

Assess the current response of the school.

Prioritise areas for action.

Review progress and plan new action.

Questions were developed to stimulate discussion in staff development sessions. These questions are provided at appropriate points in this text as an aid to schools in reviewing their position in relation to S.P.H.E. in general and to substance abuse prevention in particular.

The changing needs of young people

Young people live in a world today with pressures, which are similar to those of the past in many ways, yet different in important ways. Unemployment, exam pressures, alcoholism, family breakdown, availability of drugs, sexual and other abuse are not new problems. The communication revolution means that many of these issues, and associated problems, impinge on people in an immediate way. In addition, the rate of change has become rapid and unpredictable and young people are faced with a world of increasing complexity. As far as substances are concerned, the range and variety of what is available has widened considerably and the age at which young people are introduced to substances has been declining. The change, which is happening, has many positive features too, such as opportunities to travel, to meet and mix with different people, to avail of and use a variety of technological developments. There are more educational and training opportunities available and young people can participate in a range of voluntary endeavours.

Change in the world outside will require change within the school. Approaches shaped and refined in the past may not be suited to current needs. In order for the school to remain responsive and alive to the needs of students and staff, especially when dealing with an issue such as Substance Abuse Prevention Education, regular school review and renewal is needed.

Some questions to consider when carrying out a review of the changing environment and student needs might include those in Figure 2.

Fig. 2

Questions to consider
ENVIRONMENT

What's our catchment area?

What problems exist in the community from which we draw our students?

What's the incidence of drug use, including alcohol, among students and their families?

What is the local drug culture?

What demands do these factors place on our school, on our students?

What problems do they create for us?

What are the supports and opportunities, available in the community?

How could these be used in support of the school?

What is happening in the field of education generally, which could facilities the work of substance abuse prevention?

Are there other questions to be considered?

Questions to consider
STUDENTS AND THEIR NEEDS

How well do we know/understand our students' needs? How closely have we distinguished between the needs of different groups of students in the school?

What skills/knowledge/competencies do students need to survive and thrive in today's world?

What are parents' priorities for their children at school?

Have they different priorities for different children? How do we know?

What are students' priorities for themselves? How do we know?

Are parents' priorities changing? Are students' needs/priorities changing?

Are there other questions to be considered?

An Organisational Model

The programme, 'On My Own Two Feet", offered within the context of a S.P.H.E. programme, may be seen as just one element of all that happens in a school as an organisation which can contribute to the development of the whole person. It is intertwined closely with the student's total experience in school and if it is to be effective whole school support is needed.

During the pilot project the organisational model in Fig. 3 was used in staff seminars to examine the supports needed for social, personal and health education in a school. Values, mission and vision are placed at the centre as they have a profound influence on all aspects of the school's work, including the social and personal development of students.

One of the keys to effectiveness is the extent to which all organisational elements support each other. If any element works against the rest, effectiveness is likely to be undermined.

This model serves as a means for:

- diagnosing where the school is now,
- identifying the positive aspects of the school's work,
- clarifying what needs to happen to progress towards the school's vision of where it would like to be,
- articulating a medium to long-term vision of a whole school approach.

Fig. 3

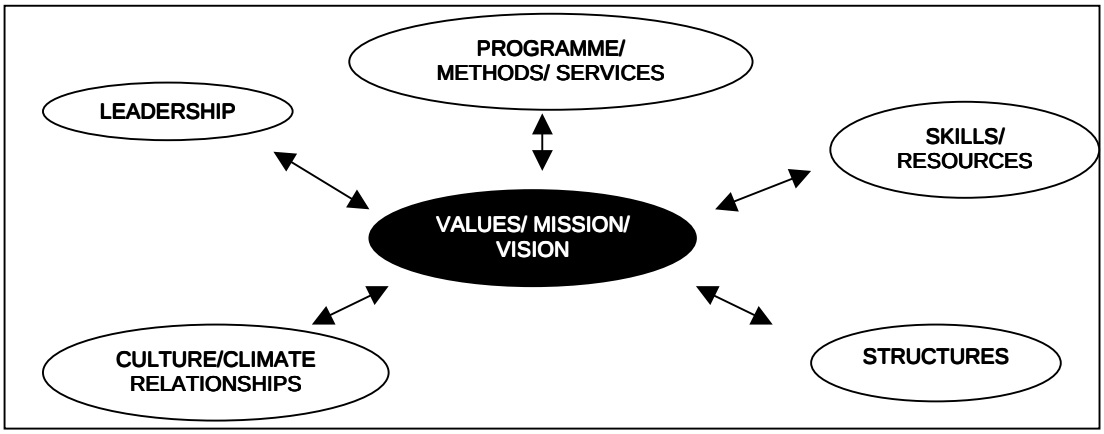
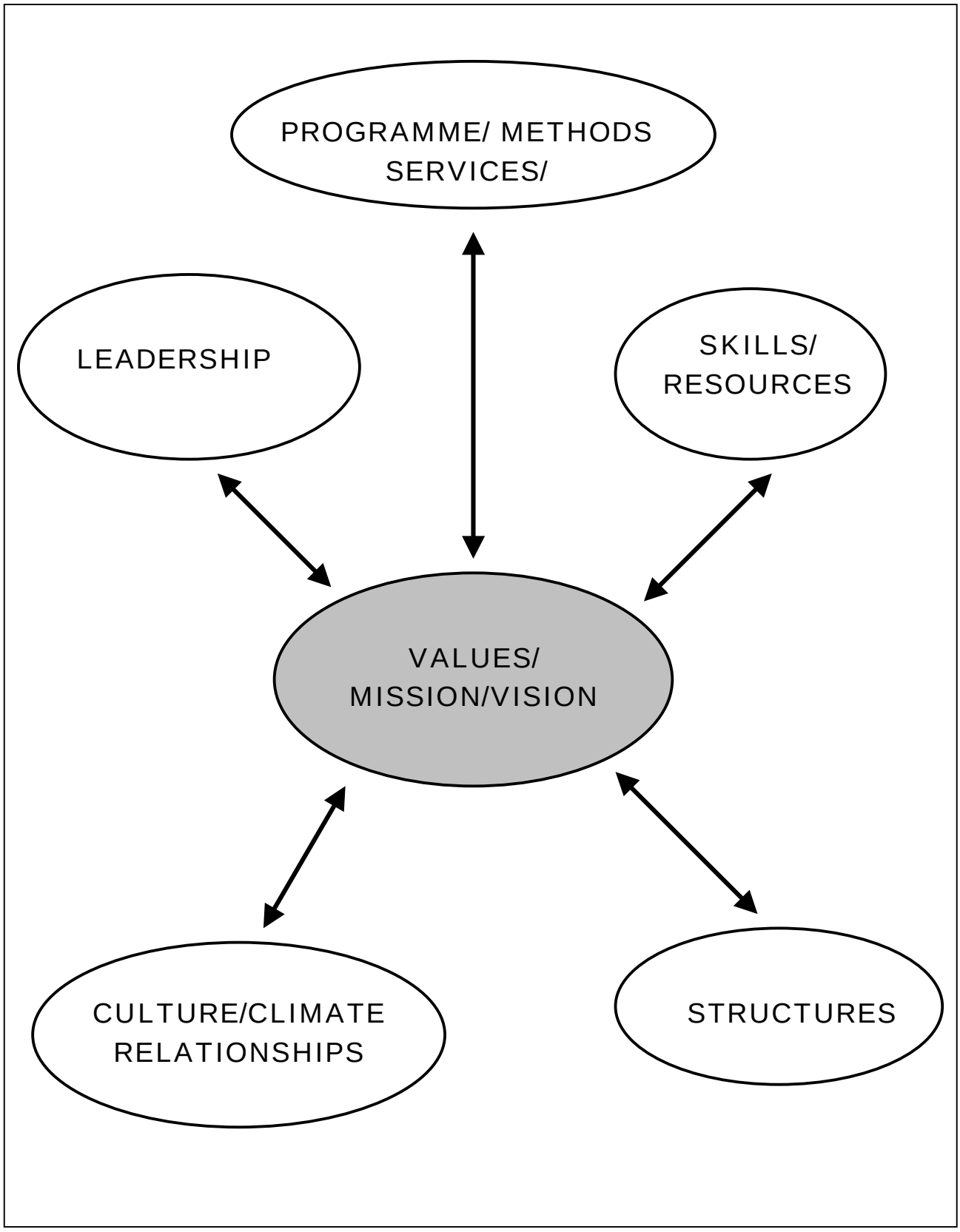


Fig. 3


PROGRAMME/ METHODS
SERVICES/
LEADERSHIP
SKILLS/
RESOURCES
VALUES/
MISSION/VISION
CULTURE/CLIMATE
RELATIONSHIPS
STRUCTURES

For O.H.P.

Values, Mission and Vision

VALUES

When addressing the issue of social, personal and health education it is important to be clear about the core values of the school. Schools have always recognised that they are concerned with the education of the whole person. This will include the spiritual, social, affective and physical aspects of development as well as the intellectual. The core values of the school will have a major influence on the issues dealt with in a S.P.H.E. programme, on how they are dealt with and on time given in the school curriculum. Values will also influence the school's attitudes to the role of parents. If the contribution of parents is really valued, then there will be structures which will enable them to be consulted and involved in developing a S.P.H.E. programme.

While staff may readily espouse the value of educating the whole person, it may be difficult, in practice, to find agreement for time for S.P.H.E. and especially for the personal and affective dimensions of such a programme. If the development of the whole person is indeed a core value then time will be found and it will be seen as an important part of the school's work with young people.

Values to do with respect, equality of opportunity and the school as a caring community were commonly expressed by school staffs in the pilot phase. The challenge is to find ways of ensuring that these values are reflected fully in the decisions taken and translated into action.

THE MISSION OF THE SCHOOL

All schools would subscribe to the overall aim of educating the whole person. Most will probably have a statement of philosophy or a general statement of aims, which will emphasise the school's concern with the development of all aspects of the pupil as a person – the physical, emotional, social, intellectual and spiritual. Many schools adopt a mission statement. A mission statement is a statement of what business we're in, what the school is essentially about. It is aspirational, idealistic

and visionary. It gives direction to the work of the school. Engaging all staff in a process of defining the mission statement can encourage a sense of attachment and commitment to it. This is an exercise, which can also be done jointly with management, parents and pupils. An example of a first draft of a school mission statement drawn up by one staff group in the pilot project is given below.

Fig. 4

THE MISSION OF THIS SCHOOL IS:

- That each individual should feel s/he is important and has something to contribute.
- That each student's potential be identified, nurtured and developed while in this school.
- To give encouragement and support to students, even if they seem to give up on themselves.
- To prepare students for a full, active, positive and happy life.
- To develop in students a sense of spiritual values transcending material values.

A strong sense of mission exists when the policies and programmes of the school reflect the clear values held and the school seeks to put into practice the aspirations of the stated mission.

The strength of a school's mission may be gauged when:

- the **programmes** offered,
- the **standards** applied in practice,
- the **behaviour** patterns of members of the school community towards each other, and
- the **policies** adopted by the school,

all support each other.

VISION

Teachers in the project found the idea of creating a 'vision' appealing and useful. Vision is the dream of where the school could be at some point in the future. How do we want to position our school, in our community in, for example, the year 2000? What would this school look like at its best? What would be happening.

One way of developing vision is to look at models of good practice. In relation to substance abuse in particular and social, personal and health education in general this will mean looking at some of the schools which are already setting a pace in this field.

The vision may seem difficult to achieve initially, but it can be achieved by breaking down the process of achieving it into manageable steps and incorporating these into an annual plan. The total vision explains the need for specific and sometimes difficult action in the short term. If the vision is communicated consistently and if there is commitment to it, people may be enabled, in the course of four or five years, to change structures, programmes, etc. gradually. If staff have been involved actively in arriving at the vision, if they share the vision, this will help create an understanding of the need for certain changes.

Fig. 5

Questions to Consider
MISSION AND VISION

What is our mission as a school? What are we here for?
How committed are all staff members to this mission?
How clearly is it communicated to students, parents, staff and others?
To what extent is our mission a driving force for those working here?
How closely does what happens in our school match the values we espouse for our students?
Do we communicate respect for students in our dealings with them?
What impression would parents, visitors to the school, form about the values we hold?
Have we a vision, a dream, of what we would like our school to be in the future?
Is this vision shared among staff?
Are there other questions to be considered?

Culture, Climate and Relationships

In judging whether the values espoused by the school community as a whole are being translated into practice, the evidence will be seen in the school culture, the climate and the relationships between everyone in the school.

Culture is the shared beliefs, values and assumptions operating in the school as an organisation and can either limit or enhance a whole school approach. Frequently the beliefs and assumptions are not explicit, but they can be very powerful, in a positive or negative way, as they set the norms for what may or may not be done in the school, how people behave, how they work together and how they set the goals of the school. Taken together all of these beliefs, values and assumptions have a major influence on morale.

A good supporting environment for a comprehensive S.P.H.E. programme is likely to be characterised by the following:

- There will be a caring atmosphere.
- Communication will be regarded as important and information will be shared.
- High expectations and standards will be the norm for all students.
- Effort and good work will be recognised.
- Troubled members of the school community will be supported as far as possible.
- Respect and fairness will be expected and will characterise the behaviour of all.
- Ideas and suggestions for improvement will be welcomed.
- Differences of opinion will be handled constructively.

A supportive culture and climate are especially important for those teachers engaged in organising and implementing a S.P.H.E. programme. The approach of the Principal, the standards s/he sets, what s/he regards as important can have a profound impact on the culture and climate of the school. Equally the readiness of staff members to support a programme is very important. At a minimum, an

attitude of goodwill is needed. An openness to change and a readiness to give a programme a chance to develop will help support those teachers undertaking the programme.

Fig. 6

Questions to Consider
CULTURE, CLIMATE AND RELATIONSHIPS

What might an outsider observe about relationships between people in this school?

Are students accepted and rewarded for being caring, open and decisive?

Do reports, awards, etc., put emphasis on positive aspects of student contributions?

Are those who are troubled supported?

Are students' views considered worth listening to?

Are there mechanisms for teachers to offer support to each other, to share information and to communicate with the Principal?

Does the Principal have a system for giving and receiving feedback?

Are there mechanisms for supporting and evaluating S.P.H.E.?

Are we open to change and ready to adapt?

Are there other questions to be considered?

LEADERSHIP

The successful introduction of a S.P.H.E. programme requires the clear and informed commitment of the Principal and of his/her Board of Management.

The Principal has the important role of clarifying the school's mission and of developing a vision for the future in consultation with staff, parents and the Board of Management. The great challenge for the Principal is to communicate the vision and to turn it into a workable agenda.

During the pilot project it became clear that the support of the Principal needs to be expressed actively. In each of the project schools teachers volunteered for action planning groups to work on identified priorities. The Principal's interest in the work of the action groups and readiness to keep items on the school's agenda for change was a key element in successful action planning. Ensuring that all concerned persisted in the agreed process was a further important contribution of the Principal.

While it is important that responsibility should be delegated to a co-ordinator and team the Principal should be involved in:

- Appointing a school co-ordinator for S.P.H.E.
- Assigning teachers to the programme.
- Encouraging in-service for teachers.
- Making time available for the programme.
- Arranging to inform and involve parents.
- Arranging for resources for teaching materials.
- Ensuring that the programme is co-ordinated with other subject areas.
- Reviewing regularly the effectiveness of the work.

Leadership is not confined to the Principal. The presence of a core group of staff and a co-ordinator willing to put time and energy into S.P.H.E. and undertaking the work in school, can help develop a climate hospitable to S.P.H.E. The core group can begin a process of change, which may bear fruit in time and translate the vision into reality.

Fig. 7

Questions to Consider
LEADERSHIP AND SUPPORT

Is there a sense of mission about the school's goals?
Is this sense of mission translated into an action plan in relation to S.P.H.E. and in elation to Substance Abuse Prevention?
Is the Board of Management informed about the S.P.H.E. programme?
Does the Board support it?
Are the parents informed? Do they support the programme?
How does the school leadership (management, principal, vice-principal, post holders) signal commitment to S.P.H.E.?
Are arrangements made for the delegation of responsibility and roles in this area?
Are there any influences or obstacles, which hinder developments?
How can these problems be overcome?
Is there access to training for those in leadership roles?
Are there other questions to be considered?

Programmes, Methods and Services

"ON MY OWN TWO FEET" AS PART OF A WIDER PROGRAMME

Students do not form a homogeneous group even though they share many needs. When a school sets out to meet a range of students' needs it will take account of the differing ability levels, strengths, skills, interests and aspirations as well as influences bearing on young people, both within and outside the school. So it is likely that a school will seek to have a range of programmes available, which offer flexibility in responding to the variety of needs. A formal S.P.H.E. Programme is one such response. "On My Own Two Feet" was developed to meet a need for Irish materials based on Irish experience and should, ideally, be part of a wider S.P.H.E. programme.

Therefore the resource materials do not constitute an entire S.P.H.E. programme on their own. They include certain elements of such a programme, those areas, which are considered particularly relevant to the prevention of substance abuse. In addition to the areas covered in these materials, other which would need to be considered, in the context of age-levels and student needs, in a comprehensive programme would include:

- Relationships and sexuality education and, within this area, the issues of HIV/AIDS and sexual aspects of a personal safety programme.
- Healthy lifestyles and diseases related to life style.
- Mental health, understanding mental illness, coping with anxiety and stress.

Some of these areas will be addressed in part in other subjects and there is need for co-ordination. However, such is their importance that time is needed to address them thoroughly and in ways that reinforce each other and enhance the chances of really influencing behaviour in an out of school situation. As far as a S.P.H.E. programme is concerned, the ideal is that it should be given at least one period per week for the five or six years of post-primary education and that the programme be designed and implemented in a developmental way.

When introducing a S.P.H.E. programme is it important to review the needs of all students and to assess the current response of the school in terms of programmes, services and activities provided.

Then it is necessary to identify areas for action in terms of structures, co-ordination, programmes and resources. It is especially important to ensure that arrangements are made to involve parents directly in the introduction of S.P.H.E and to obtain their support.

THE GUIDANCE AND COUNSELLING SERVICE

One of the school's services which is of particular relevance to an S.P.H.E. programme is the Guidance and Counselling Service where it is available. A major concept underlying the rationale for a S.P.H.E. programme is that it is preventive and tries to equip students with the skills to deal effectively with life situations, problem areas and decisions. Much of the work derives originally from class guidance programmes and the gradual extension of these to tutorial and pastoral programmes. A guidance counsellor working alone cannot meet the complete range of personal and emotional needs of students in a school. The development of S.P.H.E. will benefit from the input of the Guidance Counsellor and it can also be of considerable benefit to the work of Guidance, especially when developed on a team basis as part of a whole school approach.

TUTORIAL AND PASTORAL SYSTEMS

Many schools have a tutorial or pastoral system. The establishment of such a system is helpful in creating a community in which each individual has a sense of belonging, and where troubled members may be encouraged to avail of appropriate help. It is important that there is a strong link between S.P.H.E. and the tutorial and pastoral system as well as the Guidance Service. This is especially true when students become more aware of their needs or decide to seek help as a result of particular themes being addressed in the S.P.H.E. programme.

NETWORKING

Good networking with local helping agencies is helpful. A guidance counsellor, or pastoral tutor, or both working together, may be able to identify when a student needs referral for help, in consultation with parents.

In the wider area of support S.P.H.E. there are agencies and persons in the community whose support can be enlisted for S.P.H.E. Enlisting such support can be a role for a co-ordinator of the programme, in consultation with the Principal. Examples of such community resources would be Health Agencies, as well as the Health Promotion Unit of the Department of Health, groups functioning under the aegis of the Churches and various voluntary bodies dealing with aspects of

health promotion. Contact with the Gardaí, especially Community Garda and Juvenile Liaison Officers is important. In-service training opportunities, provision of resource materials and of advice are examples of the type of assistance which may be available through such networking. Parents are, of course, one of the major resources and it is essential that their support is enlisted.

THE SUBJECT AREAS

Within the school a number of subject areas will address aspects of S.P.H.E. and will deal with common themes. Many subjects use participative teaching methods, which maximise learning and cater for a variety of learning styles. When reviewing the provision of the school, account needs to be taken of the work done in different subject areas. The Religious Education, Home Economics, Biology and Physical Education areas are likely to be the most relevant, but other subject areas can link in also. Co-ordination is most important and the involvement of teachers from a range of subject areas in the S.P.H.E. team will enrich the programme.

Fig. 8

Questions to Consider
PROGRAMMES AND SERVICES

What programmes/services/activities do we offer at present in this school to help students develop self-esteem, communication skills, ability to assert themselves and express their feelings? Formally? Informally?

Is the potential of active/participative learning methods fully exploited?

Do our programmes help students become well-informed about their own personal and social development? About aspects of health promotion? About relating to others?

Are our programmes/services related to the needs of *all* our students?

To what degree do we try to improve the quality of our programmes/services/activities?

What do we need to do to improve our responsiveness to the needs of our students?

Are we in touch with and do we use agencies/persons/resources within the community?

Have we consulted with parents about the programmes we offer? About what we need to do? About our plans?

How do our programmes relate to our overall mission?

What else do we need to offer?

Are there other questions to be considered?

Structures

Certain structures will facilitate the effective delivery of a S.P.H.E. programme. The following are suggested for consideration by schools wishing to introduce such a programme. The importance of such structures was highlighted during the pilot project

TIMETABLED CLASS PERIODS

Even though many aspects of S.P.H.E. can be addressed through a cross-curricular approach, this can sometimes result in overlap or omission. Specific subject areas have their own courses to cover and the time, which can be devoted to the development of personal, and interpersonal awareness and skills may be limited. Co-ordination may also be difficult in practice. For these reasons a time-tabled period for S.P.H.E. is recommended. The ideal is to aim for a minimum of one class period per week for S.P.H.E. over the entire course of both Junior and Senior cycles, for all pupils. Some schools have allocated this time because of the value they place on the work. For a school which is in the early stages of developing a S.P.H.E. programme it can be more manageable to start with one year group and, as skills and resources develop and experience is gained, to extend it gradually through the school.

A S.P.H.E. CO-ORDINATOR AND TEAM

The designation of a teacher co-ordinator can help the development of S.P.H.E. in a school and is important in signalling the school's commitment to the programme. Other teachers who wish to be involved should be encouraged to do so and form a team with the co-ordinator. The development of team-work will be helped by facilitating planning meetings and by the encouragement of participation in training. The work of the co-ordinator and team will be considerable and will include the following:

- Accessing existing programmes and materials and organising a resource library for S.P.H.E.
- Adapting these programmes to the particular needs and situations of pupils.
- Co-ordinating with relevant subject areas and linking with pastoral structures and with Guidance.
- Identifying the training needs of the S.P.H.E. team.

- Recording the work done each year and organising a developmental sequence of work through the pupils' school careers.
- Assisting in the development of the time-tabled class periods.
- Linking with outside agencies and with parents.
- Linking with the Principal and with the Board of Management.
- Review and evaluation.

The appointment of a committed co-ordinator and team will enhance the provision of S.P.H.E. in a school and will signal the school's own commitment to the work.

COMMUNICATION STRUCTURES

A readiness on the part of management, staff and parents to work towards the establishment of effective communication and feedback mechanisms will help create the kind of open, adaptive culture which facilitates high performance, satisfaction and staff morale in all areas of the school's work. The S.P.H.E. programme can be helped greatly if all staff members, parents and management are informed about the programme, their support actively sought and if they are involved to the extent possible. The overall purpose of S.P.H.E. in the school, and the general framework within which it can develop, should be decided by the management and principal in consultation with staff and parents. Ongoing consultation with staff and parents can ensure support for decisions in the area.

Having a co-ordinator and team for S.P.H.E. will assist with communication as well as with implementation. The experience of the project suggests that certain procedures will help. Some ideas, which emerged, are as follows:

- Identify the communication structures needed to inform all staff and parents about developments.
- Agree the procedures for running meetings of the S.P.H.E. team, e.g., set an agenda, get through the agenda and follow through on decisions.
- Make arrangements for consultation with all staff contributing to S.P.H.E. about their views and needs (e.g., resources and training) and thus ensure their support for decisions relating to such needs.
- Make arrangements for formal liaison with the principal on a regular basis.

CARE STRUCTURES

A S.P.H.E. programme within a school can be given added point and relevance by creating a school community in which each individual has a sense of belonging and within which troubled students may be helped and encouraged to the extent possible. As mentioned earlier, many schools have a tutorial or pastoral system, with Year Heads co-ordinating the tutorial team for each year group, and it is very helpful if there is a strong link between S.P.H.E. and the tutorial or pastoral system. Where a school has developed a Guidance and Counselling service it can have particular relevance for the S.P.H.E. programme.

The establishment of support groups for students can be another useful development. Bereavement groups and groups for students with some common difficulties are part of some schools' care structure. They may be led by teachers who have attended training courses as well as by the guidance counsellor.

Developing a climate in which staff are caring towards each other will help create a positive background for social, personal and health education. The introduction of S.P.H.E. may, in itself, contribute to such a climate. Activities for staff such as relaxation groups or groups organised for physical activity and exercise can be good 'spin offs' from S.P.H.E. and can be enjoyable, as well as offering opportunities for colleagues to support each other.

STRUCTURES FOR PARENTAL INVOLVEMENT

It is necessary to consult parents about S.P.H.E. and to involve them in decision making to the extent possible. Structures are needed to enable such consultation and involvement to occur. The Home School Community Liaison Scheme provides models for the involvement of parents with schools. Many schools have Parent/School Associations which will provide the means for communication with parents. A S.P.H.E. co-ordinator and team, in consultation with the Principal, may be able to organise parent groups for specific purposes e.g., in examining patterns of substance abuse in a particular area and the influences on young people in relation to such abuse.

STUDENT STRUCTURES

Helping students develop self-worth and confidence can be supported by offering them experience of participation in decision making. This can be done in small ways regularly e.g., by offering choices about the order of work where feasible, by seeking their views on activities such as school trips, games, etc. More substantial involvement may occur through consultation on discipline codes, on dealing with bullying, on organising graduation ceremonies, on the school policy of smoking, to

name some specific areas. Some schools may have a Student Council OR Student Committee for such consultative purposes.

The establishment of peer counselling/teaching and leadership programmes is mentioned later when considering resources.

Formal consultation with, and feedback from, students about the content and methodology of the S.P.H.E. programme can be an indication that student views are respected and valued.

Fig. 9

Questions to Consider
STRUCTURES

Programme

Do formal structures exist which support the aims of substance abuse prevention education?

Is there a formal social, personal and health education programme?

Is there time-tabled class time for this programme?

Is there a co-ordinator/ team with responsibility for the development/delivery/quality of the programme?

Is there time provided for planning meetings for the team?

What formal structures/procedures exist for communicating information and seeking feedback about programme aims, content, methods from and to:

- Other teachers?
- Parents – individually or in groups?
- Board of Management?
- Principal and Vice-Principal?

Do our structures facilitate good networking with other agencies?

Are there other questions to be considered?

Fig. 9 continued

Questions to Consider
STRUCTURES

Students and parents

Are there meaningful structures through which students can experience participation/responsibility/influence?

What care structures for students exist in the school?

Do we network with caring agencies in support of students?

Are students asked for feedback? If yes, how is it used?

Is there a parent Association? What is it for?

that influences does it have with parents generally?

Are there parent groups/sessions for specific aspects of S.P.H.E. e.g., information about drugs, about drinking patterns, etc.?

Are there other questions to be considered?

Skills and Resources

The aims, content, methods and processes involved in S.P.H.E. can differ from many other subjects in that there is explicit attention to the personal and interpersonal dimensions of a student's life. There will be overlap with other subject areas and the use of experiential, participatory teaching methods is not exclusive to S.P.H.E. Many teachers have personal and professional resources, which can be channelled into S.P.H.E.

TRAINING

There is, nevertheless, a need felt for training and support for teachers delivering S.P.H.E. programmes and this was evident during the pilot project. Some of the Regional Health Boards provide training programmes for teachers engaged in Social, Personal and Health Education and interested staff members could be encouraged to participate in this training. It is worthwhile to become familiar with the services offered by the Health Boards and by other agencies, such as voluntary services, in one's area. For example, there are services offered under the auspices of Church authorities. Persons working with health Boards or with voluntary services may be available to organise staff development days on S.P.H.E. As part of the dissemination of these Resource Materials a series of fifty-hour training programmes is being offered at various locations throughout the country to meet local demand. Some training courses, such as the annual summer school on Substance Abuse organised in the Mater Dei Institute, Clonliffe Road, Dublin 3, are also available to teachers. It is important for a school to develop a policy on staff training, involving the identification of training opportunities available and working towards a situation where a number of members of staff have availed of training appropriate to S.P.H.E. In-school training sessions for staff, using experienced tutors, is another option used by some schools.

PARENTS

Parents can be an under-used resource in education. Their role is vital, and especially so in the prevention of substance abuse where the influence of parental attitudes and behaviour in relation to substance abuse is significant. It is also an issue about which parents are extremely concerned. It is strongly recommended, therefore, that the school should consult with parents about its substance abuse prevention programme, and indeed about any S.P.H.E. programme.

Parents can be major resource in support of S.P.H.E. programmes. In working with parents, in seeking their views, teachers are likely to find that parents have great confidence in schools and in the work of teachers. This can be a major source of support and satisfaction. Groups of parents may be formed to consider different aspects of a S.P.H.E. programme. In the early stages of parental involvement it is likely that staff members will need to work with or lead parent groups, but gradually some of the parents themselves may be prepared to organise and facilitate such groups. In at least one of the schools involved in the pilot project there is now a group of parents who have received training and who organise brief courses on substance abuse for other parents in the school. This type of activity creates important home/school links and increases the resources available to the school.

The home/school/community liaison scheme demonstrates the potential and effectiveness of parental participation in many areas of the school's work and this scheme can be an important resource for assisting in the involvement of parents in S.P.H.E.

STUDENTS

Peer work is another area worthy of attention. Students can often have positive learning experiences with peers of the same age or slightly older. Offering students opportunities to act as leaders, mentors or peer tutors achieves many purposes. It can help with the implementation of a comprehensive programme, it enhances the students' self esteem and confidence by demonstrating that their contribution and ability is valued, it helps initiate them into adult roles and thus helps in the transition from adolescence to adulthood and enhances their own learning. It need not be confined to high-achieving or older students. What is important is that the task given is appropriate to the age-level of students and that it is one, which they can carry out without too much difficulty.

In relation to substance abuse prevention, Crosscare has organised a peer leader programme and, subject to available resources, may make a team available to schools to train peer leaders for work in this area. The address can be found in the reference section of this handbook.

COMMUNITY

Local voluntary and statutory agencies are often anxious to have links with schools. These include local youth services, drugs counselling services, Community Garda and the JLO Scheme and various other services and community groups, In addition public agencies, such as Health Boards, usually welcome links with schools as many share a common purpose in support of young people and of

families. Some agencies are especially relevant when a pupil has a particular difficulty and needs more specialist or intensive help than the school can offer. Parents may be helpful in establishing links with such agencies. The names and addresses of national and regional agencies are included in both particular exercises in the accompanying booklets and also in the reference section of this handbook.

CO-ORDINATION WITH OTHER SUBJECT AREAS

Reference has been made under Structures to the values of the appointment of a staff member to the rule of co-ordinator. One of the functions of the co-ordinator would be to co-ordinate the work across year groups and also with subjects which address common areas. The various subjects are important resource areas in themselves for a S.P.H.E. programme and this matter has been referred to earlier. It is important that all who feel they can contribute should be encouraged to do so.

MATERIALS AND CLASSROOM ALLOCATION

Issues concerned with such allocation are dealt with in Chapter 3 of this Handbook. For the moment it is noted that a library of resource materials for S.P.H.E. is an important resource. In the case of classroom allocation it is necessary that the space available is appropriate for the methods used.

Fig. 10

Questions to Consider
SKILLS AND RESOURCES

What group facilitation skills do staff have at present?
What skills/training/experience/teaching methods can be drawn on?
Is the right use being made of available resources/skills?
Is there interest in training? Are staff members available to attend training courses?
What training courses/support are available locally?
What structures are available for consulting with/involving parents?
How could student skills be used?
Have community resources been identified/approached?
Is it possible to allocate a budget for S.P.H.E.?
Are sufficient staff members allocated to the programme?
Is there administrative back-up, e.g., typing, photocopying, word-processing?
Are there suitable rooms/work areas for participative learning?
Are there other questions to be considered?

Summary

The introduction of a substance abuse prevention programme or even a formal S.P.H.E. programme **on its own** will not be sufficient to achieve its overall preventive and developmental aims.

No matter how high our achievements there will usually be factors holding back development; there will always be room for improvement. Schools will be at different points in their development and will therefore have different starting points in relation to all these issues. A grid for assessing the school's current position in relation to S.P.H.E. is present in Figure 11. This can be used to help pinpoint starting points for development and, in accordance with the school's vision, identify steps to be taken.

The most important concept underlying a whole school approach to S.P.H.E is that each aspect of the school as an organisation needs to support the others in order to promote the total development of **all** students and in order that both they, and the school as a community, may benefit fully from the development of S.P.H.E. It is the extent to which the whole school gears itself, in both its formal and informal provision, for the needs of all students that will determine whether each student will feel uniquely valued by the school. It is within such a context that "On my Own Two Feet" will be most effective.

This Handbook does not deal in detail with each and every aspect of the development of a whole school context for S.P.H.E. What it does do is give some suggestions and advice, based on the experience of the project, which may point the way towards the achievement of the goal.

PLACE OF SOCIAL, PERSONAL and HEALTH EDUCATION IN THE SCHOOL

Fig. 11

	INTER PERSONAL BEHAVIOUR		**SCHOOL POLICY**		**ROLE OF PARENTS**		**STRUCTURES**		**VALUES**		**PROGRAMMES**		**SKILLS/ TEACHING METHODS**		**RESOURCES**
10	High standard of listening/ communication/ respect/ability to handle conflict.	10	Clear policy developed by all parties – acted on and updated	10	Actively consulted re school programme/ policies. Plan/run parent programmes. Importance of role recognised	10	Priority when timetabling/ planning. Structure for co-ordinating and involving staff	10	Seen as enhancing all teaching/learning. Integrated into the work of the school. Central to school policy	10	Objectives identified. Programmes meet specific needs of all learners/year groups	10	High level of competence in participatory methods across curriculum	10	Trained team. Resource room/ budget/ wide range of catalogued and accessible materials
9		9		9		9		9		9				9	
8		8		8		8		8		8		8		8	
7	Commitment to developing high standard of listening and respect	7	Key staff clear about policy, but parents, staff, pupils unaware of policy	7	Good level of participation in parents' session	7	Important when timetabling/ planning. Co-ordination informal	7	Seen as value in itself and matched by time and resource allocation	7	Comprehensive programme for some year groups	7	Significant number of staff with skills in participatory methods	7	Materials available but not adapted nor co-ordinated. Core of trained staff
6		6		6		6		6		6		6		6	
5	An awareness of the importance of respect and listening	5	Unwritten policy. Some awareness. Crises force decisions	5	Some parental involvement but underdeveloped.	5	Timetabled or non-exam classes	5	Valued but not matched by behaviour	5	Comprehensive programme for one year groups	5	2/3 staff skilled in participatory methods	5	Beginnings of resource library. Couple of staff trained
4		4		4		4		4		4		4		4	
3	Little appreciation of the need for respect and listening	3	Outsiders promoting need for policy	3	Told by letter or unaware that health education is provided	3	Ad hoc: timetabled/ included when gap remains. Bolted on here and there	3	Expressed but disappears under pressure	3	Once-off events/ visitors only used/ response to incidents	3	Some awareness of need for participatory methods	3	One pack bought in, but not adapted. Inappropriate use of outsiders
2		2		2		2		2		2		2		2	
1	Authoritarian atmosphere, poor relationships	1	No policy re prevention or intervention	1	Viewed as a hindrance	1	No timetabled SPHE. No co-ordination of informal SPHE	1	Not considered relevant to the business of the school	1	No programme	1	Chalk and talk. Hostility to participatory methods	1	No resources/ no budget/ no staff trained
	INTER PERSONAL BEHAVIOUR		**SCHOOL POLICY**		**ROLE OF PARENTS**		**STRUCTURES**		**VALUES**		**PROGRAMMES**		**SKILLS/ TEACHING METHODS**		**RESOURCES**

Permission to use and adapt, in this chapter, the contents of Section 2 from the North Western Health Board's *'Healthy Living – First Year Teacher's Book'* by *Brian McAuley* is gratefully acknowledged.

Chapter 3

Implementing a Social, Personal and Health Education Programme

Much of the research into social, personal and health education (S.P.H.E.) and its effectiveness has emphasised the importance of the relationship between teacher and pupils and the use of informal methods. These aspects of implementing a programme of social, personal and health education are discussed in this section. The issues outlined are:

3.1 The Role of the Teacher

3.2 Active Learning Methods

3.3 Groupwork

3.4 Ground rules

3.5 Processing

3.6 Beginning and Ending a Class

3.7 Evaluation

The Role of the Teacher

RELATIONSHIP WITH STUDENTS

How a teacher manages the class and the relationship s/he establishes with students are important determinants in the success of a health education class.

Research (Aspy and Roebuck, 1977) has indicated that students learn best and are more motivated in an environment in which:

(1) They are respected and valued;
(2) They are understood and accepted rather than judged;
(3) Teachers are seen as real and genuine.

The most important feature then, of the teacher's role is the relationship s/he establishes with students. This relationship will be characterised by respect, understanding and genuineness.

SHOWING RESPECT

The teacher can show respect in many simple ways such as by:

- Referring to students by their first names;
- Praising their efforts;
- Allowing them to have their say;
- Listening carefully to what they have to say;
- Disagreeing with, but accepting the person;
- Not prying or being intrusive;
- Including every student in discussions;
- Avoiding sarcasm and put-downs.

UNDERSTANDING

Some of the ways in which understanding is conveyed are by:

- Asking for students' point of view;
- Sharing your experiences, where appropriate;
- Being consistent;
- Not making assumptions;
- Dealing with issues raised by students;
- Confirming you understand.

BEING GENUINE

As a teacher you can indicate to students that you are real and genuine by:

- Sharing appropriate personal information;
- Admitting to mistakes;
- Not being defensive or secretive;
- Practising what you preach;
- Not putting on an act;
- Being prepared to go first in an exercise;
- Confronting difficult issues that arise.

POWER IN THE CLASSROOM

In the S.P.H.E. class the teacher is an organiser of student learning. It may appear from this that you have to give up some of the traditional control in the classroom. However, this is not necessarily the case. Students can be challenged to take on more responsibility for their own learning. Learning can happen without you being present with every group of students. Nevertheless, creating good learning situations for students requires skill and good planning.

MODELLING BEHAVIOUR

Research indicates that students believe that the health behaviour of staff influenced their own health behaviour in respect of smoking, getting on with others and physical fitness. A teacher models

behaviour for students as soon as s/he enters the classroom. The teacher's style will also influence the openness of discussion among students.

ROLE CONFUSION

The issue of more openness and trust may create an initial conflict of roles for some teachers especially those who have responsibility for discipline or monitoring certain school rules. Even the subject teacher may have difficulty changing from the role of teaching students for exams to teaching S.P.H.E. This confusion may be more apparent to the teacher than to students - especially if the style of working is clearly explained at the beginning of the year and repeated often during the year. Establishing clear ground rules can also assist students and teachers to be more comfortable with the informal approach.

CLASSROOM CLIMATE

Classroom climate refers to an atmosphere in the classroom, which promotes learning. Creating this atmosphere of openness and confidence is one of the main tasks of the teacher. The terms 'atmosphere' and 'climate' can be used interchangeably.

You can set the tone in the classroom by being at ease, confident and open and speaking positively about others.

Active Learning Methods

There are a variety of teaching methods, which you can use in helping students to develop personal skills in the classroom. Many of these methods are well known and will be in the teaching repertoire of most teachers, e.g., small groupwork, brainstorming, artwork, role-play, word poems, games and projects. Most of these methods are described as 'active learning methods' because students are actively involved in their own learning in a way which is relevant to themselves and which allows some choice about what they learn.

DECIDING ON METHODS

There are a number of considerations you should take into account when deciding on particular methods:

- What are your objectives in the lesson?
- Are the particular methods you are using likely to achieve these objectives?
- Are you comfortable with the methods?
- Do they suit your particular style of working?
- What options have you available?
- Can you think of other ways of reaching your objectives?
- Which methods are suited to the age and stage of development of your class group?
- Will there be time in a class period for this particular method?

A selection of these methods is outlined in Chapter 4.

INTRODUCING NEW METHODS

Introducing new methods may cause some anxiety for you. You may wonder whether they will be effective. It is worth noting the following:

- Don't use methods that you would not be prepared to participate in yourself.

- Prepare your exercise well. You should give clear instructions and be aware of the directions the exercise is likely to take – although you may never be able to anticipate every eventuality.
- Taking on something new involves some risk. While you can minimise this by good preparation, your teaching skills in S.P.H.E. will develop in so far as you extend your range of teaching methods.

- When introducing a new method you can ensure greater success by:
    - Modelling what you have in mind;
    - Accepting the way students do it, even if it is not what you intended. The key is to accept the student but correct the behaviour if it is inappropriate.

- Is there enough time to use a particular method in a single class? Is the classroom suited to using the method, taking into account the constraints of furniture, size of room, and proximity to other classes?

- Use a variety of methods. Teaching with the same method may lead to boredom and make it difficult for students to maintain concentration and motivation.

- Be aware of the process objectives, which some methods achieve. For example a game may be used to energise students but it can also have the effect of:

    - Improving communication.
    - Providing an opportunity for students to take on responsibility.
    - Building up a good atmosphere in the class.

- If you do try out a new teaching method for the first time without great success, that does not mean it will never work for you. See what you can learn from your experience and be better prepared for the next time.

DISRUPTION

You may be concerned that some of the methods generate some noise and take away control from the teacher. However using informal methods means that the teacher is using a different type of control. Allowing the students to work in a variety of ways may mean you are not directly in touch with what everyone is doing every minute. But you must decide on the overall strategy and be in a position to intervene when appropriate.

Groupwork

WORKING IN SMALL GROUPS

Working in small groups has been found to be a particularly effective way of organising students in S.P.H.E. This involves dividing the class into small discussion groups of 4-6 students. The environment of the small group provides an opportunity for the students to acquire knowledge; to understand the relevance of that knowledge to themselves; to consider feelings and values; to apply the knowledge and understanding to the choices and decisions they have to make. Through discussion, participation and interaction they can also rehearse appropriate skills.

WHY USE GROUPWORK

Working in groups is an integral part of S.P.H.E. However, because of the reorganisation required in a traditional classroom, the disruption which small groupwork causes would need to be outweighed by clear benefits for students. It is therefore worth noting some of the benefits of the approach:

- There is much greater participation by all students and more time for individual contributions;
- Students can take on responsibilities, such as group leader or group reporter;
- It is easier for the shy pupil to participate;
- It is easier for a student to ask for clarification;
- Pupils make their ideas and understanding explicit to themselves;
- Working in groups is less inhibiting of discussion;
- Pupils can respond without the need for a ‘preferred answer’;
- Pupils learn and practice new skills (working together, listening, etc.);
- A greater variety of ideas are available through feedback from the groups.

FORMATS

The small group format can be used flexibly in a number of ways:

- The teacher introduces a topic and students discuss it in groups and report back on their conclusions.
- Students work individually and then discuss their findings in a group format.
- The teacher outlines a skill and students break into groups of 2-6 to role play and rehearse the skill.
- An issue arises in a class discussion and the teacher forms students into groups to discuss it or solve a particular problem.

There can be movement from one to the other of these situations, and back again, within any one lesson. It is a mistake to think of group work solely in terms of discussion. Variety within group work is as necessary as in any other form of teaching if interest is to be kept alive. Group tasks include:

- Brainstorming
- Problem solving
- Exploring a particular issue
- Role play
- Artwork

THE TEACHER'S ROLE

The teacher's role is to organise the class so that effective work takes place in the groups. The major interaction takes place between the students themselves, rather than between students and teacher. For many students this is a new role for themselves as well as for the teacher and they will need time and practice to feel comfortable with it.

The teacher, however, does not hand over control in the classroom; rather s/he devolves responsibility onto students for the outcome, the decisions and the conclusion of their particular group. Later the teacher can then make appropriate teaching points in a whole class format.

At the beginning a group working at a task may look to the teacher for answers – "What does this mean?" In this situation the teacher can deflect responsibility back to the group rather than take on a

leadership role – "well, what do you think yourselves?" Real learning for the group comes when they can accept responsibility without the teacher having to push it back to them.
The teacher's position should be supportive; showing interest but staying away as far as possible without the group feeling that they have merely been abandoned. A job such as setting up the overhead projector, or preparing the blackboard with headings for the whole class session allows the teacher to be seen to be involved, and also allows the group space to do their own work.

The teacher can subsequently draw the discussion together, examine consequences and relate opinions to a general philosophy/values.

SETTING UP GROUPS

The ideal group size for discussion is between 4-6 people. If the group is too large individuals may not have an opportunity to participate. The size of the group will, of course, relate to the task to be done. For maximum interaction and confidentiality the best size of group is 2 students. For general discussion larger groups are more useful.

If either yourself or the class are not familiar with groupwork a good first step is to start the pupils working in pairs. This has the advantage that no reorganisation of the classroom is necessary. At the beginning, confine tasks to short periods of 5-6 minutes.

FORMING GROUPS

To avoid disruption and ensure concentration on the work in hand you should give some thought as to how you will divide the class into groups. There are three basic ways:

- The teacher decides.
- The students select their own group.
- Groups are randomly formed.

You may consider it important to select groups yourself in order to mix students for some reason. Some methods of doing this are:

- Give each student a number (e.g. 1 to 6) and have those with the same number sit together.
- Direct pupils to various groups.
- Form groups of a certain number.

- Leaders pick groups from the rest of the class – like picking a team.
- Groups by month of birth.
- Groups formed on the basis of where pupils come from.
- Groups formed by turning to those who sit close to them.

Groups can, of course be created by a combination of pupil choice and the teacher selection.

ORGANISING THE CLASSROOM

The ideal setting for group discussion is a quiet comfortable classroom without desks. However, most of us have to make do with the traditional classroom and turn it, with the minimum of fuss, into a room where a group of pupils can work without too much interference from other groups.

Classrooms vary considerably in size and in the type of furniture they contain. It is difficult, therefore, to suggest a plan that would suit every situation, but it is obvious that a laboratory with fixed furniture, for example, makes group arrangement difficult. The seating arrangements of the group are significant and affect the flow of discussion and the roles within the group:

- People sitting opposite tend to communicate most.
- People sitting side by side tend to communicate least.

The obvious seating arrangement then is a circle, since each person has the maximum number of people sitting opposite and no one precisely by their side.

Other seating options are:

- Turn two people around to face those behind.
- Put tables together with students sitting around them.

There are positions around a table which will alter the behaviour of the person sitting there. For example, the person who can see the most people, or is sitting most centrally, or is alone on one side of the table, is more likely to emerge as a leader.

Teachers have found that to organise seating arrangements with minimum movement you can:

- Rehearse the movement with the class to establish a routine;
- Seat the groups evenly around the table or in a circle;
- Keep the groups as far away from each other as possible'
- When the whole class are sharing their ideas they will have to see the board and the teacher.

ORGANISING THE TASK

The task of the teacher is to organise the work for groups so that is structured and easily understood. It is not enough to introduce a topic or show a video and then ask students to discuss it. Students should be given explicit instructions as to what is to be done.

TIME

The length of time that students spend in groups will depend on the task in hand. When students are new to working in groups it is often better to allow a short period of time so that they understand they have to get the work done quickly. It is useful to:

- Set a time limit for group discussion;
- Remind students how much time they have left;
- Count down the time remaining;
- Avoid having groups discuss issues for too long.

WHILE GROUPS ARE WORKING

The teacher should be actively monitoring the groupwork during a session, e.g.,

- Ensuring a leader and reporter are appointed;
- Checking that each group understands the task;
- Sitting in with a group;
- Repeating the task while students are working

REPORTING BACK

Taking reports from all the groups in the class will take some time and since many of the reports will be similar the teacher can decide to take reports from just one or two groups. In the early classes, however, it is best to take a report from each group so that the work they have done is recognised.

PROCESSING

Having taken reports from groups, the next stage is to process the work. By processing we mean generating learning from the groupwork. This may involve:

- emphasising some statements from the groups;
- adding to and elaborating on the ideas produced by students;
- clarifying issues that have been raised;
- querying some of the reports;
- examining consequences and relating these to values.

CONTINUING WITH GROUPWORK

Students develop the skills of working in a group over a period of time and it is useful if the group membership remains constant for some time. How often, then, should the composition of a group be changed? There are a number of options:

- Form new groups a few times in one class;
- Use the same group for a particular class;
- Leave students in their groups for a term or for the whole year.

It is often disruptive and wasteful of time to change groups in the same class period. Changes should not be made without good reason, and it will not necessarily solve a problem in one group to transfer people to another. For a first year class, however, frequent change may help students to get to know each other and mix around. It is worth keeping in mind:

- If groups are working well they can be left together over a number of classes;
- Vary the leader and reporter from time to time;
- Vary the reporting formats.

Group work implies a structure and control, which will vary with the experience and confidence of the class and the teacher. It is important to remember that skill in group work, and particularly in group discussion, is something which is gradually developed in the students. A tight structure can help to build discipline and expertise to the point where it can be relaxed.

CHALLENGES OF GROUPWORK

Group work is used in many schools especially in practical subjects such as science, home economics, woodwork, metal work and physical education. Teachers, however, are often reluctant to introduce it to other subjects such as social, personal and health education. There are a number of reasons for this:

- Fear of loss of control and chaos in the classroom and the consequent disapproval of other members of staff;
- A fear of not knowing precisely what is going on in the various groups;
- A fear of personal exposure, particularly in the sensitive areas under discussion in S.P.H.E. classes;
- The disturbance associated with moving furniture and having students move around the classroom;
- A feeling that there are special skills required;
- Anxiety over the mystique that has built up around group work and particularly around group discussion;
- Unrealistically high expectations of group involvement and discussion;
- The fear of not having a concrete end product;
- The problems of monitoring and evaluating work.

DIFFICULT STUDENTS

Many teachers cite ‘troublesome students’ for their reluctance to use group work. There is no blueprint, which can be offered that will satisfy all situations, but a teacher can analyse the class and see if there are solutions to some problem behaviours. Below are some typical problem behaviours and strategies for dealing with them:

1. The Entertainer

The Entertainer cracks jokes constantly or makes fun of the work in hand. S/he may disturb other groups as well as his or her own. Possible ways of coping are:

- Channel talents into something productive;
- Confront the behaviour;
- Clearly explain the behaviour is inappropriate;
- Acknowledge his/her contribution;
- Give him/her something to do, e.g., reporter or leader;
- Place him/her in a group that will not reinforce the offending behaviour.

2. The Shy/Quiet Student

Shy students may find it difficult to become involved in group discussion and may be left out. Some strategies, which the teacher can employ to involve the shy student, are:

- Invite him/her to make contributions;
- Place him/her with friends;
- Support contributions that s/he makes;
- Nominate him/her as group reporter;
- Put him/her with group that is understanding;
- Give him/her time to build up confidence.

3. The Dominant Group Member

Sometimes the teacher may note over a number of classes that one particular student dominates in his/her group to the exclusion of others. If you wish to involve others more fully you can:

- Emphasise ground rules – especially listening;
- Give him/her the job of reporter;
- Put the person into a smaller group;
- Praise his/her willingness to contribute, but point out effect of reducing the contribution of others;
- Place in group with others of similar style so that they will cancel each other out.

4. The Isolated Group Member

You may observe that a student is being isolated in a group. Some of the ideas suggested for a shy student will apply here. You may also wish to:

- Work with group and bring pupil into discussion;
- Provide feedback to the group about their behaviour;

5. The Disruptive Student

A disruptive student can distract others in the group/class and prevent the task from being accomplished. You can:

- Attempt to ascertain reasons for behaviour;
- Tell him/her the effects of his/her behaviour;
- Suggest specific changes in behaviour;
- Provide alternative work;
- Place him/her in a group that will not welcome distractions;
- Sit in on the group and supervise;
- Reward each sign of progress'
- Exclude him/her from the group.

6. The Bored or Withdrawn Student

A student who appears to be bored or withdrawn in a group can undermine the efforts of other students. It may be important to:

- Get the student to air his/her reasons for boredom;
- Introduce features that appeal to him/her;
- Let him/her choose a topic;
- Offer optional work.

There are other kinds of behaviours which teachers can identify which may be detrimental to groupwork in the class. Reminding students of the ground rules for working in class will be important in such situations.

Ground Rules

As noted previously, using informal methods and group work means that students increasingly take on responsibility for their own learning. Setting ground rules for behaviour in class is one way by which they can become aware of this. These ground rules will generally relate to:

- How the work will be organised in the class;
- What students might do that would help or hinder the learning for others.

Some examples of ground rules:

- Students listen when someone else is speaking;
- Personal abuse and ridicule of what somebody else says is not allowed;
- A student may opt out of an exercise if s/he feels uncomfortable with it;
- Criticism of people not present is not allowed, as they have no chance to speak for themselves.

ESTABLISHING THE RULES

To establish the ground rules in the class it is important:

- That students are actively involved in deciding on the ground rules;
- That the teacher and students are clear about what is negotiable and what is not and that these features are clearly identified, e.g., attendance at classes is required by the school and is, therefore, compulsory;
- The students understand how the ground rules will be advantageous to them when working together;
- That the ground rules are accepted as an agreed basis for work in the class;
- That the number of rules is kept to a minimum – a multiplicity of rules leads to confusion and forgetfulness;
- That the rules are repeated in class or are on permanent display during S.P.H.E. classes;
- The students understand that the rules may need to be revised from time to time.

Processing

PROCESSING SKILLS

Processing means helping students to describe their experiences, to analyse what these experiences mean for them and to generalise how they can use the ideas in their lives. The aim is to help students to understand the learning as much as possible for themselves, to consciously involve themselves in their own development. This involves using processing skills. Among the principal processing skills are managing discussion in the classroom and asking questions appropriately. Some of the important skills the teacher can use are:

- **Ask open –ended questions**

  Questions, which can be answered by "yes" or "no", do not lead to much discussion. "Why" questions may put people on the defensive and also limit discussion. Questions beginning with "what" and "how" are useful in developing discussion, e.g.,

  What did you do?

  What would you like to have done?

  How did it happen?

  What did you think at that point?

- **Listen carefully**

  Listening is a key skill in managing discussion. It is not enough to hear the words being said. Sometimes students find it difficult to express themselves so it is very important to listen carefully for underlying feelings and ideas and for the real meaning.

- **Focus on feelings**

  Feelings often point to motivation for action and may display values and attitudes. It is often easier to say how we feel about something than to explain our reasons for a certain course of action.

  How did you feel about it?

  What do you feel right now?

- **Repeat back**

  Discussion can be expanded by repeating back a statement a student has made with understanding, e.g.,

  You say you felt relieved?

- **Draw out learning**

  When an issue arises and you wish to make a teaching point you can ask:

  What can you learn from that?

- **Concentrate on one issue at a time**

  Students are usually expert at introducing 'red herrings'. You will often have to pull the discussion back to the topic in hand, e.g.,

  Let's get back to what Siobhán said…

  We'll come back to that in a minute…

  Is there anything else about…

- **Note verbal and non-verbal behaviour**

  By understanding what people are saying and how they are acting you can monitor the understanding and interest of the class and are in a position to change the subject or check out what is happening.

- **Bring in others**

  It is useful if one person is dominating the discussion to bring in others by testing their perceptions of what happened, e.g.,

  What do other people feel?

- **Appropriate self disclosure**

  This encourages others to participate and roots the discussion in reality, e.g.,

  I am confused, how do others feel?

  That happened to me too…

- **Summarise**

  You can ask the class:

  What have we learned so far?

  Where are we now?

- **Focus on behaviour**

  In discussions it is better to look at what people do rather than what they say, e.g.,

  What was she doing that made you think that?

- **Diagnosing**

  Don't ignore disruptive behaviour. It may be used, sometimes, to enhance the discussion, e.g.,

  I wonder if all the joking going on at the back of the class means we are avoiding the issue.

Beginning and ending a class

WARMING UP THE CLASS

S.P.H.E. classes take place within the context of the normal school day. Students may arrive in class subdued or exuberant; full of energy in the morning or lethargic in the afternoon; engrossed about some event that happened in the previous class or generally out of sorts because of situations that have occurred outside the school altogether. Sometimes the teacher may find considerable resistance should s/he launch immediately into a prepared lesson. The class may need to settle down or indeed to be energised. There are a number of strategies, which can be used to begin a S.P.H.E. class:

- Introduce a game at the beginning of class to liven up the class if energy is low. Books, which include a range of such warm-up games, are listed in the reference section of this handbook. Some teachers regularly introduce a lesson with a game although this may not suit everyone's style.
- Use a relaxation exercise or appropriate music for groups that are very giddy so that they have an opportunity to calm down.
- If students have brought some hidden agenda into the class with them, for example a real or imagined injustice, then it may be best to deal with that issue first. In fact the teacher may discover material for a full class in the particular issue, even though this was not planned.

AT THE END OF THE CLASS

Time should be allowed at the end of the class to tie up loose ends and prepare students for the next class so that the lesson does not disintegrate but closes in a controlled fashion. Here are some ideas for finishing the lesson:

- Focus the attention of the class on what has been learned or achieved during the session. The teacher can summarise what has been done during the session and how it was achieved and make appropriate teaching points.
- An alternative to a teacher's summary could be to allow students in pairs to review the class themselves for a couple of minutes.

- Some students should have a chance to check out anything about which they are unsure.
- If there is any follow-up required to the session, e.g., if a project is being done, the work and students who will have the responsibility for it should be identified.
- Any 'unfinished business' (work which is incomplete or issues raised but not dealt with) should be recognised and an indication given of when and how this will be dealt with.

Sometimes, when a class has been particularly active students may leave the room in an exuberant mood, creating difficulties for the teacher in the next class. Some suggestions for 'winding down' are:

- A short visualisation;
- Breathing exercises;
- Playing relaxing music.

Close the class on a positive note by commenting on achievement or progress made.

REVIEWING

One of the final activities in each class should be to review the lesson and check out what has been learned.

CONCLUDING THE LESSON

Close a class on as positive a note as possible by commenting on:

- What has been achieved;
- On the strengths observed in the class;
- On signs of progress or development;
- On significant insights from the class;
- On any unusual event that occurred;
- On the work to be done in the next lesson.

Evaluation

Evaluation is essentially the process of establishing the effectiveness of a programme and should form an integral part of all teaching and learning. Programme evaluation is concerned with whether the overall programme is meeting its goals and also with whether particular methods or processes are effective in accomplishing particular objectives. It can be carried out in order to get feedback on the following areas:

Relevance: Is the programme meeting the needs, interests and concerns of the learners?

Effectiveness: Is it achieving what it set out to achieve?

Methods: Are appropriate methods being used for the group in question?

Leadership: is the leader able to communicate and relate with the members of the group in such a way as to facilitate learning? Has s/he got the necessary skills?

METHODS OF EVALUATION

While setting up formal evaluation procedures might be beyond the resources of many schools, a considerable amount of evaluation can be undertaken in the following areas:

- Knowledge can be tested by traditional methods such as written tests, questionnaires, multiple choice tests or class presentations;
- Skill development can be established by observation, reports from others and from students own reports;

- Changes in attitudes, values and feelings are more difficult to assess. One could get some information by observing the student. Does s/he seem to act on espoused values? Does s/he look relaxed and comfortable? In certain situations, however, judgement and interpretation of behaviour may be misleading and, in the end, one may only gain access to the data by consulting the student. The use of subjective reporting is, therefore, necessary in order to evaluate progress in a meaningful way. The following suggestions for feedback are based on the assumptions that both objective and subjective data are necessary in this area of work.

FEEDBACK ON THE EFFECTS ON PARTICIPANTS

- The teacher should start out with clearly defined objectives and should, ideally, specify outcomes. Students can be involved at this stage by getting them to identify their own learning goals. Questionnaires, rating scales or checklists could be completed by the students before commencing a particular stage of work. This would help them to identify areas of strength and weakness and choose goals for themselves.
- The same instruments can then be used both during and after the work to evaluate progress.
- Feedback should be sought from teachers or other adults involved with individual students or with the class as a group.

FEEDBACK ON THE PROGRAMME

- Feedback should be sought from pupils on their experience of the programme with regard to its content, design, methodology and organisation. Did they experience it as relevant, interesting, and enjoyable?

FEEDBACK ON THE TEACHER

- The teacher's own effectiveness can be evaluated by self-assessment, feedback from colleagues and feedback from participants.

Permission to use and adapt, in this chapter, the contents of Section 3 from the North Western Health Board's *'Healthy Living – First Year Teacher's Book'* by *Brian McAuley* is gratefully acknowledged.

Chapter 4

Teaching Methods

Because of the nature of social, personal and health education, (S.P.H.E.), informal teaching methods have been found to be particularly suitable. They create a good climate in the classroom and help to make the learning an enjoyable experience. A number of these methods are discussed in this chapter.

4.1 Brainstorming

4.2 Role Play

4.3 Artwork

4.4 Games/Icebreakers

4.5 Visualisation

4.6 Visitors

4.7 Using Video

4.8 Projects

In selecting a particular method it is important to choose one that is appropriate to the objectives set for the lesson. An appropriate method will encourage the students to identify real life situations and provide them with an opportunity to discuss issues from their own perspective.

If you are unfamiliar with a particular method it is worthwhile preparing yourself well before introducing it.

Even if it does not work the first time, it may be useful to persevere so that you and the students become familiar with it.

Brainstorming

USE

Brainstorming is a creative technique designed to generate a variety of ideas. It can be used for a number of purposes, e.g.,

- To generate alternatives in decision-making;
- To produce ideas for essays and other school work;
- In creative problem-solving;
- To produce a range of suggestions for activity;
- To cover as many aspects as possible of the subject under discussion.

A distinction should be made between simply asking people for ideas and brainstorming. For this technique to be really effective the rules should be adhered to strictly.

RULES FOR BRAINSTORMING

The rules for brainstorming are few:

- State a question (topic) clearly;
- Ask the group to state every idea that they can think of in response to the question;
- No one may comment on anyone else's suggestions. Insist on this.

METHOD

- Write the topic or question on the blackboard;
- Outline the rules to the class;
- Set down a time limit for the brainstorm, e.g., 5 minutes
- Tell students to begin;
- Write down the ideas given out on the blackboard as fast as you can;

- If there is a lull you can write in some ideas yourself;
- Encourage students to think up more ideas as you write.

PROCESSING THE IDEAS

The follow-up to a brainstorm will involve processing all the ideas and in some cases moving towards an action plan. It may be necessary to go through the ideas and have students clarify the meaning of some of the items.

At this stage ideas may be:

- Clarified
- Evaluated
- Selected
- Prioritised

This is a vital phase of the exercise because if all ideas are left it may give students the idea that every item is acceptable and of equal value.

Role Play

WHAT IS ROLE PLAY?

Role play is used widely in education and training to provide people with an opportunity to prepare themselves for real life situations. It is a teaching procedure, which allows students to explore simulated situations in a controlled and safe environment. In a role play students take on roles based on real life situations in which they can try out their personal skills.

WHY ROLE PLAY?

Role play has a number of advantages as a teaching technique:

- It offers a direct way of learning. Students have to 'think on their feet' and respond immediately as the situation unfolds;
- Students can focus on challenges that will confront them and anticipate how they will handle them. It also offers an opportunity to explore different ways of handling the same situation;
- Students can learn self-reliance. Although they will respond to the guidance of the teacher, the outcome of the role play is in their hands;
- Role play can be an active and enjoyable experience for students;
- Some students find it easier to act out a situation rather than to explain what they would do;
- Role play can lead on to other kinds of classroom activity such as discussion, writing, artwork, projects and community action;
- By placing themselves in a 'role' students can better appreciate another person's point of view.

OBJECTIVES

You may have a number of objectives in mind when introducing a role play in the class:

- Introducing a particular topic;
- Giving students an opportunity to practice a particular skill;

- Exploring events from different points of view;
- Preparing students for a particular situation, e.g., an interview.

STEPS IN ROLE PLAYING

If you are introducing role play formally then the following steps should be used:

- Warm up the group to create the right atmosphere;
- Introduce the topic for discussion;
- Arrange the space needed;
- Ask for volunteers to participate in the role play;
- Set the scene for the rest of the class;
- Allow the players to play out their roles;
- Intervene as appropriate and conclude the role play;
- Lead a class or small group discussion on what happened;
- Students give feedback to each other, if appropriate;
- If it is useful play the situation again or part of it;
- Discuss the revised version.

PROCESSING ROLE PLAY

There are a number of ways of processing role plays so that students will benefit from them. You can intervene at different stages:

While the role play is taking place, you could do one or more of the following:

- Watch and listen;
- Note issues that are arising;
- Provide more information for participants;
- Allow students to ask you for guidance;
- Ask the class to make suggestions;
- Join in the role play yourself;
- Intervene and question the participants.

Some of the options for the teacher **after a role play** has been completed are:

- Make specific teaching points arising from the role play;
- Lead a discussion with the class;
- Break the class into discussion groups;
- Ask the class to play the roles in small groups;
- Debrief the role players by asking their opinions outside the roles they have played;
- Write down the learning from the scene.

Some time after or in the next class:

- Evaluate how effective the strategies were.

THE CONTENT OF ROLE PLAY

Many of the issues covered in S.P.H.E. classes lend themselves to role play. You can determine yourself what is most appropriate for your particular class given their age, maturity and ability. Suggested situations are provided with certain exercises. The following points may be helpful:

- Choose situations from the students' own experience, real or anticipated;
- Do not choose topics that are intrusive or private to students, e.g., sensitive family situations;
- Do not introduce the large critical problems of society which are outside the comprehension of students;
- Ensure that students understand that they are free to break off at any time and are not compelled in any way to take part;
- Check on the realism of the situations with the students;
- Ask students themselves to suggest scenarios for role play.

Artwork

TEACHING THROUGH ART

Some forms of art are a valuable teaching approach when used effectively in the S.P.H.E. class. Instead of writing or talking about social situations students can draw them; they can make a collage of themselves and their strengths. They can do this even if they are not skilled artists because the work has meaning for them is not for display or evaluation. Artwork is particularly valuable with weaker students because it helps to overcome literacy problems. The main forms of artwork, which are appropriate in S.P.H.E., are drawing, collage and painting. However, painting is often unsuitable for use in the regular classroom.

USES OF ARTWORK

Some of the uses of artwork in S.P.H.E. are:

- To express abstract concepts.
  Students sometimes have difficulty discussing abstract ideas or feelings and emotions such as happiness, anger and sadness. Through art, students can organise discussions around these subjects. Artwork is also an appropriate method of processing visualisations and fantasy.
- To maintain privacy
  Artwork provides students with a medium in which they can express themselves without the results being readily apparent to others, thus preserving their own privacy. They can disclose as much about their particular piece of art as they like.
- To illustrate social situations
  Students can be helped to explore their own social situations, their relationships and their personal feelings through drawing. This can be particularly useful when discussing friendships, family relationships and authority relationships.
- To overcome literacy problems
  Written and even verbal expression can be a block for weaker students in expressing their thoughts and feelings. Artwork can be a useful medium to overcome this block.

- Discussing ‘personal’ issues

  Even when the teacher has created a climate of trust and acceptance in the classroom there will be issues which students and the teacher do not wish to discus directly because they are of a personal nature. And yet many of these issues will be important in developing personal skills, such as relationships. Pictures can be used as a medium through which students can discuss these subjects without overtly relating them to themselves.

INTRODUCING DRAWING

When a teacher asks students to draw something in class s/he may encounter the reaction from students, “But I can’t draw!” It is important to help them get over these feelings of inadequacy at the beginning and to reinforce the belief that everyone can draw, especially if you take away the idea of a nice picture – or indeed any picture at all.

The following will help:

- Doing some drawing yourself – especially if you don’t feel too competent as an artist;
- Using match-stick figures for people;
- Reminding students that you are not interested in a work of art – just pictures with ideas;
- Avoid using very good artists in the class as a model for others to emulate.

COLLAGE

Collage involves pasting pictures or colours together to make a representation of something. Collage can be useful to discuss such topics as:

- My strengths, likes/dislikes;
- Friendship, qualities of a friend;
- Relationships

Some useful hints about using collage in class are:

- Have a store of old magazines in class from which students select pictures;
- You will need glue or adhesive tape and newsprint/drawing paper on which to paste the pictures.

Games / Ice-Breakers

Piaget has pointed out how young children use games to learn and to explore aspects of social interaction. There is a variety of educational games a teacher can use ranging from quiz games to board games. In the context of this programme games are understood to be interactive exercises where pupils are involved in an enjoyable but purposeful activity.

WHY GAMES?

There can be a number of reasons for introducing a game into the S.P.H.E. class:

- To 'warm-up' the class at the beginning of a session;
- To energise the class if they have been sitting still for a long time;
- To build up a good atmosphere in the classroom;
- To quieten a class after a particularly active session;
- To introduce a particular topic;
- To generate interest;
- To get students working together in a co-operative manner;
- To provide an experiential exercise in a particular skill, e.g., communication;
- To explore some difficult concepts, e.g., assertiveness;
- To reinforce some teaching points in a lesson;
- To prepare for a particular exercise, e.g., role play or drama.

USING GAMES

When using games in a lesson it is important to remember:

- If a game is used as an energiser it should be short, about 2-5 minutes;
- Give clear instructions and model the activity if necessary;
- Be clear about your objectives;

- Introduce the activity with enthusiasm and fun;
- Remind students about noise levels;
- Don't let a game 'drag on';
- Monitor what's happening and intervene as appropriate;
- Always process the game by asking a few questions.

PROCESSING THE ACTIVITY

How you follow up the activity will depend on the objectives you had for the game.

1. If it is an energiser you might simply ask:

- Did you enjoy it?
- What did you think of the game?
- How could it have been better?

You could mention some of the interesting points you noticed while the game was taking place. Then you are ready to start at the next section of the lesson.

2. If the game is used to introduce some concept then you will be concerned to draw out ideas from the group by asking appropriate questions. For example:

- Was the story different at the end?
- How do you think it changed?
- What caused this?
- What could you do to avoid changing it?

3. If the exercise takes a whole class period, you should allow sufficient time (at least one third of the class) for processing the activity. Students could be asked to:

- Describe the experience;
- Analyse what it meant for them;
- Generalise anything they have learned from the activity;
- Note down for themselves what they have learned.

It is important to process each activity so that students understand its value and realise that while it is fun it is not mindless fun. For some games students will respond, "It was silly" or "I felt stupid".

CAVEAT!

While using interactive games in the class can be a useful tool in S.P.H.E. it is worth noting:

- Games do not suit every teacher's style;
- As students grow older they are less inclined to accept games;
- Students must always have the option not to participate. They can have other jobs, e.g., observing, taking care of furniture;
- Be aware that students may consider the social, personal and health education class, the 'games class' and their expectation may be for continuous game playing;
- Many games require an open space and you will have to re-arrange the class to provide this.

Visualisation

A Visualisation is a calling to mind of events that have happened or a rehearsing in the mind of a situation one expects to encounter. For example, you can visualise your first day at school or an interview you expect to attend.

When visualising an event or something which is about to happen we use our imagination. When we create something (or make something happen), we always create it first in our thoughts. A thought always precedes an action. The idea is like a blueprint. As we draw it in our minds we can see the possibilities and the shape becomes more defined. Feelings are attached to it, the idea becomes interesting and motivation is increased.

It is important, therefore, to make the picture as vivid as possible. Imagination linked with vividness is more likely to ensure a realistic outcome.

USE OF VISUALISATION

Visualisation can be used to achieve a number of specific objectives:

- Settings goals

  Visualisation can help to evoke a desire situation. Once you have a clear picture of what you want to achieve you will experience a strong feeling that goes along with getting it. When you have a vivid image of what your goal is with strong positive feelings towards it and play this over in your mind, it becomes a reality in your subconscious. The process is:

  decide on a specific goal;
  create a clear, vivid picture of the goal;
  focus on it often;
  be positive about it – affirm yourself.

- Managing change

  Mentally rehearsing events to come is a useful technique in managing change, in preparing for stressful events and in motivating oneself to take on challenges.

- Dealing with emotions

  Visualisation can help to overcome frightening or embarrassing situations which you fear. When you imagine a scene with all your worst fears realised and recognise what you are afraid of, you will release some of the emotions bound up in the situation. You can also visualise yourself managing the situation capably.

- Building self esteem

  By visualising events that have passed in which you have been particularly successful you can increase self awareness and maintain self esteem. This is particularly useful when you have self doubts or your self esteem is low.

FANTASY

Fantasy involves the exploration of thoughts and emotions through a story. It is the use of Visualisation using symbols. Thoughts, emotions and qualities are projected onto the symbols, which come from our unconscious. The symbols are like a screen upon which thoughts are projected. Through fantasy, we can become more aware of ourselves - our feelings in different situations; our wisdom and our creativity. We do not need to interpret or decode the symbols – just experiencing them can help to increase our self awareness and emotional development. Some exercises in the materials include the use of guided fantasies.

USING VISUALISATION

There are a number of simple steps in using Visualisation and fantasy with a class:

- Relax the class. Since Visualisations require quiet so that students can individually engage in the exercise, you need to create the appropriate mood in the classroom. This can be done with a few simple relaxation exercises.
- Focus on whatever the main 'subject' is, giving students time to focus on it for themselves.
- Elaborate on the topic, filling out details to help them to build up a picture, to evoke memories/feelings. Use *when, where, who, what* questions.
- Focus on the feelings they had/have about the subject.
- Gently close, giving them time to 'come back', each person in his or her own time.

Visitors

Involving visitors in S.P.H.E. classes can be immensely valuable to the students, providing the visits are properly planned and followed up. S.P.H.E. has suffered, however, from the use of the 'one off visit', where for example, a doctor, Garda, or AA member gives a set talk, often to a group of classes, with little opportunity for discussion/reinforcement before or after the session. Research indicates that this approach is severely limited. However, there are advantages if you use visitors as part of a properly planned programme.

- Planning for a visitor helps students to develop organisational and communications skills as well as fostering a sense of group identity.
- Somebody 'new' brings variety to the classroom.
- Meeting an expert will increase students' knowledge and may give a student the confidence to follow up a particular area of interest, or to arrange a meeting with another expert at a later date.

PLANNING A VISIT

Students can learn much more from the class when they are actively involved in planning the visit. Inviting a visitor to speak to the class can arise naturally out of the work being done. Students will gain more from the exercise if the planning is left up to them:

- Who to invite and for what purpose?
- What do we wish to have discussed?
- Who asks the questions? In what order?
- How can we organise for everyone to say something, even the shy students?
- When should the visit take place and where?
- How do we greet the visitor on arrival?
- Who will actually extend the invitation? Do we do this in writing or in person?

WHO TO INVITE?

There is a wide range of possible visitors:

- Other members of staff (teaching and non-teaching). Students might get to understand why the caretaker doesn't like it when things are put down the toilets;
- Parents – to provide a parental perspective;
- Public figures, e.g., Gardaí, Minister of religion, elected members of councils and trade union representatives, official representatives of industry;
- Experts in a particular health area or others with relevant experience;
- Representatives of local or national voluntary organisations e.g., Irish Wheelchair Association, St Vincent de Paul and The Samaritans.

BRIEFING THE VISITOR

Preparing the visitor is as important as preparing the group. Students who are to invite and brief the visitor should have a checklist prepared by the class which could include:

- the size of the class
- the nature of the class
- the class ground rules
- the work being done
- the kind of questions s/he can expect
- the amount of preparation done by the class

The teacher can brief the visitor to anticipate:

- silences, which need not be filled immediately!
- some immaturity in the questions
- some self consciousness which might result in giggles, shuffling and similar behaviour

The visitor should also:

- be on time,
- avoid long speeches
- speak in language suitable for the class.

THE VISIT

Not all visits are successful, often because of lack of preparation with the group or with the visitor. One or two members or the visitor him/herself may have dominated the situation. Some groups can be so overcome by their own self-consciousness that they are unable to carry through what they have practised. It is important that the first visitor to such a group is sensitive to their difficulties and can help to overcome them. Surprisingly, experience shows that the students who appear socially backward are often the most able in meeting with visitors. Students can gain significance in their own eyes through the willingness of an adult to speak freely with them and are often eager for the next visit to take place.

REVIEWING THE VISIT

Consider the following points:

- Did the visitor seem happy and at ease?
- If 'yes', how did we contribute to this?
- If 'no' what could we have done differently?
- Was the visitor as we thought s/he was going to be?
- Were his/her answers interesting/relevant/understandable?
- What were the main things we learned from the meeting?
- Was anything important left out?
- Does anyone of us disagree with the points made by the visitor?
- Where do we go from here – is there anything we want to follow up?
- Are there points we ought to remember if we were doing this again?

Using Video

Video has become a popular teaching medium over the past number of years. Television has accustomed students to the medium. However, video may sometimes be attractive to teachers and students for the wrong reasons. It may be seen as a substitute for preparing a lesson. Nevertheless, used effectively as a teaching aid, video can enhance the learning in a S.P.H.E. class and provide the teacher with a powerful tool to introduce real life situations into the classroom.

USING VIDEO

The use of video in S.P.H.E. should be active rather than passive. There are a number of ways you can organise the actual viewing in order to ensure active participation:

- Show the video once and get reactions from students. This is using the video as a 'trigger' for group discussion;
- Show the video once so that students understand the story line and then again to analyse the particular skill or situation which you wish to teach about;
- Turn off the sound so that students can concentrate on the non-verbal communication portrayed in the video;
- Stop the video before the end and allow students themselves to complete the story;
- Freeze the video at appropriate moments and give the class a task, e.g., group discussion, solve a problem. Then return to the video again. This may be done a few times during the same class period;
- Choose a section of the video to make a point.

Remember the video is not an end in itself; it is merely a 'tool' to achieve the objective you have set out for the lesson.

CHOOSING VIDEOS

Selecting appropriate videos is vital to ensure that your teaching is successful. Some criteria are:

- Videos for social, personal and health education classes should generally last for about 10-15 minutes;
- The material in the video should relate clearly to what you wish to teach.
- There should be co-ordination between subject teachers in a particular year about what videos they propose to show so that students are not presented with the same video a number of times.

Projects

Project work is used in many subjects. The projects are sometimes initiated by outside agencies, which offer prizes to students and to classes for undertaking work on a particular theme such as smoking and healthy lifestyles. In S.P.H.E. this method should go beyond the concepts of research, discovering information and colourful displays. The emphasis should be on the process, or how the work is done, rather than on the final product. While doing a project students can learn and practice the skills of working together, being a member of a team, managing conflict, planning, organising a budget, etc. So, even if they fail to complete the project they will have had a valuable learning experience. The key is to allow time at the end for reflecting on how they have worked; what skills they have learned or practised and what they would do differently the next time.

USING PROJECTS

Projects can be based on most of the themes in the S.P.H.E. programme. They can be used to:

- Learn and practise such skills as goal-setting, communication, assertiveness and teamwork;
- Vary the work in class and introduce a new teaching approach;
- Involve students in community issues;
- Provide students with practical and concrete work;

TYPES OF PROJECTS

A classroom project may be:

- Long-term (done over a number of classes, lasting maybe a few months) or short-term (taking up one or two classes);
- School-based (all the work done in class) or home-based (work done at home) or most likely a mixture of the two;
- Action orientated (getting something done, e.g., collecting money for a particular cause, making something, gardening) or research-orientated (e.g., collecting information on a particular subject, carrying out surveys);

- Topic-based (e.g., smoking, accidents alcohol) or skill-based (e.g., making friends, peer pressure).

THE ROLE OF THE TEACHER

The most appropriate role of the S.P.H.E. teacher is to allow the students as much responsibility in doing the work as possible. The teacher can act as a facilitator by:

1. Point out limitations and boundaries in relation to time, resources, cost and materials.

2. Monitoring the work and encouraging students to keep a diary of the work they are doing.

3. Providing guidance for students:
- Setting objectives – "What are we trying to do?"
- Defining the task – "What exactly does it involve?"
- Identifying resources – "Who can help?"
- Sequencing – "In what order should we do things?"
- Presenting – "What would be the best way of presenting our work?"

4. Evaluating the project.

PRESENTATION

There are a number of ways to display projects such as wall displays, seminars/symposia, drama, booklet and make a video. The teacher should ensure that presentation does justice to every student's work.

EVALUATION

Evaluation is a key element in project work. An entire class should be devoted to answering such questions as:

- What did we do?
- Did the project turn out the way you hoped?
- What helped the project as it went on?
- What hindered it?
- What would you do differently next time?
- What skills did you use?

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Smoking Cessation Reduction Action Project (SCRAP). Health Promotion Unit, Department of Health 1st Edition, 1994.

Youth to Youth: (Peer Training Programme). *Murphy, Chris:* Drug Awareness Programme, Crosscare, The Red House, Clonliffe Road, Dublin 3.

ORGANISATIONAL DEVELOPMENT

A Sense of Mission. *Campbell, A., Devine, M., Young, D.:* Hutchinson Business Books Ltd., 1990.

Beyond the Quick Fix: Managing Five Tracks to Organizational Success. *Killman, Ralph H.:* Jossey-Bass Ltd., London, 1984.

Change Agent Skills A: Assessing and Designing Excellence. *Egan, G.:* University Associates Inc., 1988.

Change Agent Skills B: Managing Innovation and Change. *Egan, G.:* University Associates Inc., 1988.

AUDIO VISUAL RESOURCES

Cassettes

Sound Only Cassettes for Relaxation: (available from main bookstores).

Interludes: Mountain Stream, Ranges of Soothing Sounds. *Steven Cruskin.* Great American Audio, New York

Musical Sounds of Relaxation. *Robert Slap,* Great American Audio, New York

New Life Music. (Range of Tapes) S.O.L. Productions Ltd., Quarantine Hill, Wicklow.

Relax with Nature. (Set of Tapes) New World Cassettes, Suffolk, England

Voice Over Relaxation:

Relaxing Into Health. *Dr. Christine Page.* Available from the Natural Living Centre, Walmer Holistic Centre, Tonlegee House, Millbrook Grove, Dublin 13

SUGGESTED BACK-UP VIDEOS FOR "On My Own Two Feet".

A Slight Drinking Problem. Paulist Productions. Available from Veritas Publications

An Easy Pill to Swallow. National Film Board of Canada. Available from Veritas Publications

Drinking. National Film Board of Canada. Available from Veritas Publications

Don't Turn Away. (HIV Aids Video) Health Promotion Unit, Department of Health

Dying for a Drink. Radharc Publications. Available from Veritas Publications

Handle With Care. Health Promotion Unit. Available from Health Promotion Unit, Department of Health

My Best Friend. Health Promotion Unit. Available from Health Promotion Unit, Department of Health

Shattered Spirits. (Available from prominent video rental stores)

Smoking and You. Commission of the European Communities/Angel Film, 1990.

You're only Goin' Nowhere if you Can't Say No. Crosscare, Drugs Awareness Programme. Available from Health Promotion Unit, Department of Health/Crosscare, Clonliffe Road, Dublin 3.

VIDEOS AVAILABLE FROM:

Academy Television
104 Kirkstall Road, Leeds, LS31 J2, England (*Catalogue available, videos for sale)*

Boulton Hawker Films Ltd
Hadleigh, near Ipswich, Suffolk, IP7 5BG, England
Phone (01473) 822235

Health Promotion Unit,
Department of Health, Hawkins House, Dublin 2
Phone (01) 671 4711 (*Videos available for loan)*

Health Education Office
Western Health Board, Community Care, Shantalla, Galway
Phone (091) 523122 (*Videos available for loan)*

Tacade
1 Hulme Place, The Crescent, Salford, Gtr. Manchester M5 4QA, England
Tel: (0044) 161 745 8925 (*Catalogue available, videos for sale)*

Veritas
7/8 Lower Abbey Street, Dublin 1
Phone (01) 878 8177 (*Catalogue available, videos for sale)*

ADDRESSES

The following list includes agencies, which provide training or publish/distribute materials.

REPUBLIC OF IRELAND

European Commission Representation in Ireland
18 Dawson Street, Dublin 2
Phone (01) 662 5113
Reports and materials on a range of subjects available

Community Awareness of Drugs
31 Central Hotel Chambers, Dame Court, Dublin 2
Phone (01) 679 2681
Fax (01) 679 7818

Cork Social and Health Education Project
4 Carriglee, Western Road, Cork
Phone (021) 278 464

Education Secretarial
Diocesan Offices
Archbishop's House
Drumcondra, Dublin 9
Phone (01) 837 9253

ETC Consult
17 Leeson Park, Dublin 6
Phone (01) 497 2067

Health Promotion Unit
Department of Health, Hawkins House, Dublin 1
Phone (01) 671 4711

Education Officers
Drugs/Aids Co-Ordination Unit
Eastern Health Board
Block 7, St James's Hospital, Dublin 8
Phone (01) 473 4000
Fax (01) 473 4825

Health Promotion Office
Main Street, Ballyshannon, Donegal
Phone (072) 52000

Health Education Office
Western Health Board, County Clinic, Shantalla, Galway
Phone (091) 523122

Health Education Centre
Parkview House, Pery Street, Limerick
Phone (061) 483215/483218

Health Education Centre
South-Eastern Health Board, Dean Street, Kilkenny
Phone (056) 61400

Health Promotion Office
North Eastern Health Board, Railway Street, Navan
Phone (046) 71872

Hazelden Educational Services International Ltd
PO Box 616, Cork
Phone (021) 314318

Irish Cancer Society
5 Northumberland Road, Dublin 4
Phone (01) 668 1855

Irish Heart Foundation
4 Clyde Road, Ballsbridge, Dublin 4
Phone (01) 668 5001

Social and Health Education Association
Education Centre, Drumcondra, Dublin 9
Phone (01) 837 9799

Veritas Publications
7/8 Lower Abbey Street, Dublin 1
Phone (01) 878 8177

UNITED KINGDOM/NORTHERN IRELAND

Health Education Authority
Hamilton House, Mabledon Place, London, WC1H 9TX, England
Phone (0044) 171 383 3833

Health Education Board for Scotland
Woodburn House, Canaan Lane, Edinburgh, EH10 4SG, Scotland
Phone (0044) 131 44 -8044/5365500

Health Promotion Wales

Ffynnon-Las, Ty Glas Avenue, Llanishen, Cardiff CF4, 5DZ, Wales
Phone (0044) 1222 752 222
Fax (0044) 1222 756 000

Institute for the Study of Drug Dependence (I.S.D.D.)
Waterbridge House, 32-36 Loman Street, London SE1 0EE, England
Phone (0044) 171 928 122
Fax (0044) 171 928 1771

Northern Ireland Health Promotion Agency
18 Ormeau Avenue, Belfast BT2 8H5
Phone (080 1232) 311611

Tacade
3rd Floor, 1 Hulme Place, The Crescent, Salford, Gtr. Manchester, M5 4QA, England
Phone (0044) 161 745 8925/8923

Youth Organisations/Services

Many youth organisations have ongoing training and programmes which may be helpful in giving young people drug/alcohol for leisure time.

NATIONAL CONTACTS:

Catholic Youth Council (CYC)
Arran Quay, Dublin 7
Phone (01) 872 5055

Foróige Youth Development Organisation
Irish Farm Centre, Bluebell, Dublin 12
Phone (01) 450 1166, (01) 450 1022

National Youth Council of Ireland
3 Montague Street, Dublin 2
Phone (01) 478 4122, (01) 478 4407

National Youth Federation
Irish Youthwork Centre,
20 Lower Dominic Street, Dublin 1
Phone (01) 872 9933

No Name Club
C/o Eamonn Doyle,
Archersrath, Kilkenny
Phone (056) 62202

National Youth Information Co-Ordinator
Department of Education, Hawkins House, Dublin 2
Phone (01) 873 4700, Ext. 2514

DRUGS AND LAW

Garda Drug Squad
Harcourt Square, Harcourt Street, Dublin 2
Phone (01) 478 1822, (01) 475 5555

National Juvenile Office
Harcourt Square, Dublin 2
Phone (01) 475 5555, Ext. 3222

DRUGS AND ALCOHOL
Treatment/Counselling

ADOLESCENT

Ballymun Youth Action Project
1A Balcurris Road, Ballymun, Dublin 11
Phone (01) 842 8071

Drug Treatment Centre Board
Trinity Court, 30/31 Pearse Street, Dublin 2
Phone (01) 677 1122

Mater Dei Counselling Centre
Clonliffe Road, Dublin 3
Phone (01) 837 1892

Talbot Day Centre
29 Upper Buckingham Street, Dublin 1
Phone (01) 836 3434

Teen Counselling
37 Greenfort Gardens, Quarryvale, Clondalkin, Dublin 22
Phone (01) 623 1398

ADULT

Anna Liffey Drug Project
13 Lower Abbey Street, Dublin 1
Phone (01) 878 6828, (01) 878 6899

Coolmine Therapeutic Community
Coolmine House, 19 Lord Edward Street, Dublin 2
Phone (01) 679 3765, (01) 6794822

Drug Treatment Centre Board
Trinity Court, 30/31 Pearse Street, Dublin 2
Phone (01) 677 1122

Support/Prevention

Alcohol Centre Co-ordinating Education Prevention Treatment (A.C.C.E.P.T.)
Brook House, Cork Road, Waterford
Phone (051) 59977

Alert
133 Church Street, Dublin 7
Phone (01) 872 2597

Community Awareness of Drugs (CAD)
31 Central Hotel Chambers, Dame Curt, Dublin 2
Phone (01) 679 2681
Information about local branches is available from this office.

Crosscare, Drug Awareness Programme
The Red House, Clonliffe College, Dublin 3
Phone (01) 836 0011

Directory of Alcohol, Drugs and Related Services in the Republic of Ireland Health Promotion Unit. Available from Health Promotion Unit, Department of Health. *This Directory gives detailed information on alcohol, drugs and related services available in the Republic of Ireland.*

Mothers Against Drink Driving (MADD)
Contact Gertie Shiels
Glenmore, Drogheda Road, Balbriggan, Co Dublin
Phone (01) 8418088

Waterford Drug Helpline
52 Upper Yellow Road, Waterford
Phone (051) 73333

Eastern Health Board
Drugs/Aids Helpline
Freephone 1800 459 459

Southern Health Board
Drugs Helpline
Freephone 1800 507 400
Monday – Friday: 1.00 p.m. – 2.00 p.m.

AIDS COUNSELLING AND SUPPORT

CONFIDENTIAL TELEPHONE SERVICES

Dublin (01) 872 4277
Monday – Friday: 7.00 p.m. – 9.00 p.m.
Saturday: 3.00 p.m. - 5.00 p.m.

Cork (021) 966 844
Monday – Friday: 9.00 a.m. – 10.30 a.m.
Saturday: 2.30 p.m. – 3.30 p.m.
(021) 267 676
Monday – Friday: 10.00 a.m. – 5.00 p.m.

Galway (091) 525 200
Monday: 2.00 p.m. – 4.00 p.m.
Friday: 10.00 a.m. - 12.00 noon

Limerick (061) 316 661
Monday – Friday: 9.30 a.m. – 5.30 p.m.

Donegal (074) 25500
Monday & Thursday: 10.30 a.m. – 12.00 noon

Sligo **(**071) 70473
Monday – Thursday: 9.00 a.m. – 5.00 p.m.

Waterford
Monday: 2.00 p.m. – 4.00 p.m.
Thursday: 9.30 a.m. - 11.30 a.m.

(More detailed information on HIV/STD Clinics available in "Aids The Facts", a leaflet published by the Health Promotion Unit, Department of Health.

OTHER SUPPORT SERVICES

Childline
20 Molesworth Street, Dublin 2
Phone (01) 679 4944 or Freephone 1800 666 666
Cura
30 South Anne Street, Dublin 2
Phone (01) 671 0598

Parentline
Carmichael House, Nth. Brunswick Street, Dublin 7
Phone (01) 873 3500

The Samaritans
112 Marlboro Street, Dublin 1
Phone (01) 872 7700

EATING DISORDERS

St Camillus' Unit

St Vincent's Hospital, Elm Park, Merrion Road, Dublin 4
Phone (01) 269 4533 Ext. 4577

St Francis Medical Centre
Ballinderry, Mullingar, Co Westmeath
Phone (044) 41500

St Francis Therapy Centre
42 Crumlin Road, Dublin 12
Phone (01) 454 0559

SELF HELP ORGANISATIONS

Al Anon
Capel Street, Dublin 1
Phone (01) 873 2699

Alateen
Capel Street, Dublin 1
Phone (01) 873 2699

Alcoholics Anonymous
109 South Circular Road, Dublin 8
Phone (01) 453 8998

Adult Children of Alcoholics/Adult Children of Dysfunctional Families
Hanly Centre, The Mews, Eblana Avenue, Dun Laoghaire, Co Dublin
Phone (01) 280 9795, (01) 280 7269

Narcotics Anonymous
PO Box 1368, Sheriff Street, Dublin 1
Phone (01) 874 8431

Nar Anon
38 Upper Gardiner Street, Dublin 1
Phone (01) 874 8431

Overeaters Anonymous
Phone (01) 451 5138

For contact with counsellors and advice about services in local area contact:

Eastern Health Board
Doctor Stevens' Hospital, Stevens Lane, Dublin 8
Phone (01) 679 0700

Midland Health Board
Arden Road, Tullamore, Co Offaly
Phone (0506) 21868

Mid-Western Health Board
31/33 Catherine Street, Limerick
Phone (061) 316655

North Eastern Health Board
Navan Road, Kells, Co Meath
Phone (046) 40341

North-Western Health Board
Manorhamilton, Co Leitrim
Phone (072) 55123

South Eastern Health Board
Lacken, Dublin Road, Kilkenny
Phone (056) 51702

Southern Health Board
Cork Farm Centre, Dennehy's Cross, Cork
Phone (021) 545011

Western Health Board
Merlin Park, Regional Hospital, Galway
Phone (091) 751131