

Drug Alcohol and Resilience Training (DAaRT).

Please see below for the session summary that your child will be encountering during each of the 10 weeks that make up the DAaRT Program.

We provide this so you are aware of what is going to be covered in each lesson, and that you are informed should the content of each session come up in conversation.

DAaRT is all about introducing children to everyday risky situations, including those associated with certain drugs, identifying the risks and consequences involved, and helping them to make safe, responsible and informed choices.

We hope you find it useful.

Lesson 1. Introduction to Life Skills Primary.

In this first session, the DAaRT officer will introduce themselves and explain how the sessions will work. This session will include activities to get students thinking about what drugs do, and what makes a drug helpful/harmful. We look at the facts and health effects of alcohol.

Finally, in the lesson review we ask students to have a look through their workbook and write three things they'd like to learn more about, plus continue to deal with perceptions around teenagers drinking.

Lesson 2. Dealing with stressful situations.

In this session, students will review their homework from lesson 1. They then move on to discussing a video they watched where one of the DAaRT crew, Jackson, encounters a stressful situation. They then explore how they feel and behave when they are stressed, and how different everyday situations cause different levels of stress to peers – all done in a mindful and helpful way. The end of session review centres around what advice they would give regarding dealing with stress.

Lesson 3. What is peer pressure?

Students will think about pressure and peer pressure. They will look at recognising where pressure and peer pressure comes from. We discuss the facts and health effects of nicotine, vapes and cannabis. Independent work looks at the perception regarding how many teenagers are smoking/vaping, and also asks students to think about what advice they would give to Emilia after what they'd seen her encounter during a video played in the lesson.

Lesson 4. Balancing Risks and Consequences.

We will look at the meaning of risks and consequences, and how choices can have positive and negative consequences. Students will be helped to further understand how the Skill Decision-Making Model (introduced in lesson 2) can assist in recommending a safe and healthy course of action. We will discuss theft. This week's lesson review looks at when situations become risky.

Lesson 5. Just Different.

During lesson 5 we explore recognising that all people are different and unique and deserve respect. We review practical examples of being mean, bullying and hate crime, and the impact they can have on people. Students will explore ways to identify what a hate crime is, how to report such incidents, and what information will be useful when doing so. The lesson review for this session asks students

to think about and describe someone they admire – why they are different and what is admired about them.

Lesson 6. Let's Communicate.

Communication is the main theme of Lesson 6. We explore the importance of communication in our daily lives. Students are given the opportunity to demonstrate confident speaking and use explanations to communicate effectively. We also discuss empathy, and the importance of feeling good about ourselves. At the end of the session, students are asked to think about three ways to improve the effectiveness of their communication.

Lesson 7. To the Point.

Session 7 will look at the risks and consequences involved with carrying a knife. We discuss when it is legal and illegal to do so and also discuss 5 resistance strategies which may be useful in many everyday risky situations including those involving a knife. We constantly link back to key terms used in previous sessions. Pressure and peer pressure are included as reasons why knives are illegally carried. The lesson review for this session looks at why young people carry knives, the risks involved and which of the resistance strategy could be used.

Lesson 8. More than just Talk.

This lesson expands further on previous sessions and in particular lesson 6 (Let's Communicate). Students take part in activities recognising and demonstrating non-verbal communication and also effective listening techniques. This session's lesson review asks students to plan an activity for lesson 9, by making some notes about a time when someone helped them. These notes will be important to assist with an opening activity in Lesson 9.

Lesson 9. Becoming a Good Citizen.

The opening activity centres around the use of confident communication to interview their learning partner. The benefits of giving and receiving help are explored. We then look at what makes a 'good citizen' and apply that to a scenario. The scenario then leads to a discussion about the facts and health effects of solvents and psychoactive substances. Finally, we discuss the preparation of a piece of written work called the DAaRT report. The final lesson review of the DAaRT program asks students to list three things they pledge to do to be a good citizen.

Lesson 10. My Support Network.

The first activity of this final session looks further at solvents and psychoactive substances, by getting students to consider and answer questions relating to these substances. This leads to a discussion and exercise getting students thinking about who they could go to for help and support, including some organisations found by using the internet. Finally, we review and reflect on what has been learned during the program and, in consultation with the teaching staff, look at DAaRT reports written by the children.