

Selecting Teaching and Support Resources

- Resources such as charts, videos and stories can contribute to the learning experiences by stimulating interest and enjoyment.
- Resources should be chosen on the basis of their ability to assist students who have different levels of exposure to drugs.
- Resources should engage the students experiencing difficulties will their own use of that of the relatives/friends.
- The resources should complement the central role of the classroom teacher in the delivery of drug abuse prevention programme.
- Balanced drug use information should be presented that is based on the possible effects, risks and consequences of drug use.
- Resources should not present information about drugs and drug use in a way that supports, encourages and normalizes drug use or experimentation with dangerous substances.
- Stop glamourizing—Presenting drug use and drug users as sophisticated or 'cool' even inadvertently e.g., by using media clips that may imply as much.
- The strategies that exaggerate and misrepresent the dangers of drug use present a message which contradicts student's knowledge or beliefs that is based on their own experience will not reflect the whole truth.
- Never sensationalize by using graphic images that portray drug use as dangerous and exciting.
- Do not present frightening case studies that are far too removed from the reality of young people.
- Avoid presenting emotionally loaded videos and personal anecdotes. It may be counter productive.
- Using slang or 'street' names without using the pharmacological name that highlight a drug's supposed positive effects and at the same time concealing the potential harms associated with its use.
- Informing students how to obtain, make or use potentially harmful substances, including the details of chemical composition of the substance should be avoided.
- Using 'one-off' or 'stand-alone' activities, rather than activities that contribute to an ongoing, comprehensive, developmentally appropriate programme would be counter productive.