



Bouncing Back!

A creative learning pack for drug and alcohol prevention work with families



Adfam

Families, drugs and alcohol

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This learning pack was produced by Adfam, the voice of families affected by someone else's drug or alcohol use and the leading national organisation providing support, information and services to these families.

For more information visit
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Introduction

***Bouncing Back!* learning recognises that changing behaviour involves developing skills, attitudes and emotions, as well developing knowledge and information**

What is the *Bouncing Back!* learning pack?

The *Bouncing Back!* learning pack is a collection of creative learning activities for use with family members to develop skills, knowledge and awareness for drug and alcohol prevention. The pack has been designed for use with small, diverse family groups including parents, carers, young people and families in informal educational settings.

A holistic approach to drug and alcohol work with families

The pack is part of Adfam's *Bouncing Back!* programme, a holistic and creative approach to working with families on drug and alcohol prevention work. *Bouncing Back!* recognises that there are a range of factors influencing young people's decisions to use drugs and alcohol and that all these factors should be included in work with families. These include:

- Resilience and parenting
- Communication in families
- Diversity in family life and approaches to drugs and alcohol
- Knowledge of drugs and alcohol
- Social and economic factors and influences

The learning pack acknowledges and includes all of these issues in its approach to drug and alcohol prevention and has developed learning activities to explore and develop these issues with families.

Involving families – participative approaches to drug and alcohol prevention

Bouncing Back! supports positive, participative approaches to working with families; approaches which engage family members in creative approaches to drug and alcohol prevention and help families define issues, problems and solutions relevant to them.

It recognises that families experience parenting, family life and drugs and alcohol differently and that family learning should acknowledge the impact of diversity on attitudes and approaches to drug and alcohol prevention and include different issues in programme work.

Skills, attitudes, emotions and knowledge

Bouncing Back! learning recognises that changing behaviour involves developing skills, attitudes and emotions, as well as developing knowledge and information. The pack includes learning materials which focus on learning new skills, reflecting on attitudes and emotions, and acquiring knowledge and information on drugs and alcohol and related issues.

Family

Aims and objectives

To explore and reflect on family diversity

AUDIENCE Young people (age 10+)

TIME 45 minutes +

YOU WILL NEED Family case studies [see pages 34 and 35]

Tips for practitioners

In groups of younger children or where they may be mixed literacy levels or particular vulnerability, choose one case study and explore it together, as a whole group.

Be prepared to follow through and support young people, who may be affected by the issues raised in the case studies, in later sessions.

Think how you might develop the activity to support young people in voicing their own feelings and experiences of diversity. How can they relate their own experiences to issues raised?

If the case studies bring up painful feelings for young people in the group, how might you process and work through these?

Resources to help

You are welcome

Reflections cards

Just the same on the inside - understanding diversity and supporting inclusion

Cyberace Anti-Racism CD Rom

For details see page 51

Divide the group into pairs and hand out one *separate* copy of the **Family case studies** to each pair. Ask each pair to read through their case study and discuss the questions on the sheet.

Come back together and ask each pair to feed back on the young person and family they were looking at and what they discussed about them. Read out the case study for them, if necessary.

As a group discuss:

- What did they notice about the boy or girl they were looking at and the way they live?
- What things were similar to their family and how they live?
- What things were different?
- What might be exciting or interesting about living in this family?
- What might be hard or challenging?

Discuss the kinds of differences there are in families. How do families differ from each other, or how are they similar? Are all families the same? Can families be different from each other, but also be similar?

Move on to discuss the similarities and differences between participants' families and the families in the case studies and what they found interesting. Ask young people to share any feelings or thoughts about their own families lives that the activity may have evoked.

If you have time

Explore the challenges that diverse or vulnerable families face. Return to the case studies. Ask the young people to identify some of the challenges the young people in the stories might be facing.

What might the young person in the case study find difficult to cope with?

How might they be feeling?

What support or advice might they offer them?

How might this advice be useful to the group, in their own lives?

SUBJECT
Diversity

AUDIENCE
Young people

DEVELOPS
Attitudes & feelings

METHOD
Case studies