



**STRONG
& DEADLY
FUTURES**

**Combining evidence, photos and stories to inform
culturally appropriate drug prevention resources for
Indigenous youth**

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Australian Government
Department of Health



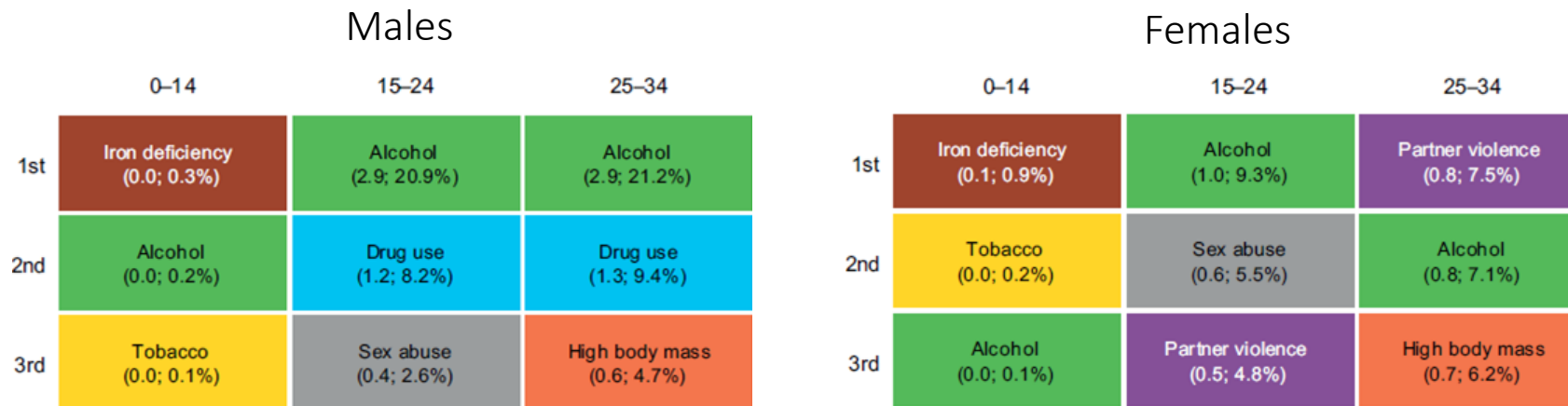
UNSW
AUSTRALIA

NDARC
National Drug &
Alcohol Research Centre



Substance use contributes to poor health

- Mental health and substance use disorders are the **no. 1** cause of poor health and injury
- Alcohol is the main risk factor for poor health



Australian Institute for Health and Welfare. (2016). *Australian burden of disease study: Impact and causes of illness and death in Aboriginal and Torres Strait Islander people 2011* (Vol. 6). Canberra: AIHW.



Riskier patterns of use

Table A1.1: Mean age of first use of alcohol and other drugs, Indigenous and all Australians

Drug	Indigenous Australians	All Australians ^(a)
Alcohol	11.5 ^(b)	17.2
Tobacco	9.7 ^(b)	15.9
Cannabis	12.4 ^(b) 14.0 ^(c) 17.0 ^(d)	18.7
Inhalants	13.0 ^(b) 12.0 ^(e)	18.5
Injected drugs	17.8 ^(f) 18.6 ^(g)	21.7

(a) AIHW 2005a

(b) Albany, Western Australia—Gray et al. 1997

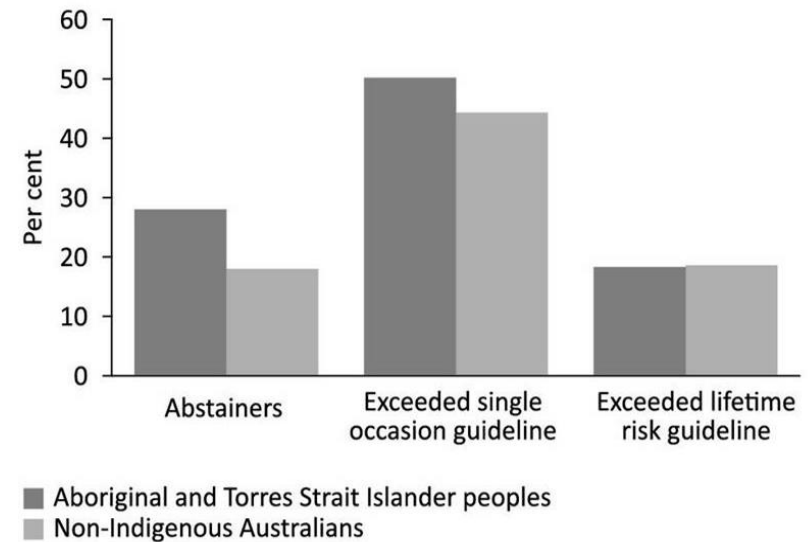
(c) ACT—Dance et al. 2004

(d) East Arnhem Land, Northern Territory—Clough et al. 2004

(e) Maningrida, Arnhem Land, Northern Territory—Burns et al. 1995a

(f) Brisbane, Queensland—Larson 1996

(g) Murray Bridge, South Australia—Shoobridge et al. 1998



Australian Institute of Health and Welfare 2006. Drug use among Aboriginal and Torres Strait Islander peoples: an assessment of data sources. Drug statistics series no. 17. Cat. no. PHE 76. Canberra: AIHW.
 Australian Institute for Health and Welfare. (2015). *The health and welfare of Australia's Aboriginal and Torres Strait Islander peoples: 2015*. Canberra: AIHW.



Aims & Methods



Develop culturally appropriate drug prevention resources for Aboriginal and Torres Strait Islander students

1

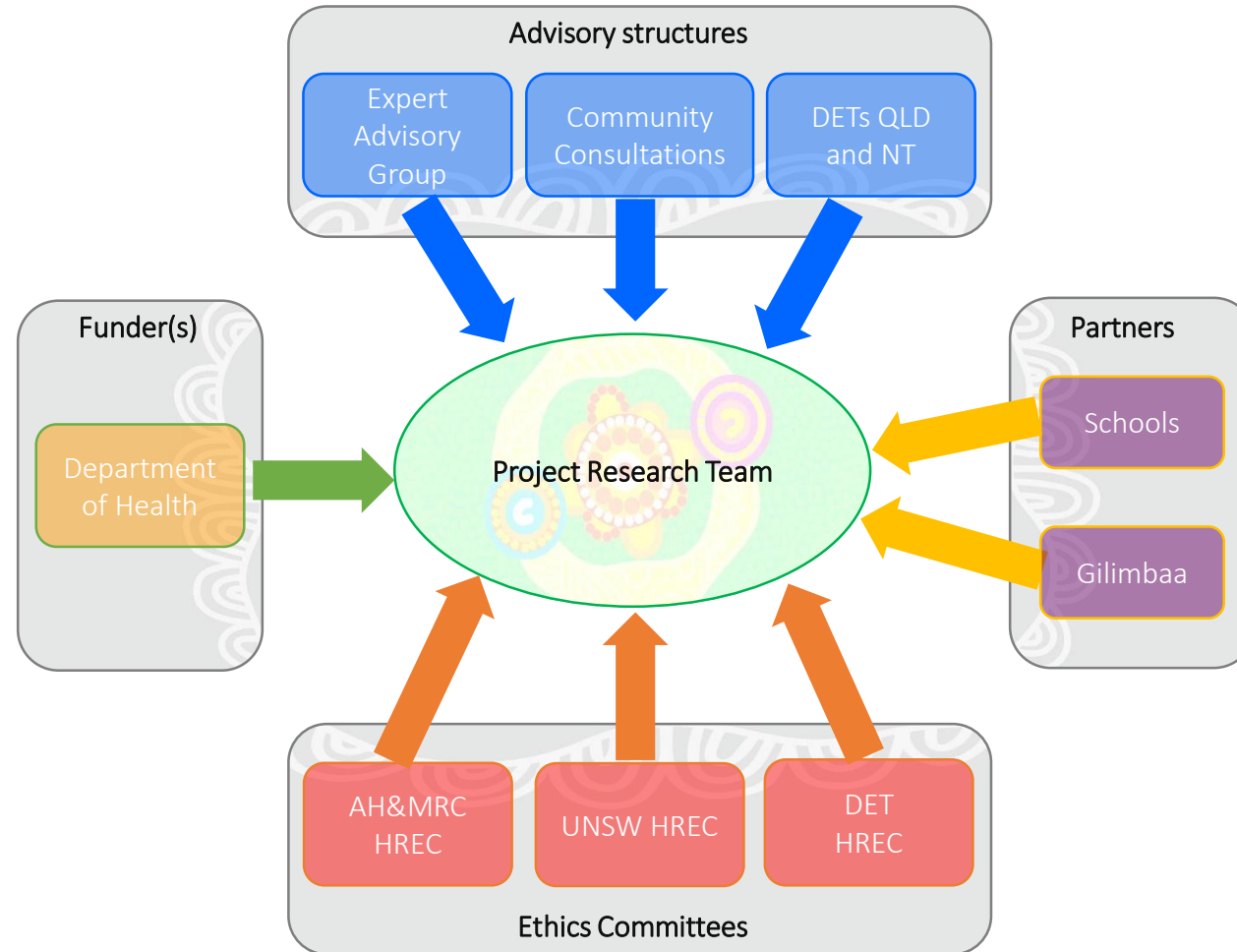
Systematic reviews: a) Indigenous drug prevention programs; b) risk and protective factors of drug use among Indigenous Australians

2

Focus groups and Photovoice project: Appreciative inquiry with teachers and students



Co-development structure












Drug prevention program review

- 8 peer-reviewed & 20 grey literature databases searched
- 26 studies included in review
- Inclusion criteria:
 - Evaluation of drug prevention program
 - Compared experimental to control OR measured 2+ time-points
 - Delivered to Indigenous youth in the USA, Canada, Australia or New Zealand



Drug prevention program review

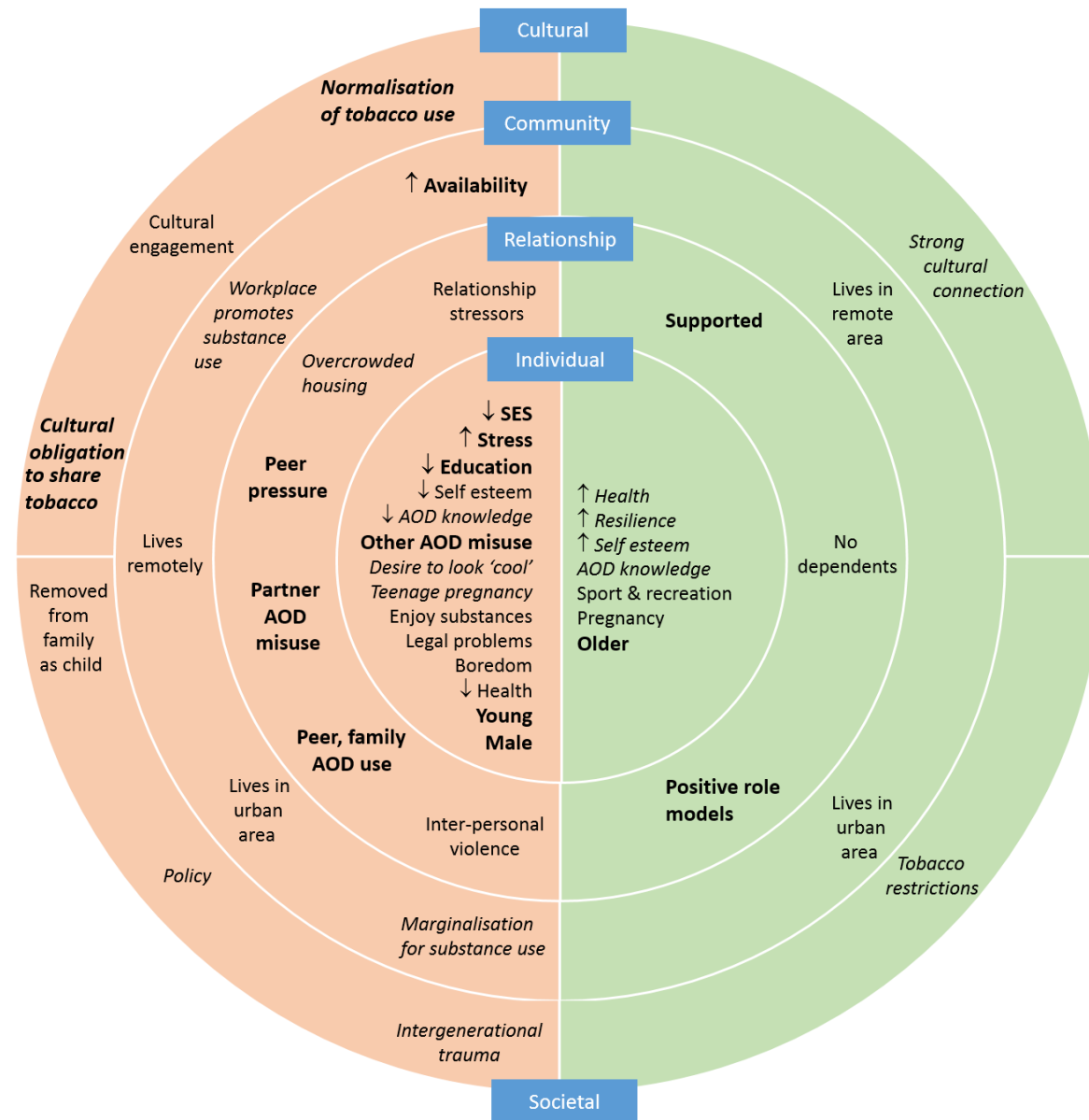
- **14** programs were found to be effective with positive effects on more than **50%** of substance-related outcomes
- Effective programs included a combination of the following elements:

-  Culturally-adapted programs
-  Community involvement in program development
-  Cultural knowledge enhancement
-  Skill development
-  AOD education
-  Indigenous facilitators / Trained facilitators
-  Health promotion
-  Recreational activities
-  Booster sessions

Risk & protective factors for AOD use among Indigenous Australians

- 7 peer-reviewed & 2 grey literature databases searched
- 38 studies included in the review
- Inclusion criteria:
 - Risk/protective factors for AOD use
 - Indigenous Australians only

Risk & protective factors for AOD use among Indigenous Australians



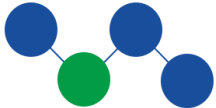
Consultations



26 teachers
16 stakeholders
56% Aboriginal & Torres Strait Islander people

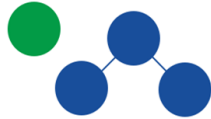
Consultees included service providers, school-based stakeholders, a Govt.-based stakeholder & academics.

Integrated or separate program?



Integrated

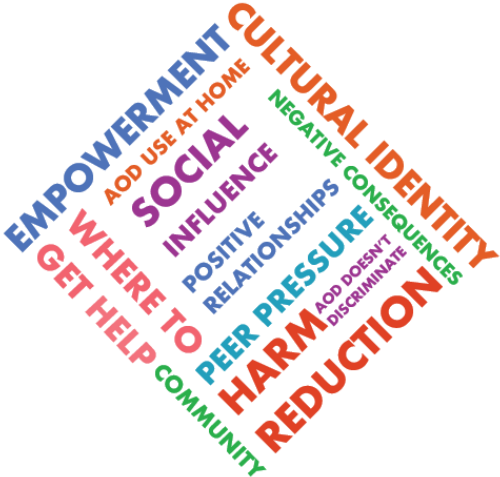
Support for integrated AOD prevention resources.



Separate

Indigenous students to discuss certain topics separately. Provide Indigenous-specific factsheets.

Messages to include in prevention program:



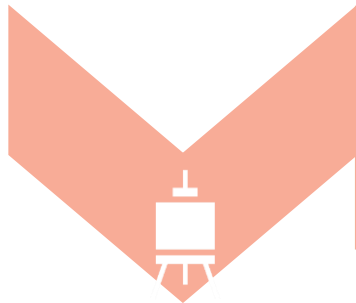
Consultations: Photovoice



- Explaining the project
- Brainstorming ideas for photos
- Photography 101



- Students given two weeks to take photos of:
 - Role models
 - Positive social interactions
 - Reasons why people do not use AOD
 - Things they love about their community



- Selecting photos to discuss
- Small and large group discussions of the photos
- Creative sessions and role playing



Public Schools (n=2)

Year 7-8 students (n=42)
54% Aboriginal & Torres Strait Islander people

Private Schools (n=2)

Year 7-8 students (n=35)
52% Aboriginal & Torres Strait Islander people



Consultations: Photovoice

● Role models



Footy players
“always gives back to the community”



Teachers
“there to help”



Friends
“influence you and help to live to the fullest”



Parents
“everyone should be like dad”



My boss at work



Youth worker



Consultations: Photovoice

- Positive social interactions



Lunch tree
“where we hang out during recess. Nice shade”



Lake
“Like doing this on the weekends with my dad”



Coming together
“Expressing ourselves through art and stories”



Swimming
“me and my friends swim here”

Consultations: Photovoice

- Positive reasons not to use alcohol and drugs



Money
"cost money"



Caring for pets
*"if you end up in jail
you can't look after
your pets anymore"*



Drink driving
*"if you drink or do
drugs and drive,
something could
happen to this baby"*



Happy people
*"surround yourself
with happy people"
"they will rub off on
you"*

Consultations: Photovoice

- What they love about their community



Computers
"I love that we have a computer room in school, I want to become a youtuber and the computer room reminds me of this"



Farms
"there are lots of farms around"



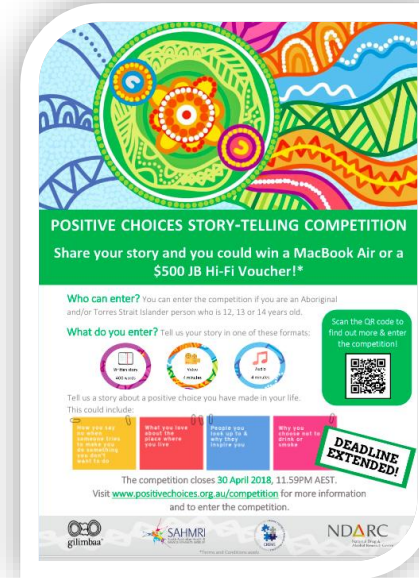
Make our own fun
"we make our own fun and freedom"



The Lake

National Storytelling Competition

- Aboriginal and Torres Strait Islander 12-14 year olds
- Share their story about when they made a positive choice
- Contacted schools, Aboriginal Medical Services, social media ads, radio interviews



Your positive role models & why they inspire you

Positive aspects about your community

Reasons why you choose not to use alcohol, cigarettes or drugs

How you say no to peer pressure to use alcohol, cigarettes or drugs



National Storytelling Competition

- Entries from NSW, QLD, VIC, SA, TAS
- Winners:
 - Emily: Flinders Islander, TAS
 - Jacob: Lalor Park, NSW
 - Clair: Kempsey, NSW



Kids' inspiring tales win recognition

© June 13, 2018



Jacob and Ken Wyatt.

When Jacob, 13, from Darug land in Western Sydney, was invited to share a story about making a positive choice, he didn't have to look any further than his school yard.

Jacob told of how he looked up to Ricky, a Kamilaroi Year 12 student in his school who had brought together Aboriginal and non-Aboriginal students by teaching them about Indigenous culture.



School-based program development

- Alcohol and tobacco prevention program for Year 7-8 students
- Combines illustrated story telling with classroom activities
- Links to Australian curriculum
- Incorporates the following elements of effective drug prevention:


 Drug & alcohol education

 Skill development

 Cultural knowledge enhancement

 Normative education & social influence

 Interactive & peer led

 Developed with the community



Lessons


Lesson 1: New Girl at School	Coping with psychological distress
Lesson 2: Football Games Gets Out of Control	Alcohol education: short term consequences and harm minimisation
Lesson 3: The Day After...	Alcohol education: normative messaging, role models, helping a friend, finding information about alcohol and drugs
Lesson 4: The Camping Trip	Substance refusal strategies, peer pressure and alternatives to using substances
Lesson 5: Worried About my Sister	Long term consequences of substance use, coping with other people's substance use
Lesson 6: The 'Big Day in the Park' Festival	Alternatives to substance use



NOT LONG LATER ...



**WHOA, BILLY
YOUR COUSIN IS
DRINKING A SIX
PACK OF BEERS,
HE IS GOING TO
BE SO WASTED!**




**YEAH, BUT IF
HE IS SHARING
WITH HARRY,
THAT'S ONLY 3
BEERS EACH.**



YEAH BUT
THAT'S NOT
3 "STANDARD
DRINKS".

A FULL-
STRENGTH BEER
ACTUALLY HAS
1.5 STANDARD
DRINKS.

THAT'S
CONFUSING....
WHAT'S A
STANDARD
DRINK
ANYWAY?




**WELL THE
FLYER SAYS A
STANDARD DRINK
IS ANY DRINK
CONTAINING
10 GRAMS OF
ALCOHOL.**



**ONE STANDARD
DRINK ALWAYS
CONTAINS THE SAME
AMOUNT OF
ALCOHOL
REGARDLESS OF
CONTAINER SIZE OR
ALCOHOL TYPE,
THAT IS BEER, WINE,
OR SPIRIT.**





**SO A SIX-PACK
HAS WAAAYYY
MORE THAN
6 STANDARD
DRINKS?**



**YEP. IT
WOULD BE 9
STANDARD
DRINKS!**

**WOW, YOUR
MATHS IS
AWESOME!**

Next steps

- Finish developing cartoons, classroom activities
- Voice record episodes
- Pilot test program with 4 schools
- Randomised controlled trial



**STRONG
& DEADLY
FUTURES**

Culturally inclusive drug and alcohol prevention for secondary students

**Community
Driven**

Based on community-need for evidence based substance prevention

Innovative

First online program that is culturally inclusive of Indigenous youth

Engaging

Developed with students & teachers with links to Year 7-8 curriculum

Prevention is key



Alcohol is the main cause of death & injury for Indigenous Australians



Indigenous youth initiate substance use 2-6 years earlier than non-Indigenous youth



Each year we delay drinking we reduce the odds of addiction by 9%

What we do



Culturally inclusive, computerised school-based drug prevention

We're developing an **Australia-first** school-based alcohol and drug prevention program that is **culturally inclusive** for Indigenous secondary students, incorporates **cultural strengths**, and focuses on **empowerment** of the students.

The program combines **illustrated story lines** with **interactive classroom activities**. The innovative, computerised delivery maximises the potential for broad reach and impact.

Contact Us

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Thank you

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FUTURES**

Strong & Deadly Futures is the first school-based alcohol and drug prevention program for Indigenous secondary students that is culturally inclusive, incorporates cultural strengths and focuses on empowerment of the students.

The program combines illustrated story lines with interactive classroom activities. It is currently being developed with Indigenous and non-Indigenous high school students around the country.

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If your school is interested in participating or would like updates on the Strong & Deadly Futures initiative, please enter your name and email address in the form below.

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Contact us