



DISCOVERY
COLLEGE

Grow. Discover. Dream.

Secondary Sharing and Chat (2)

Tuesday 6 March



**Purpose of this session is for
you to...**

**Understand the Drugs
Education and Interventions
at DC**

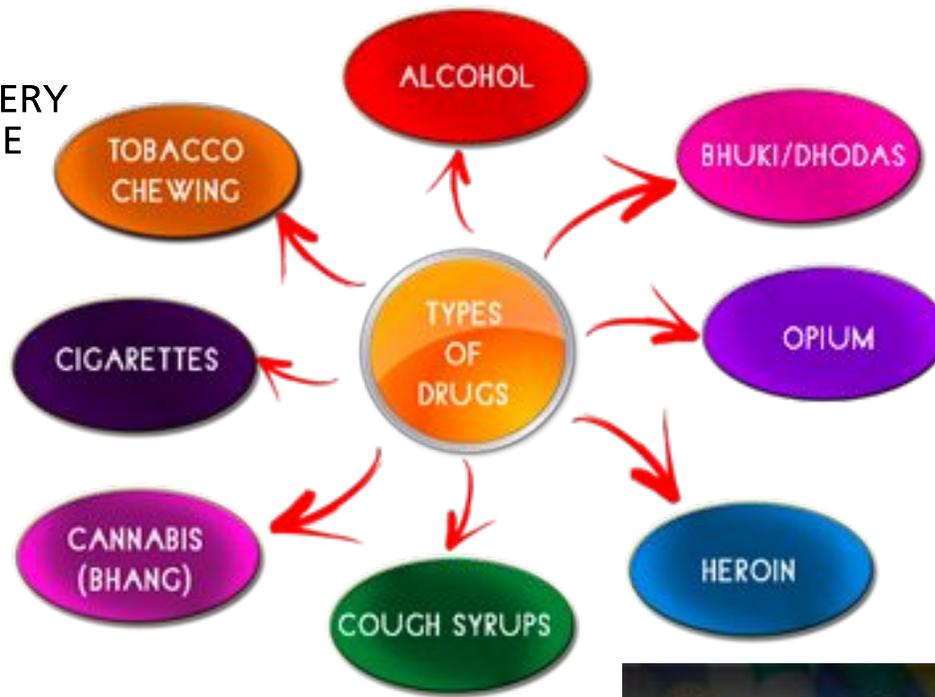
This will be achieved by...

- Sharing how our Wellbeing Programme develops knowledge and understanding about drugs and provides skills in responsible decision making and self awareness
- Sharing our processes when a student is of concern with regards to drugs
- An opportunity for parental discussion and input



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Drug type	Example	Effect
Stimulants	Caffeine, nicotine	Increased alertness
Sedatives	Alcohol, tranquilisers	CNS slowed
Painkillers	Aspirin, morphine	Suppress pain receptors & neurones in CNS
Hallucinogens	LSD, cannabis	Feeling of enormous energy, hallucinations
Alcohol	Alcoholic drinks	Lowers inhibitions, slowed CNS and reaction times
Solvents	Glue, paint, fuel	Distorted perception, hallucinations



SEL Core Competencies

Self-Management

- Regulating one's emotions
- Managing stress
- Self-control
- Self-motivation
- Stress management
- Setting and achieving goals

Self-Awareness

- Labeling one's feelings
- Relating feelings and thoughts to behavior
- Accurate self-assessment of strengths and challenges
- Self-efficacy
- Optimism

Social Awareness

- Perspective taking
- Empathy
- Respecting diversity
- Understanding social and ethical norms of behavior
- Recognizing family, school, and community supports

Relationship Skills

- Building relationships with diverse individuals and groups
- Communicating clearly
- Working cooperatively
- Resolving conflicts
- Seeking help



Responsible Decision-Making

- Considering the well-being of self and others
- Recognizing one's responsibility to behave ethically
- Basing decisions on safety, social and ethical considerations
- Evaluating realistic consequences of various actions
- Making constructive, safe choices for self, relationships and school

Sources: CASEL, Acknowledge Alliance

It's not
about
Drugs
—
it's so
much more



DC Wellbeing Programme

The Wellbeing Programme is a specific and planned means of helping students to value themselves and others, and to provide the tools to assist them to “flourish”.

- Planned & responsive
- Dedicated learning time
- 10 minutes each morning
- 1 teaching Block per week

Deans co-construct the programme with Learning Advisers, Vice Principals and student voice

Guiding philosophies & model

International Baccalaureate



Restorative Practices



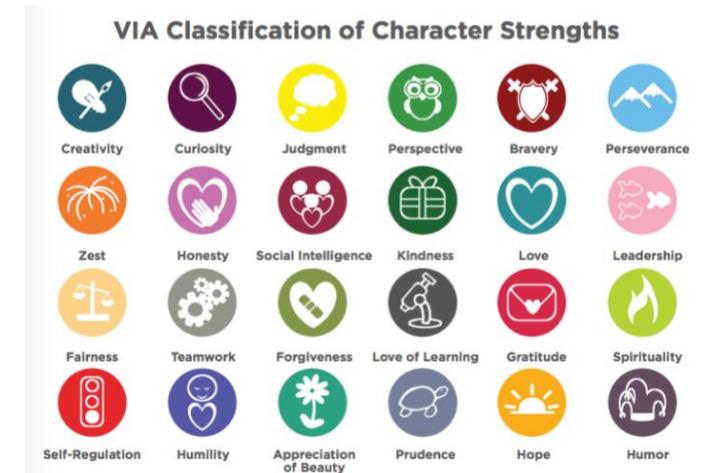
PERMA



Character Strengths



CASEL – SEL Model





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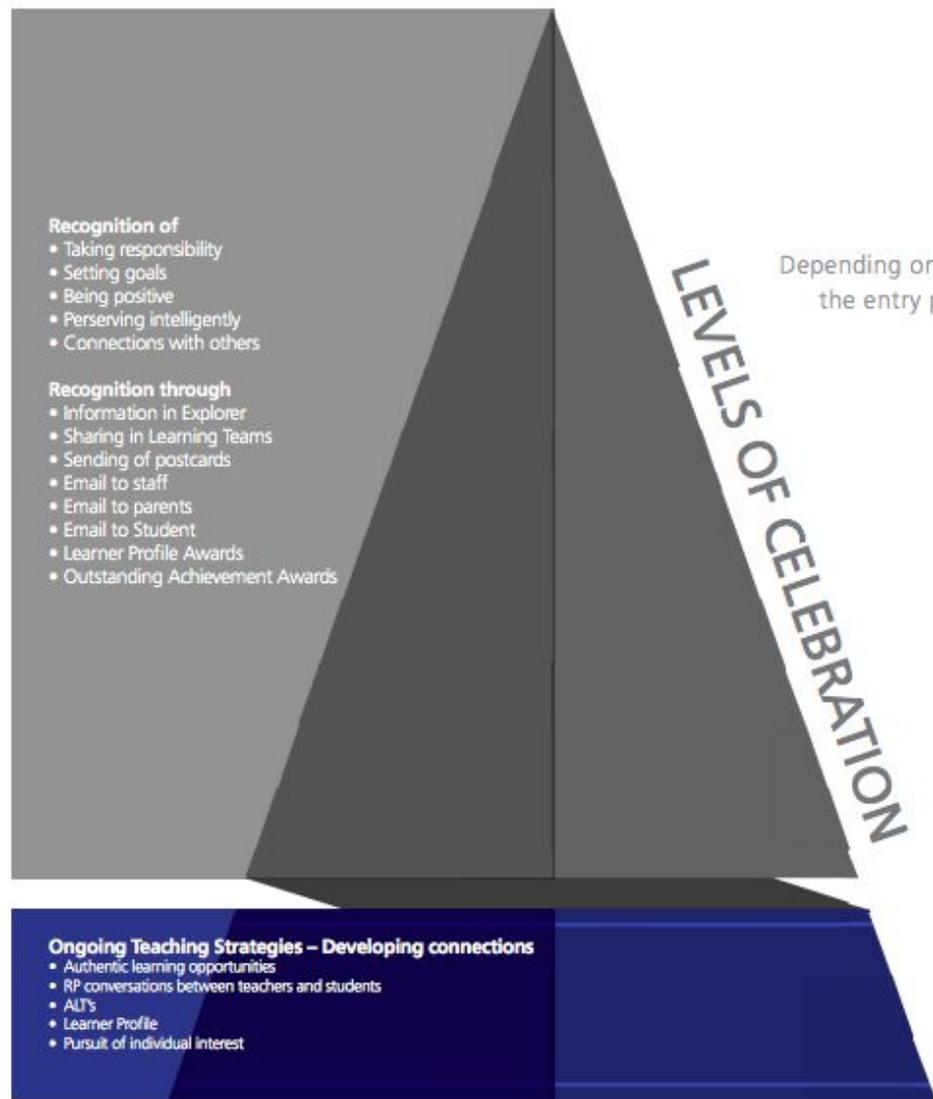
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Interventions & Procedures



Building Positive Relationships

Positive Emotion • Engagement • Relationships • Meaning • Accomplishment



— PROVISIO —

Depending on the seriousness of a particular incident the entry point may differ in consultation with the respective parties



When do we test?

There is reasonable suspicion that an individual:

Is at risk due to use or possession of drugs. The information is gained from more than one source. **There is anonymity for those coming forward to express genuine concern.**

Shows signs of being under the influence of substances during the school day.

Is seen to be involved in specific behaviour with money being exchanged.

Associates with those known to be at risk.

How do we test?

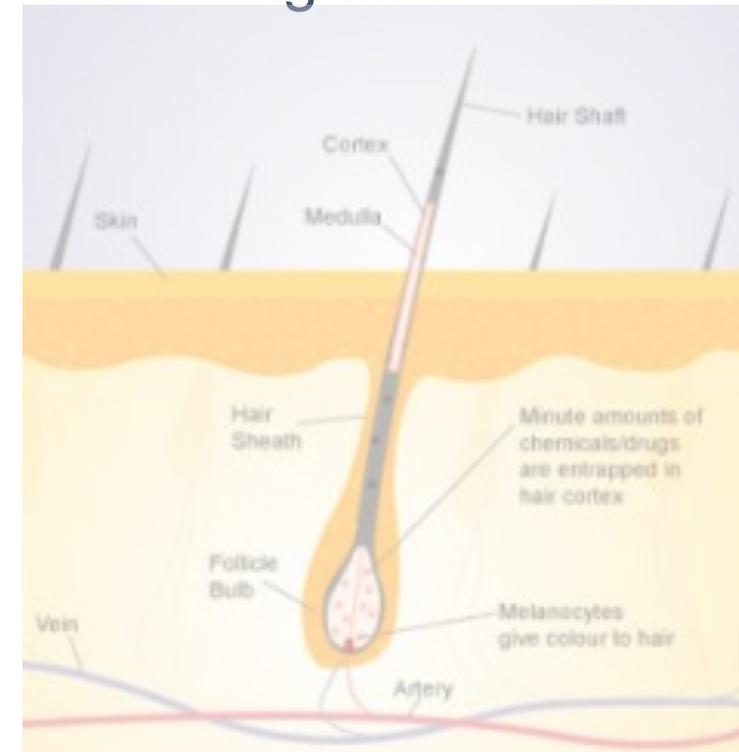
Parents are informed before the first test is conducted.

A hair follicle test is conducted by the DC Health Professional. Training and certification has been completed.

This test shows substance use in last three months.

Results arrive in a few weeks.

The cost of testing is borne by parents (US\$100).

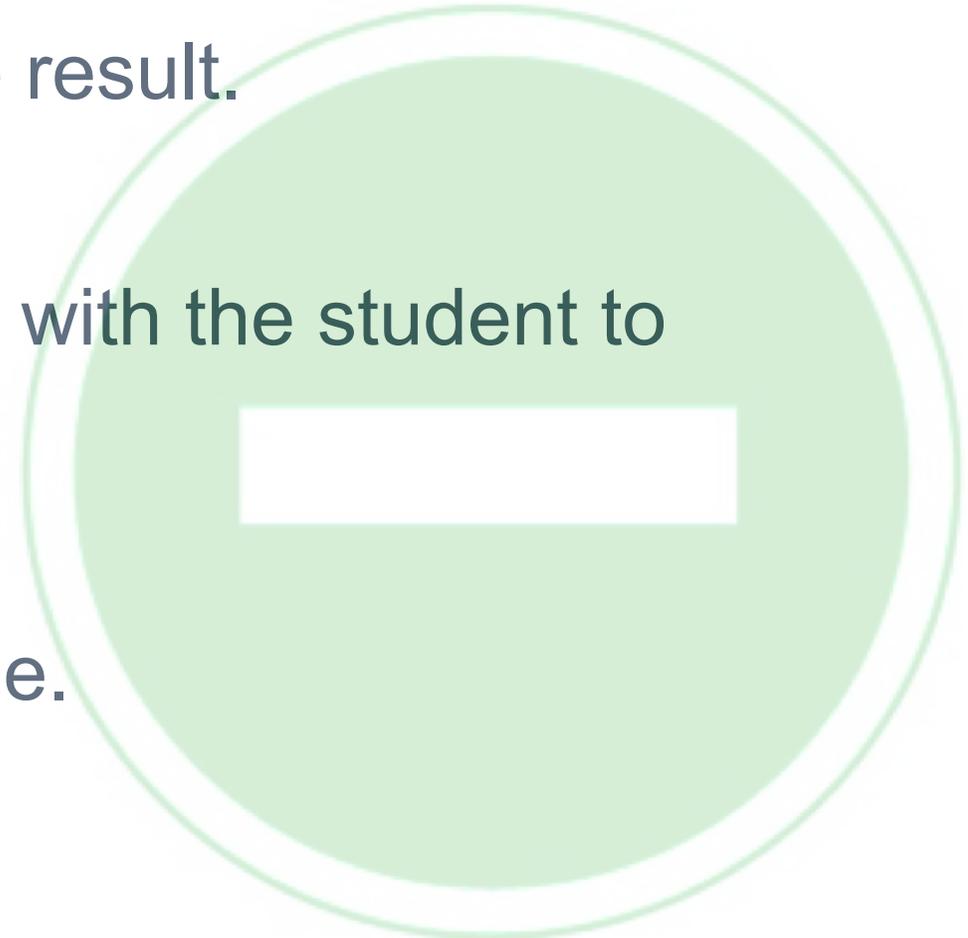


A negative test result

Parents and student are informed of the result.

Discussion and a review of the situation with the student to explore why concerns were raised.

Re-testing may be conducted at any time.



A positive test result

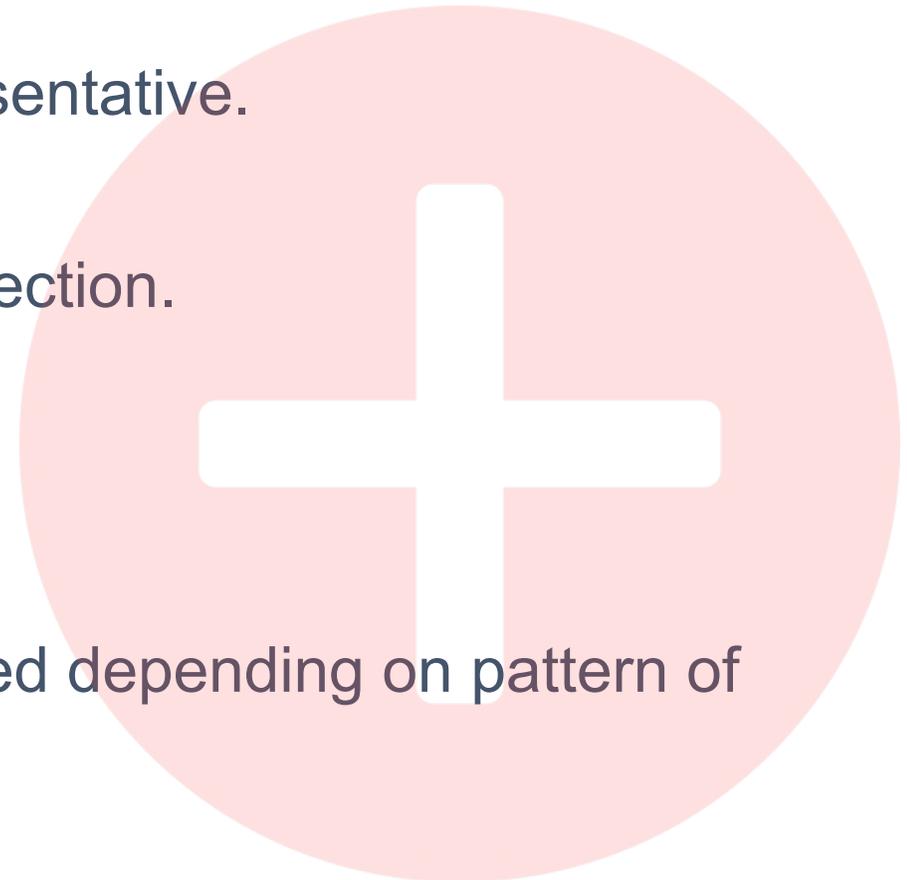
Parents and student informed.

A meeting arranged for parents/student/school representative.

A suspension may be appropriate for a period for reflection.

The intention is to help eliminate drug use.

Appropriate internal/external counseling recommended depending on pattern of drug use.



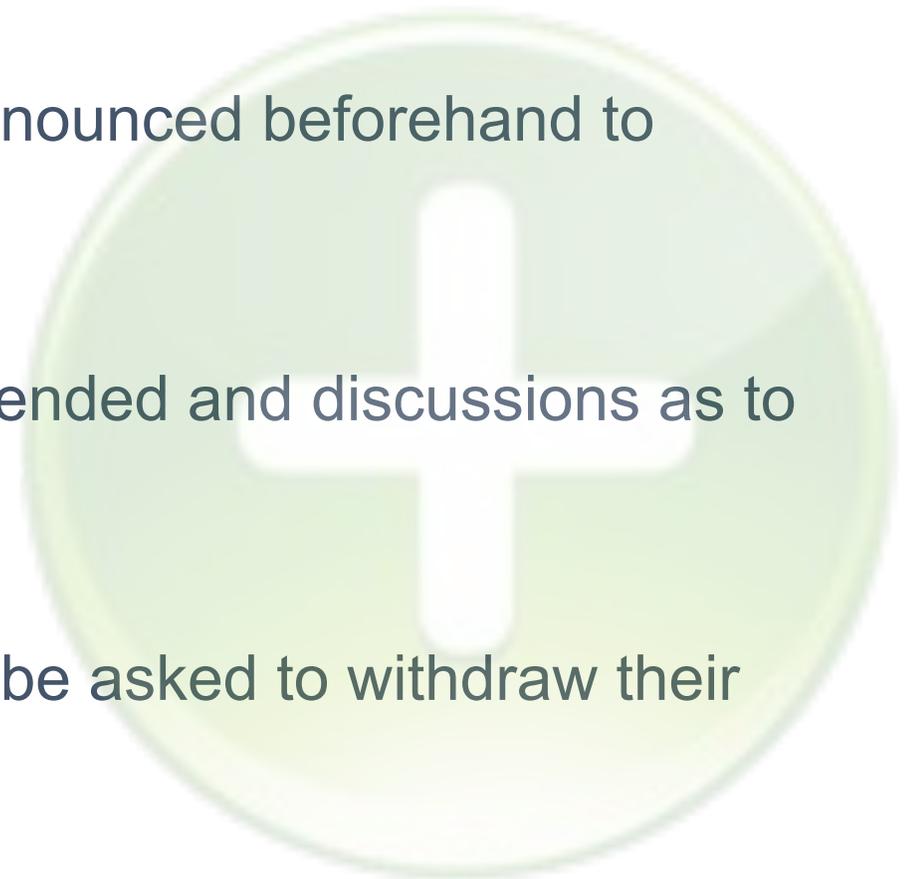
A positive test result cont...

A behaviour contract will be formulated.

Re-testing will occur at any time and will not be announced beforehand to student or parent.

If a second test is positive, intensive therapy recommended and discussions as to intent.

Depending on the exact circumstances, parents may be asked to withdraw their child from DC.



The signs of drug use...

Behaviour Patterns

No appetite, sudden physical changes, losing/ gaining weight within a short period of time

Personal hygiene pattern changed

Antisocial behaviour

Emotional and Psychological State

Emotionally unstable, aggressive, agitated, or depressed

Always putting blame on others

Marked changes in psychological state (easily nervous, restless)

The signs of drug use...

Family systems

Abrupt changes in family functioning

School

Abrupt changes in school functioning, e.g. falling school grades or conduct, missing classes or school days

Low concentration in class and in study

Bringing a lot of money to school/work place

Asking for money from classmates

The signs of drug use...

Leisure and Recreation

Abrupt changes in hobbies or interests

No interests, or inert

Secretive communication with friends

Unexplained cash, new items or clothing

Always asking for money, or even stealing money/items from home/friends

Going to some high-risks spots, e.g. disco, rave parties, or games centres

The signs of drug use...

Presence of signs of drug use

Strange equipment: pills, medicine bottle, needle, tin foil, spoons, straw

Wearing sunglasses inappropriately to hide dilated or constricted pupil

Wearing long sleeves inappropriately to hide needle mark

Strange smell from body, always scratching

Seriously decayed teeth



Drugs Education



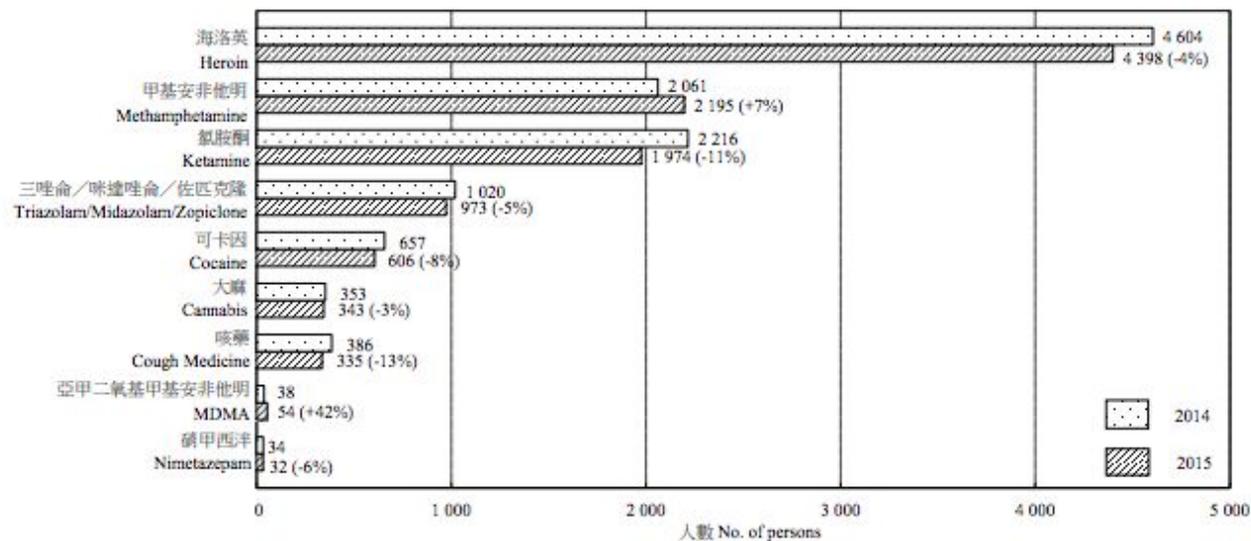
- Home
- About us
- e-Report Room
- Recruitment
- Police Messages
- OffBeat
- Crime Matters
- Anti-Deception Coordination Centre (ADCC)
- Traffic Matters
- Wanted / Missing Persons
- Licences / Permits
- Downloadable Forms
- Statistics
- Useful Information
- Mentally Incapacitated Person (MIP)
- JPC & Youth Corner
- Retired Officers' Info Centre
- FAQs
- Contact Us
- Website Satisfaction Survey

Types of Drugs

Show all Hidden all

- Cannabis
- Cathinone and its derivatives
- Cocaine
- Cough Medicine
- Ecstasy/MDMA
- Gamma-hydroxybutyric acid (GHB) and Gamma-butyrolactone (GBL)
- Heroin
- Ketamine
- Medicinal Tablets
- Methamphetamine
- Salvia divinorum
- Synthetic cannabinoids
- Trifluoromethylphenylpiperazine (TFMPP) and other piperazine derivatives

圖 2 2014 年及 2015 年按毒品種類劃分的被呈報吸毒人數
Chart 2 Reported drug abusers by type of drugs abused, 2014 and 2015



註釋：個別被呈報吸毒者在某年內可被呈報吸食多於一種毒品。

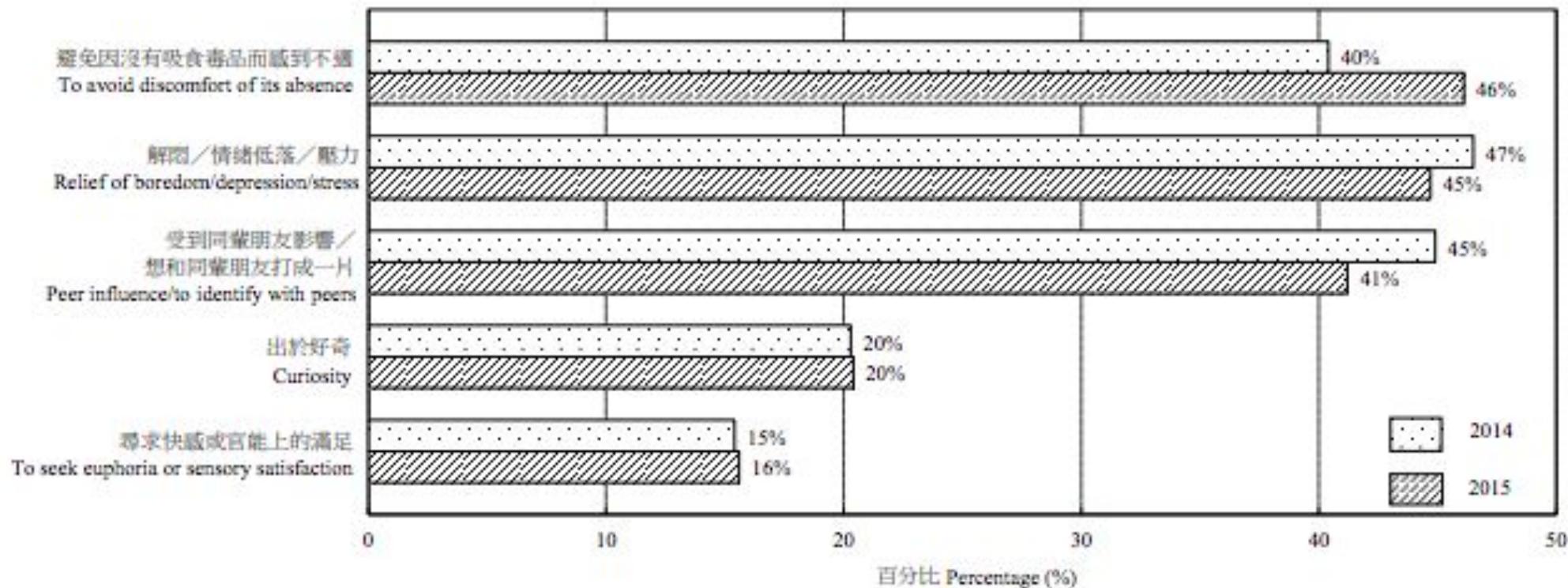
括號內的數字是指與前一年比較的變動百分率。

Notes: More than one type of drugs abused may be reported for an individual drug abuser in a given year.

Figures in brackets are the percentage changes over the preceding year.

Hong Kong Monthly Digest of Statistics August 2016
香港特別行政區政府統計處 Census and Statistics Department, Hong Kong Special Administrative Region

圖 4 2014 年及 2015 年被呈報吸毒者的現時吸毒主要原因分布
Chart 4 Major reason for current drug use of reported drug abusers, 2014 and 2015



Hong Kong Monthly Digest of Statistics August 2016 香港特別行政區政府統計處 Census and Statistics Department, Hong Kong Special Administrative Region

Notes: Figures exclude persons with unknown reason for current drug use.

More than one reason for current drug use may be reported for

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Social &
Emotional
Learning

SOCIAL
AWARENESS

SELF-
AWARENESS

RESPONSIBLE
DECISION-
MAKING

RELATIONSHIP
SKILLS

Responsible Decision-Making

- Considering the well-being of self and others
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Sources: CASEL, Acknowledge Alliance



Year 8 Smoking/e-cigarettes/shisha

MIST Shisha Sticks – Discuss In Your Groups

MIST Shisha Company

- What might be some things to think about with this product since the company is so new and information/studies are very difficult to find (non existent)?



What should you do if someone is smoking e-cigarettes or shisha?

- Not punish
- Not judge
- Not yell
- Not to take sides
- There aren't bad people, but people sometimes make bad decisions and need to take accountability for them
- Speak to them
- Speak to a trusted adult an can listen, give advice or act

Small Group Discussion: What do you think about this writing? (Mist Shisha Website)

MistShishaSticks – First class e-cigarettes in Hong Kong

Mist are Asia's first nicotine free electronic shisha sticks. They are designed to provide a rich and delicious digital smoking experience without any of the harmful toxins and hassle involved with traditional smoking. When you want to buy electronic cigarettes in Hong Kong that are of superior quality and affordable, you will find what you are looking for at MistShishaSticks.

Mist comes in ready-to-use packaging and is a fully disposable shisha, making it a one of a kind device that gives you the freedom and convenience to use it anytime and anywhere.

With its bold colours and crystal glowing tip, Mist is the ultimate in digital smoke. Available in five sinfully delicious fruit flavours – apple, grape, strawberry, blueberry and mint it offers the freshest taste yet to be available on the market. Mist uses innovative technologies that imitate the sensation of smoking a shisha pipe, with the ease of smoking an e-cigarette. Hong Kong has a new top address for electronic cigarettes, MistShishaSticks.

What else do we know?

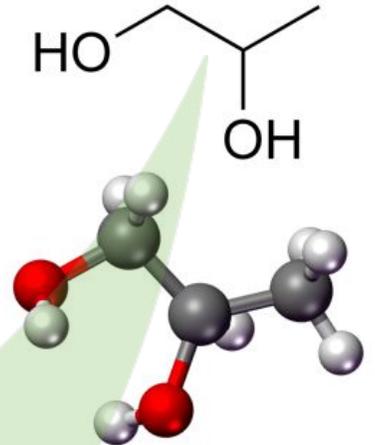
The Mist Shisha Sticks, a Hong Kong-based company who produces sticks for vaporizing flavored tobacco called shisha, has sold around 15,000 to 18,000 electronic shisha sticks internationally. The company launched its manufacturing facilities in mainland China and has just entered into its second year of operation.

MIST Shisha sticks aren't actually made in Hong Kong, they're made in China

Discuss In Your Groups: What could be the impact of these being made in China?

What's actually in these shisha sticks?

- Water vapor
- Fruit Flavoring
- Propylene Glycol?



Well, what we DO know.. Propylene glycol is used in...

- Car Engine Antifreeze



- Laundry Detergent



- Smoke Machines





Unit Title: Say What!		Year 9
Key Concept Communication	Topics Types of communication Peer pressure Assertiveness Alcohol is a drug	Global Context Personal and Cultural Expression
Statement of Inquiry Effective communication and personal expression allows us to stand up for ourselves and appreciate different ways of life.		
Factual Inquiry Questions <ul style="list-style-type: none"><input type="checkbox"/> What types of communication styles exist?<input type="checkbox"/> What forms does peer pressure take?<input type="checkbox"/> What are the risks involved with drinking alcohol/coffee?	Conceptual Inquiry Questions <ul style="list-style-type: none"><input type="checkbox"/> How can different forms of communication encourage different reactions from my peers?<input type="checkbox"/> What is my communication style?<input type="checkbox"/> How can assertive communication help people be more constructive in their personal and social lives?<input type="checkbox"/> How can I stand up for myself and resist peer pressure?	Debatable Inquiry Questions <ul style="list-style-type: none"><input type="checkbox"/> What does it mean to be “plugged in”?<input type="checkbox"/> Why do people give into peer pressure?
By the end of the unit, students will: Know What types of communication styles exist Do Implement assertive (DESC) communication into daily life Understand The effects of alcohol on the human/teenage body		

What does 1 unit of alcohol look like?



Essential Question: What are the risks involved with drinking alcohol?

Activity 1: Alcohol-Related Deaths: Click on one of the titles below to read about a worst-case scenario involving alcohol. Answer the questions below and be prepared for a discussion of your article

14 Year Old Dies At Slumber Party

Chugging Two Pints Of Vodka

Student Dies After Drinking Games

- *What happened?*
- *Who was involved?*
- *What is your reaction to the article?*
- *How did alcohol affect the individual's behavior?*

Activity 2: Booze Bus

Watch the following video and answer the questions that follow. Discuss.

Booze Bus Video

- *What effects of alcohol did you notice in the sick individuals?*
- *What do you think caused the friends of these individuals to call the ambulance?*
- *Why do you think these people are being brought to the hospital rather than "sleeping it off"?*
- *What do you think about the fact that London has an ambulance just dedicated to alcohol-related incidents? What does this tell us?*

Activity 3 - What are my options?

Brainstorm options to the following hypothetical situations.

- *I'm at a party and I don't want to drink. What are my options?*
- *I'm drinking with my friends and someone passes out. What do I do?*
- *I've been drinking and all of a sudden I feel dizzy and sick. What should I do?*



Year 10: Drugs- legal & illegal



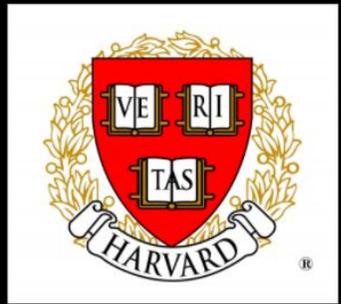
THE TRUTH ABOUT DRUGS
Lesson 1: Why Is Drug Education Necessary?

THE TRUTH ABOUT DRUGS
Lesson 3: Why Do People Take Drugs?

THE TRUTH ABOUT DRUGS
Lesson 4: How Do Drugs Work and How Do They Affect the Mind?



More than 100 prospective studies show an inverse association between **moderate drinking** and risk of heart attack, stroke, sudden cardiac death, and death from all cardiovascular causes. The effect is fairly consistent, corresponding to a 25 percent to 40 percent reduction in risk.



Year 12

Are there any health benefits associated with alcohol consumption?

Discuss (3 minutes)

What you drink (beer or wine) doesn't seem to be nearly as important as how you drink. Having seven drinks on a Saturday night and then not drinking the rest of the week isn't at all the equivalent of having one drink a day.

Does alcohol or the consumption of other drugs affect teens and adults differently?

Discuss (3 minutes)

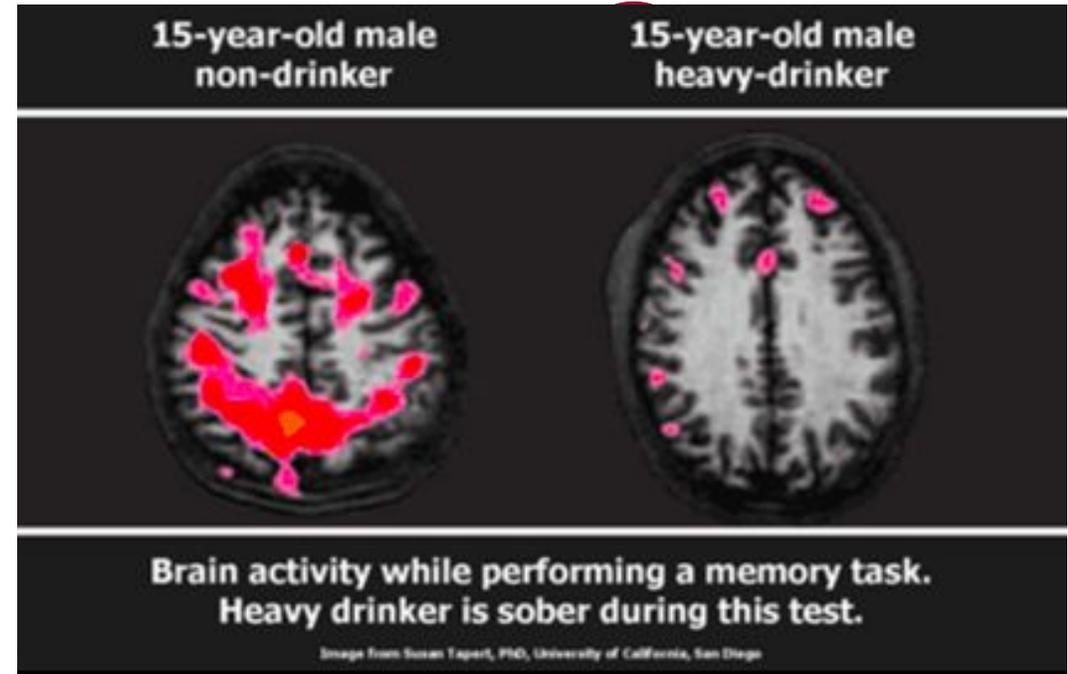
The Dark side of Alcohol

Heavy alcohol consumption can cause **inflammation of the liver** (alcoholic hepatitis) and lead to scarring of the liver (cirrhosis).

Heavy drinking can **increase blood pressure**

Heavy drinking can **damage heart muscle** (cardiomyopathy)

Consuming alcohol has also been **linked with several cancers**



When someone abuses alcohol or any other substances, it doesn't just affect them.

Discuss this statement within your group and share your thoughts with the class.





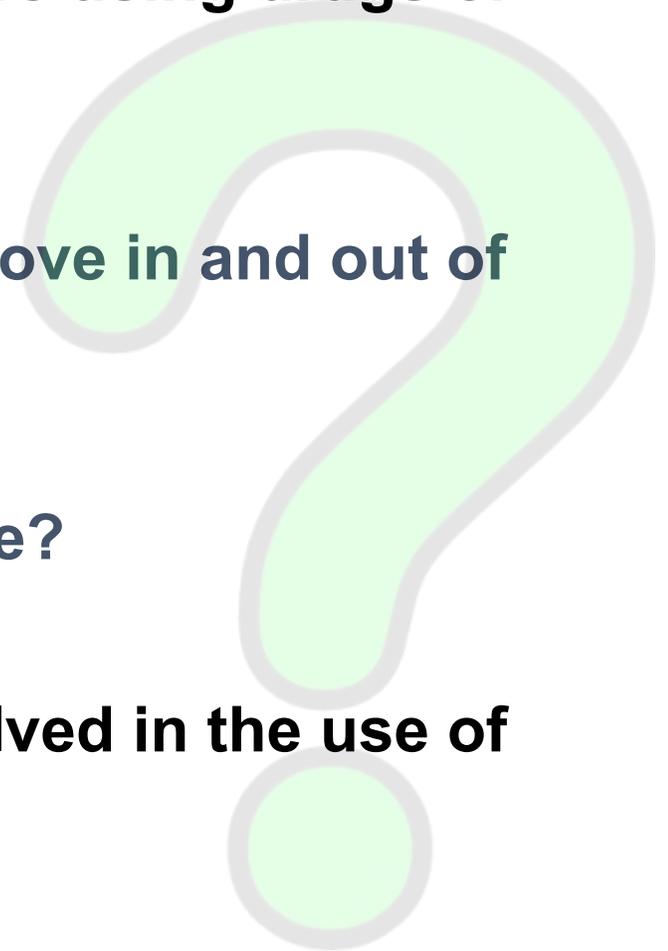
Questions we have for you...

What should your child do if they know that their peers are using drugs or encouraging them to use them?

What do you think DC's response is to rumours of the above in and out of school?

How can you as parents help your child to resist drug use?

What should you do if you believe a friend's child is involved in the use of drugs?



What should my children do if they know that their peers are using drugs or encouraging them using as well?

Student or parent inform a member of staff (Learning Advisor, Dean, VP). Anonymity would be assured.

I would like to know what procedure would DC follow if students are taking drugs in DC compound, selling drugs in DC compound and obviously high on drugs during school time or at class?

This is a question of 2 parts...

Most likely immediate suspension, parents required to come into school, testing, counselling and re-entry on a contract.

If there was clear evidence of trafficking, the police would be contacted and parents would be asked to withdraw the student from the school.

Questions you had...

What should my children do if they know that their peers are using drugs or encouraging them using as well?

How can we as parents oversee/help our child to never partake in drugs?

What is the visible phenomenon once a child has firstly taken a drug? Other than asking extra money from parent

I would like to know what procedure would DC follow if students are taking drugs in DC compound, selling drugs in DC compound and obviously high on drugs during school time or at class?