



IMPACT SERIES

ILLICIT DRUGS- Video and Education Resource



INTRODUCTION

The AFL 'Impact' video series and resources have been developed by the Cultural Strategy & Education unit within the AFL to assist community football clubs around Australia in providing education to their players on key social issues. The series consists of 6 clips and accompanying resources. Each clip features a football or sport related personality discussing a social issue that have impacted them personally. The Impact Series includes the following clips:

- **CONCUSSION** – Jude Bolton
- **SOCIAL MEDIA** – Tom Rockliff
- **ALCOHOL & VIOLENCE** – Stephen Morris
- **MENTAL HEALTH** – Mel Grieg
- **ILLICIT DRUGS** – Jack Nagle
- **GAMBLING** – Brent Guerra

The clips and accompanying resources can be found on the AFL Respect and Responsibility webpage alongside the tabs that relate to the corresponding social issue. Within each tab, you will find a resource that provides information on how to present the education in your club, key questions to discuss, the key messages to get across and a fact sheet on the selected topic.

The clips featured in this series are being used to educate and raise awareness across the AFL industry on the impact that decision making can have on the individual, their families, and friends.

USING THE RESOURCE

OPTION 1: YOUR OWN EDUCATION

PURPOSE: To develop your own understanding and knowledge on these topics

PREPARATION: Download clips and AFL social inclusion and equality resource which can be found on the AFL Respect and Responsibility website.

MATERIALS: Laptop/PC

TIMING: 10-15 minutes per topic

FORMAT: Watch the clip yourself. Think about the questions and read over the fact sheets to develop your own understanding of the issue

OPTION 2: PLAYER EDUCATION (RECOMMENDED)

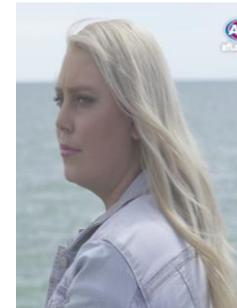
PURPOSE: To educate players within your own club

PREPARATION: Download the clip/s and Equality Resource (topic of your choice)

MATERIALS: TV and/or projector, laptop, screen/blank wall, speakers, butchers paper and markers

TIMING: 15-20 minutes per topic including clip and discussion

FORMAT: Show clip to the group and run activity/discussion as per the accompanying resource



RUNNING A SESSION

PLAYER EDUCATION: HOW TO RUN A SESSION IN YOUR CLUB

- Decide which clips you want to show.
- Read over the fact sheet, discussion points and key messages of the clips you have chosen and familiarise yourself with the content. Think about the questions you may get asked.
- Prepare any materials you need in advance – e.g. paper, pens, butcher's paper and markers.
- Organise a space for the session. Make sure it is private and without distractions, such as the club rooms.
- If you think you need some support, request assistance from a local community worker/social worker/school teacher etc. to assist.
- Allow enough time to work through each session. At least 20 minutes is recommended per clip. 5 minutes to show the clip and 15-20 minute discussion time. Also allow enough time for questions from participants.



RESPONDING TO DISCLOSURES

It is very important to ensure that you have relevant support services referral information and phone numbers to pass onto your participants. National support services are listed under each topic in this resource but you may want to identify local support services in your area.

When facilitating the sessions:

Begin the session with a group agreement around respect. Four or five group rules are usually enough and may include;

- Confidentiality –nothing leaves the room
- Listening and not interrupting
- Showing respect for other people's comments and opinions
- Using third person -not telling personal stories
- Choose how much to participate -it's ok to pass on questions or opt out

FACILITATOR TIPS

- Continually throw questions to the group. If, as a facilitator, you are asked a question, don't always answer it yourself. Throw the question to the group, and allow that to spark or continue to drive discussion
- Occasionally somebody might say something that stops you in your tracks. It is important to stay calm and address the comment with respect. If possible, try to suggest an alternate viewpoint or throw it to the rest of the group. It is important not to enter into a public argument.
- If you get a question that you don't know the answer to, don't panic. Admit that you don't know the answer. You do not want to lie or invent information that isn't true, as you lose all credibility. Reassure the person that you will follow up with them regarding the question after the session and that an answer will be provided in due time.
- At the end of the session provide an opportunity for participants to follow up with yourself to provide information regarding support services, referrals and websites.

YOU ARE NOW READY TO PLAY THE CLIP AND BEGIN YOUR SESSION

QUESTIONS

- How did Jack end up becoming addicted to illicit substances?
- Do you think Jack ever had control over his drug use?
- What factors contributed to his drug use?
- What impact did Jack's drug use have on his family & friends?
- What led to Jack finally getting help?
- Why did Jack start using illicit substances in the first place?



KEY MESSAGES

- Jack talks about trying drugs the first time and really enjoying the feeling it gave him. He says he enjoyed it so much the first time that he woke up in the morning and did it again.
- The addiction came from Jack trying to 'chase' the feeling he got that first time, but he needed to take more of the drug to get that same feeling, or even try new drugs to get the same feeling.
- Whilst Jack may have had control over his drug use in the very early stages, there came a point where the drugs started to control him
- He speaks about getting to a point where he didn't want to take drugs any more, but couldn't actually stop without some kind of help.
- Jack's mother speaks about the impact Jack's behaviour had on his family, to the point where his mother kicked him out of home so that he wasn't a bad influence on his younger brother.
- Jack knew he needed help when after overdosing and being in hospital, he went straight back to the alley way to score more drugs.
- Jack speaks about being a really competitive person, which he thinks may have contributed to his drug use in that he had to be more drunk or wasted than his mates, and that it was somewhat of a competition for him.
- Jack also spoke about when he stopped playing basketball and then starting hanging out with a different group of friends, was when his drug use started escalating.

- 15% of Australians used an illicit drug (including using a pharmaceutical drug for non-medical purposes) in the previous 12 months.
- 41.8% of Australians aged 14 years and over had used illicit drugs in their lifetime.
- People aged 20-29 were more likely to have used illicit drugs than other age groups, with more than a quarter (27%) reporting illicit use of drugs in the previous 12 months. However, [older people](#) are increasingly using illicit drugs.
- The most common drug used by people aged 14 years and over, both recently and over the lifetime, was **cannabis**.
- People who use **cannabis** or **meth/amphetamine** were more likely to use these drugs on a regular basis, with most people using them at least every few months (64% and 52% respectively).
- **Ecstasy** or **cocaine** were more likely to be used infrequently, with many people only using the drug once or twice a year (54% and 71% respectively).
- Among people who had used an illicit drug in their lifetime, most people aged 14 years or older reported trying illicit drugs because they were curious to see what it was like (66%).



MORE INFORMATION

<http://www.druginfo.adf.org.au/topics/statistics-trends>



SUPPORT SERVICES

ORGANISATION	PHONE	WEBSITE
LIFELINE	13 11 14	https://www.lifeline.org.au
AUSTRALIAN DRUG FOUNDATION	1300 85 85 84	http://www.druginfo.adf.org.au/
DAYHAB	1800 329 422	http://www.dayhab.com.au/
DRUG ARM	1300 656 800	http://www.drugarm.com.au/

LUBRICATE NEEDLE
INFLATE TO 69 kPa.

HERB

