



**Mentor**

مينتور العربية ARABIA

**ISSUP**

INTERNATIONAL  
SOCIETY OF  
SUBSTANCE USE  
PROFESSIONALS

LEBANON chapter



# Outline

Introduction

International standards on drugs prevention

Evidence based versus evidence informed

**UNPLUGGED**  
Evidence- based prevention program

**4z program:**  
evidence informed prevention practice

Interactive Learning

Facilitation tools

4Z Activities



# Development and implementation of prevention programs with youth





# INTRODUCTION

## International standards on drugs prevention:

Prevention strategies based on scientific evidence working with families, schools, and communities can ensure that **children and youth**, especially the most marginalized and poor, grow and stay healthy and safe into adulthood and old age.





**The general aim of drug prevention is the healthy and safe development of children and youth to realize their talents and potential becoming contributing members of their community and society.**

**Effective drug prevention contributes significantly to the positive engagement of children, youth and adults with their families, schools, workplace and community.**



Early  
adolescence

Adolescence

Adulthood

## School

### ***Universal & selective***

Prevention education based on personal & social skills & social influences

★★★

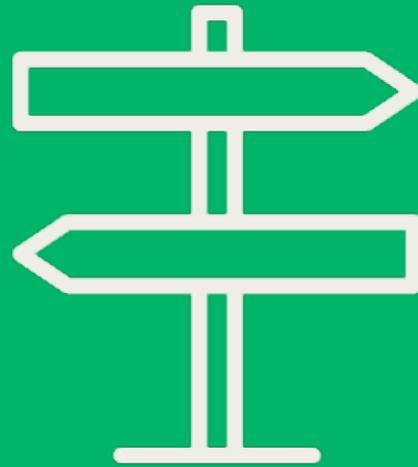
## Community

### ***Universal & selective***

Community-based multi-component initiatives

★★★





# EVIDENCE BASED VERSUS EVIDENCE INFORMED



# Evidence based and evidence informed

Evidence based and evidence informed practices and programs can be found in multiple fields.

Such programs and practices take several shapes and forms. Following strict guidelines and rules, they are written and conducted with the public in mind.

Some are educational and others are preventative.





# OUR PROGRAMS CATERING TO PREVENTION



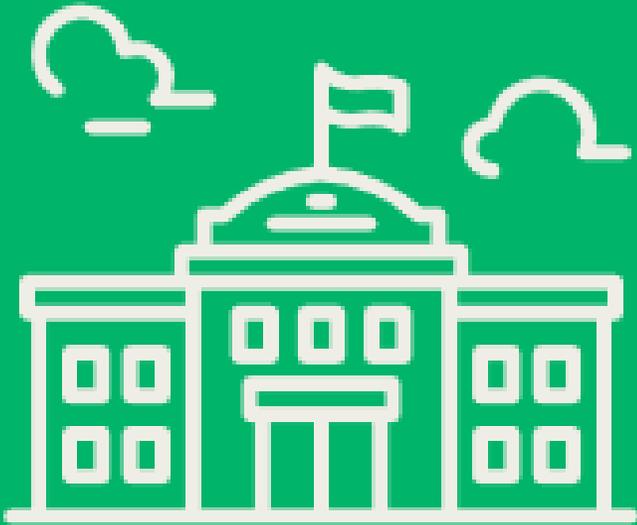


# UNPLUGGED: EVIDENCE- BASED PREVENTION PROGRAM

**UNPLUGGED** program is a prime example of evidence-based prevention and refers to prevention programs, **strategies, and policies** that have been rigorously tested under research conditions and found to be effective in changing adolescent (12-14 years) drug use behavior and attitudes.

- Based on the cognitive social impact model
- European cooperation, part of EU-Dap
- Adapted to the Arabic language and culture





## **The Blessing of the Ministry of Education and Higher education is Important:**

Schools are the best forum for the prevention of alcohol, drug and tobacco consumption.

Reaching a significant number of students each year  
School staff can target young people at an early age before they have formed an attitude or behavior towards smoking.

The educational curriculum can form part of an integrated preventive approach.

Provide regular and effective follow-up, in terms of duration and depth, to reach the largest possible number of young people.





# 4Z PROGRAM THEMES

Why 4Z



From General Awareness  
to 4Z





# 4Z PROGRAM: EVIDENCE INFORMED PREVENTION PRACTICE

- The 4Z program utilizes the best available research and practice knowledge to guide program design and implementation towards preventing youth from drug use and risky behaviors.
- **Aim:** To strengthen adolescents and youth protection capacities through the implementation of life skills empowerment and risky behaviors prevention activities.
- **Active learning** and **participatory training** styles are used in all delivered sessions.
- Key messages are disseminated through **interactive and engaging activities** such as role play, teamwork, discussions, quizzes, drawings, art exhibitions, challenges and others.





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# Mentor Arabia's experience with 4Z





# DEVELOPING THE 4Z PROGRAM



**These factors were considered when developing 4Z:**

- Strong theoretical and research background
- Clear theory of change to explain how it will achieve the intended outcomes
- Evidence-based interventions or practices
- Program manual and documentation so it can be replicated
- Qualified facilitators to be trained to conduct the activities
- Program evaluation to determine if it was successful





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# 4Z PROGRAM THEMES



Theme 1: Self-Esteem

Theme 2: Decision Making

Theme 3: Refusal skills

Theme 4: Drugs

Theme 5: Time Management

Theme 6: Social Media

Theme 7: Communication Skills

Theme 8: Coping Skills

Theme 9: Bullying

Theme 10: Addiction

Theme 11: Empathy and Positivity

Theme 12; Goal Setting

Theme 13: Conflict Resolution

Theme 14: Groups Dynamics





# OUTCOME



- Increased number of youths capable of making sound decisions
- National volunteers that have their capacities built and skills enhanced to lead the program at the local level
- Network of empowered, capable, and skilled volunteers is developed
- Attitudes, skills and knowledge of school students on risky behaviors and drugs
- Prevention is increased and changed in favor of more preventive behaviors.



# Interactive Learning



- [Interactive learning](#) plays a vital role in enhancing education. Getting students to be more involved in learning widens their horizons and empowers them better for the future. Technology will undoubtedly continue to evolve, and it's essential to adjust your classroom style to align with its advancements.



# Lecture learning

- One-way interaction
- Information presented by teachers in a presentation manner
- Delivering information directly

vs.

# Interactive learning

- Two-way interaction
- Participants build their own definition of the presented information
- Participants take an active role in building their knowledge



## Lecture learning

- Students are handed information
- Involves low inclusivity
- The teacher is assumed to be a master of the subject

vs.

## Interactive learning

- Participants are engaged in the learning process
- Involves high inclusivity
- The facilitators play the role of a co-learner



# Lecture learning

vs.

# Interactive learning

- The student receives no feedback from the teacher.
- The environment is typically teacher-focused.

- There is frequent feedback between the facilitator and participant;
- The environment is one of “student”-centered learning.



# What are the foundations for choosing facilitation tools and techniques?



**Objective of the activity**



**Time**



**Available materials**



**Characteristics of the target audience**



**Qualities and experiences of the facilitator**



**Place**





# Role Play





# Group discussion





# Group work





# Brainstorming





# Projection





# Arts & Crafts



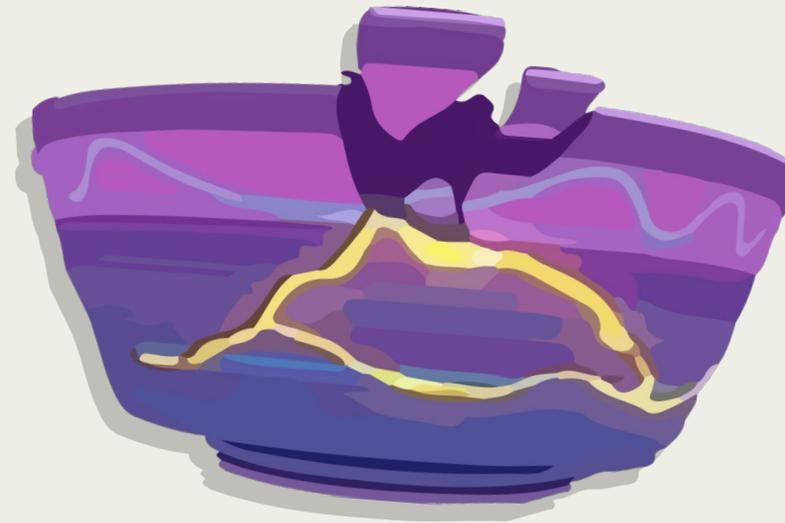
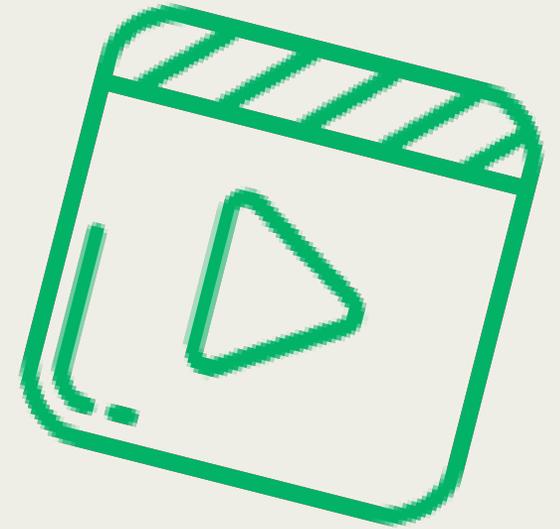


# Personal Reflections





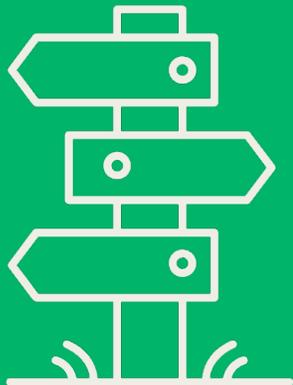
# Self Esteem





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# Decision Making



# Case Study Group Work





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# Refusal Skills



# Role Play





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# Drugs



Drug info: produced from a natural plant, grown all over the world.  
How is it used: Can be smoked, chewed or snuffed.  
Immediate effects: Addiction, Damage to the respiratory system, Decreased lung capacity, Chronic cough, bronchitis, asthma, Bad breath, bad taste in mouth, Smelly hair and clothes  
Delayed effects: hearing problem and strokes, lung cancer, throat cancer, stomach cancer, miscarriage in pregnant women.  
Hint: This drug causes the highest rate of drug related deaths





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# Time Management



**"Where Does the Time Go?" Worksheet**

Self-Assessment Exercise  
Estimate the number of hours you spend on each task:

Number of hours of sleep each night \_\_\_\_\_ x 7 = \_\_\_\_\_

Number of hours spent on personal hygiene each day  
(including preparations/commute to work) \_\_\_\_\_ x 7 = \_\_\_\_\_

Travel time each day  
(To and from school, home, friends and others) \_\_\_\_\_ x 7 = \_\_\_\_\_

Number of hours per week for regular activities  
(volunteer work, clubs, etc.) \_\_\_\_\_ x 7 = \_\_\_\_\_

Number of hours of work per week \_\_\_\_\_

Number of hours per week with friends,  
social parties, going out, etc. \_\_\_\_\_

Number of hours per week spent with family \_\_\_\_\_

Number of hours spent watching TV per day \_\_\_\_\_ x 7 = \_\_\_\_\_

Number of hours spent on social media per day \_\_\_\_\_ x 7 = \_\_\_\_\_

Number of hours spent studying per day \_\_\_\_\_ x 7 = \_\_\_\_\_

Number of hours spent on extracurricular activities  
per week (sports, piano, etc.) \_\_\_\_\_ x 7 = \_\_\_\_\_

Number of hours spent playing video games per week \_\_\_\_\_

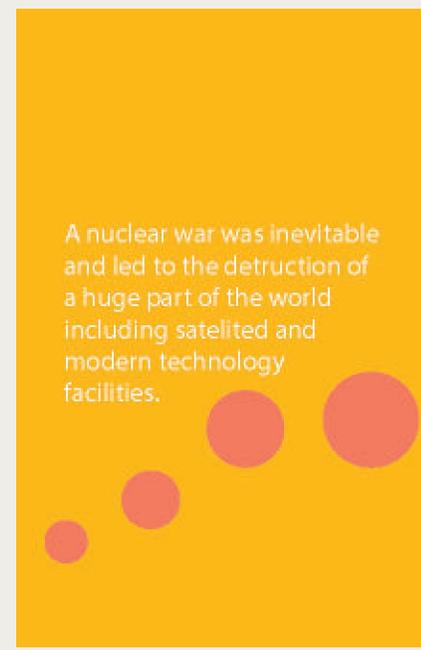
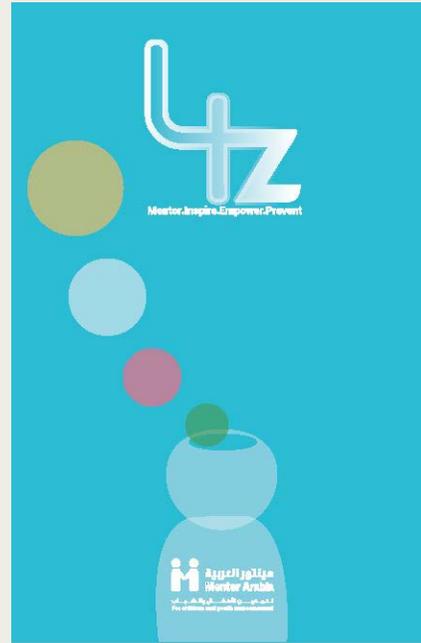
Number of hours spent playing mobile games per week \_\_\_\_\_

Number of hours spent on other activities per week  
= \_\_\_\_\_ hours of activities



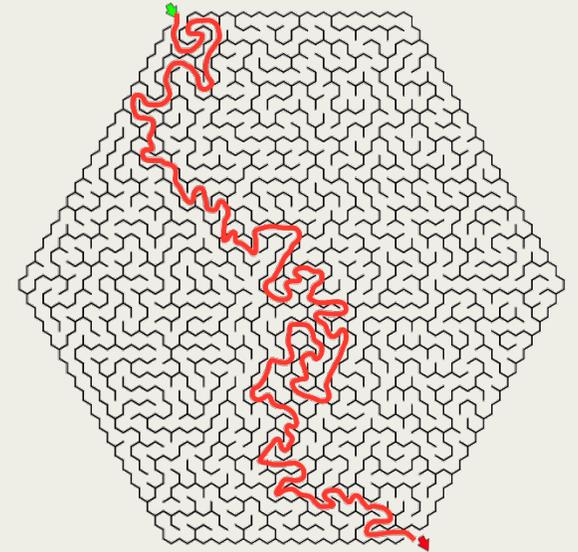
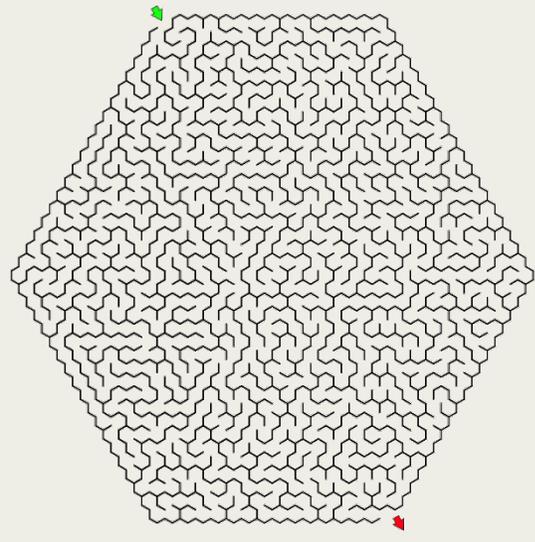
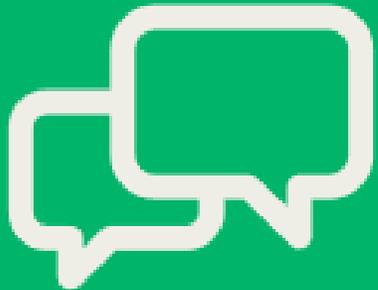


# Social Media





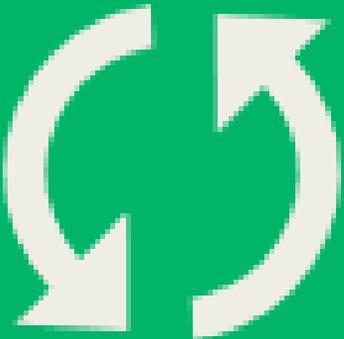
# Communication Skills





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# Coping Skills



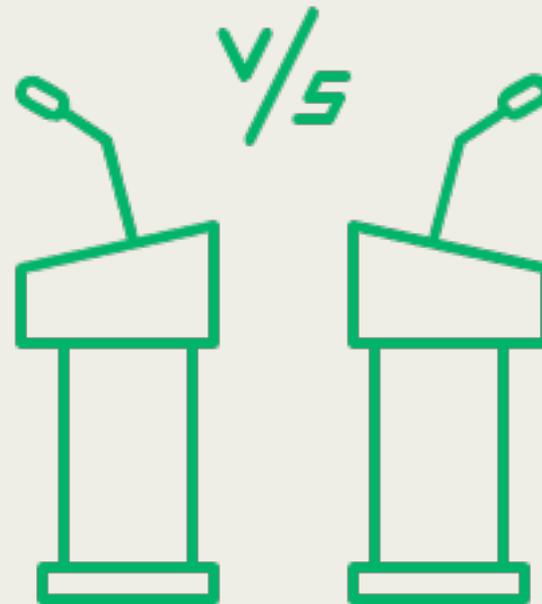
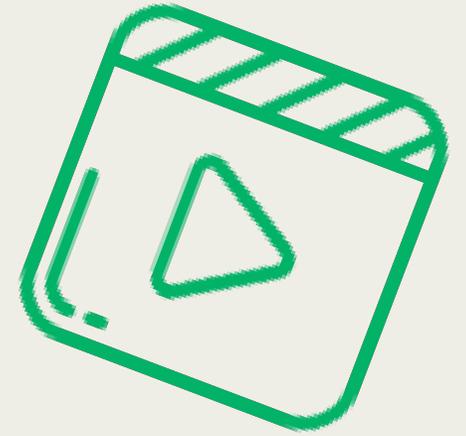
## Coping with limitations

Transit Challenges	Limiting Challenges





# Bullying





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# Addiction



Chance cards

you can't count this card in your final score

Life skills cards

Refusal skills

Risky behaviours cards

A person drinks a lot of alcohol thinking it will ease their suffering

Questions Card

Poor people are more subjected to addiction than rich people?

- True
- False

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مركز التوعية Mental Health Awareness





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# Empathy



							
لبنان Lebanon	فلسطين Palestine	سوريا Syria	السودان Sudan	المملكة المتحدة UK	الولايات المتحدة US	بنغلاديش Bangladesh	فرنسا France
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**CIAO** مرحبا  
**HOLA** 你好  
**HELLO**  
**BONJOUR**  
**HALLO**

Has 597 groups that speak over 400 different languages.

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لتمكين الأطفال والشباب  
For children and youth empowerment





# Goal Setting



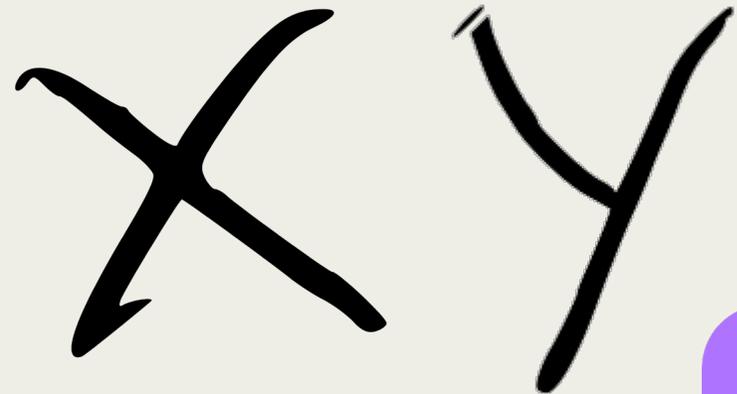
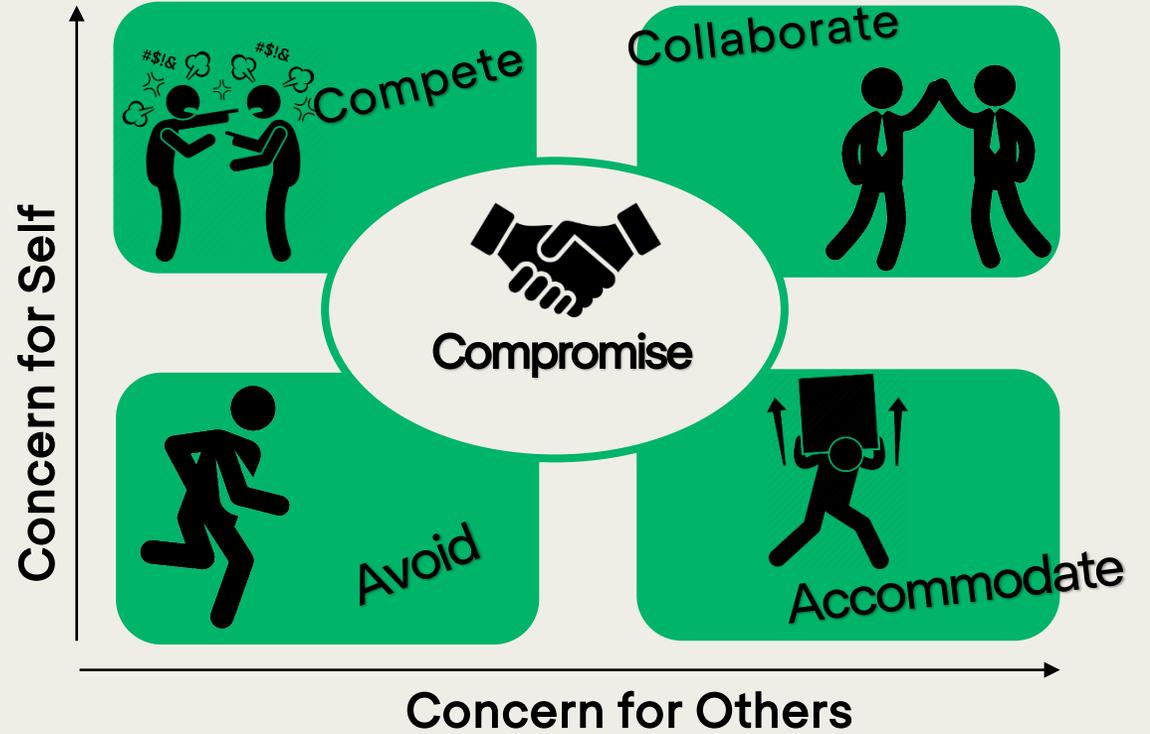
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# Conflict Resolution

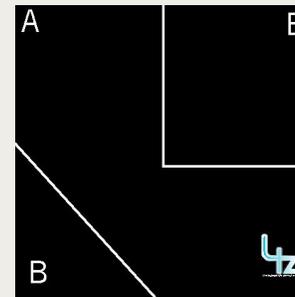
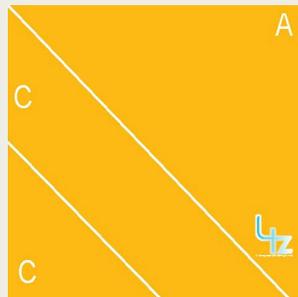
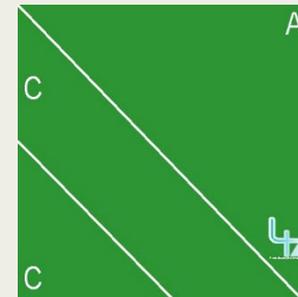
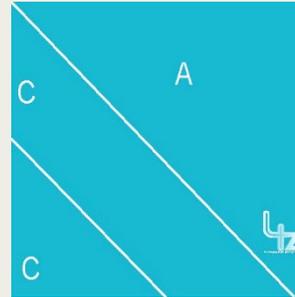
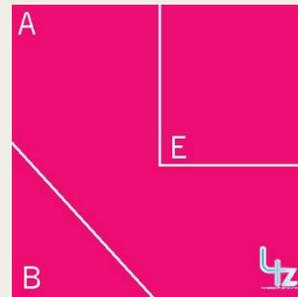
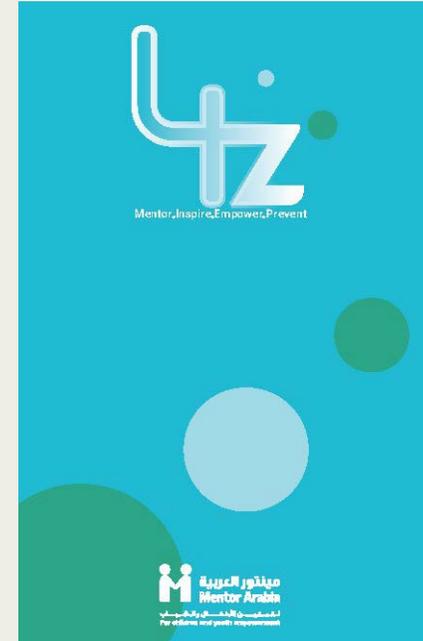


Win as much as you can





# Group Dynamics



**Make a difference.  
Become a partner.**

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