

THE BUDDY PROGRAM



***‘A JOURNEY OF A THOUSAND MILES
BEGINS WITH A SINGLE STEP’***

- LAO TZU (604 - 531 BC)

***‘A GOOD PLAN TODAY IS BETTER THAN
THE PERFECT PLAN TOMORROW’***

- GEN. GEORGE S. PATTON (1885 - 1945)

NEED

- **CRITICAL SITUATION REGARDING DRUGS IN THE STATE**
- **STUDENTS VULNERABLE TO EXPERIMENT AND USE DRUGS/INTOXICANTS**
- **BUILD BARRIERS TO DRUG USE AT THIS STAGE ITSELF**

PURPOSE OF TRAINING MODULE

- **EXPLAIN THE CONCEPT OF BUDDY PROGRAM**
- **DISCUSS IMPLEMENTATION PROCESS**
- **UPGRADE KNOWLEDGE AND SKILLS**

WHY YOU ?

- **MAXIMUM LEARNING THROUGH PEERS AND TEACHERS**
- **DIRECT IMPACT ON STUDENTS**
- **IMPROVED PERFORMANCE AS TEACHER**
- **CONTRIBUTE TO SCHOOL, SOCIETY, STATE AND COUNTRY**



TEACH

encourage

instruct

MENTOR

PRAISE

influence

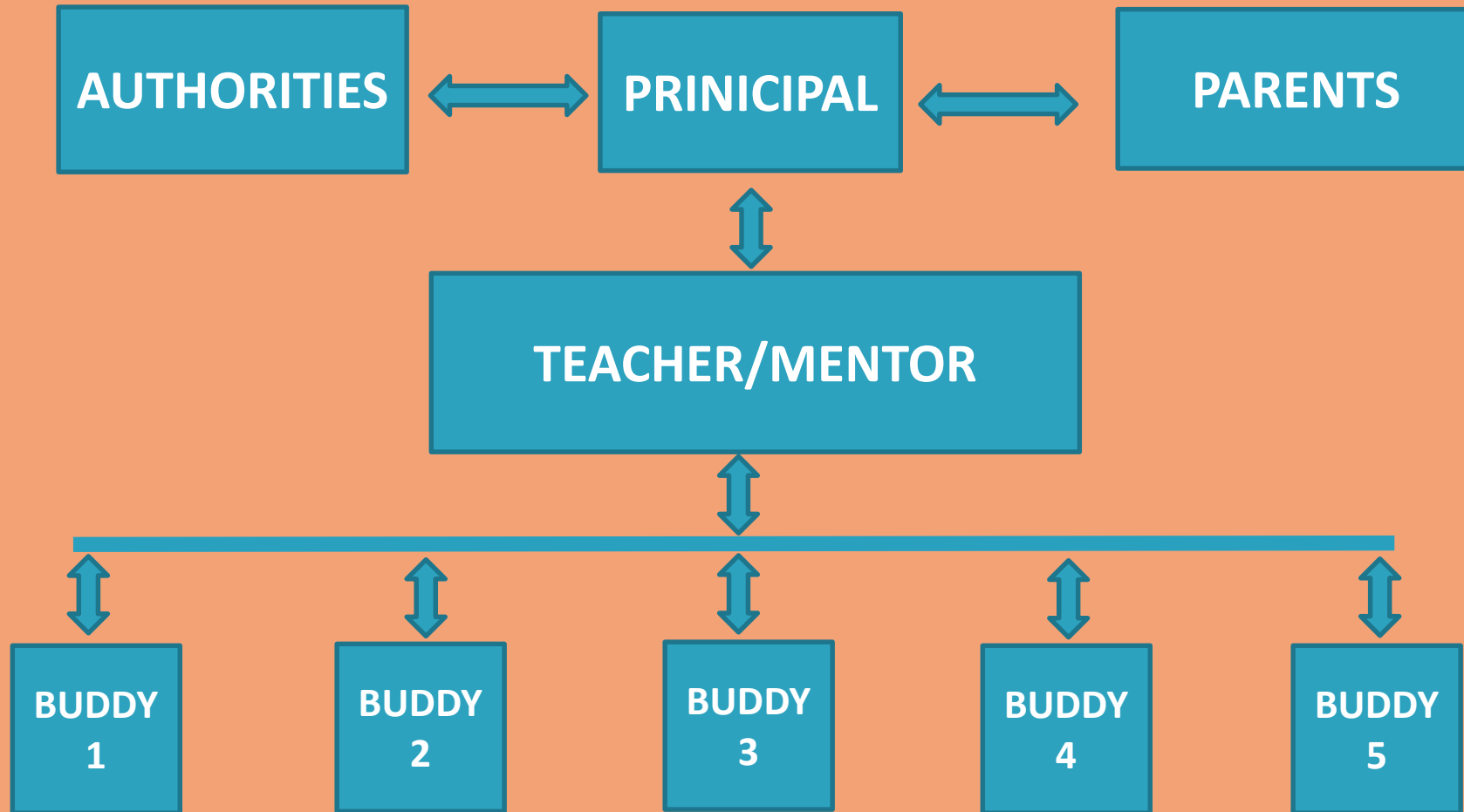
GUIDE

INSPIRE

1 FOUNDATION AND 4 PILLARS OF THE BUDDY PROGRAM

- **FOUNDATION - POSITIVITY**
- **PILLARS -**
 - i. **PEER SUPPORT OF THE BUDDY GROUP**
 - ii. **GUIDANCE & SUPERVISION OF TEACHERS**
 - iii. **PARTNERSHIP AND INVOLVEMENT OF PARENTS**
 - iv. **LONG TERM & CONSISTENT ENGAGEMENT**

THE BUDDY NETWORK



FORMING BUDDY GROUPS

- 5 CLASSMATES (MAX) OF SAME SECTION
- BALANCED MIX
- TAKE INTO ACCOUNT TEMPERAMENT, ACADEMIC PERFORMANCE, ETC.
- MAY SHUFFLE AS PER NEED
- TEACHER IS THE BEST JUDGE - **SENIOR BUDDY**

THE TEACHER

ROLE OF THE TEACHER

- **IMPART KNOWLEDGE ABOUT DRUGS**
- **DEVELOP SKILLS**
- **SUPERVISE BUDDY GROUP**
- **PROVIDE SOLUTIONS**
- **INVOLVE PARENTS**



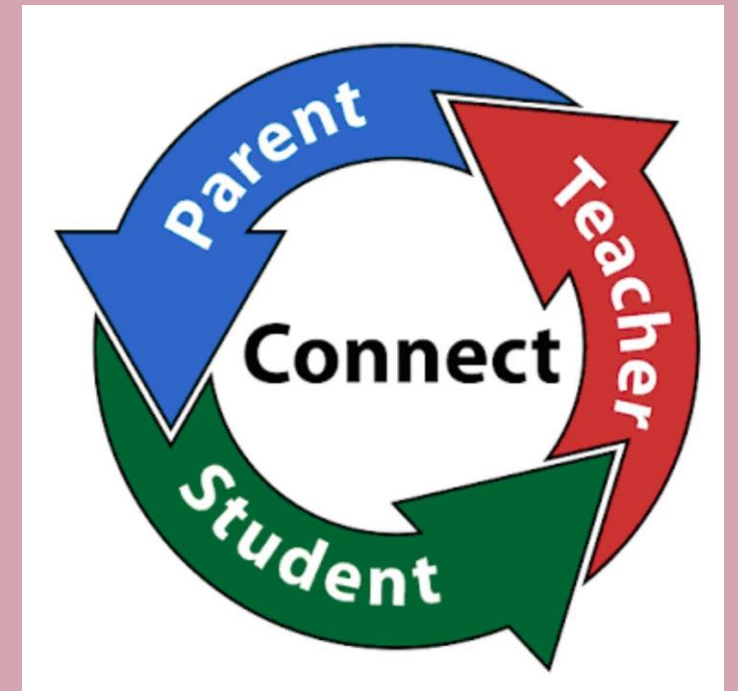
FUNCTIONING OF BUDDY GROUPS

- **MONITOR THAT BUDDIES ARE NOT USING DRUGS**
- **STRESS ON POSITIVE LIFE SKILLS**
- **FORTNIGHTLY MEETING DURING SUPW PERIOD OR CORRESPONDING SUBJECT PERIOD**
- **40 MINS - 1 HOUR MONTHLY AWARENESS PROGRAM BY TEACHER**
- **EVALUATION OF THE BUDDY GROUP**



FUNCTIONING OF BUDDY GROUPS - 2

- IF DRUG USE REPORTED, VERIFY TO CONFIRM
- IF CONFIRMED
 - COMMUNICATE WITH THE CHILD
 - COLLECT MAXIMUM DETAILS
 - TRY TO FIND OUT HISTORY & SOURCE OF DRUG USE
 - COUNSEL AS A GUIDE
- INFORM THE PRINCIPAL
- CONTACT PARENTS



HOW TO HANDLE



BE

UNDERSTANDING (*I REALISE A LOT OF KIDS MIGHT THINK ABOUT DRUGS*)

FIRM (*I AM YOUR WELL WISHER - YOUR HEALTH AND SAFETY IS MY CONCERN*)

SUPPORTIVE (*WE LOVE YOU AND CARE ABOUT YOUR WELLBEING*)

MOTIVATING (*ACKNOWLEDGE STUDENTS' ACHIEVEMENTS & ACCOMPLISHMENTS*)

DON'T BE

SARCASTIC

ACCUSATORY

HOSTILE

BIASED

SKILLS TO BE DEVELOPED IN A BUDDY

- **ASSERTIVENESS SKILLS:** ABILITY TO STAND UP FOR ONE'S RIGHTS
- **REFUSAL SKILLS:** ABILITY TO SAY 'NO' EFFECTIVELY
- **CONFRONTATION SKILLS:** ABILITY TO DISCUSS DISAGREEMENTS WITHOUT FEAR OR ANGER
- **THOUGHT MODIFICATION:** ABILITY TO IDENTIFY AND MODIFY NEGATIVE AND IRRATIONAL THOUGHTS

SKILLS TO BE DEVELOPED IN A BUDDY - 2

- **DECISION MAKING SKILLS:** ABILITY TO SELECT THE MOST APPROPRIATE OPTION
- **CONFLICT RESOLUTION SKILLS:** ABILITY TO SOLVE PROBLEMS AND CHALLENGES OBJECTIVELY
- **SELF ESTEEM SKILLS:** ABILITY TO EVALUATE ONESELF POSITIVELY

CORE SKILLS OF A TEACHER FOR THE BUDDY PROGRAM

- **CONFIDENTIALITY** : NOT SHARING SENSITIVE INFORMATION UNLESS NEEDED
- **EMPATHY** : UNDERSTANDING THE STUDENTS' PROBLEMS FROM THEIR POINT OF VIEW
- **LISTENING SKILLS** : UNDERSTANDING AND INTERPRETING THEIR EMOTIONS AND THOUGHTS
- **NON-JUDGEMENTAL** : NOT JUDGING OR LABELLING ON PRE-CONCEIVED NOTIONS



CORE SKILLS OF A TEACHER - 2

- **GENERAL WARMTH** : CONVEY A SENSE OF CARE AND CONCERN
- **OPEN-MINDEDNESS** : BE OBJECTIVE
- **TRUST-WORTHINESS**: CONVEY THAT STUDENTS CAN TRUST YOU AND OPEN UP TO YOU

TEACHER AS COUNSELOR

- **SITUATION ANALYSIS**
- **FUNCTIONAL ANALYSIS**
- **LIFE SKILLS DEVELOPMENT**
- **HANDLING SITUATIONS**
- **COMMUNICATION WITH PARENTS**



SITUATIONAL ANALYSIS

- **PREVALENCE OF DRUG USE**
- **TYPES OF DRUGS**
- **NATIONAL LAWS AND POLICIES PERTAINING TO DRUGS**
- **RELEVANT AUTHORITIES**

FUNCTIONAL ANALYSIS

- **WHEN** : TIMES OF PURCHASE & USE OF DRUGS
- **WHERE** : PLACES OF PURCHASE & USE OF DRUGS
- **WHY** : EXTERNAL CUES & EMOTIONAL STATES
- **WHOM** : PERSONS WITH WHOM THE STUDENT TAKES
DRUGS/BUYS DRUGS FROM
- **WHAT** : PSYCHOLOGICAL & PHYSICAL EFFECTS

LIFE SKILLS DEVELOPMENT

REINFORCE EXISTING

KNOWLEDGE

POSITIVE ATTITUDES AND VALUES

**PRO-SOCIAL AND HEALTHY SKILLS &
BEHAVIORS**

PREVENT AND/OR REDUCE

**MYTHS AND
MISINFORMATION**

NEGATIVE ATTITUDES

RISKY BEHAVIORS

LIFE SKILLS DEVELOPMENT - 2

- **VALUES AND KNOWLEDGE**
- **SOCIAL SKILLS**
- **PSYCHOLOGICAL SKILLS**
- **PERSONAL SKILLS**
- **RESPONSIBLE BEHAVIOR AND SELF-CONFIDENCE**



HANDLING SITUATIONS

- **LISTEN**
- **COMFORT**
- **ANALYSE**
- **SOLVE**
- **INFORM**



COMMUNICATE WITH PARENTS

- **CONTACT DETAILS OF PARENTS**
- **PTMs, ANNUAL DAY, SPORTS & CULTURAL FUNCTIONS**
- **INTERACT WHENEVER NEEDED**
- **STRESS ON PARENTS' RESPONSIBILITY**

METHODS FOR SUCCESS

- **ROLE PLAY AMONG BUDDIES ON HOW TO SAY 'NO'**
- **ROLE PLAY AS LEADER FOR EACH BUDDY**
- **DEVELOP SOCIAL SKILLS TO REFUSE DRUGS**
- **LONG TERM - MANY SESSIONS - MANY YEARS**
- **CLARIFY THAT VERY FEW PERSONS ACTUALLY USE DRUGS**

NOT A NEGATIVE 'SCARE' CAMPAIGN

- **DON'T MAKE IT A NEGATIVE/SCARE CAMPAIGN**
- **MAKE THE COMMUNICATION POSITIVE**
- **POINT OUT THE POSITIVES OF NOT USING DRUGS/INTOXICANTS**
- **PRAISE THE ACTIVITIES OF INDIVIDUALS WHO DON'T USE DRUGS/INTOXICANTS**
- **APPEAL TO DISGUST/AVERSION TOWARDS DRUGS -
*'NOT EVEN ONCE!'***

YOU ARE A 'CO-DESIGNER' AND STAKEHOLDER

- **EACH ONE OF YOU IS A CO-DESIGNER OF THE PROGRAM**
- **IT WILL BE READJUSTED AS PER EXPERIENCE**
- **THE AIMS AND OBJECTIVES ARE CLEAR**
- **STRUCTURE IS PROVIDED**
- **ADAPT THE PROGRAM AS PER LOCAL REQUIREMENTS**
- **GIVE YOUR IDEAS & FEEDBACK ON EMAIL -
buddyprogrampunjab@gmail.com**

THE PRINCIPAL

THE PRINCIPAL - MISSION LEADER

- **SUPPORT & MANAGE**
- **MOTIVATE, MONITOR, GUIDE AND ADVISE**
- **PROVIDE INFRASTRUCTURE**
- **SUBMIT REPORTS TO D.E.O.**
- **COORDINATE WITH ADMINISTRATION AND STF**

EVALUATION & AWARDS

- **MONTHLY EVALUATION**
- **BI-ANNUAL RECOGNITION AT DISTRICT LEVEL**
- **ANNUAL RECOGNITION AT STATE LEVEL**
- **OBJECTIVE PROCESS BEING FORMULATED**
- **EVALUATION OF PROGRAM BY INDEPENDENT OBSERVERS**
- **FINDINGS TO BE UTILISED FOR READJUSTMENT**

THE PARENTS

PARENTS AS 'BUDDY' PARTNERS

- PARTNER WITH THE SCHOOL TO BE AWARE OF THE BUDDY GROUP -
 - TRENDS
 - FRIENDS
 - HOW TO PROTECT
 - HOW TO MEND



'UPWARD FILTERING'

- **'UPWARD FILTERING'** OF KNOWLEDGE FROM CHILD TO PARENTS
- PARENTS LEARN FROM THE CHILD
- PARENTS BECOME AWARE OF ISSUES REGARDING DRUG USE
- HAVE AN OPPORTUNITY TO PARTICIPATE IN PROTECTING THE CHILD

**POSITIVE ACTIVITY
EVERY DAY**

ONE POSITIVE ACTIVITY EVERY DAY

- **SPORTS**
- **HOBBIES**
- **CO-CURRICULAR ACTIVITIES**
- **NCC**
- **NSS**
- **SOCIALLY USEFUL PRODUCTIVE WORK**



ONE POSITIVE ACTIVITY EVERY DAY- 2

- **HEALTH AND HYGIENE**
- **CLEANLINESS DRIVES**
- **KNOWLEDGE OF TRAFFIC RULES**
- **PROTECTION OF ENVIRONMENT**

DO GOOD DEEDS

- **GOOD DEEDS MAKE YOU HAPPY**
- **DO A GOOD DEED FOR SOMEBODY**
- **IN RETURN ASK THAT PERSON TO DO A GOOD DEED FOR SOME OTHER PERSON (3RD PARTY)**
- **PAY IT FORWARD - GIVE CREDIT AHEAD**
(MENANDER - 317 BC, FRANKLIN - 1784, HAMMOND - 1916, HEINLEIN - 1951, HYDE - 2000)

RESEARCH FINDINGS

SUCCESSFUL YOUTH/SCHOOL - BASED DRUG ABUSE PREVENTION PROGRAMS

- **YOUTH WHO PARTICIPATED IN A PREVENTION PROGRAM HAD LOWER USE OF ALCOHOL, TOBACCO OR SUBSTANCES (2002)***
- **SCHOOL PROGRAMS SHOULD HELP STUDENTS UNDERSTAND SOCIAL, EMOTIONAL & PHYSICAL CONSEQUENCES**
- **SCHOOLS AN OPPORTUNE ENVIRONMENT TO PROVIDE KNOWLEDGE AND TOOLS (2009)****

** AMERICAN PSYCHOLOGICAL ASSOCIATION (2002)*

*** NATIONAL CRIME PREVENTION CENTRE, CANADA (2009)*

SUCCESSFUL SCHOOL - BASED PROGRAMS -2

- **SALIENT FEATURES: TARGETED, EVIDENCE - BASED, INTERACTIVE, YOUTH-FOCUSED, ENGAGING**
- **INTERVENTIONS BY TRAINED PROFESSIONALS, LIMITED NUMBER OF STUDENTS, INTENSE CONTACT, BOOSTER SESSIONS FOR YOUTH MOST AT RISK**
- **COMBINE COMMUNITY PARTNERSHIPS**
- **COMMITTED PERSONNEL THAT CAN GENUINELY RELATE WITH AND ENGAGE YOUTH (2009)***

** NATIONAL CRIME PREVENTION CENTRE, CANADA (2009)*

SOCIAL INTERACTION SKILLS: MOST IMPORTANT

- **SOCIAL INTERACTION WORKS BETTER THAN EDUCATION ALONE**
- **INTERPERSONAL SKILLS MORE IMPORTANT THAN MERELY 'JUST SAY NO'**
- **INSTRUCTORS SHOULD TEACH STUDENTS SOCIAL SKILLS NEEDED TO REFUSE DRUGS**
- **ROLE PLAY/PRACTICE THESE SKILLS WITH OTHER STUDENTS (2014)***

**LILIENFELD & ARKOWITZ (2014)*

'FAMILY SUPERVISION, BEHAVIOUR , DOING WELL'

- **FAMILY SUPERVISION INFLUENCES DECISIONS ON USE OF ALOCHOL / TOBACCO (2014)***
- **BEHAVIOR-BASED TREATMENT, WHETHER INDIVIDUAL OR FAMILY-BASED, IS BENEFICIAL IN ATTAINING LONG-TERM CHANGE (2010)****
- **SUCCESSFUL STUDENTS (DOING WELL) USED LESS SUBSTANCES OR ASSOCIATED LESS WITH PEERS WHO USED SUCH SUBSTANCES (2002)*****

* *LILIENFELD & ARKOWITZ (2014)*

** *TRIPODI ET AL (2010)*

****AMERICAN PSYCHOLOGICAL ASSOCIATION (2002)*

**TOGETHER WE
SUCCEED**

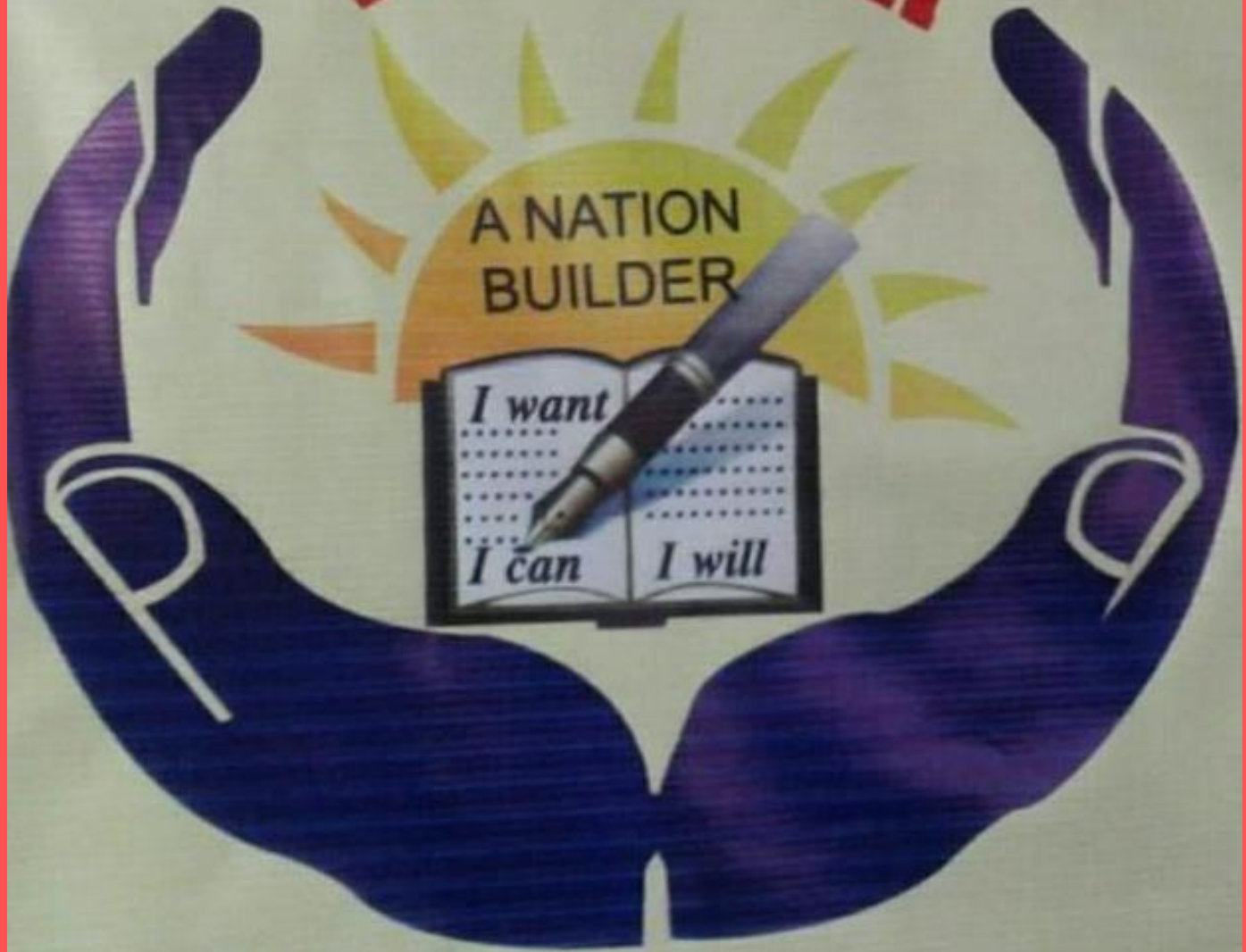
‘WIN - WIN’

- **A GIFT TO YOURSELF/STUDENTS/SCHOOL**
- **COST-FREE**
- **PROTECTS & EMPOWERS**
- **IMPROVES ACADEMICS/CO- CURRICULAR ACTIVITIES**
- **‘UPWARD FILTERING’/PARENT PARTNERSHIP**
- **HEALTHY SCHOOL ENVIRONMENT**
- **NATION BUILDING**



TEACHER

A NATION
BUILDER



REFERENCES

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