

# NEW METHODOLOGIES TO WORK DRUG ABUSE PREVENTION WITH HIGH SCHOOL STUDENTS

E-LEARNING PROGRAM FOR TEACHERS

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## BACKGROUND

**CASE METHOD:** Born in Harvard (1960) - Increased knowledge retention, increased participation and motivation in seeking information, further development of skills and competences, greater connection between theory and practice. Changing the traditional approach to active methodologies in the teaching-learning process.

## PRINCIPLES

- Learning as a constructive, self-directed process. Students will mark the steps and will search knowledge about alcohol, drugs and its consumption.
- Contextualize knowledge; situations happen to someone - Learn to solve real problems related to alcohol and other drugs, in a real context.
- Students analyze theories and empirical data on alcohol and other drugs (deductive learning), but the Case requires taking immediate and useful decision, so that "they need to build" theory (inductive learning).
- Acquire skills and get results.
- The Case involves taking into account ethical considerations, regulations, socio-cultural context, etc.

### TARGET POPULATION

- Teacher of High School, which takes on a consulting role, referring to motivate in finding responses to coping the use and abuse of alcohol and other drugs.
- High-school students: They start their first contacts with the world of drugs and its use, normally with information provided from an adult environment, which is difficult to assimilate by the adolescents.

## GUIDE'S OBJECTIVES

- Skills of information search.
  - Skills of cooperative work in groups, hearing different views and sensibilities.
  - Skills of analysis and synthesis of knowledge.
  - Develop basic skills for solving problems related to drug use in the students.
  - Skills for critical thinking.
- To offer teachers a tool for your students learn independently and efficient cooperative mechanisms to address alcohol or other drugs' abuse.

## The Case

Situation of a person at a given moment in its history. A Case that involves having to make a decision in relation to alcohol and other drugs' use. Students must take an urgent and important decision that they will argue.

## CONTENTS

- Relevant information about a situation of abuse alcohol on a teenager at a party after completion of examinations of the school year.
- Faced with an poisoning with delusions, students (in the role of a friend) has to make a decision: What I should have done?
- All relevant data of all persons with particular prominence in the case are reported.
- Entertainment venues and contexts and economic, social and academic references, and adolescent's family members, are identified.
- It should be clear what decision to take.
- The sequence of events is presented. Which substances, which mixtures, in how long, at what times, in what places, etc., taking into account different points of view (decision maker, other people, etc). Feelings and sensations are included, what each person thinks and what personal circumstances are they.
- The students goes to the true and scientific sources to find out what happens in the Case.

## EVALUATION OF RESULTS

- Teamwork
- Group discussion