

The chatterbox will facilitate the delivery of the compulsory 10 hours of specific drug education per student per year in interesting and pro active way. The chatterbox approach may inspire young adults to reflect on and instigate positive actions and strategies about matters of drugs and alcohol.

Most students have messed around with chatterboxes of some sort or another and are familiar with the fun way in which they have been used to communicate jokes, feelings and messages. Chatterboxes are fun. They are easy to make and are fun to play with and construct. The chatterbox can be positively used as a most effective teaching and learning tool.

The chatterbox encompasses most of the multiple intelligences in its use.

Visual and Spatial	Use of colour, patterns and diagrams.
Verbal linguistic	Writing, discussion, description.
Logical mathematical	Patterns, logical procedures and sequences.
Kinaesthetic	Construction, hands on, movement.
Interpersonal	Sharing, teamwork, discussion.
Intrapersonal	Reflection, personal experiences.

The chatterbox is ideally suited for the Visual, Audio or Kinaesthetic learner.

The chatterboxes are fun to make either as a team initiative or as a personal/ individual response or task. There is ownership in their fabrication and the process and the outcomes involved. The chatterbox can be used as a personal reflective tool or as a team or shared reflection process. It can be used as a re-enforcement tool or to investigate strategies or consolidate an idea or direction.

## The Chatterboxes

### **(+ve / - ve) Chatterbox**

This chatterbox presents simple scenarios in a colour coded linear progression and is a forerunner to the more complicated chatterboxes.

The (+ve / -ve) chatterbox provides students with an opportunity to discuss situations they may find themselves in.

### **IPSO (Individual, Place, Situation, Outcome) Chatterbox.**

Harm minimisation questions the possible harmful effects of the IPSO scenarios and what strategies could be implemented.

Students develop their own IPSO chatterbox using the provided template and discuss the various outcomes.

### **PRAD (Personal Reflection Alcohol Drugs) Chatterbox**

The PRAD chatterbox is a little more sophisticated. The given examples are a guided tour of the possible outcomes of Alcohol and Drugs and personal wellbeing, giving a time frame and eventual possible consequence of the situations.

As students develop their own or group chatterboxes from the provided template it will help them to understand the relationship between the cause and effect of various actions or scenarios leading to class discussions and the development of relevant strategies.

### **FEST (Wellbeing) Chatterbox**

The FEST wellbeing chatterbox that reflects “your” own outcomes is a little different. The chatterbox helps to determine the relationships of external events upon a personal central focus. As students develop their own or group chatterboxes from the provided template it helps them to focus on their ultimate goal or desired end result.