



National Youth Federation
Cónasadh Naistín na mÓg

THE
SUBSTANCE
USE
PEER
EDUCATION
RESPONSES

MANUAL

**A RESOURCE FOR DEVELOPING PEER LED APPROACHES
TO DRUGS EDUCATION.**

Compiled by Bernie Roe

CONTENTS

FOREWORD	3
About the SUPER Programme.	5
SECTION 1	
1 What is a Peer Educator	7
2 What Exactly Are We Trying To Achieve	7
3 What are the Ingredients of an Effective Peer Education Programme	8
4 Focus of Peer Education Training	
5 Youth Peer Education Support Structures	
6 Some Difficulties in Implementing Youth Peer Education Programmes	11
7 Who can Get Involved?	12
8 Model of a Peer Education Training Strategy	12
SECTION 2	
Guide to the Resource Activities	19
Resource Activities Worksheets	
1 Planning and Delivering a Drug Information Workshop	20
2 Interview for a Drug Education Worker	21
3 Good Practice Scenarios	23
4 Advertisement for the 'Perfect' Peer Educator	25
5 Group Expectations and Concerns	26
6 Mixes and Matches	27
7 Attitudes to Substance Use	29
8 The Worst Thing That Could Happen To Me	31
9 Who Gets to &o on the Trip	33
10 Skills of a Facilitator	35
Evaluation Worksheet 1	36
Evaluation Worksheet 2	37
SECTION 3	
Part 1 Drug Misuse Prevention Initiatives and Programmes	38
Part 2 Education and Training Material	40
Part 3 Information Sources and Support Agencies	44
Appendix 1 - SUPER Programme Flyer	50
Appendix 2 - SUPER Programme Timetable	51

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BERNIE ROE

Bernie Roe has over 10 years experience in the design and implementation of Peer Education training programs. She has created a range of practical resource materials and developed training methodologies for a broad range of professional bodies and voluntary organisations. She was the Irish contributor to the European guidelines on the role of Peer Education in the prevention of addiction. Bernie would like to acknowledge the role of the Crosscare Drugs Awareness Programme in developing her skills in Peer Education, and in particular the contributions of her colleague, Elaine Butter.

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FOREWORD

The rationale behind the SUPER (Substance Use Peer Education Responses) Programme is based on the organisation's positive experience, at National and Member Youth Service levels, of the effectiveness of Peer Education approaches to Drugs Education work with young people. In this context SUPER sought to transfer knowledge, skills and competencies through a structured training programme to youth work staff and volunteers wishing to develop initiatives with young people. The ultimate goal of the programme was to support trainees to become key agents of change by supporting peer-led approaches to drug issues in local communities.

The SUPER Manual is a key element of this National Youth Federation Drugs Education Programme. It is designed to provide support to those interested in developing peer-led Drug Education initiatives with young people in the non-formal and formal sectors. The process and practice of Peer Education are explored in some detail and supplemented with practical guidelines for developing peer-led activities. Resources selected for the manual are drawn from the training programme and may be adapted for use in a range of settings.

It is our hope that this National Youth Federation publication will prove a useful resource to all those endeavouring to tackle drug issues in their local communities

Ken Keogh
Programme Co-ordinator

ABOUT THE SUPER PROGRAMME

In October 1999 the National Youth Federation received approval for a three-year Drugs Awareness Programme under the Young People's Facilities and Services Fund (YPFSF). The purpose of this Fund is to develop facilities, including services in disadvantaged areas where a significant drug problem exists or has the potential to arise, in order to attract young people into activities and interests reflecting a healthy and positive lifestyle.

The initial phase of the Programme involved a series of consultations with Member Youth Services in order to establish the extent of work undertaken in the field of drugs education and to identify ways in which the experience and expertise developed from this could contribute to the planning and implementation of the Programme. Greater clarity was achieved regarding the aims and objectives of the Programme as a result of these consultations. It was clear that Peer Education approaches had proven effective for several Member Youth Services. This factor, coupled with the expertise in this field developed at National Office over many years led to the creation of the SUPER (Substance Use Peer Education Responses) Programme.

The basic aim of the SUPER Programme was to train Member Youth Service staff and volunteers in the principles and practice of Peer Education with a view to preparing them to support young people to plan and organise Drug Education activities in their local communities. It was anticipated that by promoting National Council for Vocational Awards (NCVA) accredited learning and establishing a support framework for Member Youth Services that a multiplier effect would be achieved.

The training phase of the Programme took place between March and September 2001, following delays caused by the threat of Foot and Mouth Disease outbreaks. The majority of participants were recruited from Member Youth Services and were joined by others from local agencies and Health Boards. Training was structured in five two-day blocks which normally took place at four-five week intervals (See Appendix). Between these blocks participants were expected to complete a number of substantial assignments in preparation for NCVA Assessment, which took place in November 2001.

Key tutors throughout the Programme were Ken Keogh, seconded from NYF National Office staff and Jennie Appleyard, a freelance trainer. In addition, training inputs were provided by Fran Bissett of the Irish Youth Work Centre and Bernie Roe, Co-ordinator of Dublin City Council's RAPID project based in Ballymun, Dublin. Ken also acted as Co-ordinator of SUPER and Brid Horan of NYF National Office staff had responsibility for the administration of the Programme.

SECTION 1

1. WHAT IS PEER EDUCATION?

SOME THOUGHTS ON YOUTH PEER EDUCATION PHILOSOPHY...

Youth Peer Education is based on the belief that young people are the ones best equipped to inform, challenge and relate to other young people.

This type of Youth Peer Training has a valuable role to play in the health education of young people. It is not an alternative. It is an enhancement, so therefore it can work alongside and compliment other forms of youth work and health education.

The peer group is an important source of support and a place where standards begin to develop so working with Peer Educators means using the positive aspects of this process.

The Youth Peer Education concept makes positive use of potential peer influence, it is an approach which empowers young people to work with other young people and which draws on the positive strength of the peer group. This form of education encourages young people to place more emphasis on their own thoughts and decisions.

Youth Peer Education promotes personal growth and new skills for many young people that will assist them in all areas of their lives.

Peer Education can be an innovative way of breaking down barriers between adults and young people because in the process adults must be prepared to acknowledge the power and skills of young people and allow them to take control and make decisions.

2. WHAT EXACTLY ARE WE TRYING TO ACHIEVE?

AIMS OF A PEER EDUCATION PROGRAMME

1. To develop and enhance the personal and interpersonal skills of young people
2. To promote the idea that young people can be and are a valuable resource amongst their peers

3. To encourage young people to explore and challenge their own perceptions and attitudes around drugs and drug use
4. To train young people to:
 - gather and present information into a useable form
 - plan and organise drug awareness programmes
 - facilitate, record and evaluate the work
 - encourage reflection on drug use amongst their peers

3. WHAT ARE THE INGREDIENTS OF AN EFFECTIVE PEER EDUCATION PROGRAMME?

YOUTH PEER EDUCATION SHOULD...

- promote self-confidence,
- identify limits and rituals,
- recognise young people as a valuable resource,
- promote democratic development,
- help the competence of young people
- be voluntary and respect personal responsibility,
- involve all participants in planning and facilitate joint ownership of project,
- show clear roles and goals,
- be supported and evaluated.

The above points focus on the ingredients that make up the different parts of an effective Peer Education programme. A worker facilitating young people needs to appreciate the participants as the resource they are and to allow a real democracy in the project. It is important that the roles and aims of the project are visible and clear to all the participants.

IDEALLY YOUTH PEER EDUCATION SHOULD INCORPORATE THE FOLLOWING:

- ✓ Appropriate materials, resources and pedagogy

Oriented according to the needs and the developmental level of the participants

- ✓ Openness and Reflection

No perfect concept of answers should be given, the young people should be encouraged to reflect on and widen their own experiences.

✓ Listening/Needs Assessment

It is important to ensure that programmes are not “pre-packed”, but rather designed to meet the needs of the Peer Educators and their target group.

✓ Be Developmental

Peer Education should affect the individual at both a personal and interpersonal level. The principle here being that the experience will benefit the individual with the hope of affecting their peers and wider community.

✓ Evaluation

As with any other approach ongoing evaluation should be an integral part, and used to demonstrate the effectiveness of the process itself.

✓ A Participative Style

This involves allowing the young people to take responsibility for their own learning and development. Peer Education provides a mechanism for enhancing this process. Peer Education is not a mutually exclusive process, it takes account of the interaction and contributions of many people including workers. Peer Educators and peer groups.

✓ The Context

This refers to the importance of being aware of the setting in which the education is taking place. Drug education may be delivered at a formal and informal level eg within the school system or as part of a youth work programme.

✓ Ongoing Support

Good support and supervision is expected by professionals working with sensitive and controversial issues, and youth Peer Educators equally require it.

4. FOCUS OF PEER EDUCATION TRAINING

Peer Education should be an organic process. This means that different styles of working should be adopted when engaging with different types of group. There is real value in a flexible approach, responding to the identified needs of the target group and then tailoring your peer

programme to suit these needs. The following list covers the key areas where emphasis should be placed when facilitating a Peer Education programme.

- Personal development
- Interpersonal skills
- Presentation skills
- Group dynamics
- Facilitation skills
- Organisational and planning skills
- Drugs information and understanding addiction

5. YOUTH PEER EDUCATION SUPPORT STRUCTURES

The importance of building effective support structures into any youth Peer Education project cannot be over emphasised.

Young people who are involved in Peer Education can become aware of illegal activity, abuse, etc. They may be subjected to racist or sexist remarks, or simple hostility and need intensive support and guidance.

Ideally youth peer support structures should focus on three complimentary levels:

SUPPORT FOR THE YOUTH PEER EDUCATOR

Support for the individual involves 2 stages:

Stage 1: Support during the training of the peer educator

At this stage the youth worker/leader provides mentoring and encouragement, thereby empowering the participant to reach his/her potential as an educator.

Stage 2: Support during their fieldwork

This comes in a more structured form, incorporating strict supervision when the Peer Educators are facilitating drug awareness workshops.

SUPPORT WITHIN THE YOUTH PEER EDUCATION GROUP

The role of the youth worker/leader is to promote group cohesion and development. This encourages the group members to see each other as supports and lessens the potential for dependency on the adult youth worker/leader.

SUPPORT FOR THE ADULT YOUTH WORKER

In providing support for the Youth Peer Educators, the adult leader carries a lot of responsibility, which may be stressful, or emotionally demanding. It is important to have a formal staff support and supervision structure in place to pre-empt or diffuse any potential difficulties.

This structure could involve:

- Monitoring, evaluating and approving performance
- living feedback
- Facilitating communication and mutual understanding
- Providing advice and guidance
- discussing difficulties and sources of conflict.

Methods for achieving these objectives include: managerial supervision meetings, team meetings, appraisals, mentoring, and networks.

6. SOME DIFFICULTIES IN IMPLEMENTING YOUTH PEER EDUCATION PROGRAMMES

1. Many of the major difficulties related to Youth Peer Education lie with adults. There is a clear challenge inherent in Peer Education to traditional patterns of authority and education. Some adults find this difficult to accept and deal with, particularly in relation to control.
2. Young people themselves often initially lack confidence and frequently some foundation work has to be done to help them see their own potential.
3. Motivation of participants: Lack of motivation is often connected to whether or not the youth Peer Educators feel that they can deal adequately with the situations they encounter through their peer work. If the Peer Educator encounters situations that he or she feels unable to deal with, he/she will eventually lose interest in the project.
4. Some issues that are covered in Peer Education can be sensitive and controversial, and therefore it is important that a broad range of opinion and morality is covered in any youth Peer Education training programme.

7. WHO CAN GET INVOLVED?

CRITERIA FOR THE SELECTION PROCESS

The Young Peer Educator should display:

- A general willingness to learn and an enthusiasm,
- Good communication and active listening skills,
- The capacity to reflect on and assess their own limitations.
- An ability to look critically at their own involvement, (this skill often develops as confidence and self-esteem build)
- An interest in developing their own personal and interpersonal skills.
- An openness and approachability

8. MODEL OF A PEER EDUCATION TRAINING STRATEGY

Step 1 - Rationale

Step 2 - Needs analysis of the target group

Step 3 - Programme planning

Step 4 - Implementation of Peer Educatorship Programme

Step 5 - Evaluation and monitoring of the Peer Education Programme

Step 6 - Practical fieldwork



STEP 1 - Rationale

- Why are you considering Peer Education Training for your group and what purpose do you expect it to serve?
“If you don't know where you are going you will probably end up somewhere else “
- Have you clearly identified group goals and objectives?
- Are you clear about the terms of the project, ie:
 - How long should the programme run?
 - Who needs to be involved?
 - What is the focus of the work?
 - What exactly will the Peer Educators do and with whom will they do it?
 - What methods will they use?

Young people usually get involved in this type of process because they have a desire to do something...

“MOTIVATION = ACTION”

The participants may want to:

- Try something a little different
- Learn new skills
- Be involved in a group and make new friends
- Feel that they are making a difference

Therefore it is important that the training leads them to a place where they feel confident and are aware of their own resourcefulness. Peer Educators often end up giving a lot to the programme so it is important to give them a return on their investment.

STEP 2 - Needs analysis of the target group

Here the needs of the group are analysed so that the consequent parts of the course can be tailored to meet the groups expectations and needs. There is a need to distinguish what issues are of particular relevance to the group and to highlight areas that are of particular importance to the young people in the group. This is a vital phase since it will ensure that the group will get maximum benefit from the course. What are the outside needs and opportunities that match your competencies and resources?

It can be useful here to do a skills audit which explores the current level of skills within the group and helps to identify what skills the participants might need to become actively involved in Peer Education work

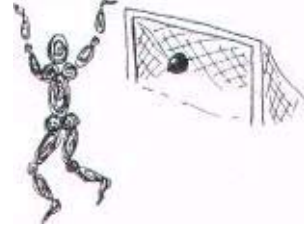
STEP 3 - Programme Planning

As a result of your needs analysis and pre-course negotiations, work out your goals and objectives. Remember to take into account the diversity of the target group. Ask the participants to articulate and define goals.

Explore this on two levels with the participants, both in relation to their individual Goals (eg on a personal level “what do I want to get from the training”) and Group Goals (on a practical level “what can we as a group offer to other young people in our community”)

Remember - 5 criteria of **SMART** Goal Setting

1. **S**pecific
2. **M**easurable
3. **A**greed
4. **R**esponsibility - realistic/clear
5. **T**imed



Establish working guidelines with the group

Drawing up guidelines can be a useful way to develop a common sense of purpose and encourages the participants to take some responsibility for the direction of the programme. Reviewing these guidelines at a later stage can also be useful for the evaluation process.

Make sure that when planning the programme that you incorporate a variety of training methods which will sustain the participants interest.

Emphasise team building and group development, making the programme as participative as possible.

STEP 4 - Implementation of Peer Educatorship Training

Once you have assessed the needs of the group and the peers they are going to target and have identified clear goals and objectives you can move into the skills building and group development work.

The three main areas of focus are Knowledge, Skills and Attitudes. It can be useful to note - at the end of this training the participants will:

1. Know _____
2. Be able to _____
3. Be more _____

The piece of work focusing on Drug Education could be facilitated over a number of weeks depending on how comprehensive a programme you want to adopt. The aim here is to equip the participants with a knowledge of the different drugs, the effects of drug use and other drug related issues, which they can then use to inform, challenge and help other young people.

Any effective Drug Education programme has to take account of and address social issues, value systems and attitudes formed through

personal and cultural experiences. The following can be used as a menu of options to select the themes most relevant and appropriate for your

The drug awareness inputs could focus on some of these themes:

- Understanding the dynamics of addiction;
 1. Exploring the process of addiction and how it affects the individual, family, community and relationships
 2. Defining addiction... an attempt to clarify the terminology and jargon
 3. Understanding addiction from a psychological and physical perspective
- Values and Attitudes
 1. Looking at our perception of drugs and drug users so that we can explore attitudes and challenge stereotypes
 2. Discussing what are the current understanding and trends in relation to drug use and young people
- Facts about drugs
 1. Making the distinction between the different categories of drugs, e.g.: stimulants, sedatives etc
 2. Information on the effects of different drugs and clarifying myths about their use
 3. Identifying signs and symptoms of substance misuse
 4. Methadone maintenance and issues relating to detox
- Intervention strategies
 1. Models of prevention practice
 2. Harm reduction
 3. Intervention methods
 4. Treatment options and aftercare

- **Personal and Group Development**
Be as flexible as possible, adapting to the context in which the young people are operating and base a lot on “Learning by Doing”, Building a learning group means placing an emphasis on encouraging the members to support and challenge each other.
- **Confidence building and skills development**
Upon completion of training the participant should:
 1. Have an understanding of the principles and practice of Peer Education work.
 2. Have explored the rationale of Peer Education and identify with their role as a Peer Educator.
 3. Be aware of the skills and qualities needed to be involved in effective Peer Education work and assess their own skills and abilities
 4. Have experience of group work processes and the planning and delivery of peer led sessions.

STEP 5 - Evaluation and Monitoring

Taking stock of the work done with the group (and through them with their peers) is crucial as it...

- Defines what has been achieved,
- Identifies the strengths and weaknesses within the group,
- Determines if the training needs of the group are being met adequately (this opens the way for alternative training methods to be adopted if necessary.)
- Provides an opportunity to reflect on the learning experience,
- Helps in the planning and development of future programmes.

It is important to establish how participants viewed the training in terms of content, organisation and applicability to the work expected of them as Peer Educators.

STEP 6 - Fieldwork: Making the transition from training into delivery

The ultimate goal here is to encourage the young people to develop the skills to enable them to play an active role in the design and implementation of educational programmes. These may end up being very structured activities or informal inputs.

The piece of work that the Peer Educators go on to facilitate will depend on the capabilities and resources within the group and on the goals that they set for themselves during the first phases of the programme.

Other resources (time, money, and human) will also be a feature. particularly if the group would like to produce practical materials or publications. Here are some typical examples of the work done by trained Peer Educators:

1. The design and delivery of drug awareness programmes

Here the role of the Peer Educator is to:

- Facilitate or co-facilitate drug awareness workshops
- Provide information and clarify myths around drug use
- Challenge and lead out discussion

The skills needed are:

- Self confidence
- Group facilitation skills
- Presentation Skills



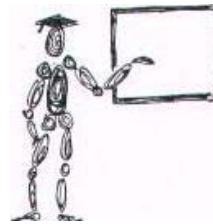
2. Designing and producing Drug Education materials for use with other young people (booklets, leaflets, etc).

There the role of the Peer Educator involves:

- Research
- Adopting the information into a useable form
- Creating the design of the booklet

The skills needed are:

- Research skills
- Self confidence
- Ability to work as part of a team



3. Training other young people to run Drug Education programmes in their own communities.

If their experience of Peer Education training has been positive some of the participants may be interested in taking on a training role themselves.

It can be an opportunity for them to further develop their skills and pass on the wisdom and learning of their experience.

The role here involves:

- Training up new Peer Educators
- Acting as a role model and mentor to new participants
- Running workshops for interested professionals
- Sharing their experiences and insights into Peer Education
- Research survey of other young people in their community (primary and secondary school programmes and youth clubs)

SECTION 2

GUIDE TO THE RESOURCE ACTIVITIES

The previous section has explored the context and theory of Peer Education as a model of Drug/Health Education. This section contains a selection of exercises designed to encourage participants of a Peer Education programme to...

- Share their own experiences
- Build the group identity - through challenging and supporting each other
- Develop peer leadership skills

All of the exercises have been developed from practice and are tried and tested, so if you adopt a flexible approach they can be used in different settings with a variety of target groups

**PLANNING AND DELIVERING A
DRUG INFORMATION WORKSHOP**

OBJECTIVES

- To help the participants identify the practical skills needed when planning a group presentation
- To explore the different ways of presenting information
- To encourage participants to use their own language in presenting information on drugs
- This exercise can also be used for doing some foundation work on the building of confidence and self esteem

Materials needed

- | | |
|---|--|
| <ul style="list-style-type: none"> ✓ Health promotion leaflets ✓ Drug information booklets ✓ Newspaper articles ✓ Other drug related handouts or literature ✓ Slides and visual aids are also useful | <p>Available within their working group</p> <p>As a group they must:</p> <ul style="list-style-type: none"> • Choose the most appropriate information • Agree on a presentation style • Co-operate • Listen to each other |
|---|--|

Method

1. Split the main group into a couple of small working groups.
2. Ask each group to focus on one aspect of drugs or drug use that they have an interest in and that they feel is relevant to their peer group.
3. The groups are then given time to research and gather information on their chosen topic. They have to prepare a presentation using whatever skills and resources that are

When they are finished putting their presentation together, each group presents to the other members of the main group

Questions for discussion

As a group explore the most important aspects of presenting information.

1. How important is adequate planning?
2. What are the most effective and least effective ways of getting your message across?

RESOURCE ACTIVITIES WORKSHEET **2**

INTERVIEW FOR A DRUG EDUCATION WORKER

OBJECTIVES

- To explore the participant's understanding of Drug Education
- To give the participants a chance to determine the qualities needed to be an effective Drug Education worker
- To challenge stereotypes and explore the validity of common prejudices
- To help the participants recognise their own qualities and skills and how instrumental they could be in facilitating drug prevention work with their peers

Materials needed

- ✓ Four cards with character profiles
 - Youth Worker
 - Ex Drug User
 - College Graduate
 - Occasional Drug User
- ✓ Questions for an interview panel covering hobbies, knowledge of drugs, why they want the job, how do they get on with young people etc. These questions should come from the group themselves.



Method

1. Split the group into two. One group will represent those applying to be a Drug Education worker and the other will make up the interview panel.
2. Ask for four volunteers to take on the roles of the characters mentioned above. They have to develop a profile of the individual so that they will be able to role play them at the interview.
3. The other members of the group then make up the interview panel and have to organise their own roles and decide on the questions that they feel are relevant to the position. They have no previous knowledge of the four candidates.
4. The panel then interview the applicants one at a time
5. When all the candidates have been interviewed, the panel discuss the merits of each applicant and as a group

decide on the right person for the job.

6. The interview panel then announce their decision.

Questions for discussion

1. Ask the interviewees how they felt in their role, Did they feel there were any prejudices and if so why?
2. Do they believe the best person got the job?
3. The panel can then explain why they chose that particular person and how they felt interviewing the different characters.
4. After you have discussed the pros and cons of the choices made you can then ask the whole group if they would now change the decision and if so why?

GOOD PRACTICE SCENARIOS

OBJECTIVES

- To explore the issues that may emerge when young people get involved in Peer Education work and identify supports that they may require before embarking on Peer Education programmes
- To anticipate worst case scenarios to enable the participants plan appropriate responses and develop coping strategies as part of their training
- To help participants clarify and evaluate their own skills in dealing with hostile or difficult groups/situations
- To acknowledge that there can and will be barriers and limitations to this approach

Materials needed

- ✓ Good practice scenario worksheets (cut up into single Strips)

Some samples are given here but it would be useful to make up your own based on situations you feel are appropriate and relevant to your particular group and the nature of the work they are hoping to be involved in.

facilitating Peer Education work

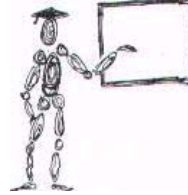
Method

1. Split the participants into small working groups
2. Distribute one or two scenario strips to each group and ask them to discuss;
 - a) If they can relate to the situation
 - b) If they feel that it is a realistic scenario that could potentially occur when
3. Invite each group to draw up a list of factors that may have led to the scenario occurring in the first place. Then ask them to suggest some preventative measures which might have avoided this situation
4. Then get the groups to brainstorm and discuss the kind of responses that could be adopted to address the situation
5. Each small working group feeds back to the main group where you can compare and contrast the different strategies and determine the most effective and useful ways of handling awkward situations.

Questions for discussion

1. What are the skills and qualities needed to cope with being challenged or undermined?
2. This exercise also presents the opportunity to look at the areas of Self-Confidence, Conflict Resolution, Assertiveness and Support structures that are all important features in Peer Education work. Through this

discussion determine if enough attention is being given to each of the above topics in your programme and whether it will be necessary to adapt the training to develop the areas of most concern to the young people in the group



SAMPLE SCENARIOS

You as a group of Peer Educators are invited to run a session on safer sex in a youth club. The group is all boys and they start to give the young women Peer Educators hassle.

- What could you have done beforehand as a group to prepare for this?
- How should you handle this situation when it occurs?

The group is going to do a session on drugs in a secondary school. When they get there, the Principal asks to see their material. He then tells them they can't use it because it adopts a harm reduction approach to drug use.

- What could you have done beforehand as a group to prepare for this?
- How should you handle this situation when it occurs?

Your group is facilitating a session on substance use when one of the participants challenges group members about their own experience of drugs.

- What could you have done beforehand as a group to prepare for this?
- How should you handle this situation when it occurs?

A community agency/council on the edge of the city has requested your Peer Education group to deliver some sessions. They agreed to cover the travel expenses but at the end of the first session, tell you that no arrangements have been made to reimburse the group.

- What could you have done beforehand as a group to prepare for this?
- How should you handle this situation when it occurs?

RESOURCE ACTIVITIES WORKSHEET 4

ADVERTISEMENT FOR THE 'PERFECT PEER EDUCATOR

OBJECTIVES

- To explore the personal qualities which participants feel are useful when getting involved in Peer Education work
- To give participants the opportunity to analyse the role of the Peer Educator
- To increase awareness of and provide feedback on participants own skills and qualities
- To raise self esteem through the valuing of these personal characteristics

Materials needed

- ✓ Flipchart sheets
- ✓ Markers



flipchart and presents their advertisement to the rest of the groups.

Method

1. Divide the main group into small working groups
2. Ask each group to create an advertisement for the perfect Peer Educator.
3. They are to identify and name the skills and knowledge that they themselves would value as Peer Educators.
4. Get the group to explore what they feel are the most and least desirable qualities of Peer Educators.
5. The group then writes up their character profile on the

Questions for discussion

1. What are the essential qualities needed to be involved in Peer Education work and how can we as a group acquire them?
2. What skills and resources are present already in the group?
3. How can we pass on these qualities to others?
4. What are the functions of a peer educator and how can we identify potential leaders?

RESOURCE ACTIVITIES WORKSHEET **5**

GROUP EXPECTATIONS AND CONCERNS

OBJECTIVES

- To share participant's hopes and fears in relation to the training
- To identify key areas of concern
- To encourage participants to take some responsibility in defining the direction of the programme
- To assess the degree to which participants share common goals
- To build up the confidence of participants by working with their ideas and encouraging them to reflect upon and share their needs with, others in the group

Materials needed

- ✓ Flipchart
- ✓ Markers

Method

1. Ask each individual if they would take a minute or two to reflect on what they hope to get from the course and what concerns they may have about being involved.
2. Then in pairs ask them to share their personal hopes and fears with their partner
3. Group the pairs into fours and each group should then come up with a list of three or four hopes and fears which they as a group agree are the most significant. Ask them to put these up on flipchart.
4. Each foursome presents their thoughts back to the main group

5. When all the groups have presented their flipcharts, ask participants to come up with ideas about how to address the main concerns.
6. If you like you could use this as the basis to draw up a group contract or working guidelines based on promoting the hopes and minimising the concerns of the group
7. At the end of your programme you can refer back to this initial exercise to establish if the hopes were realised and the concerns justified

Questions for discussion

1. What are the main issues that we need to watch for?
2. How do we as a group realise our hopes and ensure that the fears do not become realities?



MIXES AND MATCHES

OBJECTIVES

- To explore the participants understanding of Peer Education
- To relate how the theory behind the Peer Education approaches work in practice

Materials needed

- ✓ Flipchart
- ✓ A sheet of paper with ages written on it (cut this in to strips)
- ✓ A sheet of paper with activities written on it (cut this into strips)



Some samples are given below but it would be useful to create some of your own that have particular relevance to participants

Method

- 1 Invite participants, in pairs to come up with a definition of their own which captures their understanding of Peer Education.
2. Ask them to write this up on a flipchart
3. Give each pair a number of strips of paper, which refer to different activities and different age groups.
4. Ask them to mix and match the strips until they come up with a scenario that could be described as Peer Education.
5. The slips of paper are then stuck up on the flipchart under their

6. definition of Peer Education to see if there is a match.
6. Each pair then presents their charts to the main group (definitions and matching scenarios).
7. Discuss the different interpretations of what Peer Education is and explore the situations (and *age* groups) where it can be applied most usefully.

Questions for discussion

1. What are the key characteristics of Peer Education?
2. How do you know that what you are doing is genuine Peer Education work?
3. Are there situations where Peer Education is not an appropriate tool to use with a group?
4. When can this approach be more effective than other more traditional styles of education?

SAMPLE AGE GROUPS

SAMPLE ACTIVITIES

11 YEAR OLDS

CHILDCARE

12 YEAR OLDS

COOKING

13 YEAR OLDS

DRIVING

25 YEAR OLDS

SWIMMING

17 YEAR OLDS

LANGUAGES

16 YEAR OLDS

SIGN

15 YEAR OLDS

LANGUAGE

14 YEAR OLDS

SHOOTING

21 YEAR OLDS

MUSIC

18 YEAR OLDS

SELF

10 YEAR OLDS

DEFENCE

8 YEAR OLDS

MAP

READING

DANCING

ABSEILING

SEXUAL

HEALTH

TEACHING

COMPUTERS

DRAMA

HEALTH

EDUCATION

ATTITUDES TO SUBSTANCE USE

OBJECTIVES

- To discuss attitudes and prejudices about drug use/drug users
- To develop an understanding of the ways in which our attitudes influence our role as Peer Educators
- To increase the participants awareness of drug related issues
- To allow participants to share their experiences and perceptions of drugs and drug use

Materials needed

- ✓ Cut-out copies of different drug related situations, (some samples are given here as part of the exercise but make up some of your own or get the group to create some scenarios themselves)
- ✓ Give one full set to each group.

- would concern them the most and the least.
4. Request each small working group to feed back to the main group where you can then compare and contrast the different attitudes and values that have emerged.

Method

- 1 Split participants into small groups. Distribute one set of situations to each group.
2. Ask each group to discuss the situations and to place them in what they consider, as a young person/Peer Educator to be the most serious or worrying
3. Invite each group to discuss and select the situations that

Questions for discussion

1. Were there any recurring themes emerging from the different groups?
2. Was there agreement on what situations were considered the most serious/least serious?
3. Do our own attitudes affect or influence others? If so what implications does that have for our work as Peer Educators?

SAMPLE SITUATIONS

A YOUNG WOMAN YOU KNOW IS SO DRUNK SHE CAN'T TELL YOU WHERE SHE HAS BEEN FOR THE LAST FEW HOURS.

SOME PEOPLE ARE SNIFFING GLUE AT THE BACK OF THE CLUB. THROWING STONES AT THE WINDOW AND SHOUTING ABUSE.

YOU SEE A YOUNG PERSON YOU KNOW BUYING SOME TABLETS OUTSIDE A NIGHTCLUB.

A MEMBER OF THE GROUP STARTS SELLING HIS MOTHER'S SLEEPING TABLETS TO HIS FRIENDS.

ONE NIGHT A FEW OF THE CLUB MEMBERS SPEND A LOT OF TIME IN THE TOILETS AND YOU SUSPECT THAT THEY ARE SMOKING DOPE.

YOU HEAR THAT A YOUNG MAN WHO USED TO COME TO THE CLUB HAS BEEN ARRESTED FOR POSSESSION OF HEROIN.

SOME YOUNG CHILDREN WHO USE THE COMMUNITY CENTRE FIND A HOARD OF TABLETS BEHIND A RADIATOR.

A YOUNG WOMAN DOING HER LEAVING SAYS SHE HAS BEEN USING SPEED TO KEEP AWAKE AND GET HER WORK DONE.

THE LOCAL SHOPKEEPER WILL SELL SINGLE CIGARETTES TO ANY KID WHO ASKS HIM.

YOUR FRIEND IS IN HOSPITAL AFTER SOMEONE SPIKED HER DRINK AT A DISCO.

ONE OF THE YOUNG PEOPLE IN THE GROUP IS WORRIED ABOUT HIS MUM BECAUSE SHE HAS BEEN TAKING VALIUM SINCE HIS DAD LEFT AND CAN'T COPE WITHOUT IT NOW.

THE WORST THING THAT COULD HAPPEN TO ME

OBJECTIVES

- To examine and discuss some of the possible consequences of substance use.
- To give the participants a chance to explore the different types of intervention strategies that can be adopted when attempting to help a person with problem drug use.

Materials needed

- ✓ Cut out statements/outcomes

Method

- 1 Place the statements/ outcomes on the floor
2. Each person selects an outcome sheet that they feel represents the worst possible scenario for them
3. In pairs, each person shares their individual choice with their partner and together they explore the possible steps that led to that particular outcome
4. Together the pair should come up with a sketch or image representing how the person got into these two situations
5. Discuss what, if anything, might have influenced a different outcome
6. Each pair then feeds back into the larger group.

7. Initiate a group discussion about the potential consequences of drug use and the different types of intervention strategies that can be used. What has the greatest/least chance of success? (Possible prompt question for discussion).

Questions for discussion

1. Ask the participants if they feel that the outcomes mentioned in the exercise are realistic?
2. As a Peer Educator/friend/ relative do they feel that they could intervene?
3. When might this be appropriate?
4. At what stage of a person's usage might it be possible to change the outcome?

SAMPLE OUTCOME SHEETS

SERIOUS MENTAL ILLNESS

HIV

DEATH

DEATH

CRASH CAR [INJURE YOURSELF]

FEEL SUICIDAL

CRASH CAR [INJURE ANOTHER]

HIT SOMEONE YOU LOVE

LOSE JOB

BECOME HOMELESS

RELATIONSHIP BREAKDOWN

SERIOUS PHYSICAL ILLNESS

**LOSE CUSTODY OF YOUR
CHILDREN**

COMMIT A CRIME

**BE REALLY OUT OF IT AT
WORK**

LOSE YOUR GOOD REPUTATION

LOSE FRIENDS

DISOWNED BY YOUR FAMILY

WHO GETS TO GO ON THE TRIP

OBJECTIVES

- To explore group decision-making processes
- To get participants to examine and make choices regarding the selection of potential Peer Educators

Materials needed

- ✓ Character Profiles, cut up individually into slips
(Some examples are given here but it would be useful to come up with some of your own)
- ✓ Flipchart and markers

Method

- 1 Break up into small working groups
2. Tell the participants that they have just received some money to go away on a residential weekend but that the budget will only allow you to take 5 of the young people who have applied to go on the trip.
3. Give each group a copy of all the profiles as they appear on the slips
4. Ask the participants to go through each profile that is referred to in the statements and select who they feel should be offered a place on the Peer Education training.
5. The participants should come up with a list of reasons why they made this choice and state the

reasons why they left some characters out. They can put this together on a flipchart before feeding back their thoughts to the rest of the group

NOTE: This exercise can also be done as a role-play, giving each member a character to act out, (sensitivity is required around allocating roles as some of the characteristics referred to in the profiles may be close to personal experiences of the participants)

Questions for discussion

1. How difficult was it for the group to make the decision?
2. Was there consensus?
3. Why do you think that getting involved in a Peer Education programme would be an attractive prospect to these young people?
4. What ground rules might you need to put in place at the start of the programme?
5. What training and supports do you feel are needed to enable these young people to participate fully?

SAMPLE SCENARIOS

Donal is 16 and has used the project for a couple of years. He is captain of the football team. He is very good with the younger children and spends a lot of time helping them train.

Romi is from Romania. She arrived in your area with her family a year ago and is learning English in the community centre three times a week. She has just started coming to the club and is starting to form friendships, but because she doesn't go to school locally this makes it more difficult.

Sarah lives near the club. She uses a wheelchair and attends a special school out of the area. She has many friends among the other members and runs the coffee bar.

Dymphna is 18 and very confident. She writes the club newsletter. Her parents are active in the community centre. She expects to go on the weekend.

Roisin is 17 and has a 1-year old son. She wants to come on the trip because she hardly ever gets a break from the baby and her mum has promised to mind him just this once.

Aishling has been coming to the club on and off for years. She is a good pool player and makes everyone laugh with her awful jokes. Usually she has to mind her little sisters and brothers so can't always get out on a night.

Fran collects the subs for the club and is very reliable, getting on well with the staff. He is quite shy and doesn't really have any friends in the club.

Eamonn goes out with Aishling. He is dyslexic so has just been moved back a year in school. This means he has lost touch with a lot of his old friends.

Liam doesn't come very often; he tends to hang around outside the club and has been banned a couple of times. He is popular with most of the regular members, but some of them are scared of him.

SKILLS OF A FACILITATOR

OBJECTIVES

- To explore existing levels of skills among participants
- To share ideas about the most effective facilitation styles
- To support participants to identify and place a value on their own skills and to recognise the skills of other members of the group



Materials needed

- ✓ Flipchart
- ✓ Markers



- 1 = poor
- 2 = alright
- 3 = good
- 4 = very good
- 5 = excellent

Method

1. Divide participants into two groups and ask them to name the skills of an effective facilitator, (eg confident, objective, patient etc)
2. Each group then makes a list of these skills on a flipchart sheet.
3. Ask each participant to take a few minutes to think about those skills on the flipchart that they already have and the ones that they need to work on the most
4. The participants then do a personal skills audit. This involves rating themselves using the number that they feel best reflects their abilities in the areas mentioned on their flipchart list.
5. Take feedback from the two groups on the skills needed to be a good facilitator and those which are strong/weak among participants.

Questions for discussion

1. What is the role of a group facilitator and what styles are most effective?
2. What background and experience does a facilitator need?
3. What problems might a facilitator encounter in the course of their work and what skills are needed to overcome these?

EVALUATION WORKSHEET

1

If you had to name one thing that you will be taking away from this course, what would that be?

Were there any issues raised which you feel need further attention?

What was the least helpful aspect of the course?

How would you rate the facilitators input?

What would you like to see happen next as a result of the course?

EVALUATION WORKSHEET

2

Do you feel that the course was well structured?

Were the sessions well organised?

Do you feel that your attitude to drugs and drug users has changed since the beginning of the course? If so explain.

Could the course have been different? Should something have been left out, added or changed?

Do you feel that you learned anything new from the course?

SECTION 3

RESOURCE MATERIALS

The following list is by no means complete but should provide a useful starting point for anyone interested in facilitating some work on the theme of Drug Education. It is not exhaustive but provides a range of agencies or materials which can be used by people to assist them in sourcing information on resources for drug education and general information on drug related issues.

There are a number of education and prevention programmes in place, broadly coming under the heading of Drug Misuse Prevention Initiatives & Programmes that are outlined below in Part 1. Part 2 covers Education and Training materials. The final Part (3) primarily focuses on Information Sources and Supports (agencies, publishers, etc).

PART 1: DRUG MISUSE PREVENTION INITIATIVES AND PROGRAMMES

Drug Awareness Programme

Crosscare

Provides a consultation service to advise and where necessary facilitate drug policy formation in schools, youth organisations or in the workplace. This group also provides training and facilitation for community groups who are working on drug issues in their communities eg school prevention programmes. Peer Education, support groups, etc.

Drug Questions - Local Answers?

Health Promotion Unit, Department of Health and Children

Community-based training programme for health/education professionals, Gardai, youth workers and others interested in drug-related problems, which they meet in their own work. The Health Promotion Unit runs convenor-training programmes for this pack in conjunction with the eight regional health boards. As a result of these courses a large number of convenors have been trained to use this pack.

DQLA is a five unit, 10 hour training course to help participants cope better with alcohol and drug related problems which they meet in their work/lives. The main aim is to encourage community-based responses to local drug problems

Health Promoting Schools Network

This is a European network based on criteria laid down by the Council of Europe, EU & WHO, whereby the Department of Health and Children, the Department of Education & Science and HPU collaborate to promote health in the school

setting. The programme is examining the impact of issues such as school ethos, attitudes of staff and school environment on the implementation of health promotion initiatives in the school.

National Youth Health Programme

National Youth Council of Ireland.

The National Youth Health Programme is a partnership between the National Youth Council of Ireland, the Health Promotion Unit and the Youth Affairs Section of the Department of Education and Science, The aim of the Programme is to develop Health Education resources and provide training in health issues specific to young people. This includes drug education and prevention. The Programme employs a Health Education Officer.

On My Own Two Feet 1994

This Programme was developed by the Health Promotion Unit of the Department of Health and Children and the Psychological Service of the Department of Education and Science with assistance from the Mater Dei Counselling Centre. It is a comprehensive drug education programme, which involves the whole school staff of participating schools.

This Programme had an extremely successful two-year pilot phase and is now available to all second level schools. The programme consists of modules on Identity and Self Esteem; Assertive Communication; Feelings; Influences on Young People; and Decision Making. It is a participative programme, the aim of which is to enable students to develop their ability to take charge of their mental health and to make informed decisions about the use of drugs in their lives.

The Resource materials aim to develop attitudes, interpersonal skills and knowledge, which enables young people to lead healthy lives without reliance on or misuse of drugs so it is also suitable for use with young people, aged 12 -18 in other settings. Further Details: John Lahiff, Morino Institute of Education. Ph; 018330101

Parent Education on Alcohol, Drugs and Family Communication

This Programme has been developed by the Health Promotion Unit in conjunction with the Cork Social and Health Education Project of the Southern Health Board. This project recognises that young people and their parents must be provided with assistance to help them deal with the problems posed by both licit and illicit drugs. To this end, a course has been developed which focuses, not only on drugs themselves, but also on the skills and personal attributes that help people deal with drug situations. These skills relate to such areas as listening; communication; self-esteem; conflict resolution; discipline and similar issues.

Walk Tall 1999:

Primary School Substance Misuse Prevention Programme, which forms part of the Social Personal and Health Education Programme. It is aimed at junior infants to 6th Class pupils.

In-service training is provided for teachers (30hrs). The programme was piloted in 1996 and mainstreamed 1999.

Further Details: Bernie Collins, West Dublin Teachers Centre. Ph; 01 459 1816.

PART 2: EDUCATION AND TRAINING MATERIALS**A Framework For Peer Learning (1995)**

By Marilyn Harvey

Workers guide to the training and support of Peer Education, which outlines a peer learning framework and development programme, how to establish an environment for Peer Education programme and how to recruit and select Peer Educators.

Available from; UK Youth, 11 St. Bride Street, London EC4A 4AS. England.

Tel: 0044 171 3532366

A Snapshot of Alcohol (1993)

By TACADE

Photopack for youth workers aimed at raising awareness of alcohol-related situations and to promote sensible appropriate drinking behaviour to trigger discussions in a youth setting.

Available from: TACADE, 1 Hulme Place, The Crescent, Salford. Greater Manchester, M5 4QA. England. Tel: 0044 61 7458925

A Youth Work Support Pack For Dealing With The Drugs Issue (1996)

By NYCI

Folder pack divided into 4 sections: Youth Work In A Drug Using Society, Youth Work Responses to Drug Use. Policy Development, and Supporting Information. Produced by the National Youth Council of Ireland, the HPU & Dept of Education and Science and includes clear and concise information e.g.: Guidelines for Good Practice, and a step-by-step approach to developing a drug policy.

Available from; NYCI, 3 Montague Street, Dublin 2. Tel: 01 4784122

Ciderpunks Peer Education Pack (1997)

By Northern Ireland Voluntary Trust/Northern Ireland Youth Forum

Animated film and accompanying Peer Education pack, which offers a range of ideas and instructions for youth leaders to run discussion groups on a variety of difficult topics with young, including drugs & alcohol.

Available from: Northern Ireland Youth Forum, 24A Ann Street/ Wilson's Court, Belfast. BT1 4EF. Tel: 09028 90331990

Developing a policy on alcohol tobacco and drug use: Guidelines for Schools (1999)

By Southern Health Board

Very useful booklet on drafting policy in the school setting with clear guidelines on how the school can draft and "own" the policy.

Available from: Health Promotion Dept. S.KB., Eye, Ear and Throat Hospital, Western Road. Cork, Ph; 021 92 480.

Drug Education; A Handbook for Teachers and Youth Leaders

By Graham T. and Linda Davies

Designed to provide support materials for teachers and youth workers involved in drug education. It contains a record of training, easy reference to drug related facts and the primary considerations involved in implementing a drug education programme.

Available from: Health Promotion and Education Centre, Carville House, Rookwood Hospital, Llandaff. Cardiff. Wales.

Drug Warning

By David Stockley

Practical guide to identifying and recognising various illicit drugs such as analgesics, heroin/opium, hallucinogens, tranquillisers, cannabis and solvents. It is easy to use with colour coding to help you find the chapter on drugs that you require. It also provides pictures of drugs and information about everything you need to know about them. It is very comprehensive and easy to understand. Available on loan from: The Breakthru Project, 21 William Street. Dungannon, Co. Tyrone, Northern Ireland BT70 1DX.

Drugs: Your Questions Answered

By ISDD

Provides a selection of short chapters from other longer works. It deals with illegal drugs and is a very good introduction to a wide range of drugs issues. Topics covered include effects of drugs on the family, drugs and crime, the legalisation debate, existing drugs strategy for the UK. This book also includes a very good final chapter exploding myths, which have developed about drugs. Published by; Institute for the Study of Drug Dependence, Waterbridge House, 32-36 Loman Street, London SE1 OEE.

Orugwise Drug Free - A &rug Education Programme for 14-18 Year Olds

By Scottish Office

Video and training manual, which is aimed at 14-18 year olds. It is complete with photocopiable activity sheets, which aid the students to be more aware that the substances, which are sold on the streets, are often of unknown purity, that

dealers are only interested in making money. It also explores the legal difference between possessing and supplying drugs and the legal penalties, which accompany. These issues are explored through group activities and group discussion in order to enable the young person to develop a clearer understanding of the implications for them.

Available on loan from: The Breakthru Project, 21 William Street, Dungannon, Co. Tyrone, Northern Ireland BT70 1DX.

Drugwise Too - a Drug Education Programme for 10-14 year olds

By Scottish Office

Video and training manual, which is aimed at the 10-14 age bracket. It is complete with photocopiable activity worksheets which aid the students to be more aware of the risks in taking drugs (physical and social) through group discussions and enabling them to make more informed decisions if ever placed in a drug offer situation. There are two sections, one aimed at 10-12 age bracket and the other at the 12-14 age bracket. The training manual is flexible in that it realises that attitudes constantly change within our culture and especially throughout adolescence making it harder to resist peer pressure.

Available on loan from: The Breakthru Project, 21 William Street, Dungannon, Co. Tyrone. Northern Ireland BT70 1DX.

Facts about Drug Abuse in Ireland

By Health Promotion Unit, Department of Health and Children

Third updated edition of this book aimed at providing people in a non-technical way with background information on legal, medical, social and historical facts about drugs used for non-medical purposes in Ireland.

Available from: Health Promotion Unit, Department of Health and Children, Hawkins House, Hawkins Street. Dublin 2.

Health Promotion in Youth Work Settings - A Practice Manual (1999)

By National Youth Health Programme

Developed by the National Youth Health Programme, i.e.: the NYCI, HPU & Youth Affairs Section of the Dept of Education and Science for Health Promotion Co-ordinators in the Health Promoting Youth Service Initiative. This pack offers youth organisations a training and support framework for the development of effective health promotion policies, activities, programmes and interventions for all those involved in youth organisations. Section 3 looks at “*Developing a Health Promotion Policy for Youth Organisations*”.

The Health Promoting Youth Service Initiative is a national Initiative developed to encourage and support youth organisations to plan, implement and evaluate a “whole organisational” approach to health promotion in Youth Work settings.

Available from; NYCI, 3 Montague Street. Dublin 2. Tel; 01 4784122

Lets Act (1993)

By NYCI/HEB

Training and resource pack for youth leaders to help them in tackling the issue of drug and substance abuse among young people.

Available from: NYCI, 3 Montague Street, Dublin 2 (OR) HPU, Department of Health and Children, Hawkins House, Howkins Street, Dublin 2.

Locating Drug Education

By Health Education Council

Resource pack aimed at youth and community groups in both club and detached work environments. It is not intended as a ready made drug pack but rather as a guide encouraging groups to assess the starting point of young people on this issue and to plan their own programme as a result.

Available from: TACADE, 1 Hutme Place. The Crescent, Salford. Greater Manchester, M5 4QA.

My Best Friend: A Drug Education Story

By Health Promotion Unit (HPU)

Video and booklet produced to assist educators in schools, youth organizations and other educational environments. It is primarily aimed at 13-17 year olds but can be used with a variety of groups in formal and informal educational settings. The package is designed to be used as part of an ongoing drug education programme.

Available from; HPU, Dept of Health and Children. Hawkins House. Hawkins Street, Dublin 2.

Participation in Prevention

By Youthlink Wales

Manual for training youth workers in peer-led drug and alcohol prevention work with young people. Includes trainer notes, session-by-session handouts and sections on planning, review and evaluation.

Available on loan from; Irish YouthWork Centre, National Youth Federation, 20 Lower Dominick Street. Dublin 1. Tel: 01 8729933

Snowdrops, Snowballs and Blue Bananas

By Contact Youth and N.L Youth Forum

Excellent, locally produced resource contains a training manual and video. The pack concentrated on 'dance drugs'. Martin Lynch, one of Northern Ireland's best-known playwrights, scripted the 30-minute video. The story line is set in Belfast and tells the story of a teenager who enjoys the rave scene. He succumbs to peer pressure and gets into recreational drugs. The training manual describes what the drugs are and their side effects. It also gives guidelines as to how the video can be used in a group setting.

Available on loan from: The Breakthru Project, 21 William Street. Dungannon, Co. Tyrone, Northern Ireland BT70 1DX.

Solvent Abuse: A Guide for professionals and parents

Health Promotion Unit, Department of Health

Resource handbook offering background information, recognition and prevention of solvent abuse and guidelines on helping the abuser for parents, youth leaders, teachers, social workers, probation and juvenile liaison officers. Gardai and community and voluntary groups.

Available from: HPU. Department of Health and Children. Hawkins House, Hawkins Street, Dublin 2.

Solvent Abuse Programme

By NYCI/HPU/Youth Affairs Section (Department of Education)

Programme designed to provide youth leaders with specially designed materials and information to enable them to plan and implement a solvent abuse programme with young people.

Available from; NYCI, 3 Montague Street. Dublin 2 (OR) HPU, Department of Health and Children, Hawkins House, Hawkins Street. Dublin 2

Solvent Abuse Resource Materials

The National Youth Health Programme have developed Solvent Abuse Materials which were designed for use by such people as youth leaders, instructors of Community Training Workshops. Youthreach projects as well as the formal education sector. The contents of the package are also flexible enough for use in special schools, residential centres and as an aid to the Juvenile Liaison Scheme of an Garda Síochána.

Available from: NYCI, 3 Montague Street, Dublin 2. Tel: 01 4784122

The majority of these resources and many others on drug related issues are available for loan or sale from: Irish YouthWork Centre, National Youth Federation, 20 Lower Dominick Street. Dublin 1. Tel: 01 8729933

PART 3: INFORMATION SOURCES AND SUPPORT AGENCIES

Community Awareness of Drugs (CAO)

31a Central Hotel Chambers. Dame Court. Dublin 2.

Tel: 01 6792681

CAD is a network of voluntary community workers engaged, through education, in the prevention of drug misuse. CAD assists communities to develop their own preventative strategies. Services include support and advice for parents. training for voluntary community workers and a Parenting For Prevention Programme.

Regional Branches

Sorey: 055 21561

Leixlip: 01 6245631

Midleton; 021 632449

Drug and Alcohol Addiction Counselling Service

There is at least one drug and alcohol addiction counsellor in each of the Health Board areas. The addiction counsellors do not charge for their services. Below is the contact list for counsellors in the Dublin area.

Area 1: Dun Laoghaire

Area 2: Dublin South East

Area 3: Dublin South Central

Contact: Lesley Proudfoot at Baggot Street Clinic, Dublin 4. Tel: 01 6602149.

Area 4: Dublin South West

Area 5: Dublin West

Contact: Marian Rackard in the Health Centre, Main Street, Tallaht. Tel: 01 4515486.

Area 6: Dublin North West

Area 7: Dublin North Central

Area 8: Dublin North

Contact: The Stanhope Street Centre. Tel 01 6779447.

Drug Treatment Centre Board

Trinity Court, 30/31 Pearse Street, Dublin 2.

Tel: 01 6771122.

The Drug Treatment Centre Board is a state organisation with a fully trained professional staff. The centre provides confidential treatment and counselling for all drug dependencies.

Hazelden Educational Services International, Ltd.

25D Southside Industrial Estate, Pouladuff. Cork

Tel: 021 314318/961269

Distributes by post and through bookshops, books, pamphlets, audiotapes and videos on a wide range of addictions and related problems.

Information and Education Materials:

The Health Promotion Unit has developed a wide range of educational materials, including leaflets and posters for young people. These cover issues such as nutrition, alcohol, drugs, smoking and exercise. All materials are available free of charge, on request, from the Unit's public office. Health Promotion Unit, Department of Health and Children, Hawkins House. Hawkins Street, Dublin 2. Tel: 016714711

Institute for the Study of Drug Dependence

Waterbridge House, 32-36 Loman Street, London SE1 OEE.

Tel; 0044 171 9281211

Contains what is widely regarded as the best reference section on ecstasy in Britain in its public library. Also undertakes research, publishes articles & leaflets, and produces its own magazine (Druglink)

Irish Association of Alcohol and Addiction Counsellors (IAAAC)

Secretary, c/o C.A.D.S., Bishopsgate Street. Mullingar, Co. Westmeath.

Tel: 044 48289/41630

National professional body whose aims include: to promote high ethical and professional standards in the field of addiction counselling; to provide ongoing support, education and training for members; to represent the views and interests of members; and to establish a communications network. IAAAC also produce a quarterly newsletter.

Lifeline

Manchester, 101-103 Oldham Street, Manchester MW ILW.

Tel: 0044 161 8392054

Produces an extensive range of publications, posters, card sets, cartoons and comics on all aspects of illicit drug use, particularly dance drugs. The publications are specifically aimed at young people currently engaged in drug use. Much of the information is written with young people in mind and thus some of the material/language is explicit in content.

Mater Dei Counselling Centre

Mater Dei Institute, Clonliffe Rd., Dublin 3.

Tel: 01 371892.

Services cover a wide range of adolescent problems with special emphasis on the treatment of substance abuse which is dealt with in a family context.

National Drug Squad

Harcourt Square, Harcourt Street, Dublin 2.

Tel: 01 8751356/8732222

Aims to protect the community from the illegal distribution of drugs. Will supply speakers on its work to groups on request.

Talbot Centre

29 Upper Buckingham St., Dublin 1.

Tel: 01 363434.

Services include one to one counselling for adolescents, group work, and self-development.

Waterford Drug Abuse Resource Group

52 Upper Yellow Road. Waterford

Tel: 051 73333

Provides support, information and advice to people directly and indirectly affected by drugs.

CO-ORDINATORS OF LOCAL & RU&S TASK FORCES

Ballyfermot

Mr Frank Gilligan
Addiction Services
Bridge House
Cherry Orchard Hospital
Ballyfermot
Dublin 10
Tel; 01 6206488

Ballymun

Mr Hugh Greaves
Axis Centre
Main Street
Ballymun
Dublin 9
Tel; 01 8832142

Blanchardstown

Mr Greg Foxe
James Connolly House
James Connolly Hospital
Blanchardstown
Dublin 15
Tel: 01 8220220

Bray

Ms Niamh McAlinden
Bray LDTF
Unit 2, First Floor
24 Florence Road
Bray
Co. Wicklow
Tel: 087 2073331

Canal Communities

Mr Peter Devers
Addiction Services
Bridge House
Cherry Orchard Hospital
Ballyfermot
Dublin 10
Tel: 01 6206413

Clondalkin

Mr Enda Barren
Ulster Bank Buildings
Clondalkin
Dublin 22
Tel: 01 4579445

Dublin North East

Mr Peter Foran
Coolock
Dublin 17
Tel: 01 8479788

Cork

Mr David Lane
Community Care Offices
St Finbarrs Hospital
Douglas Road
Cork
Tel; 021 923132

Dublin 12

Ms Sheila Stone
Addiction Services
Bridge House
Cherry Orchard Hospital
Ballyfermot
Dublin 10
Tel: 01 6206422

Dun Laoghaire/Rathdown

Ms Aoife Davey
Drugs and AIDS Service
1st Floor
Centenary House
35 York Road
Dun Laoghaire
Co. Dublin
Tel; 01 2803335

Finglas/Cabra

Mr John Bennett
C/O Northern Area Health
Board
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REGIONAL DRUGS TASK FORCES

Under the National Drugs strategy, ten regional Drugs Task Forces are being set up around the Country. The designated areas are...

Midland - Laois, Longford, Offaly, Westmeath

Mid-Western - Clare, Limerick, Tipperary NR

North Eastern - East Cavan, Louth, Meath, Monaghan

North Western - Donegal, Leitrim, Sligo West, Cavan

Southern - Cork, Kerry

South Eastern - Carlow, Kilkenny, Tipperary 5R. Waterford. Wexford

Western - Galway - Mayo. Roscommon

East Coast Area - Dun Laoghaire, Rathdown. Wicklow

Northern Area - North Dublin City, Fingal

South Western Area - South Dublin City, South Dublin, Kildare

The Local Drug Task forces (LDTFs) that are already in existence will continue to have responsibility for the development and implementation of a local drugs strategy for their areas and will contribute to the development of responses to be delivered across the region as a whole.

The new Regional Drugs Task Forces (RDTFs) will:

1. Co-ordinate the development of drug programmes and services in the non-LDTF parts of the region
2. In consultation with the LDTF, they will develop responses that would be most effectively delivered through a regional response.

The membership of the RDTFs will include representatives from the following sectors:

- Area Based Partnerships
- Community Sector
- Dept of Education and Science
- Dept of Social, Community and Family Affairs
- FAS
- Garda Siochana
- Health Board
- Local Authority
- Probation and Welfare
- Public Representatives
- VEC
- Voluntary Sector

APPENDIX 1

National Youth Federation Introduces the **SSUPER** Programme: Substance Use Peer Education Responses

**Are you still trying to get the drugs message across?
Do you think peer education might work better?**

The NYF is launching a 6 month Course offering:

Substance Abuse	NCVA level 2
Peer Education	NCVA level 2

The aim of the **SUPER** Programme is to train Local Youth Service Staff and Volunteers in the process and content of Peer Education with a view to preparing them to plan and support Peer Education work with young people. The course will be delivered as a 2 day block once a month running from February to June 2001. Training will be interactive and fun, drawing upon a wide range of resources and models of good practice. Between sessions, participants will be expected to complete a number of substantial assignments. Support will be offered via email contact with NYF tutors and also from their Local Youth Service. There will be a follow-up session in September to help participants design local projects.

WHO SHOULD ATTEND?

Applications are invited from Staff and Volunteers of Local Youth Services who can commit to setting up and delivering a drugs peer education pilot project in Autumn 2001.

WHERE?

The first 2-day training block will take place at NYF National Office. Thereafter it is proposed to locate 2 blocks in Dublin and 2 in other locations (subject to agreement with participants).

WHEN?

The course will run on the following Tuesdays from 13.00 - 18.00 and Wednesdays from 10.00 16.00:

March 27/28
April 24/25
May 29/30
September 4/5
September 25/26

COST: Each participant will be required to pay a fee of £100.00

TO REGISTER

Contact: Brid Horan, National Youth Federation, 20 Lower Dominick Street, Dublin 1
Ph: 018729933 **Fax:** 018724183 **Email:** bhoran@nyf.ie

Closing date for receipt of registration **Friday, 16 February, 2001**

APPENDIX 2

National Youth Federation Introduces the **SSUPER** Programme:

Substance Use Peer Education Responses

NCVA Modules (Level 2)

Module 1 - Peer Education - Becoming Peer Educators in Youth Work settings

Module 2 - Substance Abuse - Youth Work issues and responses

DETAILS OF TRAINING BLOCKS

BLOCK	DETAILS	DATE
1	<ul style="list-style-type: none">• Orientation and Context• Young People - Their needs, issues, and services• Substance Abuse -Young people and Dependency	27 & 28 March 2001
2	<ul style="list-style-type: none">• Substance Abuse - Prevention and Intervention Strategies• Peer Education – Context• Substance Abuse - Youth Work Responses	24 &25 April 2001
3	<ul style="list-style-type: none">• Peer Education - Practice sessions• Substance Abuse - Skills Development	29 &30 May, 2001
4	<ul style="list-style-type: none">• Peer Education - Research Skills and Social Analysis• Substance Abuse - Dependency Issues• Substance Abuse - Skills Development	4 & 5 September 2001
5	<ul style="list-style-type: none">• Substance Abuse - Treatment and Intervention strategies• Peer Education - Research Skills and practical exercise• Substance Abuse - Project assignment• Video Presentations and Feedback• Case Study Presentations• Learning journals	25 & 26 September 2001



National Youth Federation
Cónaeseadh Naisiunta na nOg

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