a young women and alcohol resource
ACKNOWLEDGEMENTS

The authors of this resource are Martina Keating & Linda White of Crosscare’s Bray Youth Service and Fiona Creedon of Crosscare’s East Wicklow Youth Service.

The authors would like to thank the following people:

• The original group of young people involved in the production of the photography pack in 2013, their names are: Chelsey Humphries, Sophie Meakin, Emma Cummins, Jodie Martin, Leanne Hannon, Kim Whelan & Niamh Short.
• The pilot groups who helped develop the session plans to complement the photos:

  Rathdrum Junior Girls Group – Aishlin Carter, Caylin Snell, Caitlin Byrne, Hannah Olohan, Cara Byrne, Grainne Conway, Kori Kavanagh, Jeny George.

  Rathdrum Senior Girls Group – Angel Kavanagh, Chaeli McCarthy, Chloe Murphy, Jessica Byrne, Katie Byrne, Natasha Shortall, Tania McDonald, Sarah Nolan.


  Newtown-Kilcoole Youth Project - Una Power, Aoife Power, Amelia Wolk, Naoise Cluskey, Katelyn O’Toole, Katie Smith, Doireann Smyth, Rebecca Carey, Mia Longmore, Saoirse O’Keefe, Ellie Minto, Amy Doyle, Ella Mackey, Kayla Evans, Liam Cunningham, Daragh Heffernan, Bobby Dowling.


• The dedicated youth workers/facilitators who piloted the programme with the above groups and gave constructive and insightful feedback on the activities and the use of the photos; they are Angeline Pluck (EWYS), Nelly O’Brien, Kathleen O’ Connor & Peter O’Reilly (Wicklow Travellers Group) and Sinead Murray (Connect Bray Neighbourhood Youth Project).

• Paul Murphy, Youth Information Officer (Bray Youth Service) for his time and expertise and keen editing eye. Similarly, the Crosscare Practice Development team for their assistance.

• Colleagues and managers at East Wicklow Youth Service and Bray Youth Service.

• Graham Isherwood for his brilliant photography and graphic design skills on the original pack and Brian & Damian in Blueprint Design for their patience and skills on this current version.

• We would also like to acknowledge the funding provided by the East Coast Regional Drugs & Alcohol Task Force.

TABLE OF CONTENTS

Introduction .................................................. Page 1
How to use this resource ............................... Page 2
Links to National Policies .............................. Page 4
Photographs .................................................. Page 5
Activities ..................................................... Page 45
Appendices ................................................... Page 50
Additional Information ................................. Page 55

Disclaimer: the information provided in this resource is designed to provide helpful information on the subjects discussed. This resource is not mean to be used nor should it be used, to diagnose or treat any medical condition. The authors are not responsible for any specific health needs that may require professional supervision and are not liable for any damages or negative consequences from any treatment, action, application or preparation, to any person reading or following the information in this resource. References are provided for informational use only and do not constitute endorsement of any website and other sources. Readers should be aware that the websites listed in this resource may change.
INTRODUCTION

This resource focuses on alcohol as an issue for young women. Many of the young people involved in the pilot programme have asked us why the focus on girls and didn't include the boys. The following information taken from http://alcoholireland.ie/facts/women-and-alcohol/ are some of the reasons why.

‘Why are women at increased health risk from alcohol?

- Women account for a quarter of all alcohol-related hospital discharges, but among those aged 17 and under, the proportion of discharges from hospital is almost half, at 47%.

- It’s important to remember that while the gap between male and female alcohol consumption is closing, women experience greater health risks from alcohol than men and the onset of alcohol-related health problems begins earlier. Women are more vulnerable to tissue damage, cirrhosis of the liver and alcohol dependence.

- Women’s bodies process alcohol differently resulting in higher concentrations of alcohol in their blood when drinking equal amounts of alcohol to men. Women tend to have lower body weights, less body water and higher percentages of body fat than men – meaning they don’t process alcohol as efficiently as men.

- A man who drinks six or more standard drinks a day is 13 times more likely to develop cirrhosis of the liver compared to a non-drinker: a woman needs only four standard drinks a day to increase her risk to the same degree. That’s about a half bottle of wine.’

The resource was originally developed as a boxset of photographs, each photo relating to a particular issue concerning young women and alcohol. The intention of these photos was to facilitate conversation about alcohol use with young women. The group of young people and the youth workers involved were immensely proud of the final product when it was launched by the East Coast Regional Drugs and Alcohol Task Force (ECRDTAF) and Alcohol Action Ireland in 2013. Subsequently, it received positive feedback from facilitators who valued the resources’ appeal to young people; its usefulness as a tool to address an important issue and, its versatility, lending itself to a variety of settings for working with young people.

The current updated version includes a series of activities which we hope will further enhance the learning for young people from the resource. These activities were developed by the authors in consultation with young people. Five groups of young people participated in a pilot four week ‘young women and alcohol programme’ during which the participants were encouraged to critique and give feedback on relevance, information base, and engagability of activity. The group facilitators reported the feedback of the young people to the authors and also gave their own input the facilitation of each activity. The young women who participated also attended two further group events to give feedback on the programme. The groups also completed a pre-programme and a post-programme quiz to provide a benchmark and an evidence base for the measurement of learning by the programme’s participants.

A sample of results showed the following:

- 100% of participants are now aware of the negative impact of alcohol
- 100% of participants have stated that they learned how to keep safe on a night out
- 95% of participants stated that they would phone an ambulance in case of an emergency, with the remaining 5% saying they would call an adult for help
- 100% of participants are now able to demonstrate how to do the recovery position
- 91% of participants stated that they feel more confident in dealing with the issue of peer pressure.

HOW TO USE THIS RESOURCE

This resource has been designed as a flexible tool for use in any setting (in school or youth work), the authors have intentionally not provided any programme framework so facilitators might decide which elements of the programme are best suited to the needs of the young people they work with.

There are twenty photographs, each addressing a different issue relating to young women and alcohol. The photographs cover themes such as alcohol and the law, safety, preparing for a safe night out, taking care of friends etc. Every picture has a series of discussion points on its reverse side; the aim is to stimulate discussions about the topics with young women, to challenge incorrect information and unhelpful assumptions and to give space for discussions about alternatives to alcohol use and harm reduction techniques.

In this resource we have linked the photographs to a series of activities which are intended to draw out learning through interactive workshops. These activities cover topics such as alcohol harm, rights and values, consent, harm reduction etc. Approximate times are given for each activity but the authors have found that it varies according to the young people engaged in the activity. The activities are placed in this resource in no particular order so we encourage facilitators to decide

1 Accessed 15/2/2019
how and when they fit best with the young women they are working with.

We recommend using appendix E as a pre and post-test. Throughout the pilot programmes we encouraged ongoing constructive feedback from the participants; it gave the young people ownership of the programme and we found that this encouraged engagement and peer learning within the groups. One of the intentions of leaving this programme as open ended as possible was to facilitate this process. Young people are the experts in their lives, not us!

THE CROSSCARE MODEL OF YOUTH WORK AND THE ‘HERE COME THE GIRLS’ RESOURCE

The central theme of the Crosscare Youth Work Approach is ‘Fulfilling Potential’; this theme is underpinned by three supporting principles:

• Real participation

• Value based relationships

• Enriching experiences

This resource and the development of this resource is informed by these themes; the resource was developed by young people for young people, their participation was key at each stage including the initial formation of the idea, the production of the photographs, the pilot of the activities and the evaluation of the activities. The buy-in to the project by the young people required a level of trust in their youth workers; the time spent developing the ‘value-based relationships’ has ensured the young people’s real participation in and ownership of the project. The process of developing the ‘Here Come The Girls’ resource has provided many opportunities for ‘enriching experiences’ for the young women involved; they communicated their ideas, they set and achieved goals, and it resulted in an piece of work which evidenced their self-efficacy, self-motivation and self-discipline. Similarly, the process of developing the activities engaged young women so that their critical thinking and communication skills informed the final product.

<table>
<thead>
<tr>
<th>INPUTS</th>
<th>OUTPUTS</th>
<th>OUTCOMES</th>
<th>LINK TO NATIONAL OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activities</td>
<td>Participation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 x staff 1.5 hrs per week for 4-6 weeks</td>
<td>Target group: 8-12 young women aged 14-16</td>
<td>1. Young women have greater awareness of the effect of alcohol on their physical and mental health</td>
<td>BOBF Outcome 1 – are active and healthy, with positive physical and mental wellbeing;</td>
</tr>
<tr>
<td>HCTG Resource Premises Food Equipment &amp; Materials Outing/transport</td>
<td>- who are already engaged in alcohol use or - if there is information relating to family alcohol use</td>
<td>2. Young women have increased knowledge of harm reduction techniques relating to alcohol use</td>
<td>Planning &amp; Problem-solving;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Young women have a greater awareness of resistance strategies and critical thinking in relation to alcohol use</td>
<td>Resilience &amp; Determination</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>BOBF Outcome 1 – are active and healthy, with positive physical and mental wellbeing;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Confidence &amp; Agency;</td>
</tr>
<tr>
<td>INPUTS</td>
<td>OUTPUTS</td>
<td>OUTCOMES</td>
<td>LINK TO NATIONAL OUTCOMES</td>
</tr>
<tr>
<td>----------</td>
<td>---------</td>
<td>----------</td>
<td>---------------------------</td>
</tr>
<tr>
<td>4-6 1.5 hour sessions per week Alcohol intervention using photographs, interactive workshops, discussions and quizzes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Resilience &amp; Determination</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>BOBF Outcome 1 – are active and healthy, with positive physical and mental wellbeing;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Planning &amp; Problem-solving;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>BOBF Outcome 1 – are active and healthy, with positive physical and mental wellbeing;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Confidence &amp; Agency;</td>
</tr>
</tbody>
</table>

3
LINKS TO NATIONAL POLICIES


This document sets out the Government’s strategy to address the harm cause by substance misuse in our society up to 2025. It identifies a set of key actions to be delivered; ‘Here Come the Girls’ as a resource to address the issue of alcohol use among young women is compatible with the following key actions identified by the report:

1.1.1(b) promoting the use of evidence-based approaches to mobilising community action on alcohol

1.2.5(b) providing access to timely appropriate interventions such as resilience-building programmes

1.2.5 (e) providing supports such as community awareness of drugs programmes and youth work.

• **Better Outcomes Brighter Futures. The national policy framework for children & young people 2014-2020. Department of Children and Youth Affairs**

This report sets out the Government’s agenda and priorities in relation to children and young people aged under 25 years up to 2020. It represents a whole of Government effort to improve outcomes for children and young people. The policy framework has adopted an outcomes approach, based on five national outcomes for children and young people. ‘Here Come the Girls’ is underpinned by the following national outcomes and their aims, that young people will be:

1. Active and healthy, physical & mental wellbeing
   1.1 physically healthy and make positive health choices
   1.2 good mental health
   1.3 positive and respectful approach to relationships and sexual health
   1.4 enjoying play, recreation, sport, arts, culture and nature

3. Safe and protected from harm
   3.2 safe from abuse, neglect and exploitation

5. Connected, respected and contributing to their world
   5.1 sense of own identity, free from discrimination
   5.2 part of positive networks of friends, family and community
   5.4 aware of rights, responsible and respectful of the law

• **National Youth Strategy 2015-2020. Department of Children and Youth Affairs**

The aim of the National Youth Strategy is to enable all young people aged 10-24 years to realise their maximum potential with regard to the five national outcomes outlined in Better Outcomes, Brighter Futures. The youth strategy lists priority actions and ‘Here Come the Girls’ supports the following action:

1.7 pursue the actions set out in the National Drugs Strategy to ensure that young people receive comprehensive education and information, and have access to appropriate prevention interventions and treatment services.

• **Healthy Ireland. A framework for improved health and wellbeing 2013-2025 Department of Health**

Healthy Ireland is a national framework for action to improve the health and wellbeing of the population of Ireland over the coming generation. It sets out four central goals for improved health and wellbeing. The ‘Here Come the Girls’ resource fits with the following goal and its indicators:

**Goal 1** – Increase the proportion of people who are healthy at all stages of life

**Indicator** – decrease alcohol consumption across the population

**Indicator** – increase the wellbeing of the population and increase levels of wellbeing among vulnerable groups

• **National Strategy for Women and Girls: creating a better society for all 2017-2020 Department of Justice & Equality**

The National Strategy is the framework through which the Government will pursue actions to advance the rights of women and girls and to enable their full participation in Irish society. This new resource lends itself to the strategy’s objective two:

Advance the physical and mental health and wellbeing of women and girls and its following outcomes:

• Improved physical and mental health and wellbeing of women and girls

• Girls and young women are supported in their social and emotional development through the provision of community based youth services

• Improved health outcomes for Traveller and Roma women

• Reduction in unsafe alcohol consumption by women and girls
Mum’s Home

1 PHOTO

- What is going on in this photo?
- What could happen here?
- Should parents be there to supervise?
- How would you ensure there are no problems at a house party you organised?
- What could you do if your house party got out of hand?
What's in your drink?

- What is going on in this photo?
- Why is drink spiked?
- What is used to spike the drink?
- How would you know your drink has been spiked?
- What could happen as a result of drink spiking?
- How could this situation have been avoided?
- Who could spike your drink?
- Do you think the effect of spiked drinks and overindulgence in alcohol are similar?
What is happening in this photo?

Do you think the mothers drinking is influencing the daughter?

What are the effects of alcohol on the body?

Does alcohol affect young people in a different way to adults?

Do you think alcohol affects relationships? How?

Do you think that parents alcohol use influences young people's alcohol use?

Do you think drinking at home is a safer option?
Right Choices

- What is going on in this photo?
- Do you think they would get into the car if they were not drinking?
- Do you think people make good decisions while under the influence of alcohol?
- What is the legislation around drinking and driving?
- How much is one unit?
How old is she?

- What's going on in this photo?
- Do you think the girl looks old enough to buy alcohol?
- Do you think some girls look older than their age?
- What is the law around selling drink to underage people?
- Why do young people drink?
- What is problem drinking?
- How would you know if drinking was becoming a problem?
- Where would a young person go if they needed help to tackle issues around their alcohol use?
Alcohol Fuelled Aggression

- What is going on in this photo?

- What situation could have led to this?

- Do you think people react differently after taking alcohol?

- What should happen in this situation?

- If your friend was involved in this fight, what would you do?

- What could be the consequences of this fight being uploaded to the internet (e.g. social media)?
Reduced Inhibitions

- What is going on in this photo?
- Would the girl meet this boy if she was sober?
- Is the boy getting the wrong idea?
- Does drink reduce inhibitions?
- Should a friend intervene?
- What could happen after this situation?
- What could be the consequences?
- What way can you meet boys that doesn’t involve alcohol use?
First Aid Kit

- What is going on in this photo?
- What should a young girl put in her handbag to ensure a safe night out?
- How else can you make your night out safer?
- How would you put together a plan for a safer night out with your friends?
• What is happening in this photo?

• Why do you think she is lying to her parent/guardian?

• What would have happened if she told her mum the truth?

• Take time to think about this from mums perspective.

• Do you think parents understand what it is to be a teenager today?

• How can a teenager maintain a good relationship with their parent/guardian? How can a parent/guardian maintain a good relationship with their teenage daughter?
Shoes or Booze

- What is happening in this photo?

- What decision do you think she should make?

- How much would a young person spend on alcohol on a night out?

- Do you think young people are spending too much on alcohol?

- Calculate how much a typical young person spends on alcohol in a year?

- Does the price of alcohol make a difference to a young person when they are choosing which drink to buy?

- Do you think young people prioritise buying alcohol over spending money on other things?
Alcohol and Friendship

• What is happening in this photo?

• Do you think everyone this happens to has a friend to help them?

• Do you think this is fair on the friend? (Think about this situation from the friend's perspective).

• Do you think drink can interfere with friendships?

• What would happen if the friend wasn’t there?

• Do you think these girls made a ‘safer night out plan’?
• What is going on in this photo?
• Do you think she remembers what has happened the night before?
• Do you think this situation could have been avoided? How?
• How do you think the girl will feel when she wakes up?
• Why do people get hangovers after drinking alcohol?
• What is the best treatment for a hangover?
• What could be the consequences of alcohol induced blackouts?
• What makes a good night out?
Alone under the Influence

- What is going on in this photo?
- Is a girl under the influence of alcohol more vulnerable if she is on her own?
- Do boys experience the effects of alcohol differently to girls, how?
- Does drinking make you more mature?
Chic & Cheap

buy 1... get 1 Free

Guaranteed to get you plastered!!
For a good night out, drink....

- Do you think young people are influenced by alcohol marketing?
- Do you think it is ethical?
- Does alcohol advertising portray reality?
- Do you think the warning “Please Drink Responsibly” makes a difference?
- Do you think drink companies are concerned about underage people drinking the alcohol they produce?
- Can you name any alcoholic drinks that only women drink?
- Are there similar drinks for men only?
“Going Fishing”

- What is going on in this photo?
- How much does drink cost?
- Where does the money come from?
- How much drink does a young person buy? Drinking just because you bought it...
- What do you think the adult might say to the young person.
- Do you think young people buy more alcohol than they need for a night out? Why?
- When has a young person had too much to drink?
- Why would an adult agree to buy the alcohol for the young person?
Drank too much, what’s at risk?

- What is going on in this photo?
- Does alcohol play a role in decisions made in situations like this?
- What are the potential risks involved?
- What do you think the girl should do in this situation?
- Could this situation have been avoided? How?
- Could this girl say ‘no’ and walk away?
Legal Implications

- What is going on in this photo?
- What happens next?
- What are the legal implications of being caught with drink if you are underage?
- What is the next step?
- What does a Juvenile Liaison Officer (JLO) do?
- Apart from legal issues what are the other consequences of being involved with the Gardaí?
Drank too much— who else is involved?

- What is going on in this photo?
- Why do you think this girl is in this situation?
- What is the cost of this call out?
- Could there be long-term consequences to this situation?
- What are the long-term consequences of drinking too much alcohol?
- Do you know how to put someone in the recovery position and why is this important?
- N.B. Don’t stop anyone calling for help immediately, if it is needed.
Who’s looking after her?

- What is going on in this photo?
- What should be done with the girl who has passed out?
- What could happen if the group continue to ignore her?
- What would happen if the guards came across this group?
- Where do you think these young people got their drink?
- If this was you what would you want your friends to do?
THE EFFECT OF ALCOHOL ON THE BODY (INCLUDING THE APPEARANCE)

Aim: To explore the group’s understanding of how the body is affected by alcohol, including how someone’s appearance changes after a night out; to create awareness of the effects of alcohol.

Time: 20 - 30 minutes.

Materials: Paper long enough for young person to lie on so that someone can draw their outline; felt-tip pens.

Method: Divide the group into pairs, ask one young person to lie on the length of paper on the ground and ask the other young person to draw an outline around her on the paper. Tell the group to imagine this is a young person going out for a night, encourage the young people to give their character a name, to draw their outfit on the outline, to imagine where she is going for the night out.

Once this task has been completed ask each of the group to show their drawing to the other group members, explaining the story behind their character.

Then, ask the group to show how the character might look at the end of that night, show the group photos 12 & 13, ask them what they see going on in each photo. Then ask the group about their own characters; are there any changes in her appearance? Ask them to draw these changes on their earlier drawing. Again get feedback from the group about these changes.

Finally, ask the group to mark on the body outline the parts affected by alcohol and say how it is affected, if they can. Ask the group to give feedback.

Facilitator’s notes - for further information about how alcohol affects the body, check out http://alcoholireland.ie/the-effects-of-alcohol-in-the-body-infographic/

Processing questions –

• How does alcohol affect a young person’s appearance?

WHY DO GIRLS DRINK ALCOHOL – MOVING DEBATE

Aim: To explore the group’s attitudes to alcohol; to challenge any misconceptions; to make space for peer learning and group discussions.

Time: 15 minutes.

Materials: Paper, felt-tip pens, true and false pages; sticking tack; debate statements (see below).

Method: Moving debate - ask the group to decide whether they agree or disagree with the following statements by moving to one side of the room or another. Place the word ‘agree’ on one side of the room and ‘disagree’ on the other side. When they have moved ask one or two young people from each side for their reason for standing where they are.

The facilitators can choose which statements they feel are relevant to their group.

N.B. ENSURE THE GROUP ARE INFORMED THAT THIS IS NOT A SPACE FOR ANY PERSONAL STORIES

Debate Statements

1. Girls should not drink as much as men
2. A girl who drinks alcohol is more vulnerable
3. Girls look after each other on a night out (show photo 12)
4. Alcohol is just a bit of fun
5. Decisions made under the influence of alcohol are always the wrong ones
6. Girls only drink because they don’t want to be seen as a lightweight or a nerd (dry shite)
7. Girls drink alcohol just to impress the lads
8. Girls drink because their friends drink
9. Consent cannot be given when drunk*
Facilitator's notes: see notes from Alcohol Action Ireland included on page 2 which explain the difference between alcohol use by men and women. Also in statement 6, we used the young people’s own language as discussed in the pilot groups.

* Make sure to check in with the group if using this statement, for some background information relevant to this statement see: https://spunout.ie/health/article/alcohol-sex-and-consent

HOUSE PARTY – FUN NIGHT WITHOUT ALCOHOL

Aim: To discuss what a night out without alcohol would look like; to encourage alcohol free options within the group.

Time: 15 minutes.

Materials: Photo 1; art supplies; paper; flipchart.

Method: Show the group photo 1, discuss with them – what’s going on in this picture? Where can we see the influence of alcohol? What else could go on at a house party that we can’t see in this picture? What would this party look like if there was no alcohol involved?

Using a flip chart ask the group to write the good things about drinking alcohol and the bad things about drinking alcohol. It is important to recognise that drinking alcohol serves a purpose for those who drink it; it is helpful for participants to understand that.

Ask the group to plan a fun night out without alcohol. Where would it take place? Who would be there? What would you do?

Ask the group to make an invitation to this party.

VALUES AND CHOICES

Aim: To explore how a person’s values inform their choices; to emphasise how strong values can inform decisions and to discuss how important it is to be true to positive core values in all situations.

Time: Approximately 25 minutes.

Materials: A5 cards/sheets of paper with different values written on them – including some blank cards (see appendix A for list of values).

Method: Explain to the group that we are talking about values in this session; ask them if they understand what is meant by values?

Explain that a person’s values are their personal priorities; things that help inform how they act and behave, for example, if someone valued friendship, how do you think they would act towards their friends?

What values would they like a person they fancy to have? If that person had those values how would they treat you?

Give space for group discussion and feedback on these questions.

Tell the group that if they are strong in their values, their choices and decisions are stronger and more easily made, and they will worry less and less about what other people think.

Spread the A5 cards around the floor. Explain what some of the values mean. Ask the group to take time to have a look at all of the cards and to pick a value card which they feel is important to them. Once they have all picked up a value card (explain that if they feel their value is not on the floor to pick a blank card and they can write or just explain their value), ask the young women to give a very brief explanation, individually, about why they picked that particular value.

Once they have done this, ask them to put the values back on the floor. Now ask the group to imagine the following scenario: your friend’s partner, whom you have always fancied a little bit, made a pass at you when your friend was not there. Ask them to again pick up a value card they feel is relevant and to explain individually why they picked that card.

Facilitator can pick another appropriate scenario to discuss here instead.

Now ask the group to look at the following photos: 5, 7 or 10, discuss what is going on in them. Ask the group ‘what choices does the young woman have in this situation?’ Write choices (or ask young person to write) on a flip chart page and ask the group to pick values which inform each choice.

Processing questions –

• Why do you think it might be relevant
to discuss values in a programme about alcohol?

• Have you ever thought about your values before?

• Why do you think it is important to be aware of your values at your age?

CHARTER OF RIGHTS OF YOUNG WOMEN IN RELATION TO ALCOHOL

Aim: To encourage the young people to understand their rights so they can understand how different elements of alcohol (advertising, accessibility, etc.) impinge on their rights.

Time: 25 minutes.


Method: Discuss with group that they have rights, explain what their rights are – see appendix B. Ask the group if they think they have these rights at the moment.

Having discussed rights, ask the group if they were to come up with a law to keep young people safe what would it look like? Divide the group into pairs or threes and ask them to come up with at least three rights each – bring together and decide as a group what should go in their law.

Processing questions:

• Would they lower the age that young people can drink?

• Should young people have more education about alcohol? Should this be provided through schools?

• Should young people be involved in government decisions about young people and alcohol?

• Have they heard about the Public Health (Alcohol) Bill? For further notes on this see appendix C.

Facilitator’s notes: Articles 19, 33 and 36 of the UNCRC could be relevant (exploitation by advertising and drinks industry)

WHAT IS GOING ON HERE?

Aim: To examine what could go wrong in alcohol related scenarios and to decide how best to manage each situation; to encourage the young people to imagine how they might deal with this situation; to establish tools/skills which might help young people manage a similar situation.

Time: 15 minutes.

Materials: Photos 12, 17 and 20; A4 pages, pens.

Method: Ask the group to remember drawing the outline of a person before and after a night out. Then explain that you are going to play a game they might have played when they were younger. Divide a page in three, at the top of the page draw the head of their character after they have prepared for their night out, fold this over so it is covered, pass the page onto the next person and they draw the body, this is then folded over and the next person is to draw the legs. When the page is flattened out, they have a funny mish-mash of a body. Go through this same process but this time they are drawing the
TIMELINE OF NIGHT OUT

Aim: Using a real life scenario, to examine all the decisions involved in a night out; to examine where other choices could have been made which might lead to a safer night out.

Time: 20 minutes.

Materials: Long roll of paper cut at 1m length per group, newspaper article (appendix D), felt-tip pens, sticking tack and post-its.

Method: Divide the young people up into groups of four. Hand a copy of the article to each group and the facilitator should read the article aloud to the entire group. Ask them to draw a timeline of the night out described in the article; some might find it easier to begin at the end of the night and work back, others might start from the beginning.

Ask the groups to write the timeline as if they are the person in hospital at the end of the night. Tell them they have to describe the preparation for the night out, including meeting up, getting ready, whether they ate or not, how and when they got their drink, when they drank, how much they drank at each stage, when they started feeling the effects of alcohol, what were the effects as the night wore on etc.

Give the group 10 minutes to put this together, then ask them to make a note of how different decisions could have been made at each stage of the night which would have resulted in them having a great night with friends and getting home safe.

Give the group approximately 10 minutes to complete this exercise. When all groups are finished ask them to use sticking tack to stick the sheet on the wall and each group takes turn explaining their night out.

Facilitator’s notes – an alternative suggestion is to form a timeline using the cards, or to place the cards within their own timeline.

KEEP SAFE RULES

Aim: To encourage the young people to think about how they could keep themselves and their friends safe on a night out.

Time: 20 minutes.

Materials: Poster paper; felt-tip pens; art supplies.

Method: Divide the group into pairs, ask them to suggest ways they could keep safe on a night out. Then ask the group to make posters entitled ‘Rules for a Safe Night Out’.

Let the group come up with their own ideas but here are some suggestions:

• Phone is charged and has credit
• Have the number of a responsible adult you can call
• Know the number of the ambulance
• Agree with friends that you are never going to be on your own
• Never leave your drink unattended
• If someone passes out – recovery position and call ambulance
• Agree with friends what is to happen if you get drunk and decide to meet up with someone they fancy.
• Don’t bring more drink than you can handle
• Do not try to keep up with the boys (or anyone else), stay at your own pace
• Agree with friends that photos and videos should remain private unless consent is given (when sober).
**Aim:** To teach the young people what to do when someone passes out.

**Time:** 20 minutes.

**Method:** It is important that the facilitator is familiar with this process in order to demonstrate it effectively. Ask for a volunteer to help you demonstrate how to put someone in a recovery position, demonstrate each stage slowly explaining how and why.

Divide the group into pairs and ask them to take turns being the volunteer.

Permission for use of this image granted by the office of [www.kely.org](http://www.kely.org) March 2019
# APPENDIX A – VALUES

<table>
<thead>
<tr>
<th>Value</th>
<th>Value</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>HONESTY</td>
<td>ACHIEVEMENT</td>
<td>DETERMINATION</td>
</tr>
<tr>
<td>INTELLIGENCE</td>
<td>PERSISTENCE</td>
<td>CURIOSITY</td>
</tr>
<tr>
<td>WISDOM</td>
<td>SECURITY</td>
<td>FUN</td>
</tr>
<tr>
<td>EDUCATION</td>
<td>ADVENTURE</td>
<td>STRENGTH</td>
</tr>
<tr>
<td>BEAUTY</td>
<td>AMBITION</td>
<td>TEAMWORK</td>
</tr>
<tr>
<td>FAIRNESS</td>
<td>COMPASSION</td>
<td>CONNECTION</td>
</tr>
<tr>
<td>JUSTICE</td>
<td>EXCELLENCE</td>
<td>STABILITY</td>
</tr>
<tr>
<td>LOVE</td>
<td>PERFECTION</td>
<td>RESPONSIBILITY</td>
</tr>
<tr>
<td>FRIENDSHIP</td>
<td>PEACE</td>
<td>DISCIPLINE</td>
</tr>
<tr>
<td>RELIGION</td>
<td>KINDNESS</td>
<td>BALANCE</td>
</tr>
<tr>
<td>SPIRITUALITY</td>
<td>HAPINESS</td>
<td>CHARITY</td>
</tr>
<tr>
<td>FAMILY</td>
<td>FAME</td>
<td>CARING</td>
</tr>
<tr>
<td>FREEDOM</td>
<td>COMPETITION</td>
<td>ENTHUSIASM</td>
</tr>
<tr>
<td>INDEPENDENCE</td>
<td>HUMILITY</td>
<td>MONEY</td>
</tr>
<tr>
<td>POWER</td>
<td>BEING THE BEST</td>
<td>EQUALITY</td>
</tr>
<tr>
<td>COURAGE</td>
<td>CONTROL</td>
<td></td>
</tr>
</tbody>
</table>
United Nations Convention on the Rights of the Child

- doing what’s best for children
- all different, all equal
- having a say and being listened to
- family and care
- expressing yourself
- being alive
- privacy
- getting information
- health care
- being safe
- food
- clean water
- a home
- education
- clothes
- practising your own culture, language and religion
- developing your talents and abilities
- play and rest
- protection from war
- protection from work that harms you
- knowing your rights and responsibilities
- being treated fairly by the law
- a name
- a nationality
- being alive
- having a say and being listened to
- family and care
- expressing yourself
- privacy
- getting information
- health care
- being safe
- food
- clean water
- a home
- education
- clothes
- practising your own culture, language and religion
- developing your talents and abilities
- play and rest
- protection from war
- protection from work that harms you
- knowing your rights and responsibilities
- being treated fairly by the law
- a name
- a nationality
The Public Health (Alcohol) Bill was passed by Dáil Éireann in October 2018 and enacted into law later that month.

But what is it and what will change?
The Public Health (Alcohol) Bill is designed to tackle Ireland’s harmful relationship with alcohol. It aims to reduce the damage that alcohol causes to people, families and society by reducing the amount of alcohol we drink. It has a focus on protecting children and young people from harm caused by alcohol.

It aims to reduce the amount of alcohol Irish people drink to low risk levels. It will regulate and control the availability, promotion and price of alcohol.

Objectives of the Bill:

- **Delay the age young people start drinking.** The earlier young people start drinking, the greater the risks. When young people to avoid alcohol for as long as possible it’s better for their developing body and brain.

- **Reduce alcohol related harms.** There are about 1.3 million harmful drinkers in Ireland and most of us underestimate our drinking.

- **Reduce alcohol consumption to low-risk levels.** In Ireland, we drink more than 11 litres of pure alcohol per person. As about 20% of people don’t drink at all, those of us who do drink, probably drink more. Find out more about low-risk alcohol guidelines at [http://www.askaboutalcohol.ie/your-drinking/weekly-low-risk-drinking-guidelines/](http://www.askaboutalcohol.ie/your-drinking/weekly-low-risk-drinking-guidelines/)

The Bill will:

- **Set a minimum price per unit of alcohol.** A minimum unit price will mean alcohol cannot be sold below a certain cost per unit. This is to prevent cheap, strong alcohol being used to attract young or vulnerable consumers.

- **Ensure health information is carried on alcohol product labels.** The cancer and pregnancy risks that come with drinking alcohol will have to be included on product labels. This gives everyone the information they need to manage their own health.

- **Regulate advertising and marketing of alcohol, especially aimed at young people.** Marketing of alcohol drives sales and consumption. By regulating advertising and promotion of alcohol, the exposure of children to such promotion will be reduced.

- **Regulate sponsorship of events where the majority of participants or competitors are children.** The aim of this is to avoid linking unhealthy products like alcohol with healthy children activities.

- **Regulate the sale and supply of alcohol in certain circumstances.** Alcohol is not a food product or an ordinary commodity such as milk or tea, so these measures will ensure it is not sold as such.

Taken from [http://www.askaboutalcohol.ie/helpful-resources/blog-articles/the-public-health-alcohol-bill-a-summary-.html](http://www.askaboutalcohol.ie/helpful-resources/blog-articles/the-public-health-alcohol-bill-a-summary-.html) accessed 19/02/2019
TEENS TREATED FOR EXTREME INTOXICATION AT UNDERAGE DISCO HAD BOTTLES OF VODKA IN THEIR SOCKS

A number of teenagers who were treated for extreme intoxication at an underage disco last week had bottles of neat vodka hidden in their socks.

A field hospital had to be set up at the non-alcoholic event at a Rugby club for around a dozen children last Friday.

Three others had to be brought to hospital because they could not manage their own airways.

A doctor who attended the scene says a number of teens drank on busses on the way to the disco.

He said: “We received a call even before the disco started about a teenager who was completely unconscious.

“It was quite apparent as the disco did start that there was a large number of teenagers arriving extremely intoxicated on the buses.”

An emergency medicine specialist said today two teenagers had the potential to die at a teenage disco due to extreme alcohol intoxication.

Jason van der Velde, a pre-hospital emergency medicine specialist went to the scene at the Rugby Club last weekend, assessed the condition of the students and decided to set up a field hospital to treat the teenagers, many who were aged around 16.

Mr van der Velde told the Sean O’Rourke programme that he was not exaggerating when he says that two of the children had the potential to die at scene due to excessively high blood pressure and difficulty breathing.

He described it as a ‘vomatorium’ and said the children were “paralytically, unconsciously drunk”.

Two teenagers were sent by ambulance to hospital where they needed overnight care and treatment.

Mr van der Velde said the Rugby Club had run the event very well and praised its efforts to assist those trying to help around a dozen or so very drunk teenagers.

He said some unconscious teenagers had ‘naggins’ of vodkas in their socks.

He said it was clearly excessive alcohol consumption rather than drink spiking that was responsible.

He said that there is a need outlets for teenagers to express and enjoy themselves and hundreds of kids got home safely from the disco, but a dozen kids let the side down.

Gardai are investigating several public order incidents and an alleged assault arising out of the incident.

They detained three teenagers but when they contacted the parents of one, in the nearby city (over twenty miles away), the parents told gardai they weren’t in a position to travel to collect their child and gardai had to transport the child home.

Hundreds of teenagers from all over the county descended on the rugby club last Friday night, with many arriving by hire buses.

One teen was so drunk at a collection point in a northern town that he couldn’t board the bus. The driver called for an ambulance and the teen was brought to hospital.

The rugby club had several adults on duty to supervise, backed up by first aiders and nurses.

All disco goers were searched at the door for drink and drugs and anyone in an intoxicated state was refused entry.

Up to a dozen teens who arrived drunk were refused entry and directed to a dressing room where they were monitored. But it soon became clear that the club needed medical backup.
APPENDIX E – PRE & POST QUESTIONNAIRE

1. Name 3 ways that alcohol affects the body.
   1. ..............................................................
   2. ..............................................................
   3. ..............................................................

2. Name 3 negative side effects of alcohol.
   1. ..............................................................
   2. ..............................................................
   3. ..............................................................

3. Women can hold alcohol as well as men?
   True ☐  False ☐

4. All young people drink alcohol
   True ☐  False ☐

5. Name 3 reasons young women might drink alcohol
   1. ..............................................................
   2. ..............................................................
   3. ..............................................................

6. Name 3 reasons young women might not drink alcohol
   1. ..............................................................
   2. ..............................................................
   3. ..............................................................

7. Name 3 ways of keeping safe if drinking alcohol on a night out
   1. ..............................................................
   2. ..............................................................
   3. ..............................................................

8. If you don’t want to drink alcohol and your friends are putting pressure on you to do so, name one thing you can say to get out of that situation and feel okay.
   ..............................................................................

9. If someone drinks too much and passes out, what should you do?
   ..............................................................................

10. Name 3 things involved in planning a night out
    1. ..............................................................
    2. ..............................................................
    3. ..............................................................

11. Name 3 basic human rights of young people
    1. ..............................................................
    2. ..............................................................
    3. ..............................................................

12. What personal values might be relevant to your choices about alcohol
    ..............................................................................
LINKS TO HELPFUL WEBSITES

www.alcoholireland.ie
www.askaboutalcohol.ie
www.citizensinformation.ie
www.crosscare.ie
www.drugs.ie
www.ecrdatf.ie
www.hellosundaymorning.org
www.oco.ie
www.spunout.ie

ON A FINAL NOTE....

The authors made contact with the young women who were involved in the original resource, they were asked questions about their learning from the production of the photographs, what they took away from the project and what it meant to them. The following are some of their responses:

‘I really enjoyed doing the resource pack, it was good fun to take the photos as it was with my friends and it was an enjoyable experience to plan and set up all the photos ourselves, and the helpful advice we were getting from our youth leaders was great as they weren’t telling us strictly not to drink or go out, but informing us how to make better decisions in regards to drinking, to keep ourselves safe.’

‘I learned a lot about the precautions you should take when drinking alcohol, and the situations you can avoid very easily. Besides making the resource pack we did a lot of talks and workshops about alcohol and the things we learned then still stick with you when you’re older so it was really beneficial to have those lessons when we were just getting to the age when us and the people around us were starting to drink alcohol.’

‘Definitely, some of the things we learned when doing the resource pack I wouldn’t have ever thought of before. These lessons were so beneficial to us as teenagers because we can carry them in to our adult lives and have a safer and more well informed relationship with alcohol.’

‘I think we all learned how to stay safe and keep each other more safe when drinking alcohol and we also learned how to work together as a group.’

‘I did enjoy doing the resource pack I think because we were so young, it helped us to understand the real dangers that can happen when you’re drinking a lot of alcohol and also it was a great experience to work as a team on the project with the girls and leaders.’

‘Yea it definitely changed our opinions on the amount of alcohol we were consuming as because we were so young we had no idea how much was too much, I also think that the group of us became a lot more aware on our nights out and we’re well prepared if something did happen or if someone got hurt.’

‘Yeah it was fun to play out the different roles of the scenarios. And see them printed out and for it to help teach others.’