

Peer Education Drugs Awareness Programme

Can **U** **HAC** It? Introduction

In recent years the availability of drugs and alcohol and the number of young people experimenting with them has rapidly increased. In recognition of this problem Ballyfermot Youth Service Peer Education Project, in conjunction with Beyond 96 Youth Club have developed a new Drugs awareness project titled "Can U HAC it?" The programme is based around hash, alcohol, and cocaine the three main drugs of choice for young teenagers and raises awareness of the consequences associated with these drugs not only on the individual but on the family and the wider community.

Ballyfermot youth service & Beyond 96 Youth Club
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Peer Education Drugs Awareness Programme

Can U HAC It?

Who is the "Can U HAC it"? Programme for?

The programme is aimed at transition year and leaving certificate student within secondary school. The programme and accompanying resources have been designed to assist young people in exploring their own attitudes in relation to drugs and drug taking, to help them to consider how drug misuse can impact on the community.

Who can use the programme?

The person delivering the programme should have appropriate facilitation skills as well as knowledge of drugs and drug related issues. It is very important that the facilitator develops a good understanding of the programme before using it with a group.

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Can U HAC It? Video Resource

Video running time!

The video runs for approximately 10 minutes. It can be used on its own as a single session or as part of the overall "Can U HAC it?" programme.

Suggestions for facilitators!

It is essential that the person using this video looks carefully at it before showing it to a group. This video centres around drug experimentation among young people and highlights three specific scenes in relation to Hash, Alcohol, & Cocaine, and the consequences associated with these drugs.

In showing this video to a group it is recommended that to show the full length video without stopping, focusing on the discussion topics we have provided at the end. The facilitator may wish to add or change some of the discussion topics.

Possible discussion topics.

- Why do you think Joe started taking drugs in the first place?
- In your own opinion which was the worst drug Joe took?
- How many people were affected by Joe's drug taking?
- List the consequences associated with Joe's drug taking.
- List all the feelings associated with Joe's drug taking.

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A description of each activity and a step by step guide of how to carry out each one is enclosed in the next couple of pages. All accompanying worksheets for the activities are enclosed at the back of the pack.

As suggested in the guidelines for how to use the video, it is recommended that the facilitator develops a good understanding of the programme before using it with a group.

Session 1

Introduction

Ice breakers

(Worksheet 1A,1B).

Session 2

Charlies Day Out

Session 3

What about us?

Session 4

Case Study & Character Drawing

(Worksheet 2)

Session 5

Attitude Statements

(Worksheet 3)

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Session 1

Before you start!

Introduction

As this is the peer educators first session with the group, an introduction will allow the young people the chance to get to know the Facilitator and the other young people. Explain to the group briefly what the session is about and what you intend to do.

This session also gives an insight into the background of the group in terms of what they expect to get from the sessions.

Ice breakers

Ice breakers are a very important part of each session as some young people can feel very nervous in the beginning, but these type of games help to break the ice and encourage the young people to feel more relaxed within there peer group. You will find some exciting ice breakers included at the back of the pack.

Hopes and Fears

This activity will allow each individual to explore their Hopes and fears for the coming week's e.g.

HOPES to learn more about drugs

FEARS that I won't learn anything about drugs

This will also give the Facilitator a better understanding of what the young people expect to get from the programme.

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Session 2

Charlie's Day Out

Aim

To raise young people's awareness of the effects and consequences associated with drug misuse on the individual and the wider community.

How to deliver the session?

As this is the peer educators first session with the group, an introduction will allow the young people the chance to get to know the Facilitator and the other young people.

Ice breakers are a very important part of each session as some young people can feel very nervous in the beginning, but these type of games help to break the ice and encourage the young people to feel more relaxed within their peer group.

1. Split the large group into small groups of four or five, explain to them they are going to participate in an activity which will highlight a night out for "Charlie a fictional character".
2. Give each small group an age limit e.g. 12-14, 14-16, 16-18, 18-20. This will give the groups an opportunity to explore drug misuse among different age groups.
3. Ask each group to draw a map of Charlie's evening out. The map may show pictures or words to demonstrate what Charlie gets up to from the time he leaves his house until he gets home.
4. All information must come from the group members, however it is important to stress to the groups that all information does not have to be negative.

Materials needed

Flip Chart Paper, Scissors, glue
Markers, Old Magazines

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Session 3

What about us?

Aim

To encourage young people to think about how drug use impacts on the Family, Friends and The Community.

How to deliver the activity?

Begin each session with some ice breakers.

- 1.** Split the large group in to small groups of four or five, explain to them they are going to participate in an activity which will highlight who in the family, community or among our friends can be affected by drug misuse.
- 2.** Give each small group a large piece of flip chart and some markers. Ask them, in their own opinion, to list who they think may be affected by an individual's drug misuse.
- 3.** Ask the small groups to draw a large picture of a dart board placing the person that they think is most affected nearest to the bulls eye, and so on until the person least affected is on the outside of the dart board.
- 4.** When the activity is complete encourage each group to discuss how or why they came up with there answers.

Materials needed

Flip Chart Paper,
Markers.

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Session 4

Case Study & Character Drawing

Aim

To give young people a chance to show the physical, psychological, and emotional affects of Hash, Alcohol, & Cocaine on the body.

How to deliver the activity?

Begin each session with some ice breakers.

1. Split the large group in to small groups of four or five, explain to them they are going to participate in an activity which will highlight the affects of drugs on the body.
2. Ask each of the small groups to write a case study about someone who takes drugs. It is important to tell the group at this stage that the character is fictional and must not be about anyone they know. (Case study activity included at the back of the pack).
3. When the case studies are complete ask each group to draw a life size body, on which they will demonstrate the physical, psychological, and emotional affects of drug misuse on the body using the information from there case study e.g. if the drug chosen in the case study Is hash the group must demonstrate the affect of has on the body.
4. When the activity is complete each group should present there case study and body outline to the large group. Encourage each group to discuss how or why they came up with there answers.

Materials needed

Activity Worksheet
Flip Chart Paper,
Markers.

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Session 5

Attitude Statements

Aim

To give the young people the opportunity to express their views and share as a group their opinions on different issues surrounding drug misuse.

How to deliver the activity?

Begin each session with some ice breakers.

1. The Facilitator will place three statements around the room e.g. agree, disagree, not sure.
2. Inform the young people that you will call out a series of statements which have no right or wrong answer. The young people will stand in the area which they most agree with.
3. Encourage debate within the group around the various statements.
4. You may inform the young people that they can change places if their opinions change, based on what their peers might say in relation to a specific statement.

Materials needed

Attitude statements activity Worksheet

Flip Chart Paper,

Markers.

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Worksheet 1a

Ice breakers

Getting to know one another!!

Name games

Ask each member to introduce themselves to the group by saying their name and something they like beginning with the first letter of their name e.g. my name is Mary and I like Monkeys. Try to make it as funny as possible.

Action name game

Ask each member from the group to say their name and do an action beginning with the same letter of their name or one that represents something they like. E.g. my name is Julie and I like jumping.

How greedy are you?

Pass a large bag of sweets around the circle, tell the group to take as many or as little as they like. Little do they know that for each sweet they take they must tell the group something about themselves.

The action game

Choose one person from the group to be "the leader" and another to hide outside the room. The leader must choose a series of actions for the rest of the group to follow. When the person from outside comes back into the room they must try to guess who the leader is.

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(Worksheet 1b)

Human Bingo

Have great fun with human bingo find 1 person from your group with each of the following, get them to sign your box, first to finish wins a prize!!

Someone with blue eyes:	Someone with 2 sisters:	Someone who lives in your area:	Someone who goes to School:
Someone who works:	Someone who has a mobile phone:	Someone who has a boyfriend:	Someone who has a girlfriend:
Someone who likes R n B music:	Someone with 1 brother:	Someone who has a dog:	Someone who thinks their sexy:
Someone who likes the colour pink:	Someone who likes chocolate:	Someone who likes going shopping:	Someone who reads books:

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Worksheet 2

Case study/Character drawing

NAME _____

AGE _____

WHEN THEY STARTED USING DRUGS _____

WHY DID THEY START _____

HOW MUCH DO THEY SPEND EACH WEEK _____

WHO DO THEY TAKE THE DRUGS WITH _____

WHAT HAS HAPPENED TO THEM SINCE THEY STARTED _____

WHAT DRUGS DO THEY TAKE _____

WHERE DO THEY GET THEM _____

WHERE DO THEY LIVE _____

DO THEY GO TO SCHOOL OR WORK _____

WHERE COULD THEY GO FOR HELP _____