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# Irish Youth Work Scene

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Young People & the Law

Eco Unesco - Alternative Approach to Drug Prevention Education

Alcohol Awareness Activity Supplement

**Magazine for Youth Work Practitioners**

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## DISCLAIMER

It is open to all our readers to exchange information or to put forward points of view. Send in news, comments, letters or articles to the editors. Views expressed in this magazine are the contributor's own and do not reflect those of the Irish YouthWork Centre or Youth Work Ireland.

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## Editorial

by

Diarmuid Kearney

Within the next few years we will see the Garda Diversion Projects double in number. This is to be welcomed and we look forward to a continued and constructive partnership between the Garda, The Youth Justice Service and the sector over the coming years. We are also optimistic that we will see considerable attention being paid over the coming months to developing a clear model of practice for the service and a more rigorous approach to review and evaluation. All of this helps us to support young people as they wrestle with that transition to adult citizenship.

This development will however, see us with twice as many Garda Diversion Projects as Special Projects for Youth nationally. How is it that the projects funded under Youth Affairs Section of Department of Education and Science are reducing as a proportion of the work undertaken by youth services. Have we taken our eye off the ball and ended up doing something that isn't youth work? I don't think so? It seems clear to me that in extending services, we have by and large, stuck to the principles which underpin youth work. So what's the problem then? If we want to expand our work with and for young people, shouldn't we take every opportunity. Yes, but we need to pay attention to a number of factors. Firstly are we complicit, or even active, in societies labelling young people as problematic? If our work is primarily about young people and offending, young people and drugs, young people and educational under-achievement then we need to be very careful that we continue to present positive images of youth and that we adopt a situational perspective (young people have problems because of the circumstances they experience) rather than a pathological perspective (young people are intrinsically 'bad'). If this is our approach then we will be continuing with a long history of youth work locating itself unapologetically as an intervention that inhibits and prevents social exclusion.

The key question is, would we work more actively with the general population of young people if we had the resources? Of course we would. We are unequivocal in defining youth work as non-formal education which aids and enhances young people's personal and social development. And by this we mean all young people. Since one of the key principles which underpins youth work is equality, and this is strenuously reinforced in the Government's own National Youth Work Development Plan, it seems logical that all young people are provided for. Our concentration on those less advantaged young people denies the right of all young people to access diverse and quality services, but, perhaps more importantly, it supports a view of youth work as compensatory and problem focused.

The responsibility for allowing this 'problem focus' is a shared one. Historically youth work has focused on problems, service providers have followed the funding sources which have focused on problems, we have failed to impress policy makers, legislators and funders, that 'all' young people have the right to access services and finally, Government have failed to recognise the value in investing in the development of a comprehensive youth service.

Yes the Youth Work Act and the National Youth Work Development Plan signal Governments commitment, but signalling commitment is feeble when compared with the enormous investment in the 'problem focused' aspect of our work. Youth club work and volunteerism (the historic backbone of our service) have been starved of resources. If the roll out of the Act and Plan don't impact positively on this aspect of our work in the immediate future then it would not be scaremongering to describe the situation as critical.

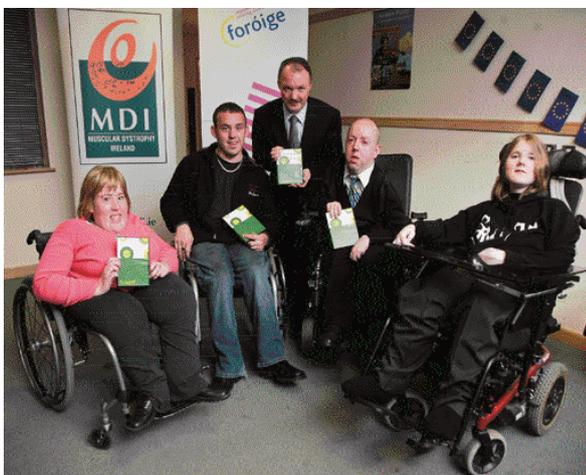
# Integr8 Young People with Physical Disabilities into Youth Service Provision

by Amy Bramley



## INTRODUCTION

On 17 October the Minister of State Sean Haughey T.D. officially launched *'Integr8'*; a new interactive youth work DVD, which aims to increase awareness of the needs, desires and wants of young people with physical disabilities. Funded by the Irish Youth Foundation and produced in partnership by Muscular Dystrophy Ireland, the Irish Wheelchair Association and Foróige, Integr8 will be distributed amongst 400 youth organisations around Ireland.



Persons left to right: Micheline Clancy, Barry Mooney, Minister Sean Haughey, Joe T Mooney & Donal Purcell

In the introduction to the booklet, Liam O'Dwyer, Chief Executive of the Irish Youth Foundation highlighted the benefits of this resource to the youth work sector stating that,

*"Integr8 was developed to increase awareness of the needs, desires and wants of young people with physical*

*disabilities and to promote more inclusive approaches to them among young people, youth leaders and those involved in managing the youth sector. It recognises that some people may be anxious about including a young person with a disability into a club programme or an existing youth group, Integr8 seeks to reduce these fears and to change behaviours towards young people with disabilities".*

## CONTENT

Integr8 comprises an interactive DVD and an accompanying booklet. It is an interactive resource aimed at engaging young people and challenging their attitudes towards young with physical disability. It has been developed to increase the opportunities for young people with physical disabilities to access youth services.

It is designed for use young people, youth leaders and workers and those involved in managing youth work to include young people with physical disability and generate discussion and debate around developing more inclusive ways of working with young people.

The DVD (10 minutes running time) is best used alongside the booklet. **Part One** of the DVD is a Big Brother style voting activity that enables the young people to vote for who they would like in their club/group from a selected with characteristics and interests. **Part Two** explores people's attitudes to disability which should lead to and stimulate group discussion.

### The booklet contains:

- A Facilitator Guide
- Big Brother Voting Card
- Assess Your Club/Group Question and Answer Worksheet
- Stop and Think Handout.



Minister Sean Haughey, Joe T Mooney, Billy Freeley, National Chairperson Foroige, Darragh Kennedy National Youth Development Officer for the Irish Wheelchair Association.

### CONCLUSION

By using this resource people can aim to achieve a number of objectives with a youth club or group by combating attitudes, increasing knowledge and awareness, combating isolation and promoting inclusion.

The booklet itself can be downloaded from the following websites:

[www.mdi.ie](http://www.mdi.ie)

[www.iwa.ie](http://www.iwa.ie)

[www.foroige.ie](http://www.foroige.ie).

There is also an Integr8 chat group at: <http://groups.yahoo.com/group/integr8info> where reports from other group who have used the resource can be reviewed as well as posting comments and questions and taking part in live discussions with young people with limited mobility.

### MUSCULAR DYSTROPHY IRELAND

Muscular Dystrophy Ireland (MDI) is a voluntary organisation, which provides information and support to people with neuromuscular conditions and their families through a wide range of supports. Muscular dystrophy is the collective name for a range of neuromuscular conditions. It is characterised by the progressive weakening and wasting of the muscles. Duchenne is the most common type of muscular dystrophy. It is the most frequent human gender specific inherited condition in the Republic of Ireland; occurring in every one in 3,000 live male births.

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# Showcasing Innovative and Cutting Edge Art Projects by Young People

by Fran Bissett

## INTRODUCTION

**in2** is an annual magazine published by the National Youth Arts Programme which showcases innovative and cutting edge artistic collaborations between young people and professionals that in the youth arts sector across Ireland.



Targeted at both the Youth Service and the arts sector, **in2** is fashioned to act as a resource for anyone interested in developing the arts in youth work. It includes information, opportunities and resource details, case studies and analysis of policy and practice in the area of youth arts and is both stimulating and challenging. The collection of articles submitted to **in2** for inclusion in this edition was of a very high quality and demonstrated the level of progression and innovation within arts in the youth work sector.

## LAUNCH EVENT

This year's edition of **in2** was launched on 18 October by Chair of the Arts Council, Olive Braiden. An exhibition of images of some of the art projects included in the magazine was displayed at the launch.

Guests also had the opportunity to take part in two interactive discussion groups presented by leaders in the youth arts sector: *“Establishing a Youth Festival”* presented by Mark O'Brien, Arts Development Manager with Axis, Ballymun and *“The young model project – Challenging Encounters”* by Linda Hayden, Assistant Education Curator at the Model Arts and Niland Gallery, Sligo. Later in the evening two young contributors to **In2** were interviewed by

folklorist Kelly Fitzgerald about their experiences of participating in the arts.

## WHAT'S IN IT?

The content of the magazine, listed below, reflects the extensive variety and level of innovations of arts based work currently taking place in the youth sector:

- **The Art of the Possible**
- **Mansions of the Imagination: *Seven year breakthrough in local arts development***
- **Buí Bolg Youth Group: *A personal experience and journey***
- **The Young Model Project**
- **Activate Youth Theatre: *The Ideal Homes Show***
- **Dare to Dream: *Dolphin Art Group's trans-atlantic experience***
- **New Youth Arts Festivals in Profile (*Lift Off: A week in Ballymun and Mallow Youth Arts Festival: A day in North Cork*)**
- **Artist in Youth Work Scheme (*Kildare Town Youth Project: Dream Depot and West Cork Arts Centre: Handle With Care*)**
- **Enquiring Minds (*Patti Smith interview and interview with the artist Sandra Meehan*)**
- **Publications and Watch this Space sections**

## ARTS IN THE WIDER CONTEXT

To ensure that arts continues to be innovative and progressive in the youth sector, Margot Kenny of the National Youth Arts Programme (NYAP) believes there is a collective need in both the youth work and arts sectors to provide encouragement and support to young people.

*“We need to be ambitious for young people, to present participation in the arts as something that progresses all the way to a professional level of activity and not take an “anything will do” attitude. Without listening to young people and respecting what they can bring to us, the notion of youth arts is inauthentic and potentially meaningless to those it is meant for. Connecting back to young people regularly, paying attention to how they are engaging and what they need and want is at the heart of this work and must drive our decision making processes”*

The importance of arts in the lives of young people is also evidence at a national policy level. Earlier this year the Minister for Children, Brendan Smith launched the National Recreation Policy for Young People and announced the government’s intention to provide appropriate, publicly funded recreational opportunities for young people between 12-18 years of age. The research carried out for this policy discovered a very high level of interest and participation in the arts by young people, particularly girls. However, Margot Kenny points to the gaps that still exist and the need for a rights based approach to young people and the arts:

*“While many youth work organisations use the arts in their work with young people, there are still gaps. Links with valuable sources of artistic experience*

*could be improved and we need to place the right to cultural participation for young people - with the resources and facilities it requires – firmly on the youth agenda along with other issues concerning young people”*

*In2* in itself is a tool to bridge some of these gaps. It achieves this by documenting arts based work currently taking place in the youth sector and making it available to the youth work and arts sectors as well as young people.

### HOW TO ACCESS IT

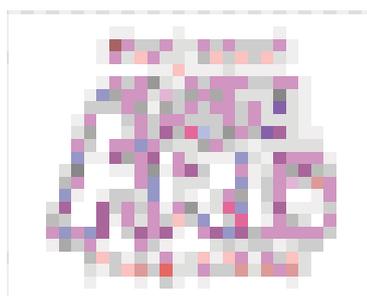
This latest edition of *in2* is available as a download by going to:

[www.youth.ie/what\\_s\\_new/in2](http://www.youth.ie/what_s_new/in2)

All the back issues of *in2* are also available either by free download at [www.youtharts.ie](http://www.youtharts.ie) or hard copy by order.

For a hard copy or further information on *in2* or the National Youth Arts Programme itself please contact:

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# Music and Young People

by Mark Finn

## INTRODUCTION

I am a youth worker with Swan Youth Services and I also run an organisation called the Young DJ Academy. In the past two years I have developed some theories about music and young people that I would like to share. I also want to highlight how I think music workshops can be a developmental tool for engaging with young people. First I would like to mention how I see music impacting on the groups that I have worked with.

Young people are massively influenced by music culture, this can manifest itself in the way they dress, the kind of language they use and the peer groups that they mix in. The young people I work with, put music on the radio as soon as they arrive in to the club, they repeat the lyrics from songs or quote musicians, they sing to themselves and with each other. Discussions about music and what artists are doing or singing about take place all the time.

Most young people now, have an iPod, or at least would like to own some kind of portable music player. It is because of these things that I do not take for granted, the influence that the music industry has on young people. It is clear that music is not only perceived or interpreted for its quality, but also who it is marketed for. A lot of popular music has been tailored to be attractive to its target group, it is very carefully thought out by industry professionals to appeal to young people. The way that artists dress and the type of songs they sing are all well thought through by experts in the industry, so as to appeal to young people.

## MUSIC'S SOCIAL AND MARKETING INFLUENCE

I am interested in how young people process the

information that they are receiving from music. Adolescence is a time of massive change in a young person that is open to many influencing factors. The effect that music and its culture can have, should not be underestimated. I say this because many young people prescribe to a type of music based on their peers, or what other young people are listening to. It becomes cool to listen to music because of what peer group they identify with. It is amazing to watch the change that can come over a young person during this period, like for example the way they dress, talk or act. These things can change dramatically, varying from one person to the next.

All of this is part of the new identity that they are forming, along with other influences in their lives. This has led me to believe that identity is directly influenced by the music and how it is perceived by young people.

To give a few examples of this, popular music is very fashion orientated, Image has taken over much of popular music and young people are extremely attracted to this. Young people are very concerned about what they wear and how much it costs. The average rap star wears a massive amount of jewellery, so young people who conform with this type of music like to wear jewellery and similar clothing, and they can sometimes develop a particular style of walking and talking.

Music like gothic rock has a very particular image associated with it too, which says it's cool to be different; again these young people will dress and behave accordingly. This is where the influences begin; it is when music and peers affect the way that young people perceive the world around them.

There are very clear messages coming from different styles of music, but more importantly it is how young people take in that information and what

decisions are made because of it. For instance many young people are impressed and influenced by what way their idols live. The clothing, lifestyle and attitudes that we see are influenced by their peers, but that peer influence is influenced by music culture.

A young person can be very susceptible to believing what they see in the music industry to be true to life. This is how a music culture makes its money, and creates influence. Products like clothing, cosmetics, music and technology are all marketed through the modern music industry. The cash machine is ringing all the time, and it has been designed this way to keep music and other industries affluent.

## USING MUSIC AS A DEVELOPMENT TOOL

Over time I have come to believe that recognising and understanding these things is vital to the role of a youth worker. As a worker you may decide to challenge young people on the way they behave or the things they say, but I think it is a more powerful tool when young people are engaged on a level that they are interested in. I have used the music workshops that I run as an opportunity to do some of this kind of work.

Many of the things that I mentioned before are common place themes in the work I do, they are the ideal place to challenge some of the attitudes and beliefs that I see in young people. I have used project based work, like radio broadcasting, performance skills, profiling individuals and practical and technical skills as a developmental tool for challenging the ways in which young people interpret the world around them, beginning of course with music.

Through examining music culture and its nature I have been able to challenge the messages that it creates. Issues like drugs and sex that modern music is so filled with, have provided opportunities for discussion. This is a slow process which takes time because as much as I have my own set of beliefs, the young people I engage with, have developed their own too.

So it is through music workshops and the interactions that we have in each workshop that I aim to create an environment where members can begin to understand music culture and therefore, hopefully begin to recognise their own thought processes around it. This kind of work can lead to understandings of themselves.

## CONCLUSIONS

Although music workshops are a small part of youth work I think that music culture and the effect it is having is much bigger, so developing not only an understanding of these topics, but also a way of integrating it into our approach as youth workers is valuable. Young people provide us with the opportunity of doing this because we have developed relationships with them, so using our knowledge and skills we can begin to challenge the way in which music and the effects it has, are perceived by young people. Issue based projects, group work, one to one and informal settings are all places that this process can happen if we are informed and feel equipped and confident in this area.

I have been working with young people in many different types of groups, as well as through specific music workshops and I am interested in talking to other people doing similar work. I would also like to invite anyone interested in this theme to contact me for further discussion or comments about the subject on the email addresses below:

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**Website: [www.swanyouthservice.org](http://www.swanyouthservice.org)**

# ECO UNESCO'S Choices Programme:

## An Alternative Approach to Drugs Prevention Education

by Fernande Parente

(Communications Officer, ECO-UNESCO)



### Introduction

The world we live in is changing. Our environment is changing and so too is our society. There are a growing number of challenges for and pressures on young people. ECO-UNESCO, therefore responds to our changing world by helping young people cope with the variety of pressures they are under and by developing innovative approaches and programmes for empowerment and self-development.

The *ECO-Choices Programme*, which was developed by ECO-UNESCO, Ireland's environmental education and youth organisation and funded under the Young Peoples Facilities and Services Fund by the Department of Community, Rural and Gaeltacht Affairs, is built on empowerment, positive action, personal development and environmental protection. The programme was launched in October by Minister Pat Carey and ECO-UNESCO's National Director Ms Elaine Nevin pictured below.



Photographer: Erica Cacciotti.

### Programme Rationale

The programme is based on the ideas that:

- Environmental action projects and environmental activities can provide a very positive alternative for young people
- Environmental education is a powerful means of developing young peoples sensitivities to others and the world around them
- The natural environment is a powerful medium, which can affect peoples' attitudes and their behaviour.

The empowerment of young people happens in environmental education and environmental youth work. The ECO-Choices programme provides a channel for young people's energies to empower and to encourage them make positive choices in their lives.

*“ECO-UNESCO recognises that the environment provides an important medium for developing positive attitudes and for empowering young people. We are committed to providing opportunities for young people to channel their energy into positive actions for themselves and their environment.”*

commented Elaine Nevin, ECO-UNESCO's National Director at the launch.

### Programme Content

The ECO-Choices programme consists of various elements, which include:

*ECO-Choices Resource Pack* - This pack is a 12-workshop sessions focused on empowering young

people to make positive choices in their lives. It was designed to be flexible so facilitators can select individual activities to suit their group of young people rather than working through it systematically.

***ECO-Choices Training Programme*** – This training programme explores an alternative approach to drug prevention education, by introducing environmental education as a resource for positive personal development and building of self-esteem. It aims to guide teachers and leaders on how to facilitate personal development in young people through their engagement with the environment. ECO-UNESCO is also developing a FETAC course as part of this programme on ‘Personal Effectiveness through Environmental Education’.

***Eco-Youth Choices*** - ECO-Youth Choices is a 12-week peer education programme aims at young people aged between 15 and 18 years old. During the course, participants develop teamwork, decision-making and communication skills and are invited to take a critical look at their surroundings and analyse how they influence them. Outdoor education and environmental methods such as simulation games and discussion work are used throughout. Participants are also invited to think about solutions for their local environment tackle them by developing an environmental action-project.

***“Drug Prevention Education is more than teaching the facts about drugs - it is teaching children and youth about themselves and empowering them to contribute to the development of their community, environment and society. This initiative, funded by the Young People’s Facilities and Services Fund, encourages young people to look at alternatives to drug and alcohol misuse. I have always believed in the development of recreational facilities and programmes that attract young people into healthy pursuits.”***

Minister Pat Carey, Department of Community, Rural and Gaeltacht Affairs at the launch.

## Conclusion

The ECO-Choices programme was designed to enable different groups to use an environmental youth work approach in their own work and develop other materials aimed directly at young people. This is a brand new programme and there is a lot of space for developments. We would like to develop our peer education programme and expand it around the country as well as to expand and grow the training for trainers aspect and increase the production of resource materials. At ECO-UNESCO we constantly foster to develop innovative programmes and we would like to continue to bring our unique approach to the development of new initiatives for drugs prevention.

### About ECO-UNESCO

ECO-UNESCO is Ireland’s environmental education and youth organisation. The organisation aims to raise environmental awareness, promote the protection and conservation of the environment and promote the personal development of young people. ECO-UNESCO is affiliated to the World Federation of UNESCO Clubs, Centres and Associations (W.F.U.C.A).

ECO-UNESCO runs three core programmes - the Environmental Youth Programme, which includes events and activities, workshops and ECO clubs for young people; the Education and Training Programme including one-day training courses on environmental education and FETAC accredited modules; and the Young Environmentalist Awards Programme, an all-island environmental awards scheme. ECO-UNESCO also produces education resources to support teachers and youth leaders to introduce environmental education in their activities with young people.

For further information on the programme or on the work of ECO-UNESCO please contact:

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# Alcohol Awareness

## Activity Supplement

by Gina Halpin

**T**here has been much media attention focused on the issue of underage drinking, the problems associated with binge drinking and drunkenness. Recent reports such as the ESPAD study reports that Ireland has the highest incidence of underage drinking in the European Union.

Although underage drinking has always been a problem in Ireland, recent studies have revealed alarming results regarding the age at which young people are beginning to drink, the frequency of their drinking and the degree of drunkenness. This activity supplement contains information on underage drinking and lists various activities that aim to help young people become aware of the negative consequences and nature of drinking alcohol.

### What are the main concerns?

1. The starting age getting younger and younger.
2. Young people, not just drinking, but getting drunk.
3. The inappropriate behaviour that occurs as a result of drinking.
4. Negative effect on schoolwork.
5. Consequences of drinking too much on health and lifestyle.
6. Drinking without adult supervision.

### Why do young people drink?

Experimentation with alcohol during the teen years is common, some reasons for this include:

- Curiosity
- To feel good, reduce stress, and relax  
To feel older
- Advertising messages showing alcohol to be harmless.
- Many social activities in Ireland revolve

around pubs e.g. communion, sunday lunch, sports etc..

- They see parents and other adults use alcohol socially

## Activity 1 Name Game

This game can be used as an ice-breaker, the purpose of it is to warm up and help the group feel more at ease, to learn each others names and to find out about the alcohol knowledge of the group.

- ◆ Get the group to stand in a circle
- ◆ Explain that they have to think of a drink or something associated with alcohol which starts with the same letter as the first letter of their names.
- ◆ Some suggestions could be Alcopop Amanda, Bacardi Breezer Brian, Fat Frog Fiona, Malibu Maeve etc...
- ◆ Go around the group with each person choosing a name for themselves. The young people can decide if they want to use these names for the duration of club activities.

*Source: Hammered: Young People & Alcohol*

## Activity 2 Down the Local

The purpose of this activity is to look at the realities of young people's drinking patterns.

**Materials:** Markers, old magazines, glue, scissors, large sheets of paper

- ◆ Divide the group into groups of 4 and give

- ◆ groups some art materials
- ◆ Ask them to create a map of their local area showing the main landmarks.
- ◆ Then ask them to mark on the map the places where people drink - both formal places like pubs and hotels and informal places like fields, parks etc..
- ◆ Once the maps are finished they can be compared and used to start a group discussion.

**Suggestions topics for discussion:**

1. Do young people and adults drink in the same place? If not why not?
2. Are some places safer or better than others? Why?
3. What are the pros & cons of drinking outdoors.

*Source: Hammered: Young People & Alcohol*

### Activity 3 I'm the Boss of me!!

The purpose of this activity is to make young people aware of who influences them and who they in turn influence. It also helps the young people learn how to respond to peer pressure.

**Materials:** Paper & pens - have the young people write out the following headings on the page and fill them in.

**Who influences me?**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**Who do I influence?**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**How strong is this influence?**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**Is it a positive or negative influence?**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Once they have completed their listing begin a group discussion, pretending that one young person is trying to pressure the others into drinking alcohol.

**Sample discussion questions:**

1. How would they behave or react to this pressure?
2. What would they say in order to refuse the alcohol?
3. If they were the ones applying pressure on others to drink alcohol what would they say?

*Source www.kidshealth.org*

### Activity 4 One for the Road!

The purpose of this activity is to make young people aware of the effects of alcohol and to take a closer look at their experiences and knowledge of these effects.

**Materials:** Plastic cups, soft drinks, flipchart paper and markers

- ◆ Pour the soft drink into a couple of plastic cups.
- ◆ Ask the young people to come up and take a sip of the drink - pretending it's alcohol and then act out an effect alcohol can have.
- ◆ Do not lead the young people - let them draw on their own experiences.
- ◆ As each effect is acted out write it down on

flipchart paper.

- ◆ Once everyone has participated go through the effects that have been written down & draw a smiley face against the good effects and a sad face against the bad ones
- ◆ In general the bad effects will be in the majority. So get the young people to call out all the effects pointing out that as the bad ones outweigh the good ones, why would they want to drink!

*Source: Hammered: Young People & Alcohol*

## Activity 5 Tricks of the Trade

The purpose of this activity is to make young people aware of the power of the media and how the images of drinking in the media contrast with the facts about alcohol.

Have the young people list as many alcohol advertisements they can think of e.g. Bulmers and the apple orchards, various Guinness adverts, Budweiser frog & horses, Malibu island life etc, ....

**Begin a discussion using the following sample questions:**

1. What images are used in the adverts?
2. What words are used?
3. What does the advertiser want you to think about regarding this drink?
4. Who do the advertisers want to buy the drink?
5. How do the images portrayed contrast with the experiences the young people have had with alcohol?
6. If the young people were to make their own reality alcohol advertisement, what images would it contain and why?

*Source: [www.kidshhealth.org](http://www.kidshhealth.org)*

## ALCOHOL MYTHS & FACTS

**FACT:** It is illegal for any person under the age of 18 to purchase alcohol.

**FACT:** It is illegal for any person under 18 to consume alcohol in public.

**FACT:** The vast majority of young people have their first drink before their 16th birthday.

**FACT:** There is no connection between the kind of social background a child comes from and whether or not they drink.

**FACT:** The age at which young people are starting to drink is getting lower.

**FACT:** Of young people who have tried alcohol, about two-thirds have felt drunk at least once.

**MYTH:** Peer pressure is responsible for underage drinking.

**MYTH:** If young people were not served in bars and off-licences, there would be no underage drinking problem.

**FACT:** There are a number of factors involved in underage drinking including peer pressure, experimentation, liking the effects, wanting to try something new and availability in the places they frequent.

**FACT:** In reality, the vast majority of young people drink in other areas such as their homes, parks etc during early experimentation. The vast majority of pubs and off-licences are extremely vigilant.

**MYTH:** Alcohol is a stimulant.

**MYTH:** Binge drinking is ok if it doesn't happen everyday.

**FACT:** Alcohol is a depressant - it appears to be a stimulant simply because it dulls those parts of the brain which usually make us behave with constraint.

**FACT:** Binge drinking (five drinks or more in suc-

cession) is very risky and is responsible for most of the problems associated with drinking alcohol.

*Source: Cider Industry Council*

## CURRENT TRENDS

The vast majority of young people will drink before they are 18 years of age and a substantial proportion will drink regularly.

The age of beginning to drink has drifted downwards over the last 20 years. A recent study reported that the average age at which students start drinking is 11.6 years.

More than 50% of young people will have experienced feeling drunk by the time they leave school.

Binge drinking (five or more drinks in succession), is becoming more and more prevalent amongst teenagers.

According to the 1999 Garda Annual Report, 10% of juvenile crimes committed were drink related.

There are no indications that young people are enticed into drinking by any particular drink. Rather, it would seem that they tend to drink largely what adults drink.

The number of young people who have never tried a drink has diminished dramatically and by the legal drinking age (18 years), approx 98% of young people will have tried alcohol.

The locations for drinking break into three broad categories:

*The home - or someone else's home*

*Pubs or discos*

*Non controlled settings such as parks, beaches or derelict buildings.*

Secondary purchasing, whereby older people purchase alcohol and pass it on to underage drinkers, is misguided and increases the problem.

*Source: Cider Industry Council*

## REFERENCES:

**Alcohol & Young People: Approaches to Prevention: Acceptance Responsibilities and Action Implementation** by MEAS

**Hammered - Young People & Alcohol** by *Fast Forward Positive Lifestyles*

**Its your choice, Creative ways of working with young people on alcohol awareness** by NYHP

## Websites:

[www.ciderindustrycouncil.com](http://www.ciderindustrycouncil.com)

[www.kidshealth.org](http://www.kidshealth.org)

[www.spunout.ie](http://www.spunout.ie)

[www.barnardos.ie](http://www.barnardos.ie)

[www.ncac.ie](http://www.ncac.ie)

[www.cra.ie](http://www.cra.ie)

[www.dhac.ie](http://www.dhac.ie)

[www.sugerydoor.co.uk](http://www.sugerydoor.co.uk)

[www.alcoholconcern.co.uk](http://www.alcoholconcern.co.uk)

[www.youthhealth.ie](http://www.youthhealth.ie)

# Young People and the Law: Some Issues for Youth Workers

by Alison Rooney

## Introduction

My name is Alison Rooney and I am a Youth Worker in Bluebell. I believe that as a youth worker I should keep myself informed of key issues effecting young people, one example of this is the legal age for different stages of consent in Young Peoples lives.

When I started to research this I found it very confusing, this was because of the contradictions within Irish Policy, Funding and Law with regard to Young Peoples consensual age, and what age even constitutes being a Young Person.

## What Age is a Young Person?

My youth work project is funded to work with young people aged between 10-21 years. This immediately this contradicts the Youth Work Act 2001, which states that a Young Person is 'anyone under 25 years' and again is in contrast the Education Welfare Act 2000 which defines a young person as anyone less than 18 years of age.

Adults are considered to be 18 years or over in Irish Law. Eighteen years is the age people can vote, get married, drink alcohol in a public place, buy property, and buy cigarettes. However, it is illegal for anyone to sell alcohol or cigarettes to anyone under 18 years.

17 years is the age of consensual sex in Ireland for homosexual and heterosexual people.

You are legally entitled to consent to medical procedures at 16 years without your parent's consent. In some cases, this could mean consenting to the contraceptive pill. This would put doctors in an ethical position because of the age of consensual sex (17years).

## Issues for Youth Workers – Age of Sexual Consent

These different ages can bring up issues for youth workers. As a youth worker if I am aware of a boy under 17 having sex with a girl under 17 should I report this, even if I am fully aware, that this is a consensual relationship? If I report it, what are the consequences for the young people involved? Females under 17 years cannot be charged for having sex but males can, there is an inequality here. Should Youth Work be challenging that inequality? Is reporting it reinforcing that inequality?

At present as a youth worker I would work from a harm reduction model, meeting the young people where they're at. Working in a non-judgmental way, to assist them to inform themselves of the best way to deal with situations and issues they are facing.

If I, or the project I work for, reported them for under-age consensual sex,a) it would be very unlikely that anything would be done about it, and b) the relationship with the young person would suffer, if not end.

## How Can the Issues be addressed?

The safety and protection of the young person should always be paramount so simply lowering the age of consent to reflect the realities of young people's behavior could leave gaps for people that want to abuse Young People to do so at a much younger age. Based on this I believe there needs to be a defining difference between two consenting young people having sex and an adult taking advantage of a young person.

I feel the age of consensual sex should be 16 years, except in the case of sexual activity with a person in authority this should be 18 years. There should also

be a campaign to let young people know what the actual age of consent, as many Irish people currently believe the age of consent to be 16 years.

From my research, I believe that the law and policy on age is contradictory and confusing. If there is confusion, then there are many loopholes for people that want to abuse children to get away with it. It can also lead to criminalising the young person because of lack of information.

So as a youth worker I feel I need be aware of these ages and inform young people of them. I also feel Youth work needs to challenge these contradictions at policy level to make the issue of consensual sex much clearer and more valid.

For more information on the above issues see bibliography

### **BIBLIOGRAPHY**

**Equality Authority**, (2006), *Equality Authority Submission to the Joint Committee on Child Protection* (August 2006). Dublin: Equality Authority

**Department of Education and Science**, (1999), *Children First National Guidelines for the Protection and Welfare of Children*. Dublin: Stationary Office.

**Department of Education and Science**, (2003) *National Youth Work Development Plan*. Dublin: Stationary Office.

**Houses of the Oireachtas: Joint Committee on Child Protection**, (2006), *Houses of the Oireachtas: Joint Committee on Child Protection Report on Child Protection*. Dublin: Stationary Office

**Irish Government**, (2000), *Education Welfare Act - Section 31*. Dublin: Stationary Office

### **WEBSITES**

<http://historical-debates.oireachtas.ie/D/0621/D.0621.200606020003.html>

[http://www.solicitor.net/legal\\_news\\_article.asp?NID=120](http://www.solicitor.net/legal_news_article.asp?NID=120)

<http://www.youth.ie/funding/nywdp.html>

<http://www.yfg.ie/article.php?sid=574>

Alison Rooney works in the Bluebell Youth Project in Dublin 12, but wrote this article as an individual youth worker representing her own views and not necessarily those of her project

### **ARTICLE CONTRIBUTIONS**

Irish Youth Work Scene actively seeks commentary contributions from practitioners such as this article and the one on music and young people also featured in this edition. We operate a non-interference, non-censorship editorial policy and hope that such articles will engage and stimulate debate and discussion and hopefully encourage responses from practitioners in the sector.

If you are interested in submitting an article or responding to articles in the magazine please contact us as we would be delighted to hear from you:

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20 Lower Dominick Street  
Dublin 1

Tel: 01 8729933

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[ghalpin@youthworkireland.ie](mailto:ghalpin@youthworkireland.ie)

# IYWC New Resources

## Development Education

**More Power to Youth!**  
**A Resource for Youth Workers on Global Power and Justice (2007)**  
by  
**National Youth Work Development Education Programme**



The theme of this year's One World Week activity pack resource is global power and justice. The activities explore what power is, who has power and how power is used negatively and positively at a local and global level. It examines justice issues from a power perspective and shows how young people can and do use power positively. The resource is divided into four sections; (i) Understanding Power – introduces the concept of power, who has it and what it is used for. (ii) Power and Justice – examines the positive and negatives uses of power, highlighting particular justice issues such as trade, debt, climate change and child labour. (iii) Walls of Power – explores how walls and barriers affect power, with a particular focus on Israel and Palestine. (iv) Our Power – highlights how people can be empowered and use their power to promote justice and equality locally and globally.

## Mental Health

**Mental Health in Ireland: Awareness and Attitudes (2007)**  
by  
**Health Service Executive**



Research report carried out by the HSE National Office for Suicide in conjunction with voluntary and statutory sector partners. The research presented here suggests that all too often reactions to the words 'mental health' can be negative and uninformed. This is despite the

fact that mental health is a vital part of all of us in our day to day lives. The research also suggests that there are positive attitudes out there as well, that there is something to build on in terms of improving the way in which we think about mental health. The research was conducted to inform the development of a national mental health awareness campaign in Ireland. Based on learning from this research the campaign will aim to improve awareness and understanding of mental health and well-being. The objectives of the campaign are: (i) That individuals will have a greater understanding of personal health matters; (ii) The public's knowledge of mental health and mental health problems will be increased so as to positively influence attitudes and behaviour; (iii) That individuals will be encouraged to seek social / professional support and (iv) That individuals will be encouraged to recognise the importance of social / professional support.

## Youth Policy

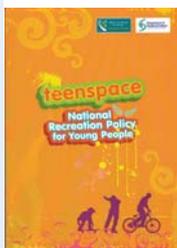
**Report of the Youth Working Group on Alcohol Policy (2007)**  
by  
**European Youth Forum**

Report by the European Youth Forum on alcohol policy. The group's mandate was to explore the issues facing young people in relation to alcohol and to generate a youth input into alcohol policy making. In this endeavour the group aimed at ensuring the views of young people were part of any integrated approach in the development of alcohol policy. To achieve this aim a survey was designed which focused on a wide range of issues relating to alcohol policy and which was distributed to the members of the European Youth Forum to obtain the views of youth organisations. During the course of the work the group reviewed literature on alcohol, communicated through email and teleconferences and exchanged ideas and information on policy development and practice on alcohol throughout Europe. The report listed key recommendations relating to young peo-

ple and alcohol and suggests the need for a policy-mix and integrated approach in order for alcohol policies to be effective.

**Teenspace  
National Recreation Policy for  
Young People (2007)**

by  
**Office of the Minister for Children**

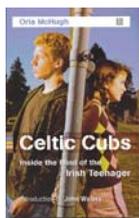


Policy report which represents the second stage in the fulfilment of the needs identified in the National Children's Strategy for more play and recreational opportunities for young people. This policy is aimed at young people between the ages of 12 and 18 and provides a strategic framework for the promotion of better recreational opportunities. Extensive research has shown that the lack of recreational opportunities continues to be a major concern for young people throughout the country, while the research undertaken for the development of the policy has helped to understand a lot more about what constitutes recreation for young people today. This ranges from simply 'hanging out' with friends to more casual activities such as skateboarding or surfing the Net to more formal structured activities such as youth groups or sports groups. The policy highlights the requirement for multi-agency support and input in order to meet the kinds of needs described by young people.

## Youth Work Practice

**Celtic Cubs:  
Inside the Mind of the Irish Teenager (2006)**

by  
**Orla McHugh**

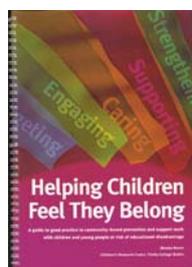


Book which addresses the complex changes and issues that face adolescence in a changing Ireland. As our society changes rapidly in the era of the Celtic Tiger the traditional reference points of family, the school and the church are changing at a rapid pace. Prosperity has arrived and brought great benefits but with it have also come increasing work and financial commitments, consumerism and advertising. These factors place ever greater demands on young people. The author

surveys recent research to determine how teenagers and parents make sense of a shifting landscape and deal with complex issues such as divorce, substance abuse, family bereavement, depression, suicide, peer pressure and bullying. The book gives practical advice and recommendations on coping with the ups and downs of these years.

**Helping Children Feel They Belong:  
A Guide to Good Practice in Community-Based  
Prevention and Support Work with  
Children and Young People At Risk  
of Educational Disadvantage (2007)**

by  
**Monica Brown**



Handbook summarising some of the lessons for practice, which came out of a major action-research study undertaken by the Children's Research Centre. The study looked at the work of six community based projects tackling the problems of educational and social disadvantage. The projects were working both to prevent educational disadvantage and to support children and young people in developing to their full potential. All of the projects used a partnership approach in working towards these aims, bringing together those involved in supporting and nurturing children and young people in the home, in the community and in school.

All these titles and others on related topics are available ON LOAN to IYWC members.

For further information or to request any of these resources please contact:

**Gina Halpin**  
**Irish YouthWork Centre**  
**20 Lower Dominick Street**  
**Dublin 1**  
**Tel: 01-8729933**  
**Fax: 01-8724183**  
**Email: ghalpin@youthworkireland.ie**

# Notice Board

## **EFFECTIVE RECORDING AND REPORT WRITING SKILLS**

**Date: Thursday 17 January, 2008**

**Venue: Youth Work Ireland Offices, Dublin 1**

One-day Irish YouthWork Centre workshop. Most youth workers find themselves in the position (and increasingly so) of spending a considerable amount of their time writing reports, reviews, project and programme evaluations or completing effectiveness reports for Government and State Agencies. For many this is not what they signed up for but it has become a core part of their work. However, many workers will not have undertaken any basic training, course or professional skills development to assist them to complete these tasks in as quick and efficient a manner as is possible.

This workshop hopes to respond to some of these skills deficit and provide participants with the tools to be able to document with confidence and efficiency. It also hopes to provide advice and expertise which will help to ease the anxiety workers can often feel when faced with documenting, recording and indeed evaluating their work.

**Further details/brochures & booking forms contact:**

**Fran Bissett**  
Irish YouthWork Centre  
Youth Work Ireland  
20 Lower Dominick Street  
Dublin 1  
Tel: 01 8729933 / Fax: 01 8724183  
Email: fbissett@youthworkireland.ie  
Web: www.iywc.com

## **ADVOCACY TECHNIQUES FOR THE NOT-FOR-PROFIT SECTOR**

**Date: Tuesday 27 February 2008**

**Venue: Dublin Chamber of Commerce**

This workshop aims to address the growing importance of advocacy by demonstrating (a) how it differs from fundraising and (b) showing advocacy practices and techniques at their best.

### **Course Outline includes:**

- First steps in putting together an advocacy campaign - messages, audiences, appropriate approaches
- What your campaign should look and sound like
- Pre-budget submissions - the value of PBS and how and when to prepare
- The do's and don'ts of advocacy
- Getting the budget right
- The ones that got away - advocacy campaigns that missed the mark.

### **Registration details**

**Visit [www.prii.ie](http://www.prii.ie) for full course details and to register online, or call (01) 661 8004 for a brochure**

**Public Relations Institute of Ireland**  
**Ms Cyrilla Costello**  
78 Merrion Square  
Dublin 2  
Co. Dublin  
Tel : (01) 661 8004  
Email: [cyrilla@prii.ie](mailto:cyrilla@prii.ie)

## **FOUNDATION COURSE IN COUNSELLING**

**Date: Saturday 5 & Sunday 6 January 2008**

**Venue: Galway**

A **Foundation level Counselling Course in Person Centred Psychotherapy** in Galway, organised by **Breda Moore**, a qualified Psychotherapist. This category of training is a compulsory step for people considering a career in counselling. The course is suitable for those interested, primarily, in their own personal development and who may also be considering going on to Diploma Level/Degree in Counselling/Psychotherapy.

The core theoretical model of the training is the person-centered approach, developed by **Carl Rodgers**, it is important a Counsellor has a coherent model underpinning his or her work. The pre-dominant process will be experiential, meaning it's a non-lecture basis; more so, it is coming together and learning as a community. The course is sufficient in itself for assisting participants to utilise their learning in varied settings, or it maybe a stepping stone onto further training in counselling. Every participants opinion is important, in other words a student centred approach, where the focus is on becoming autonomous, independent learners, within the group situation, promoting the concepts of ownership of learning and reflection on awareness

The main areas covered, over the eight sessions are as follows:

- Personal development
- Group therapy
- Group dynamic work
- Counselling skills
- Theory and practice
- Personal assignments
- Guest speakers

An informal interview will be held for each participant, where an opportunity to answer any questions ref the training process can be addressed.

**Further information can be obtained from:**

**Person Centered Therapy Galway**  
**Tel: 091-553217 or 085 7699605**  
**Website: [www.pctgalway.com](http://www.pctgalway.com)**

## **ECO FUTURES**

### **AN INTRODUCTION TO EDUCATION FOR SUSTAINABLE DEVELOPMENT**

**Date: Thursday 28 February 2008**

**Venue: Eco Unesco Offices, Dublin**

One-day training course demonstrating how education can be used as a tool to help to achieve Sustainable Development. Education for Sustainable Development (ESD) is a new vision of education that seeks to empower people to assume responsibility for creating a sustainable future.

By the end of this course participants will be able to understand what ESD is and gain knowledge in how to facilitate local action with young people leading towards global solutions.

## **ECO-EDUCATION**

### **AN INTRODUCTORY COURSE ON ENVIRONMENTAL EDUCATION**

**Date: Thursday 7 February 2008**

**Venue: Eco Unesco Offices, Dublin**

One-day training course exploring how to introduce environmental education in educational activities with young people. This is an exciting way to empower young people and encourage them to take ownership of their environment.

The course will teach participants to understand what Environmental Education is, how it works and why it complements youth work, non-formal and formal education. In addition participants will be able to apply Environmental Education to class activity and youth work.

**For further details and a breakdown of fees please contact:**

**Sorcha O'Brien**  
**ECO-UNESCO**  
**26, Clare Street**  
**Dublin 2**  
**Tel: 01 662 5491**  
**Email: [training@ecounesco.ie](mailto:training@ecounesco.ie)**

## EFFECTIVE RECRUITMENT AND SELECTION OF VOLUNTEERS

**Date:** Tuesday 15 January 2008

**Venue:** Talbot Hotel

One-day course that explores the core principles of good practice for the effective recruitment and selection of volunteers. It is particularly suitable for those who have direct responsibility for the recruitment and selection process. By the end of the course participants will be able to:

- Prepare an effective recruitment strategy that reflects the principles of good practice
- Design appropriate and meaningful roles for volunteers
- Develop and implement fair and effective screening and selection procedures

## VOLUNTEER SUPPORT & SUPERVISION

**Date:** Tuesday 22 January 2008

**Venue:** Talbot Hotel

One-day course which will be useful for any organisation that is interested in improving methods that help retain volunteers and encourage good performance. By the end of the day participants will be able to:

- Understand the elements that constitute effective support for volunteers
- Develop appropriate and effective support structures
- Develop strategies for dealing with disciplinary procedures

## DEVELOPING A VOLUNTEER POLICY

**Date:** Tuesday 5 February 2008

**Venue:** Talbot Hotel

One-day course suitable for any organisation that already involves volunteers in its work or that intends to do so in the future. Every organisation that works with volunteers should have a working

and well-known volunteer policy that is regularly revised and updated. By the end of the day participants will be to

- Explain the rationale for a volunteer policy
- Explain the function of a policy
- Identify the steps for drawing up a policy
- Identify the issues and procedures to be included in a policy
- Design a policy for your organisation

**For more information please contact:**

**Carlow Volunteer Centre**

**Castlehill Centre**

**Castlehill**

**Carlow**

**Tel: 0599173033**

**Email: [Fiona@volunteercarlow.ie](mailto:Fiona@volunteercarlow.ie)**

## FOUNDATION IN COUNSELLING & PSYCHOTHERAPY

**Date:** January – June 2008

The aim of this course, which is part-time for four months and being run in three separate venues, is to introduce adult learners to counselling and psychotherapy in a unique and interesting way. This course provides an introduction to theories and practice in the area of counselling/psychotherapy. It is suitable for those with an interest but little or no background in the area, and is a good way to find out whether one would like to proceed further with education in the field. The course is suitable for those who are over 23, feel mature enough to reflect on their own development as a person, and consider counselling as a unique and useful approach to helping.

This course is presented in 4 Modules as follows:

**Module 1: *Personal Development***

**Module 2: *Overview of Theories & Approaches***

**Module 3: *Person-Centred Approach & Cognitive-Behavioural Approach***

**Module 4: *Counselling Skills***

## Venues

### **Blackwater Valley Learning Centre, Mullinacross, Emyvale, Co. Monaghan**

Tuesday Evening Course. Takes place from 7.15pm to 10.30pm on Tuesday evenings, and two weekends (Friday night 7.00pm to 10.00pm and Saturday and Sunday 9.30am to 5.30pm).

### **Corrig House, Old Naas Road, Clondalkin, Dublin 22.**

Evening Course (Choose Tuesday or Wednesday) Takes place from 7.15pm to 10.30pm on Tuesday or Wednesday evenings, and two weekends (Friday night 7.00pm to 10.00pm and Saturday and Sunday 9.30am to 5.30pm).

### **Butler House, Patrick Street, Kilkenny City**

Wednesday Evening Course. Takes place from 7.15pm to 10.30pm on Wednesday evenings, and two weekends (Friday night 7.00pm to 10.00pm and Saturday and Sunday 9.30am to 5.30pm).

**Information Pack and Application Forms available from:**

**info@pcicollege.ie or download from  
www.pcicollege.ie  
Tel: 01 4642268.**

## **CERTIFICATE IN LIFE AND BUSINESS COACHING**

**Dates:** The next course will begin in January 2008 and continues for eight weeks. 8 full days on Saturdays in a group learning situation and also includes 4 one to one private coaching sessions with a qualified and experienced coach.

**Venue:** Milltown Park, Sandford Road, Ranelagh, Dublin 6

**Cost:** €799.00

At the end of this course participants will be able to:

- Set and keep goals
- Identify core values
- Create a life balance

- Use energy wisely and get more of it into their life and focus on the solution not the problem.

All modules have class notes for future reference and use a variety of teaching methods including presentation of modules with participant input, group work and facilitation, quizzes, video and audio clips, references to writers and papers/magazines.

### **Course content includes:**

- What is Life Coaching?
- Exploring your Wheel of Life
- Identify and understanding your Core Values
- The role Fear plays in your life
- What is holding you back ... your inner critic?
- Setting goals – SMART PLUS
- Motivation and how to keep going - Success – is it yours?
- Decision making and action - when to say YES and NO
- Looking at the solution and not the problem
- Learning to think in a positive way
- A taster of both NLP and Emotional Intelligence
- Developing your own coaching plan

### **For further information please contact:**

**Maeve Finch  
Tel: 085 7354446  
Email: support@totalfocus.ie  
Web: www.totalfocus.ie**

# Round Up

## CHILD PROTECTION AWARENESS PROGRAMME LAUNCHED

A new child protection awareness programme for youth workers designed by the National Youth Council of Ireland's Child Protection Unit that will assist youth work leaders was launched by the Minister for Youth Affairs, Seán Haughey in September.

This new resource **Child Protection Awareness Programme; Good Practice for the Youth Work Sector** was launched in English, Irish, French & Polish and will be delivered by a panel of experienced trainers across Ireland. The trainer's programme contains the resource guide; a DVD of the programme in the four languages; posters; and a PDF of the NYCI's recent anti-bullying guide *Let's Beat Bullying*.

*For further information please contact  
The Child Protection Unit  
NYCI  
3 Montague Street  
Dublin 2  
Tel: 01-4784122  
Fax: 01-4783974  
Email: [childprotection@nyci.ie](mailto:childprotection@nyci.ie)*

## TACKLING MYTHS ON ONE ONE-PARENT FAMILIES

*"Everybody knows..."* is a facts pack which OPEN has produced to challenge and dispel some of the myths which exist about one-parent families.

The pack has been produced with very welcome support from the Combat Poverty Agency, through its UN Day for Eradication of Poverty (October 17th) funding programme and the Equality Authority through the European Year of Equal Opportunities for All.

There are some widely-held misperceptions about one-parent families, which can cause great offence & hurt to individual lone parents and our children; such misinformation also leads to a continuing mismatch between the realities of the lives of one-parent families and the provision of public services. The real picture is very different and stark in many cases as these facts will testify:

- 310,000 children (21% of all children) in the Republic of Ireland now live in a one-parent family
- 40% of one-parent families live below the official poverty line
- Less than 2% of lone parents who depend on social welfare are aged under 20
- 25% of lone parents have a chronic illness or disability

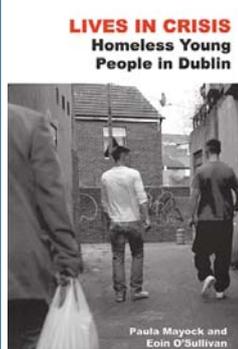
In *"Everybody knows..."* OPEN has combined publicly-available facts & figures on one side with the real experiences of lone parents within our 92 member groups on the other. The pack can be downloaded from [www.activelink.ie/download/EverybodyKnowsPDF.pdf](http://www.activelink.ie/download/EverybodyKnowsPDF.pdf)

For a hard copy please contact: [enquiries@oneparent.ie](mailto:enquiries@oneparent.ie).

Further information is available from:

**OPEN**  
*(representing lone parent groups in Ireland)*  
**National Centre**  
**7 Red Cow Lane**  
**Smithfield**  
**Dublin 7**  
**Website: [www.oneparent.ie](http://www.oneparent.ie)**

## YOUNG HOMELESS RESEARCH LAUNCHED



A major new research study on youth homelessness in Ireland, written and conducted by Dr. Paula Mayock, Children's Research Centre, Trinity College and Dr. Eoin O'Sullivan, School of Social Work and Social Policy, Trinity College was launched on 23 November.

Lives in Crisis reports on the findings of a study of 40 homeless young people in Dublin city. It documents their journeys into homelessness and traces the life experiences and events subsequent to them becoming homeless. Among other issues, the book deals with the experience of being homeless; the challenge of surviving on the street; relationships and friendships; drug use and criminal activity; experiences of bullying, violence and victimisation; health and health-related behaviour; help-seeking and coping strategies; and service use and service utilisation.

The book provides a detailed overview of the prevalence of youth homelessness in Ireland and outlines the services and interventions designed to meet the needs of homeless youth in an Irish context. Written in a highly accessible style, the book tells the real-life stories of homeless young people in Dublin. In their own words, these young people give us a better understanding of the experience of homelessness based on their living "out of home", that is, on the street, in hostels or in other unstable living situations. This groundbreaking book explores the lives of homeless youth, their accounts of how events unfolded in their lives and the meanings they attach to becoming and being homeless.

The book is published by Liffey Press and will be available in general bookstores (€22.95) and on loan from the Irish YouthWork Centre.

***For further information on the research contact:***  
***Children's Research Centre***  
***Trinity College Dublin***  
***Dublin 2***  
***Tel: 01 8962901***  
***Fax: 01 8962347***  
***Email: [crcentre@tcd.ie](mailto:crcentre@tcd.ie)***