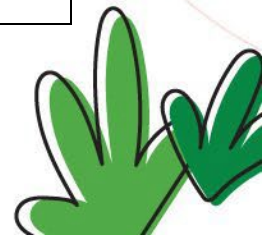




YOUNGSTERS & ALCOHOL & TRAFIC

Introduction	What can happen if you consume Alcohol (drugs) and move around in public. The outline of this workshop is being told from the “ I “perspective , the ‘I’ in workshop is a local police officer who is still working.
Objective / teachers’ goal	The overall goal of this workshop is to inform and teach students how to cope with alcohol consumption in public and what the effects of alcohol can be (in traffic)
Relation to competence framework INTRODUCTION TO THE VITALITY COMPETENCE FRAMEWORK copy (vitalityforthefuture.eu)	
Dimensions (check the dimensions and related aspects below) <input type="checkbox"/> Bodily functions <input type="checkbox"/> Mental wellbeing <input type="checkbox"/> Meaningfulness <input type="checkbox"/> Quality of life <input type="checkbox"/> Participation <input checked="" type="checkbox"/> Daily functioning	
Materials	Questionnaire Video do the test Video who dunnit Alcohol Youngsters gather in a circle Screen with sound for the video Questionnaire traffic
Approach	Telling information and stories and asking them to share their stories. The lesson : <u>Content:</u> <ul style="list-style-type: none"> • Introduce yourself. Who am I, what do I do. The workshop will not only cover alcohol use in traffic. There are more types ‘drugs’ that can influence how someone acts in public (e.g. pills, nitrous oxide (=laughing gas)). <ul style="list-style-type: none"> • Briefly show what will be discussed during the workshop. Consider the following: <ul style="list-style-type: none"> ○ True events / stories ○ Fun facts ○ How the police deals with youngsters and alcohol consumption in traffic





- Start of the workshop:
 - Clarify that whatever is discussed in the room stays in the room
 - Ask if there is any students that have consumed alcohol the day before the workshop takes place (this is asked because I do a breathalyser for some students). If there are people that say they have consumer alcohol the day before then I will not ask them to do the breathalyser. This is standard protocol to avoid showing that someone is still under the influence of alcohol during the workshop.
 - Ask who consumes alcohol, who gets drunk and who has consumed to such an extent that they cannot remember what they have done (potentially ask what happened, whether the parents were aware and how they dealt with the situation).
 - Ask if people have ever smoked a joint (consumed weed) or have taken hard drugs in the form of pills. Then follow up and how they have experienced this.

Following the last two questions, take a moment to discuss what effects alcohol, drugs etc have on a person (e.g. tunnel vision, not being able to think or see clearly anymore).

Maybe show some videos “Who dunnit” and/or “Do the test” → these are awareness tests

<https://www.youtube.com/watch?v=ubNF9QNEQLA>

<https://www.youtube.com/watch?v=Ahg6qcgoy4>

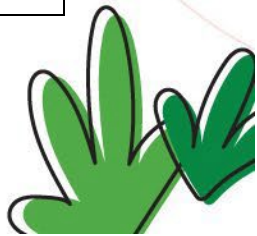
Youngsters and alcohol in traffic

- True story 2x
 - After the story has been told, shortly discuss what their thoughts are on it

True story 1

An 18 year old boy (his cousin), decides to go out clubbing on his last weekend before he moves out of his parents’ house.

He gets drunk and attempts to go back home by bike at 4AM. On his way home he gets hit by a car.





The boy was laying on the street. He probably fell off his bike and fell asleep because he was drunk.

He was rushed to the hospital and died there. After being taken up on appeal he was cleared of his charges because he was not under the influence of any alcohol.

This shows what can happen when alcohol is involved.

True story 2

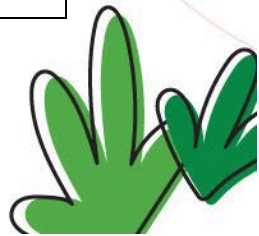
A girl decided to go to a special party event in Winschoten with her boyfriend and friends. The girl (14 years old) gets unwell. She is taken to the hospital and laid in the intensive care for 3 days. Meanwhile, the doctors do not know what happened to her.

After further investigation it turns out that her boyfriend put 2 pills in her drink when she went to the bathroom to "see what happens".

The police gets involved and the boy is charged with community service hours (due to him being <18).

The lesson learned is that you are responsible for each other and your own behaviour. You must realise that your own behaviour directly influences the people around you.

- Breathalyser: Explain how the machine works, what the consequences are of consuming too much alcohol, and how long it takes your body (liver) to get rid of the alcohol in your blood.
- Drug test: I show a drug test that has been done recently. The intention is to show the students what this looks like, what a test like this entails and what the consequences are when you get caught (test positive) in traffic.
- Nitrous oxide: I shortly explain what the consequences are of using nitrous oxide while in traffic, and also what effects it can have on your body.
- Theoretical part:
 - Ask who is currently working on getting their drivers license and who has already obtained it.
 - Short explanation on what the difference is between a 'starting driver' and an 'all-round driver'. I then discuss the laws in the Netherlands (see questionnaire). In the past I would let the students fill in this questionnaire but due to the shortened





workshop time (1 hour instead of 1 hour and 15 min) I only discuss the questions.

- Discuss alcohol consumption when biking (see question 5) and how the police deals with this.
- Following this I shortly discuss the regulations concerning public display of intoxication.

Make "Questionnaire traffic "

Questionnaire :

- Case 1: The majority of the students have a side-job with which they earn money. For example, there are people that work in supermarkets (cashier). In this case I pretend to be the father of a 17 year old daughter. While in the supermarket I make it really clear that I am buying alcohol for my daughter because she is turning 18 next week. When I get to the cashier (played by one of the students) I want to pay for my groceries. The goal of the case is to see what the cashier will do in such a situation. I will continue to play my role and react to whatever the cashier says to me. Sometimes I choose to be cooperative, other times I will act stubborn. Often times the latter will make cashier insecure. Noticeable is that in such moments the other people in the classroom will help the cashier and suggest what he/she should respond.

In the end the goal I want to reach is that the people will think about the regulations and that accordingly the people have a responsibility to follow the rules regarding alcohol consumption. In relation to this I will also mention what role different types of law enforcement can play who can make use of mystery guests (I usually get the students from the security guard educational program involved in this)

- Case 2: There are students that work in restaurants/bars or have created their own bar at home. In this case I play the neighbour/friend of such a student. I pretend to be heavily intoxicated (alcohol) and am at his/her place to get another drink. The goal of this case is to see what the student will behave like.

The end goal of the case is to show the student that he/she is responsible for anything that happens (e.g. when the heavily intoxicated person gets involved in an accident). Plus, I tell them that that person can be made responsible when damage has been done.





	<ul style="list-style-type: none">• True story and/or documentary Zuidbroek video<ul style="list-style-type: none">○ After the story/documentary we shortly discuss the students thoughts
Type of activity (workshop, assignment, quiz, debat, presentation, etc.)	Presentation, quiz and debat
Duration	1- 1.30 hour
Final goal (learning outcome)	That they remember the stories so they are aware of their own use and behavior.





Dimension/Aspects							
Bodily functions	Feeling healthy	Fitness	Complaints and pain	Sleep	Food	Condition	Exercise
Mental well-being	Remember	Concentrate	Communicating	Being cheerful	Accepting yourself	Dealing with change	Sense of control
Quality of life	Enjoy	Being happy	Balance	Feeling safe	How you live	Get by with your money	Feeling comfortable with yourself
Social participation	Social contact	Be taken seriously	Doing fun things together	Belonging	Doing meaningful things together	Support from others	Interest in society
Daily functioning	Taking care of yourself	Knowing your limits	Knowledge of health	Dealing with time	Dealing with money	Being able to work	Being able to ask for help
Meaning	Meaningful life	Zest of life	Wanting to achieve deals	Have confidence	Accept	Gratitude	Keep learning





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Questionnaire Youngsters & Traffic

Question 1

The Dutch law states that there is a maximum per mille is if you still want to enter traffic.

What is the maximum per mille beginning driver can have?

- a) 0.2
- b) 0.5
- c) 1.0
- d) 1.5

Question 2

What is the maximum per mille for the ?

- a) 0.2
- b) 0.5
- c) 1.0
- d) 1.5

Question 3:

How many glasses of alcohol must you consume to reach a per mille level of 0.5?

- a) 2
- b) 4
- c) 8

Question 4:

A glass of gin contains more alcohol than a glass of beer.

- a) True
- b) False

Question 5:

For people riding the bike a different level of per mille is allowed than for car drivers.

- a) True
- b) False

Question 6:

You will sober up quicker by:

Drinking coffee	True	False
Eating something	True	False
Moving a lot (e.g dancing)	True	False
Peeing a lot	True	False
Getting some fresh air	True	False



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