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Talking to your class about alcohol can be tricky, but it’s essential that young people learn the facts. This easy to use workbook of fact sheets, lesson plan ideas and activities, provides engaging activities for 11 to 16 year olds (with extra activities specifically aimed at 14 to 16 year olds). Each Chapter covers a key topic, the resources are designed in such a way that you can ‘pick and mix’ different ideas and each section is ‘stand alone’.

Whether the lessons succeed is largely dependent on the way pupils exchange their ideas and feelings in groups. The workbook involves discussion-based work, group work, true or false ‘myth busters’ and links to interactive games, quizzes and activities on the talkaboutalcohol.com website. We have provided ‘ice breaker’ film clips, worksheets and fact sheets (also available as pdf downloads online via alcoholeducationtrust.org) suggestions for games and activities and comprehensive but straightforward information - everything you need for fun and informative lessons or a workshop.

The Alcohol Education Trust
Frampton House
Frampton
Dorset DT2 9NH
Telephone: 01300 320 869
Email: helena.conibear@aim-digest.com
jane.hutchings@aim-digest.com
Charity Registration Number 1138775
FOREWORD

This teacher workbook, DVD and its complementary websites talkaboutalcohol.com and alcoholeducationtrust.org have been created by The Alcohol Education Trust.

The Alcohol Education Trust has a very specific remit:

i) the provision of alcohol education in different ways, to pupils age 11 - 16 and their parents, and

ii) to provide coherent and up to date accurate resources and lesson plans for teachers.

The Alcohol Education Trust charity trustees are all career teachers and specialists in PSHE, and include a recently retired Head Teacher, an SEN specialist, an ex Head of Department from a large greater London secondary school and a teacher from one of the largest rural non-selective secondary schools in the UK.

The purpose of this workbook is to provide adaptable ‘pick and mix’ materials to suit the knowledge and experience of your pupils (supported by our websites). By making these resources available, The Alcohol Education Trust aims to work towards a more responsible drinking culture in the UK, by ensuring secondary school pupils are able to make informed choices, based on knowledge about units and guidelines, alcohol and the law, alcohol its effects, how to stay safe and how to resist peer pressure.

Over time, we hope to raise the age at which young people start drinking regularly, to reduce the prevalence of ‘drinking to get drunk’, and to encourage self reliance, confidence and self respect, making it easier for young people to resist peer pressure. By ensuring 11 – 16 year olds are equipped with no nonsense facts about alcohol we hope to encourage them to make better informed drinking choices as they get older.

The material comprises a wide range of exercises largely based on value and behavioural perspectives. Issues are discussed from an interdisciplinary perspective. The resources are designed to work in conjunction with local providers such as the police and local PSHE advisors. The focus is on encouraging young people to take personal responsibility and to choose behaviours that resist social coercion and peer pressure. Lecturing and scare mongering are avoided as much as possible.

The current Drugs: Guidance for Schools - Feb. 2004¹ sets out in broad terms what should be covered in each key stage. It recommends that schools should tie drug and alcohol education to their values and should consult parents on the content and approach of such education. It also recommends that schools should have a drug and alcohol policy which sets out the school’s role in relation to these matters – both the content and organisation of drug and alcohol education, and the management of drugs and alcohol within the school boundaries.

The harm minimisation approach used by The Alcohol Education Trust and talkaboutalcohol.com

DOES NOT:

- endorse or encourage use
- condemn use
- assume that all students are drinkers.

DOES:

- assume that the majority of students will drink alcohol at some time in their lives
- assume that whether drinkers or non-drinkers, young people will be affected by the behaviour of those who do drink
- acknowledge that some young people do choose to drink
- identify non-use as a viable choice in minimising harm
- acknowledge that many young people spend time with peers or adults who are drinkers
- aim to educate both for the present and the future
- aim to reduce the adverse health, social, cultural and economic consequences of excessive alcohol use by minimising the harm for both the community and the individual
- aim to equip students to make informed choices about whether to drink or not, and if so, how much, with whom and in what circumstances
- aim to promote responsible choices about alcohol use within the context of a healthy lifestyle
- include a focus on emotional, social and financial harms as well as physical harms
- use nationally recognised Chief Medical Officers’ (CMO) guidelines and statistics
- fit within the KS3 and KS4 framework.

The importance of evidence based prevention

Drug prevention researchers and practitioners have agreed in recent years as to what can help a school based alcohol education programme be effective. Such a programme should encompass a number of elements including life skills, exploration of social norms and social influences, involvement of the family (via homework or parents evening) and the provision of balanced non judgemental information allowing pupils to make fully informed choices.
Research accepts that alcohol use for many adolescents forms part of their lifestyle and social lives. Hence, the approach of The Alcohol Education Trust is one of harm minimisation that provides both drinkers and non drinkers with strategies for reducing the chances of harm occurring and the potential impact of harm after the event, as well as incorporating important non-use and delayed use strategies.

Talk About Alcohol interventions are evidence-based and were piloted in 10 schools across the UK before roll out. They draw on the findings from several studies conducted in the UK and overseas, especially the SHAHRP outreach in Australia and the EU-dap trial piloted in many EU countries, which were shown to make a difference to pupil's attitudes and the age at which they consumed their first whole alcoholic drink.

We are also undertaking our own three year evaluation programme (2011 – 2013), led by the National Foundation for Education Research (NFER). For more details please visit our website alcoholeducationtrust.org or email jane.hutchings@aim-digest.com.

PSHE lead and training

The Alcohol Education Trust understands that teaching time and finances available for PSHE are limited in many schools. Therefore, in most cases, information leaflets, the DVD, the teacher workbooks and presentations to parents in school are all provided FREE of CHARGE. All resources are also carried on alcoholeducationtrust.org as downloadable pdf’s with interactive ideas on talkaboutalcohol.com.

Student targets concerning alcohol use are outlined in the OFSTED guidance. However, nothing is said about how these targets should be achieved – or by what means. Consequently, it is left to the teachers to handle this issue, based on their own teaching competence. Talk About Alcohol is designed to encourage and guide school staff in a confident and active alcohol education programme.

Invest in Continuing Professional Development (CPD) and teacher training for PSHE subjects

Research suggests that teachers of health and drug education often lack adequate training and confidence when teaching drug education and other controversial health issues to their class. Ofsted in 2010 found alcohol education provision to be below standard in 50% of the secondary schools it assessed.

The PSHE Association organises CPD modules on the PSHE module of drugs, alcohol and tobacco. For more details visit pshe-association.org.uk.

Assessment for learning

You will also find on the PSHE Association website criteria for PSHE assessment.

References

1. www.education.gov.uk/publications/standard/publicationdetail/page1/DfES%200092%202004

We hope you find this workbook and talkaboutalcohol.com useful, engaging and informative. We welcome feedback and ideas for other resources, please ring 01300 320 869 or email jane.hutchings@aim-digest.com.

Helena Conibear
Director
The Alcohol Education Trust

Gordon Redley PGCE (Cantab)
Chair of Trustees
The Alcohol Education Trust

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Mr Gordon Redley, PGCE (CANTAB) Chair of Trustees
Jill Anscombe, PGCE
Victoria McDonagh, PGCE
Mark Richardson, PGCE
Patrica Garven, Cert Ed.
GETTING STARTED

The importance of the school environment

There is no environment other than schools where we can guarantee that every child in the UK can be reached and informed about the key issues regarding alcohol.

A positive school climate is a protective factor against risky behaviours, including alcohol use. Schools reach young people at an age when they are trying out and developing individual identities. For this reason, after parents, schools have the greatest potential to influence the future behaviour of students.

Head Teacher or PSHE Lead general recommendations for good practice

- Before implementing lessons on alcohol you may choose to organise a meeting in school with participating teachers, the relevant governor, parent representatives and the Head Teacher to explain about the resources you are using and what will be covered.
- If it is possible, demonstrate the talkaboutalcohol.com and alcoholeducationtrust.org websites which carry all the lesson plans and worksheets and circulate the booklets Alcohol and you and Talking to kids about alcohol. (To order email jane.hutchings@aim-digest.co.uk).
- Share resources and ideas with other schools and PSHE providers in the LEA or county.
- Consider organising a feedback session with the year group. You could, for example, consider laying on an exhibition based on posters of students’ work open to their parents, or include feedback as part of a parents evening tutors assessment.
- Make parents, pupils and teachers aware of the School Alcohol Policy as part of the programme.

Before you begin

Achieving cultural or individual change via the classroom is a tall order. Drinking is a largely social habit, and in a young person’s world is often associated with recreation, rebellion, maturity, sexuality, relationships and emotional problems. For education about alcohol to be effective, the reality of a young person’s world has to be built into the programme and valued and reflected in the teaching method.

Most teenagers have a positive perception of alcohol through their family, peers and role models, therefore alcohol education has to revolve around creating a responsible attitude to alcohol by exploring the issues relevant to the group.

Research shows that if alcohol education through school is going to have an impact, the message that responsible drinking doesn’t have to mean having less of a good time must be key. Rather, education messages should emphasise that you are more likely to have a good time if you are in control.

‘The starting point for a fresh approach to prevention is the recognition that simply giving people information and urging them to be healthy does not work…. We need to encourage and release the energy, skills and desire for good health that they already have.’

(National Social Marketing Centre, 2006).

Learning objectives

To understand

- How alcohol affects the body (short and long term).
- Units of alcohol and the strength of different alcoholic drinks.
- How long alcohol stays in your system and what factors affect this.
- Alcohol related law and the life changing consequences of breaking laws.
- The social norms surrounding the frequency and acceptance of drinking to drunkenness.

Knowledge of risk is not necessarily protective, it needs to be coupled with measures to encourage pupils to resist social influences and peer pressure.

Behavioural objectives

The key aims of the talkaboutalcohol.com outreach are to:

- delay the age at which teenagers start drinking regularly
- help ensure that when they do drink, they do so responsibly
- reduce the prevalence of drinking to get drunk and the antisocial consequences of drunkenness.

Many of the life skill elements of the lesson plans and worksheets cover issues that are relevant to risk taking and the importance of taking personal responsibility in general.

NOTE: All background information and references to scientific information and Government guidelines can be found on the website at alcoholeducationtrust.org.
Plan ahead

- Make a time plan based on the number of hours time tabled for alcohol and distribute to colleagues involved.
  (See the example of Year 9 PSHE lesson planning for alcohol on page 106).
  Photocopy the relevant resources from this book, or they can be downloaded from alcoholeducationtrust.org as pdfs.

- Assess the space allocated for PSHE, regarding computer access or the need for photocopied resources.

- Lessons should include skills and activities. Skills based teaching that involves students in practical activities increases student’s interest and learning. Teaching methods that allow students to practice behaviours that are relevant to their experience, in a low risk situation, using realistic scenarios, provide young people with important experience that they can take with them to real life situations. There are lots of ideas on talkaboutalcohol.com.

- Avoid a judgemental approach as far as possible, avoid identifying pupils who are drinking. Promoting drink free behaviour and responsible use does not mean exposing those who have experimented.

- Be sensitive to pupils whose parents may have a drink problem or be alcohol dependent or get drunk in front of them. (See Useful contacts and sources of information on the back page for those who may need help).

The significance of the group

A school class often reflects society at large, namely students with a wide range of family situations and social backgrounds, including those who may have parents with drinking problems at home. Everyone has experiences and opinions that can bring important aspects to the discussion – religious beliefs, immigrant experiences, social backgrounds, gender, hobbies, etc. There are a number of differences that can be utilised in discussions. Classes also create their own behavioural patterns. Labels and roles are quickly assigned. Some are viewed as nerds, others as emos, and so on. Some are rowdy and others are silent, silenced or bullied.

In order for a discussion about values to be successful, ingrained patterns must be broken. Another important aspect to consider is that many young people or teenagers often look at things dichotomously, i.e. issues often become either ‘black’ or ‘white’ in conflict situations. Everything is divided into opposites – right or wrong, dumb or smart, attractive or ugly, good or bad. This is why it is important to avoid this type of reasoning and to use follow-up questions to create opportunities for a more nuanced discussion (see games and activities in section 6).

Two way process – assess what your pupils already think or know

Another common phenomenon is that young people sometimes want clear instructions and will expect you as a supervisor to have an explanation for everything that happens. This presents an obvious danger; that the class or the group becomes a jury, judging other people's values and you are given the role of judge with all the right answers. It is therefore important that you and your students work together to create clear rules for the discussion.

Asking questions

Join in yourself

By joining in the discussions and giving personal examples, you can encourage active participation.

Silent pupils

General silence before the first sessions on alcohol can be awkward, both for pupils and teachers. We have a selection of ‘conversation starter’, or ‘ice breaker’ film clips available on alcoholeducationtrust.org to help get the conversation going.

The right to pass

If you ask about personal experiences, thoughts or feelings, you must give pupils the right to refuse. Rephrasing the question can often help and depersonalise the situation.

Avoid ridicule

If you notice humiliation or laughter, deal with it immediately and turn the spot light on them. Your role gives the group the security and confidence it needs to encourage interpersonal skills and respect for different lifestyles and opinions.

Set goals

The recap sessions, including a quiz and myth busters offer a useful measure of whether the key messages have got through! The fact sheets can be photocopied to ensure pupils have the correct information in their files to refer back to as well.
SECTION 1

ASSESSING KNOWLEDGE - HOW MUCH DO YOU KNOW ABOUT ALCOHOL?

This session will help you assess the knowledge, experience and behaviour of your class when you introduce alcohol as a topic.

The aim is to give you a better understanding of your students’ knowledge and attitudes towards drinking before you start giving information about units, guidelines and responsible drinking. It will help break the ice and allow students to express thoughts about alcohol and why some young people start drinking alcohol and some don’t.

The session give students the opportunity to reflect on their knowledge and opinion of alcohol and to begin to discuss what responsible behaviour entails. It gives you the flexibility to take the discussion to areas that need exploring further, we’ve included full answers to some questions that may arise.

In Section 6, there are word searches to introduce common words and an ice breaker game to help overcome reluctance to talk about attitudes to drinking. Please log on to talkaboutalcohol.com for activities for the class if you have online access and alcoholeducationtrust.org has downloads of all the resources in this workbook.

Note: Do remember that in 2010, 55% of 11 – 15 year olds in the UK hadn’t consumed a whole drink – so don’t presume they are all drinking. Gauge the knowledge and experience of your class first. Only 3% of 11 year olds have had a whole drink and 14% of 11 – 15 year olds drink weekly.
The decision on whether to drink

Write down in the speech bubbles all the reasons why you think people choose to drink or not drink alcohol

1) Think about which are good reasons and which could lead to risky situations
2) Would young people give different reasons from grown ups for drinking?
3) Why do you think that it’s against the law for those under 18 to buy or be served alcohol?
The decision on whether to drink
There are many reasons!
Any or many of these thoughts will cross your mind and be part of a decision about whether to drink or not and, if drinking, how much, where and with whom.

○ ? Special occasion
  Parties or celebrating a birthday

○ ? Cost
  Can I afford it?

○ ? Taste
  Do I like it?

○ ? Curiosity
  What’s it like?

○ ? Side effects
  Combination With other drugs / medications?

○ ? Belonging
  It helps me feel part of the group

○ ? Fitness
  Will it affect my sporting performance?

○ ? Calories
  Is this part of my diet?

○ ? Responsibility
  Looking after the safety of others

○ ? Want to keep in control
  Will I do something I regret?

○ ? Stress
  Will it help me cope, or make things worse?

○ ? How much should I drink?
  None / a little / a lot

○ ? Boredom
  Is there anything else to do?

○ ? Supply
  Is it available without breaking the law?

○ ? Trust
  Keeping my promises to my parents

○ ? School work
  Will it affect how I do in my exams Or getting a good job?

○ ? Religion and beliefs
  Is it right for me?

○ ? Who am I with
  Family/ friends/ strangers?

○ ? Confidence
  Will it help me mix and make friends?

○ ? Allergy
  Will I be allergic to alcohol?

○ ? Pregnancy
  Do I know the risks?

○ ? My age
  Breaking the law and the effect
Begin the session by asking

Do you know what alcohol is?
Alcohol is produced from the sugar contained in fruits, vegetables, cereals and plants, by a process called fermentation. Yeast converts the sugar into alcohol and carbon dioxide – a natural process.
The amount of alcohol in drinks can be increased by a boiling process called distillation. This makes spirits such as gin, vodka, whisky and rum, which usually contain about 40% pure alcohol. (For more information see page 9).

What is your general attitude towards alcohol?
(e.g. risks, health, consumption, responsibility, celebration, relaxation, etc.)

Have you ever come into contact with alcohol?
(e.g. had some, seen adverts, seen it in the shops, parents drink at home, etc.)

Is it common for friends around you to drink?
If so, when does this happen?
(e.g. parties, specific places, etc.)

Who do you listen to in alcohol-related issues?
(e.g. parents, siblings, friends, adults, peers, etc.)

This activity can be done through a rapid fire ‘hot seat format’ (page 81) – see ‘The Musical chairs - How we are influenced by alcohol’ game on page 86 for suggested statements.

We advise you to download or photocopy the blank worksheet of The decision on whether to drink? (on page 6 and online via alcoholeducationtrust.org) and ask pupils to write down or say what they think. You can draw a spidergram as a class or in small groups and then compare answers with the fact sheet.

The decision on whether to drink (answers for pictorial worksheet)
You will notice that the answers given on the answer sheet (page 7 or on line via alcoholeducationtrust.org) are subtly different from what will be written down by the class, this is to encourage your pupils to think beyond the obvious motivations for drinking.

Most students will write down some of the following:
to celebrate, to have fun, to feel grown up, to fit in – it’s difficult to say no, to rebel, to get a buzz, nothing else to do, to feel cool (bravado – especially among boys), to relax and unwind, its sociable, to get plastered, it stops me feeling stressed/ I feel more relaxed, it gives you confidence.

Activity
- Divide the motives into OK or risky.
- Introduce the notion of how the decision to consume alcohol is associated with different reasons: where you drink (safety issues – home secretly), speed of drinking (with food, pacing with soft drinks).
The answer sheet will help you expand some of the motives to extend the discussion beyond the more positive reasons your students will give for drinking or not.

- Ask the question: Why do you think 55% of young people choose to not start drinking alcohol at ages 11 - 15?
  Answers might include: my religion, don’t like the taste, don’t feel the need, health reasons, scared parents will find out, might lose control and do something stupid, wait ’til old enough to handle it, it’s fattening, know that if you get caught drinking underage, you can get a police record (can’t go to the US, can’t get insurance etc.)

- Discuss why teenagers give different reasons for drinking to adults
  Example answers: rebel, feel grown up, cool, peer pressure, curiosity - Talk about why this could be risky.

Adults drink for some of the same reasons (e.g. to relax, socialise, stress, confidence).

Alcohol consumption and age
13 - 14 year olds drink out of curiosity and to feel what it’s like to be drunk. It becomes an exciting game – planning how to get hold of alcohol, hiding it from nosy parents, drinking on the sly and then discussing and commenting on everything that happens.

For 17 - 18 year olds, drinking is more of a social activity, part of going out and meeting friends.

- Summarise the feedback from the class, note areas where they have confused ideas, are curious, accurate or have the wrong impressions and use this detail to tailor the approach of your future lessons.
Expanded answers to questions that may arise

**Calories?**
Alcohol is fat free but high in calories. A standard half litre of beer has approximately 130 calories, as does a 150ml glass of dry wine. Alcohol can also make you feel hungry, it stimulates your appetite while reducing your self-control, so you’re more likely to binge eat if you binge drink.

**Allergy?**
Some people, especially Asians lack the gene which breaks down alcohol, which makes alcohol consumption lead to feeling very sick and facial flushing.

**Supply?**
It is illegal to buy or be served alcohol if you’re under 18. You can get a friend a criminal record if you ask them to buy you alcohol when you’re under age. You can drink in the family home with parental supervision from age 5.

**Stress?**
A little alcohol will help you feel relaxed and unwind, but more than that and it has a depressing effect. Lots of alcohol gives you an irregular heart beat and can lead to feelings of panic and increased stress.

**Pregnancy?**
Drinking too much leads to doing things you wouldn’t do if you were sober – going home with someone you hardly know, not taking the right precautions, increasing your risk of STDs and an unplanned pregnancy. Drinking heavily when pregnant can lead to birth defects called Foetal Alcohol Syndrome, which include facial abnormalities and learning difficulties.

**Sport?**
Alcohol and sport are not good mixers. Alcohol slows down reaction times, increases body heat loss and reduces endurance.

**Combination?**
Never mix alcohol with drugs – either prescribed drugs, unless cleared with your doctor, or illegal drugs, such as cocaine, ecstasy, heroin and so on.

**Why is it against the law to buy alcohol for under 18s or to be served alcohol if you can drink at home?**
Laws regulate the purchase and consumption of alcohol in most countries around the world. In America, the legal Drinking Age (LDA) is 21, here in the UK it is 18, unless you are under parental supervision or at home. LDA’s exist because the same amount of alcohol has a much greater effect on the body of a young person than an adult as the body is still growing and developing. The brain and liver are not fully formed either, so binge drinking in particular will cause even more harm than for an adult. Alcohol also affects judgement, coordination, mood, reactions and behaviour and again it’s harder to deal with this when younger, away from adults or vulnerable. Alcohol, when it is broken down by your body, makes toxins (poisons). Drinking too much too fast can lead to alcohol poisoning, coma or even death. It is legal to drink under parental supervision to allow parents to make the right choices – they may decide no alcohol before the age of 18 is the right policy, or they may think a small amount at a wedding or celebration is appropriate. It is a parent’s responsibility to keep young people safe until they are adult.

See PSHE/PSD 14 - 16 worksheet 2 Why are young people advised not to drink, if you want to take this discussion further (page 24).

**Did you know?** 50% of adults globally choose not to drink for religious, health or other reasons.
TEACHER NOTES

Fact or fiction?
(PSHE/ PSD 11 - 14 worksheet 4)

Target age group: 11 - 14 year-olds
Structure: 1 lesson
Preparation: Download/ photocopy  Fact or Fiction sheet.
Access to the Internet: Talkaboutalcohol.com

Objectives
- To consider some of the myths and frequently asked questions about alcohol.

Notes
This could be done in small groups or as a whole class with people calling out what they think is the answer and inviting challenges from others. Alternatively, the quiz could be a good way of getting students to research the answers by looking at the information on the Talk About Alcohol website.

How well do you know your age group?
(PSHE/ PSD 14 - 16 worksheet 5)

Target age group: 14 - 16 year-olds
Structure: 1 lesson
Preparation: Download/photocopy How well do you know your age group? sheet.

Objectives
- To dispel myths about alcohol and young people.
- To allow young people to compare their own behaviour with the norm.
- To encourage people to understand that they are not in the minority if they choose not to drink.

Notes
Young people often think that most of their peer group drink more alcohol than they actually do, perhaps because people tend to exaggerate how much they drink when telling others. By looking at the results as a class and not just individual's answers, it will reinforce for them what normal behaviour actually is and highlight whether they have unrepresentative notions of alcohol consumption. It may also help them feel more comfortable about drinking less or not drinking at all.
SECTION 1   ASSESSING KNOWLEDGE - HOW MUCH DO YOU KNOW ABOUT ALCOHOL?

TALK ABOUT ALCOHOL

FACT OR FICTION?

Before you try this activity, you might want to look at the Fact Zone section of the Talk About Alcohol website.

Under each statement, write ‘true’ or ‘false’ and explain the reason for your choice in one short sentence.

1. You can always sleep off a hangover and feel all right the next day.

2. It’s impossible to know how much alcohol is in a bottle of drink.

3. A glass of beer, a glass of wine and a shot of spirits contain the same amount of pure alcohol.

4. Eating a meal before drinking alcohol stops a person from getting drunk.

5. Drinking plenty of water may reduce the effect of a hangover.

6. People are more likely to take risks after drinking alcohol.

7. People who drink a lot of alcohol on a regular basis may become tolerant, and even addicted, to it.

8. Women tend to be more affected by alcohol than men.

9. Pregnant women are advised to limit the amount of alcohol they drink.

10. The excessive consumption of alcohol carries health risks.
ANSWERS

1. False. Hangovers can last for a lot longer than just the morning after. Advice for adults is that after a lot of alcohol has been consumed, they shouldn’t drink alcohol for another 48 hours to let the body recover.

2. False. The amount of alcohol is usually shown on the drinks container, but you can calculate it yourself.

3. False. It depends on the size of the glass, the strength of the drink (e.g. there are strong beers and weaker beers) and how full the glass is.

4. False. Eating before drinking slows down the absorption of alcohol into the bloodstream, but doesn’t stop it.

5. True. Many of the effects of a hangover come about because alcohol dehydrates the body. There is no cure and waiting until it has gone is the only thing you can do. However, drinking plenty of water and keeping off alcohol for at least the next 48 hours helps the body to recover.

6. True. Alcohol affects judgement so, after drinking alcohol, people tend to have fewer inhibitions and this can lead to risky behaviour.

7. True. Someone who regularly drinks an excessive amount of alcohol may have to drink even more to get the same effect, and this can lead to addiction.

8. True. Alcohol is distributed around the body in water. The female body has more body fat and less water than the male body, so alcohol concentrations are higher in females and therefore girls tend to get drunk faster than boys.

9. True. Alcohol crosses the placenta and can harm the developing foetus. This is called FAS (Foetal Alcohol Syndrome).

10. True. If someone drinks a lot in a short space of time they can increase the risk of accidents and injury. In high doses it can result in alcohol poisoning, leading to coma or even death. In the long term, drinking a lot of alcohol regularly can lead to numerous diseases, such as cancer and liver cirrhosis. These can be fatal.
How well do you know your age group?

How do we compare with other teenagers in Europe?

Do you know how many young people drink alcohol regularly? Or how much they drink on average? What proportion of people your age get drunk regularly? The European School Survey Project on Alcohol and other drugs (ESPAD) conducts an international study investigating alcohol drinking, smoking and drug use among 15 and 16-year-olds in 35 European countries. The study was carried out in 1995, 1999, 2003 and in 2007.

› Answer these questions below by yourself.
› Then compare your answers with a friend. Discuss any answers where you disagree. Change your mind if you want but stick to your answers if you think you’re right.
› Your teacher will then give you the right answers.
› Look at the questions at the end.

Activity one

Let’s consider a number of countries from the different region of Europe:

Sweden, Finland, Denmark, UK, Germany, France, Italy, Portugal, Hungary, Poland, Czech Republic and Spain

1. In the twelve countries studied, what percentage of 15-16 year-old students had drunk alcohol at least once in the last 30 days?
   a) 22%  b) 45%  c) 67%

2. In the twelve countries, what percentage of boys aged 15-16 had drunk more than 10 drinks in the last 30 days
   a) 7%  b) 13%  c) 23%

3. In the twelve countries, what percentage of girls aged 15-16 had drunk more than 10 drinks in the last 30 days
   a) 7%  b) 13%  c) 23%

4. In the twelve countries, what percentage of 15-16 year-old boys admitted to being drunk (ie staggered when walking, not being able to speak properly, throwing up or not remembering what happened three times or more in the last 30 days?
   a) 7%  b) 11%  c) 17%
SECTION 1 ASSESSING KNOWLEDGE - HOW MUCH DO YOU KNOW ABOUT ALCOHOL?

TALK ABOUT ALCOHOL

PSHE/PSD 14-16 WORKSHEET 5

ACTIVITY ONE

5. In the twelve countries, what percentage of 15-16 year-old girls admitted to be drunk (ie staggered when walking, not being able to speak properly, throwing up or not remembering what happened) three times or more in the last 30 days?
   a) 5%  
b) 7%  
c) 15%

6. In the eleven countries (the twelve minus Spain), what percentage of 15-16 year-old boys admitted first drunkenness at the age of 13 or before?
   a) 6.5%  
b) 15.9%  
c) 20.3%

7. In the eleven countries (the twelve minus Spain), what percentage of 15-16 year-old girls admitted first drunkenness at the age of 13 or before?
   a) 6.2%  
b) 12.8%  
c) 17.7%

8. On average how many drinks 15-16 old students said they had consumed at the last drinking occasion?
   a) 1-2 drinks  
b) 2-3 drinks  
c) 3-4 drinks

9. On the last drinking occasion, which of the 3 countries below reported the highest consumption?
   a) UK  
b) Denmark  
c) France

10. Do you think...
    a) Teenagers drink in different ways in different countries? YES / NO
    b) Girls are catching up with boys? YES/ NO
    c) That more boys drink to get drunk than girls? YES/NO

   1. As a class, see how many people got each question right, how many thought the right answer was higher than it was, and how many thought it was lower.

   2. Look at the scores for each question. Were most people right? If not, what do their answers tell you?

   3. Which answer surprises you most?

   4. Do you think young people underestimate or overestimate the amount of alcohol drunk by OTHER people their age? Explain your answer.

   5. Overall, how well do you know your age group?
SECTION 1   ASSESSING KNOWLEDGE - HOW MUCH DO YOU KNOW ABOUT ALCOHOL?

TALK ABOUT ALCOHOL

HOW WELL DO YOU KNOW YOUR AGE GROUP?
HOW DO WE COMPARE WITH OTHER TEENAGERS IN EUROPE?

ACTIVITY ONE

Let’s consider a number of countries from the different region of Europe:
Sweden, Finland, Denmark, UK, Germany, France, Italy, Portugal, Hungary, Poland, Czech Republic and Spain

1. In the twelve countries studied, what percentage of 15-16 year-old students had drunk alcohol at least once in the last 30 days?
   a) 22%    b) 45%    c) 67%

2. In the twelve countries, what percentage of boys aged 15-16 had drunk more than 10 drinks in the last 30 days
   a) 7%    b) 13%    c) 23%

3. In the twelve countries, what percentage of girls aged 15-16 had drunk more than 10 drinks in the last 30 days
   a) 7%    b) 13%    c) 23%

4. In the twelve countries, what percentage of 15-16 year-old boys admitted to be drunk (i.e. staggered when walking, not being able to speak properly, throwing up or not remembering what happened) three times or more in the last 30 days?
   a) 7%    b) 11%    c) 17%

5. In the twelve countries, what percentage of 15-16 year-old girls admitted to be drunk (i.e. staggered when walking, not being able to speak properly, throwing up or not remembering what happened three times or more in the last 30 days?
   a) 5%    b) 7%    c) 15%

6. In the eleven countries (the twelve minus Spain), what percentage of 15-16 year-old boys admitted first drunkenness at the age of 13 or before?
   a) 6.5%    b) 15.9%    c) 20.3%

7. In the eleven countries (the twelve minus Spain), what percentage of 15-16 year-old girls admitted first drunkenness at the age of 13 or before?
   a) 6.2%    b) 12.8%    c) 17.7%
SECTION 1  ASSESSING KNOWLEDGE - HOW MUCH DO YOU KNOW ABOUT ALCOHOL?

TALK ABOUT ALCOHOL

ACTIVITY ONE

8. On average how many drinks 15-16 old students said they had consumed at the last drinking occasion?
   a) 1-2 drinks  b) 2-3 drinks  c) 3-4 drinks

9. On the last drinking occasion, which of the 3 countries below reported the highest consumption?
   a) UK  b) Denmark  c) France

10. Do you think...
    a) Teenagers drink in different ways in different countries? YES / NO
    b) Girls are catching up with boys? YES / NO
    c) That more boys drink to get drunk than girls? YES / NO

Source for statistics: ESPAD 2008
SECTION 2

UNITS AND GUIDELINES – RESPONSIBLE DRINKING

Understanding that similar drinks contain different concentrations of alcohol can be hard to grasp.

This section looks at pour sizes, units, alcoholic strength, the importance of reading back labels and understanding the guidelines that apply to adults. It also discusses why young people under 18 are advised not to drink and what blood alcohol concentration (BAC) is.
### How many units? worksheet

1. Fill in how many units you think are in each drink
2. How many units are adults allowed?
3. Why are there no safe guidelines for those under 18?

#### Beer and Cider

<table>
<thead>
<tr>
<th>Drink Type</th>
<th>Number of Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>A pint of lower strength (4%) lager, beer or cider</td>
<td></td>
</tr>
<tr>
<td>A 500ml can of higher strength (7.5-9%) lager or beer or cider</td>
<td></td>
</tr>
</tbody>
</table>

#### Alcopops

<table>
<thead>
<tr>
<th>Drink Type</th>
<th>Number of Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>A small bottle (275ml) of lower strength (4%) alcopop</td>
<td></td>
</tr>
<tr>
<td>A large bottle (70cl) of higher strength (5%) alcopop</td>
<td></td>
</tr>
</tbody>
</table>

#### The UK Chief Medical Officers recommend that adults do not regularly exceed:

- **Men**: _______ units a day
- **Women**: _______ units a day

#### Spirits

<table>
<thead>
<tr>
<th>Drink Type</th>
<th>Number of Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>A single measure of spirit (40%)</td>
<td></td>
</tr>
<tr>
<td>A double measure of spirit (40%)</td>
<td></td>
</tr>
</tbody>
</table>

#### Wine

<table>
<thead>
<tr>
<th>Drink Type</th>
<th>Number of Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>A standard glass (175ml) of lower strength (12%) wine or champagne</td>
<td></td>
</tr>
<tr>
<td>A large glass (250ml) of higher strength (14%) wine</td>
<td></td>
</tr>
</tbody>
</table>

#### CMO Guidance:

1. Children and their parents and carers are advised that an alcohol-free childhood is the healthiest and best option. However, if children drink alcohol, it should not be until at least the age of 15 years.
2. If young people aged 15 to 17 years consume alcohol it should always be with the guidance of a parent or carer or in a supervised environment.
3. Parent and young people should be aware that drinking even at age 15 or older, can be hazardous to health and that not drinking is the healthiest option for young people. If 15 to 17 year olds do consume alcohol they should do so infrequently and certainly on no more than one day a week. Young people aged 15 to 17 years should never exceed recommended Government guidelines.

[drinkaware.co.uk/tips-and-tools/drink-diary/](http://drinkaware.co.uk/tips-and-tools/drink-diary/)
### SECTION 2  UNITS AND GUIDELINES – RESPONSIBLE DRINKING

**How many units in a drink?**

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>A small bottle (275ml) of lower strength (4%) alcopop</td>
<td>A standard glass (175ml) of lower strength (12%) wine or champagne</td>
<td>A pint of medium strength (5%) lager, beer or cider</td>
<td>A large bottle (750ml) of higher strength (5.5%) alcopop</td>
</tr>
<tr>
<td>A half pint of lower strength (4%) lager, beer or cider</td>
<td>A pint of lower strength (4%) lager, beer or cider</td>
<td>A large glass (250ml) of low strength (12%) wine</td>
<td>A 500ml can of high strength (7.5%) lager, beer or cider</td>
</tr>
<tr>
<td>A single measure of spirit (40%)</td>
<td>A 440ml can of medium strength (4.5%) lager or beer</td>
<td>A large bottle (750ml) of lower strength (4%) alcopop</td>
<td></td>
</tr>
</tbody>
</table>

**CHECK THE LABEL**  
Most drinks tell you how many units are in them

**Know your limits**  
Units of alcohol per 125ml glass  

1:8

**The UK Chief Medical Officers recommend that adults do not regularly exceed:**

- 2-3 units a day for women
- 3-4 units a day for men
### NHS and UK Chief Medical Officer’s advice on units and drinking guidelines

**What is a unit and how much is too much?**

<table>
<thead>
<tr>
<th>Beer and Cider</th>
<th>Alcopops</th>
<th>Spirits</th>
</tr>
</thead>
<tbody>
<tr>
<td>A pint of lower strength (4%) lager, beer or cider</td>
<td>A small bottle (275ml) of lower strength (4%) alcopop</td>
<td>A single measure of spirit (40%)</td>
</tr>
<tr>
<td>2 UNITS</td>
<td>1 UNIT</td>
<td>1 UNIT</td>
</tr>
<tr>
<td>A pint of medium strength (5%) lager, beer or cider</td>
<td>A large bottle (70cl) of higher strength (5%) alcopop</td>
<td>A double measure of spirit (40%)</td>
</tr>
<tr>
<td>3 UNITS</td>
<td>3.5 UNITS</td>
<td>2 UNITS</td>
</tr>
<tr>
<td>A 440ml can of medium strength (5%) lager or beer or cider</td>
<td></td>
<td>Find the number of units in other drinks by visiting the drinkaware unit calculator</td>
</tr>
</tbody>
</table>
| 2 UNITS | | (drinkaware.co.uk/tips-and-tools/drink-diary/)
| A 500ml can of high strength (7.5-9%) lager or beer or cider | | |
| 4 UNITS | | |

#### CMO Guidance:

1. Children and their parents and carers are advised that an alcohol-free childhood is the healthiest and best option. However, if children drink alcohol, it should not be until at least the age of 15 years.

2. If young people aged 15 to 17 years consume alcohol it should always be with the guidance of a parent or carer or in a supervised environment.

3. Parent and young people should be aware that drinking, even at age 15 or older, can be hazardous to health and that not drinking is the healthiest option for young people. If 15 to 17 year olds do consume alcohol they should do so infrequently and certainly no more than one day a week. Young people aged 15 to 17 years should never exceed recommended Government guidelines.
TEACHERS NOTES

How much alcohol is in a drink?
(Science/ environmental studies worksheet 7 or How many units? pictorial work sheet)

Target age group: 11 - 16 year-olds
Structure: 1 written lesson

Preparation:
EITHER download/ photocopy the blank pictorial worksheet How many units in a drink? and an answer sheet - You can choose between the simple or more complex sheets.
The worksheet prompts students to work out how many units are in different types of drink. Ensure that you also make copies of the answer sheet, at least one between 2, so that they have the right information at the end of the lesson.

Students may like to use the drinkaware unit calculator if you have online access to help them find the answers via drinkaware.co.uk/tips-and-tools/drink-diary/

OR download/ photocopy How much alcohol is in a drink sheet (at least 1 between 2).

Objectives
- To show that alcoholic drinks may contain different amounts of alcohol.

Notes
The calculations and graph could be finished for homework.

Why are young people advised not to drink?
PSHE/ PSD 14 - 16 worksheet 2

Target age group: 14 - 16 year-olds
Structure: 1 lesson

Preparation: Download/photocopy Why are young people advised not to drink? sheet.

Access to the Internet for research if possible.

Objectives
- To establish why alcohol is more dangerous for young people than for adults.
- To encourage students to explore a range of reasons.
- To encourage them to consider the merits of each reason.

Notes
This is a simple activity that could be done individually, in small groups or as a class. If it is done in groups or individually, the results could be collated for the class. This is best done by students awarding their top reason 8 points, second top 7 points, etc., then adding up all the points for each reason from among the groups. The reason with the largest number of points overall is, on average, the most important reason. This process is very likely to encourage debate and disagreement which will help the students consider the issues.

Responsible drinking
(Science/ environmental studies work sheet 10)

Target age group: 11 - 16 year-olds
Structure: 1 written lesson

Preparation: Download/ photocopy responsible drinking sheet (at least 1 between 2).

Objectives
- To understand why adults should not drink in certain situations (risk groups).
- To understand the effect of alcohol on young people.
- To understand why there are no safe limits for alcohol consumption for young people.

Notes
The calculations and graph could be finished at home.

What is BAC? (Blood Alcohol Concentration)
(Science/ environmental studies work sheet 8)

Target age group: 14 - 16 year-olds
Structure: 1 written lesson

ICT opportunity: Internet research

Preparation: Download/ photocopy Calculating Blood Alcohol Content (BAC) sheet (at least 1 between 2).

Optional: internet access to talkaboutalcohol.com

Objectives
- To explain what is meant by BAC.
- To introduce factors which can affect the BAC.

Notes
Internet research could be done at home. The calculations and graph could be finished for homework.
HOW MUCH ALCOHOL IS IN A DRINK?

The alcohol content of drinks can vary enormously. It depends on the type, size and strength of the drink.

Units are the official measurement of alcohol in the UK. A 'unit' is equivalent to 8 grams of pure alcohol. But the alcohol volume in products varies a lot. It's not as simple as one drink = one unit. Some strong beers contain nearly 3 units per pint rather than the 2 units found in ordinary strength lager. The measures may vary too (a 'double' vodka will have double the units), while a large glass of wine (175ml) can be over 2 units.

There is a formula which can be used to work out how much alcohol is in a drink. You need to know how strong the drink is (alcohol volume %) and how big the glass or bottle is (ml). You can work out how many grams of alcohol are in a drink using this calculation (*ABV = alcohol by volume*).

\[
\frac{8 \times \text{volume of glass/bottle (ml)} \times \text{ABV} \, (\%)}{1000}
\]

If you know the number of grams of alcohol, you can also work out the number of units in the drink. (There are 8g of pure alcohol in one UK unit.)
### Activity One

1. Fill in the empty columns in a table similar to the one shown. Use the formula to work out the number of grams of alcohol in each of the drinks listed. Then calculate the number of units.

2. Plot a bar chart of your results.

3. What conclusions can you draw?

<table>
<thead>
<tr>
<th>Drink</th>
<th>Volume of glass/bottle (ml)</th>
<th>ABV (%)</th>
<th>Grams of alcohol</th>
<th>Units (give to nearest 0.5 unit)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beer, lager or cider</td>
<td>330ml bottle</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Beer, lager or cider</td>
<td>440ml can</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Beer, lager or cider</td>
<td>500ml can</td>
<td>9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cider</td>
<td>1 litre bottle (100ml)</td>
<td>9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wine</td>
<td>125ml glass</td>
<td>12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wine</td>
<td>175ml glass</td>
<td>12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wine</td>
<td>Half bottle (375ml)</td>
<td>12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spirits</td>
<td>25ml measure</td>
<td>40</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spirits</td>
<td>35ml measure</td>
<td>40</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sherry or port</td>
<td>50ml measure</td>
<td>20</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(You may also like to try the drinks 'unit calculator' at http://www.drinkaware.co.uk)
Why are young people advised not to drink?

Lots of adults enjoy drinking alcohol and most adults drink sensibly, but laws in the UK are designed to stop young people buying and drinking alcohol until they are 18 unless they are being supervised by their parents. But why should young people think before they drink alcohol?

Here are the views of some people. All the facts that are included are correct but some of the comments are just people’s opinions. Put them in order to show which you think is the best, most persuasive reason through to the least persuasive. (Write 1 beside the best reason, 2 beside the next best reason, etc.)

<table>
<thead>
<tr>
<th>Fact/Opinion</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>“You can drink a lot of alcohol in a short time but only start to feel the effects later, by which time it may be too late. Young people don’t have the maturity to know when to stop.”</td>
<td></td>
</tr>
<tr>
<td>“Young people’s bodies are still growing. They’re affected by alcohol more than adults and alcohol can be very dangerous.”</td>
<td></td>
</tr>
<tr>
<td>“There’s enough to cope with when growing up without having to deal with alcohol as well. If teenagers are struggling with problems, alcohol isn’t going to help.”</td>
<td></td>
</tr>
<tr>
<td>20% of all admissions to hospital accident and emergency departments are linked to alcohol and 22% of accidental deaths are alcohol related, many are young men. In the UK there is an average of 1000 children under the age of 15 admitted to hospital each year with alcohol poisoning and problems.</td>
<td></td>
</tr>
<tr>
<td>“You have to learn to drink alcohol sensibly – to know how it affects you, when to stop, and when it changes your judgement. Until you’re a young adult, it’s too risky because you may make really serious errors. We’re talking about injury and even death.”</td>
<td></td>
</tr>
<tr>
<td>“Alcohol is quickly absorbed into the bloodstream and travels to the brain. Here it acts as a depressant, slowing down the way in which the brain and body works. It affects thinking and actions and that’s when accidents happen.”</td>
<td></td>
</tr>
<tr>
<td>“There’s a lot of pressure on young people to do the same as everyone else so they can end up drinking a lot just to look cool, even if they don’t want to.”</td>
<td></td>
</tr>
<tr>
<td>“Alcohol can make you uninhibited. This can make you say or do things you regret later.”</td>
<td></td>
</tr>
</tbody>
</table>
RESPONSIBLE DRINKING

There are guidelines for the maximum amount of alcohol an average adult can drink without risking their health. But adults can’t just drink whenever they like – there are times when they shouldn’t drink alcohol at all. There are also laws which restrict the purchase and consumption of alcohol by young people under the age of 18.

Read the information about responsible drinking and risk groups below, then answer the questions.

HOW MUCH CAN ADULTS DRINK?

In the UK, guidelines for adults who choose to drink alcohol are based on the number of ‘Units’ of alcohol. One UK unit contains 8 grams of pure alcohol. The UK Government recommends that adult women don’t drink more than 2 to 3 units a day. For adult men, the limit is 3 to 4 units. Consistently drinking more than these amounts can mean serious health risks.

But there are times when adults should not drink at all.

WHEN CAN ADULTS DRINK?

Adults should avoid drinking alcohol:

› Before driving (see Worksheet 9)
› Before:
   - operating machinery
   - working at a height
   - doing sports or swimming.
› When taking certain drugs and medicines: it’s not safe to use some drugs and medicines and drink alcohol (information is usually given on the label of the medicine)
› When pregnant: drinking alcohol during pregnancy can harm the developing baby.
SECTION 3  ALCOHOL AND ITS EFFECTS (PHYSICAL AND SOCIAL)

TALK ABOUT ALCOHOL

UNDER 18S

Laws regulate purchase and consumption of alcohol by young people under the age of 18. That's because they are less well equipped to cope with the effects of alcohol, physically and emotionally. The same amount of alcohol will have a much greater effect on the body of a child or young person than on an adult, because their bodies are still growing and developing. Also, a young person doesn't have the experience needed to deal with the effects of alcohol on judgement and perception.

In the short-term, drinking and getting drunk can be dangerous for young people. They may do or say something they regret later, and they're much more likely to have an accident or get into trouble. In the longer term, drinking can affect their school work, social life and friendships, as well as their general health. They'll also be in trouble if they break the laws about buying and drinking alcohol.

ACTIVITY ONE

Answer these questions in pairs or small groups. There is information to help you in the Fact Zone of the Talk About Alcohol website.

1. Referring to the short-term effects of alcohol, explain why adults should not drink alcohol before operating machinery or working at a height.

2. Give three examples of ‘serious health risks’ which may result if an adult regularly drinks more than the maximum recommended by government guidelines.

3. During pregnancy, alcohol crosses the placenta to the foetus and can affect the developing baby. Research and describe what is meant by Foetal Alcohol Syndrome (FAS). The following websites may be useful:
   www.rcog.org.uk
   www.drinkaware.co.uk
   www.drinkingandyou.com

ACTIVITY TWO

Discuss in pairs or small groups: why are there NO safe limits for alcohol consumption for under age drinkers?
TALK ABOUT ALCOHOL

WHAT IS BAC
(BLOOD ALCOHOL CONCENTRATION)?

When someone drinks alcohol, it is absorbed into the bloodstream from the stomach and small intestine. The amount of alcohol in someone's blood is measured by their BAC (blood alcohol concentration).

BAC is usually measured as the number of milligrams (mg) of alcohol in 100 millilitres (ml) of blood. The BAC is a measure of how much a person has been affected by the alcohol they have drunk. It increases significantly if a person has drunk more alcohol than their body can get rid of.

You can't measure your BAC accurately, even if you know how much alcohol you have drunk. That's because a person's BAC depends on many different factors, for example:

- how many grams of alcohol they have drunk (not how many drinks they have had)
- size and weight: a smaller person will have a higher BAC than a large person drinking the same amount of alcohol
- metabolic rate: which may change for the same person during the day, month or year
- general fitness
- emotional state
- the type of drink, e.g. alcohol in fizzy drinks tends to be absorbed more quickly
- the speed at which they drink
- whether they have eaten before they drink.

Gender is important too. Alcohol is distributed around the body in water, and females have less body water (and more body fat) than males. This means that, given the same amount of alcohol, and proportional to body weight, women will generally have a higher BAC than men.
SECTION 2    UNITS AND GUIDELINES – RESPONSIBLE DRINKING

TALK ABOUT ALCOHOL

ACTIVITY

ONE

1. Using the formula given in Worksheet 7, calculate the amount of alcohol (in grams) in each of the drinks below.

\[
\frac{8 \times \text{volume of glass/bottle (ml)} \times \text{ABV}^* \%}{1000}
\]

(*ABV = alcohol by volume)

<table>
<thead>
<tr>
<th>Drink</th>
<th>Volume of glass/bottle (ml)</th>
<th>ABV (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lager</td>
<td>330ml bottle</td>
<td>5</td>
</tr>
<tr>
<td>Cider</td>
<td>1/2 litre bottle (500ml)</td>
<td>9</td>
</tr>
<tr>
<td>Wine</td>
<td>Half bottle (375ml)</td>
<td>12</td>
</tr>
<tr>
<td>Spirits</td>
<td>25ml measure</td>
<td>40</td>
</tr>
</tbody>
</table>

2. Assume that a healthy adult's liver can break down an average of 10 grams of alcohol per hour, all the alcohol consumed is absorbed into the bloodstream, and there are 4 litres of blood in the body. For each drink in the table, calculate how many grams of alcohol would be left in the bloodstream after 1, 2, 3 and 4 hours if an average healthy adult had drunk this drink. Record your results in a table.

3. Plot a line graph of your results. What conclusions can you draw?

4. Now calculate the BAC after one hour for each of the drinks. Give your answer as the number of milligrams (mg) of alcohol in 100 millilitres (ml) of blood. Which drink results in the highest BAC?

5. Why is it difficult for a person to estimate their BAC?
SECTION 3

ALCOHOL AND ITS EFFECTS
(PHYSICAL AND SOCIAL)

In this section you will find a blank worksheet for students to fill in their ideas of alcohol's effect on different parts of the body, plus the answer sheet for you to work through with them.

If you have internet access/ netbooks, there is an interactive body that pupils can scroll over and find out the answers via talkaboutalcohol.com/YoungPeople/FactZone/FactZoneFlash30.aspx

You will also find lesson plans on:

- The short term effects of alcohol on the body
- What happens to alcohol in the body
- Investigating the dehydrating effects of alcohol (11 - 14)
- Investigating the dehydrating effects of alcohol (14 - 16)
- The Long term effects of alcohol in the body
- You, your friends and strangers
- Alcohol and the community
- Responsible drinking.

You may wish to use some of the film clips on the alcoholeducationtrust.org website.
How too much alcohol affects the body

Brain
Alcohol acts as a depressant on the brain, the control centre of the body. It can make the drinker feel happy for a little while, but that’s followed by a depressing low. Long-term drinking can kill off brain cells and lead to memory loss and mental problems.

Skin
Too much alcohol dehydrates the body, which is bad news for the skin and complexion. It also dilates the blood vessels under the surface of the skin, leading to ugly veins on the nose and cheeks.

Head
After a few drinks, it can be easy for someone to lose their head. They may feel more relaxed, emotional and uninhibited, but they also lose control. Their judgement is affected too. They might make a fool of themselves, get into trouble, cause an accident or do something they regret later. Every year, 22% of accidental deaths are alcohol-related. Alcohol draws water out of the brain. So, as the body starts to metabolise the alcohol, the drinker may feel dizzy and be in for a throbbing headache if they drink too much.

Heart
Drinking large quantities of alcohol over a short period can cause irregular heart beats and shortness of breath. The government guidelines also suggest that for post-menopausal women and men over 40 when the risk of heart disease is highest, a daily drink can help protect against cardiovascular disease as alcohol 'thins the blood'.

Reproductive organs
Drinking alcohol can affect performance in the bedroom because the drinker’s not fully in control of their body. Alcohol affects judgement too, so people may have unsafe sex or sex they later regret. In women, excessive drinking may delay menstruation and affect fertility. As alcohol crosses the placenta to a foetus, you should not drink if you are pregnant.

Waist
Although alcohol is fat free, it is very calorific (only fat contains more calories per gram) and increases your appetite, so it can lead to weight gain.

Eyes
Alcohol dilates blood vessels in the eyes, so they can look red and ‘bloodshot’. It also affects the signals sent from the eyes to the brain—vision becomes blurred, and distances and speeds get harder to judge. Many road accidents involve drivers or pedestrians who have alcohol in their blood. Too much alcohol also suppresses REM (Rapid Eye Movement) sleep. It’s the most important phase of sleep and so drinking can ruin the chance of a good night’s rest.

Gut
Alcohol is absorbed from the stomach into the bloodstream. Your body’s ability to process alcohol depends on various things, like your age, weight and sex. Your body breaks down alcohol at a rate of roughly one standard drink per hour. Because it takes time for your body to break down alcohol, drinking more than one unit of alcohol an hour will build up your blood alcohol concentration (BAC) and it may be many hours before you are safe to drive. After a night of heavy drinking you risk being over the drink-drive limit the next morning.

Liver
The liver breaks down most of the alcohol a person drinks. (The rest leaves the body in breath, urine and sweat.) But it can only break down about 1 unit (8g) of alcohol an hour in an average adult. More than that, and it stops working properly. If the body can’t cope with all the alcohol in its system, the person falls into an alcoholic coma (which can be fatal). Long-term heavy drinking kills off liver cells, leading to a disease called cirrhosis. It’s a ‘silent’ disease – symptoms may not be noticeable until the disease is advanced. Long-term excessive drinking can also lead to liver cancer.

Armpits
Alcohol is also excreted as smelly body odour and bad breath - not great for attracting the opposite sex.

Further information is available on the interactive body at talkaboutalcohol.com/YoungPeople/FactZone/FactZoneFlash30.aspx
TEACHER NOTES

Short-term effects of alcohol on the body
(Science/environmental studies worksheet 3)

Target age group: 11 - 16 year-olds
Structure: 1 written lesson
ICT opportunity: Internet research
Preparation: Download/photocopy Short term effects on the body sheet
Internet access to talkaboutalcohol.com

Objectives
- To show that the abuse of alcohol affects a person's health.
- To show the short-term effects of alcohol on body functions.

Notes
Internet research could be done at home.

What happens to alcohol in the body?
(Science/environmental studies worksheet 2)

Target age group: 11 - 16 year-olds
Structure: 1 written lesson
ICT opportunity: Internet research
Preparation: Download/photocopy What happens to alcohol in the body sheet (at least 1 between 2)
Internet access to talkaboutalcohol.com

Objectives
- To show what happens to alcohol when it enters the body.
- To show how alcohol leaves the body.

Notes
Internet research could be done at home.

Investigating the dehydrating effects of alcohol
(Science/environmental studies 11 - 14 worksheet 4)

Target age group: 11 - 14 year-olds
Structure: 1 practical lesson (it could be more than one lesson if it is used as a basis for practical investigation).
Preparation: Download/photocopy Investigating the dehydrating effects of alcohol on the body (11 - 14) sheet (at least 1 between 2).

Objectives
- To show the dehydrating effects of alcohol on living cells.
- Introduction to practical investigation.

Investigating the dehydrating effects of alcohol
(Science/environmental studies 14 - 16 worksheet 5)

Target age group: 14 - 16 year-olds
Structure: 1 practical lesson (it could be more than one lesson if it is used as a basis for practical investigation).
Preparation: Download/photocopy Investigating the dehydrating effects of alcohol on the body (14 - 16) sheet (at least 1 between 2).

Objectives
- To show the dehydrating effects of alcohol on living cells.
- Introduction to practical investigation.

Long-term effects of alcohol on the body
(Science/environmental studies worksheet 6)

Target age group: 11 - 16 year-olds
Structure: 1 written lesson
ICT opportunity: Internet research
Preparation: Download/photocopy Long-term effects of alcohol sheet/How too much alcohol affects the body sheet
Internet access to talkaboutalcohol.com

Objectives
- To show that the abuse of alcohol affects a person’s health.
- To show the long-term effects of alcohol on body functions.

Notes
Internet research could be done at home.
SECTION 3  ALCOHOL AND ITS EFFECTS (PHYSICAL AND SOCIAL)

You, friends and strangers
(PSHE / PSD 11 - 14 worksheet 3)
Target age group: 11 - 14 year-olds
Structure: 1 or 2 lessons depending on student ability
Preparation: Download/ photocopy You, friends and strangers sheet.
Objectives
- To highlight the likely effects of alcohol on young people, physically and behaviourally.
- To highlight the possible consequences of drinking.
- To understand that drinking alcohol, especially too much, can easily have consequences for other people as well as the drinker.
- To help young people consider their responsibility towards others.

Alcohol and the community
(PSHE / PSD 14 - 16 worksheet 7)
Target age group: 14 - 16 year-olds
Structure: 1 to 3 lessons
Preparation: Download / photocopy Alcohol and the community – what is the impact? sheet. Access to the Internet for research if possible.
Objectives
- To consider the contribution of a product to a market economy from different angles, including the effects on individuals as well as the wider community.
- To recognise the difference between social, ‘sensible’ drinking and excessive ‘drinking to get drunk’.
- To distinguish between fact and opinion.
- To form opinions through reasoned argument and debate.
- To take an informed, objective viewpoint on what constitutes sensible drinking.

All tasks
Direct students to the talkaboutalcohol.com, especially the Fact Zone of the Young People’s section.
SECTION 3  ALCOHOL AND ITS EFFECTS (PHYSICAL AND SOCIAL)

TALK ABOUT ALCOHOL

SCIENCE/ENVIRONMENTAL STUDIES WORKSHEET 3

SHORT-TERM EFFECTS OF ALCOHOL ON THE BODY

When alcohol is swallowed, how does it affect the body in the short term? The effect depends on the person – their gender, size and weight, what they’ve been drinking, and whether they’ve eaten anything first.

Because it depends on weight and size, the person’s age is important too. The same amount of alcohol will have a much greater effect on the body of a child or young person than on an adult, because their bodies are still growing and developing.
SECTION 3  ALCOHOL AND ITS EFFECTS (PHYSICAL AND SOCIAL)

TALK ABOUT ALCOHOL

ACTIVITY ONE

Look at the diagram below.

- **Brain**: acts as the control centre of the body, and receives information from the sense organs.
- **Lungs**: exchange gases - they absorb gases that have a low concentration in the blood, and excrete gases which have a high concentration in the blood.
- **Liver**: processes the food and drink taken into the body.
- **Stomach**: receives all the food and drink taken into the body.
- **Kidneys**: control the water balance in the body and produce urine.

Draw a line to connect the parts of the body with the short-term effects experienced after someone has drunk alcohol.

- **Brain**: Slurred speech
- **Kidneys**: Difficulty standing up or walking
- **Liver**: Looking flushed
- **Heart**: Feeling sick
- **Lungs**: Needing to urinate more (less anti-diuretic hormone secreted)
- **Stomach**: Loss of self-control, Slow reactions, Dehydration leading to a 'hangover’, Blurred vision, Breath smelling of alcohol.
ACTIVITY TWO

1. After drinking a lot of alcohol in the evening, can someone avoid a hangover by drinking a glass of water before they go to bed? Give reasons for your answer.

2. Can someone get rid of the effects of alcohol quickly by drinking a cup of coffee? Give reasons for your answer.

3. How would having a meal before drinking alcohol affect the concentration of alcohol in someone’s blood? Give reasons for your answer.

4. Why is cirrhosis of the liver called a 'silent disease'?

(There is information to help you answer these questions in the Fact Zone (Body Watch) of the Talk About Alcohol website. www.talkaboutalcohol.co.uk/YoungPeople/FactZone/FactZoneFlash30.aspx)
WHAT HAPPENS TO ALCOHOL IN THE BODY?

How alcohol enters the body

When someone swallows alcohol, it travels to the stomach and the small intestine. The alcohol is absorbed through the lining of the stomach and intestine and passes into the bloodstream. It circulates to other parts of the body including the brain.

How quickly the alcohol is absorbed, and how much goes into the blood, depends on a number of factors including:

- the amount and type of alcohol in the drink
- how quickly the person is drinking
- whether they have a full or empty stomach (food slows down the absorption of alcohol into the bloodstream)
- body size and weight (the same amount of alcohol will have a larger effect on a smaller person)
- male or female (alcohol is distributed around the body in water – the female body has more body fat and less water than the male body, so alcohol concentrations tend to be higher in females).

The amount of alcohol in someone's blood is measured by their BAC (blood alcohol concentration). BAC is usually measured as the number of milligrams (mg) of alcohol in 100 millilitres (ml) of blood.

Most of the alcohol a person drinks is metabolised (broken down) by the liver. It can break down about 8g of alcohol an hour in an average adult – that's around 1 unit an hour. Because the liver is the main organ breaking down alcohol, it's also one of the first parts of the body to be harmed by heavy drinking. Long-term drinking kills off liver cells, leading to a disease called 'cirrhosis'. Long-term excessive drinking can also lead to liver cancer.

How alcohol leaves the body

- Liver: about 90% of the alcohol is broken down by the liver
- Kidneys: 2–4% leaves the body in urine made by the kidneys
- Sweat glands: 2–6% leaves in perspiration from sweat glands
- Lungs: 2–4% is expired in the breath
- Mouth: 1–2% leaves in saliva
ACTIVITY ONE

1. On the diagram of the adult human body, add a label to the two areas of the body from which alcohol is absorbed after swallowing. The lines from each area have already been added for you.
2. Alcohol is carried in the bloodstream to the main organs of the body. Label the organ which is affected by alcohol leading to blurry vision and lack of co-ordination.
3. Label the organ which metabolises most of the alcohol in the body.
4. Around 2–4% of alcohol leaves the body in urine. Label the organs which make urine.
5. A small percentage of alcohol also leaves the body in sweat, breath and saliva. Label the three areas of the body involved.
INVESTIGATING THE DEHYDRATING EFFECTS OF ALCOHOL (11–14s)

About 60% of the adult human body is water. Our cells need plenty of water so the essential processes taking place inside them can work properly. In spite of how much water someone takes in each day, the amount of water in the body usually remains very stable. This is because hormones work to keep the balance right.

The most important of these is ADH, or anti-diuretic hormone. It acts on the kidneys to reabsorb water, so that less water leaves the body in urine. Alcohol reduces the production of ADH so the kidneys produce more urine and the body loses too much water. This means alcohol has a 'dehydrating' effect and explains some of the symptoms of a 'hangover' (e.g. feeling thirsty and headache).

The dehydrating effect of alcohol (ethanol) can be used to preserve biological specimens. The alcohol kills off decay-causing microbes by dehydrating them, so the specimens do not 'go off'.
ACTIVITY ONE

In this experiment, you will investigate the dehydrating effect of alcohol (ethanol) on living cells.

Safety note
An adult should supervise this experiment because ethanol catches fire easily. There must be no fires or naked flames in the room, and you shouldn’t eat or drink while you are doing this experiment.

Apparatus
- 250ml beaker
- 100ml ethanol
- large raw fresh potato
- white tile
- forceps or fork
- sharp knife
- cling film
- paper towel
- ruler

Method
Follow the steps shown in the diagrams and record your results in a table similar to the one given.
ACTIVITY ONE

1. Assemble your apparatus.

2. Cut three potato chips of equal size.

3. Measure each chip with a ruler and record your results.

4. Put the ethanol and chips into the beaker.

5. Ensure the chips are fully submerged, and cover the beaker tightly with cling film.

6. After 24 hours, remove the chips from the alcohol and the beaker.

SAFETY! ALCOHOL FUMES CAN CATCH FIRE
**ACTIVITY ONE**

7. Place the chips onto a paper towel.

8. Measure each chip again and record your results.

**Results**

Record your results in a table similar to the one below.

<table>
<thead>
<tr>
<th>Start of experiment</th>
<th>End of experiment</th>
<th>End result</th>
</tr>
</thead>
<tbody>
<tr>
<td>Length of each potato chip (mm) =</td>
<td>Average length of potato chips (mm) (add length of each of the 3 chips and divide by 3 to get the average) =</td>
<td>Length of each potato chip (mm) =</td>
</tr>
</tbody>
</table>

**Conclusion**

How does alcohol affect living cells?
INVESTIGATING THE DEHYDRATING EFFECTS OF ALCOHOL (14–16s)

About 60% of the mass of the adult human body is water. Our cells need plenty of water so the essential chemical reactions taking place inside them can work properly. In spite of how much water someone takes in each day, the water content of the body usually remains very stable. This is because hormones act on the kidneys and blood system to keep the balance right.

The most important of these is ADH, or anti-diuretic hormone. It is secreted by the pituitary gland and acts on the kidneys to reabsorb water. This means that body water is conserved and the amount leaving the body in urine is controlled.

Alcohol inhibits the secretion of ADH so the kidneys produce more urine and the body loses too much water. This is why alcohol has a dehydrating effect on the human body, and leads to the symptoms of a ‘hangover’ (e.g. feeling tired, thirsty and headache).

The dehydrating properties of alcohol (ethanol) can be used to preserve biological specimens. The alcohol kills off decay-causing microbes by dehydrating them, so the specimens do not 'go off'.
ACTIVITY ONE

In this experiment, you will investigate the dehydrating effect of alcohol (ethanol) on living cells.

Safety note
An adult should supervise this experiment because ethanol catches fire easily. There must be no fires or naked flames in the room, and you shouldn’t eat or drink while you are doing this experiment.

Apparatus
- 250ml beaker
- 100ml each of 10%, 20%, 30%, 40% ethanol
- large raw fresh potato
- white tile
- forceps or fork
- sharp knife
- cling film
- paper towel
- ruler

Method
Follow the steps shown in the diagrams and record your results in a table similar to the one given.
ACTIVITY ONE

Investigating the dehydrating effects of alcohol (14–16s)
Follow these steps four times, using a different % concentration of ethanol each time.

1. Assemble your apparatus.
2. Cut three potato chips of equal size.

3. Measure each chip with a ruler and record your results.
4. Put the ethanol and chips into the beaker.

5. Ensure the chips are fully submerged, and cover the beaker tightly with cling film.
6. After 24 hours, remove the chips from the alcohol and the beaker.

SAFETY!
ALCOHOL FUMES CAN CATCH FIRE
ACTIVITY ONE

7. Place the chips onto a paper towel.
8. Measure each chip again and record your results.

Results
Record your results for each percentage of ethanol in a table similar to the one below.

<table>
<thead>
<tr>
<th>Percentage (%) ethanol concentration</th>
<th>Start of experiment</th>
<th>End of experiment</th>
<th>End result</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Length of each potato chip (mm) =</td>
<td>Average length of potato chips (mm) (add length of each of the 3 chips and divide by 3 to get the average) =</td>
<td>Length of each potato chip (mm) =</td>
</tr>
</tbody>
</table>

Conclusion
1. How does alcohol affect living cells?
2. How does the effect differ with different concentrations of alcohol?
3. Why is alcohol used to preserve biological specimens?
4. Why can drinking alcohol make someone feel thirsty afterwards?
LONG-TERM EFFECTS OF ALCOHOL ON THE BODY

Drinking alcohol has short-term effects on the body (Worksheet 3). However, drinking excessive alcohol over a longer period of time can have serious effects on a person’s health.

**ACTIVITY ONE**

Look at the diagram below.

- **Heart**: pumps blood around the body
- **Brain**: acts as the control centre of the body, and receives information from the sense organs
- **Circulatory system**: transports blood around the body
- **Lungs**: exchange gases – they absorb gases that have a low concentration in the blood, and excrete gases which have a high concentration in the blood
- **Liver**: processes the food and drink taken into the body
- **Stomach and small intestine**: alcohol is absorbed from here into the bloodstream
- **Kidneys**: control the water balance in the body and produce urine
**SECTION 3  ALCOHOL AND ITS EFFECTS (PHYSICAL AND SOCIAL)**

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**TALK ABOUT ALCOHOL**

**ACTIVITY ONE**

Draw a line to connect the parts of the body with the long-term effects of alcohol.

- Brain
- Liver
- Heart
- Circulatory system
- Lungs
- Stomach and small intestine
- Kidneys

- Cirrhosis and cancer
- Ulcers
- Depression and mood swings
- Urinary infections
- Memory loss
- Bloodshot eyes
- High blood pressure
- Mental illness
- Flushed complexion
- Rapid pulse
- Vomiting and diarrhoea
- Dehydration

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**ACTIVITY TWO**

1. How can alcohol affect someone’s facial appearance?
2. Why can drinking alcohol lead to weight gain?
3. Why is the liver particularly at risk from long-term drinking?
4. Why should pregnant women restrict the amount of alcohol they drink?

(There is information to help you answer these questions in the Fact Zone (Body Watch) of the Talk About Alcohol website. www.talkaboutalcohol.co.uk/YoungPeople/FactZone/FactZoneFlash30.aspx)
## Activity One

**Cause and effect**

Here are some common effects of drinking too much alcohol, especially for young people. In the grid, tick the boxes to say who each one may affect.

<table>
<thead>
<tr>
<th>Effect</th>
<th>Does this affect the drinker?</th>
<th>Does this affect the drinker’s friends?</th>
<th>Does this affect other people as well?</th>
</tr>
</thead>
<tbody>
<tr>
<td>vomiting</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>blurred vision</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>can’t stand or walk straight</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>being louder than normal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>saying things you wouldn’t normally say</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>causing an accident</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>arguing and fighting</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>making a fool of yourself</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ending up in hospital</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>having a hangover</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>unable to go to school the next day or poor school performance</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In small groups, compare your answers. Do you agree with each other? If not, discuss your reasons for the choices you’ve made.

In general, does getting drunk affect just the drinker or other people?
SECTION 3  ALCOHOL AND ITS EFFECTS (PHYSICAL AND SOCIAL)

TALK ABOUT ALCOHOL

PSHE/PSD 11–14
WORKSHEET 3

ACTIVITY

TWO

Who is the victim?

Stephen is 15 and was out with three mates in the town. They met up in the shopping centre and had a few drinks and a laugh. Stephen had quite a bit of cash and he drank a few cans of extra-strength cider. He soon became drunk.

It got pretty late and the group were hanging about waiting for the last bus home. Ben started fooling around and started teasing Stephen for not being able to handle his alcohol. The drink had begun to affect Stephen’s judgement and he started to get dizzy. He playfully lunged forward and hit Ben in the face ... then lost his balance, fell over, hit his head, and lost consciousness.

Ben and the two other friends panicked and tried to wake Stephen up. The two others then ran off, not wanting to get involved. Fortunately an ambulance was driving past and Ben flagged it down. The ambulance driver said she was going to inform the police and wanted to know Stephen’s parents’ phone number. Ben asked her not to involve anyone else but she said they had to contact them. Stephen and Ben were taken to hospital where they were met by the police.

Read the case study above. It was not only Stephen who was affected by what happened that night – several people were involved in his ‘story’. Do the following activity in groups or as a whole class.

‘Hot-seat’ some of the other characters in the story to find out what they thought. Choose someone to take on the role of the following:

› Stephen
› Ben
› Stephen’s other two mates
› Police officer
› Ambulance crew
› Stephen’s mum or dad
› Ben’s mum or dad

Ask questions to find out what each person felt about the evening’s events. What did they do wrong? What did they do right? How might the events of the evening affect their attitude to alcohol?
TALK ABOUT ALCOHOL

ALCOHOL AND THE COMMUNITY - WHAT IS THE IMPACT?

In this activity, you will be looking at the impact of alcohol in the community and on individuals, and then holding a debate on the subject in class.

ACTIVITY ONE

Your community

Think about your local community and the nearest town or city that you, your friends and family visit regularly. Work with a friend, or in a small group, to discuss and answer these questions.

- Who in your community drinks alcohol?
- When do they drink alcohol?
- Where do they drink alcohol?
- Who do they drink alcohol with?
- Who serves them with the alcohol?
SECTION 3  ALCOHOL AND ITS EFFECTS (PHYSICAL AND SOCIAL)

TALK ABOUT ALCOHOL

PSHE/PSD 14-16
WORKSHEET 7

ACTIVITY TWO

Balancing act

Now it’s time to consider the ways in which alcohol and social drinking can make a positive and/or negative contribution to your local community and to individuals. Split your group into two, so that part of the group looks at the positive effects, and the other looks at the negative effects. Remember to consider the effects on individuals as well as on the community as a whole. Use the ideas box below to help you.

You may want to develop a presentation to show your ideas. You could use PowerPoint or a similar IT programme. Follow the steps below to help you put together your ideas.

Ideas box

<table>
<thead>
<tr>
<th>Supermarkets</th>
<th>Hospitals</th>
<th>Alcoholism</th>
</tr>
</thead>
<tbody>
<tr>
<td>Off licences</td>
<td>Police</td>
<td>Schools</td>
</tr>
<tr>
<td>Restaurants</td>
<td>Local council</td>
<td>Price</td>
</tr>
<tr>
<td>Bars</td>
<td>Lively city centres</td>
<td>Going out for lunch</td>
</tr>
<tr>
<td>Drinks industry</td>
<td>Drivers and pedestrians</td>
<td>Fights</td>
</tr>
<tr>
<td>Jobs</td>
<td>Agriculture</td>
<td>Celebrating with friends</td>
</tr>
<tr>
<td>Transport</td>
<td>Local economy</td>
<td>Glass/bottle manufacturers</td>
</tr>
</tbody>
</table>

ACTIVITY THREE

Debate

Now that you have looked at the positive and negative effects of alcohol in a community and on individuals, split the class into two groups: one group should explain the positive and negative effects of alcohol on individuals and the other group should explain the positive and negative effects on the community.

Then have a vote on the following question:
Are the negative effects of alcohol on the community and the individual greater than the positive effects?
As pupils get older, it is important that they understand the possible long term consequences of breaking the law.

In this section, the worksheets layout laws that apply to alcohol in as simple a way as possible.

The lesson plans are based on different scenarios that avoid a preachy style. Key lessons include:

- You and the law
- Drinking and driving don’t mix
- Drinking and driving.

There are some good film clips via alcoholeducationtrust.org/pages/law.html

We have also included a hand out on What you need to know about drinking and driving.
Alcohol and the Law

- You can't buy or be served alcohol if you are under 18 in a licensed premise.
- The police can take away alcohol from under 18s in a public place.
- It's against the law for over 18s to buy alcohol for under 18s (buying by proxy).
- Driving when above the drink drive limit costs lives and leads to prison, fines and losing your licence.
- If you are over 18, you will need to prove it.

TALKABOUTALCOHOL.COM
**Alcohol and the law**

**Buying alcohol for yourself**
It is illegal for licensed premises to sell alcohol to someone under 18.
It is illegal to sell alcohol to a person who is drunk.

**No ID no sale**
Even if you are over 18 and you don’t have ID, shopkeepers and licensed premises can refuse to serve you if you look younger.

**Buying alcohol for someone else**
Police have the power to charge someone over 18 knowingly buying alcohol for someone under 18 (buying by proxy).
It is illegal to obtain alcohol for a person who is drunk.

**Drinking and driving**
It’s against the law for an adult to drive with more than 80mg of alcohol per 100ml of their blood. If they break the law, they could face a fine of £5,000, six months in prison and having their licence taken away for at least a year. Causing death through drink-driving can result in a maximum prison sentence of 14 years and a two-year driving ban.

**Alcohol restriction zones**
It is an arrestable offence to fail to comply with a police officers request not to drink alcohol in a designated Alcohol Restricted Area. The police also have the power to take away and dispose of any alcohol and containers in the persons possession.

**Underage drinking in public places**
Police have powers to confiscate alcohol from under 18s drinking in public spaces (e.g. on the street or in parks).

**Consuming alcohol in licensed premises**
If you are under 18, it is against the law to consume alcohol in a licensed premise, with the exception of 16 and 17 year olds, who are allowed to drink beer, wine or cider during a meal with adults. Also, in Scotland 16 and 17 year olds do not need to have an adult present to buy beer, wine or cider with a meal.
TEACHER NOTES

You and the law
(PSHE 11 - 14 worksheets)

Target age group: 11 - 14 year-olds and 14 - 16 year-olds
Preparation: Download/ photocopy You and the Law sheet.
Structure: Depending on the ability of the students, they might complete activity 1 and either 2 or 3 in one lesson. 2 and 3 could be used for homework activities.
Objectives
To help students understand:
- the law as it affects them
- why laws exist
- what might happen in the absence of laws
- that problems with alcohol can occur even if the law isn’t broken - personal responsibility.

Activity 1
Before being given the worksheet, students could be asked to state what they think the law says in relation to:
- drinking alcohol in pubs and bars
- buying alcohol in shops and supermarkets
- whether or not parents can given children alcohol.

Activities 2 and 3
One activity is about two boys and the other about two girls; students could choose which one to explore. The questions are similar in some instances but raise different issues, which often affect one sex more than the other.

Activity 2 Question 1
The police may consider Simon to be drunk in the street for which he could be arrested. However, they haven’t purchased alcohol under age, even if they shouldn’t have taken it from Simon’s parents.

Activity 3 Question 1
The girls have purchased alcohol in a pub under the age of 18, which is illegal. There are no right answers for most of the other questions. Therefore, this is ideal for group work so students can work out what they think are the best responses and share them with other groups.

Extension activity
Direct students to the Fact Zone of the Young People’s section of the Talk About Alcohol website.

Drinking and driving
(Science/ environmental studies worksheet 9)

Target age group: 14 - 16 year-olds
Structure: 1 lesson
Preparation: Download/ photocopy Drinking and Driving sheet.
Possible research using talkaboutalcohol.com
Objectives
- To help students work out for themselves why drinking and driving don’t mix.
- To reinforce the effect of alcohol on the body and behaviour.
- To establish that the effects of alcohol on the body and on people’s behaviour are different but both impact on driving.

Notes
Students could also prepare posters to educate people about not drinking and driving, or scripts for a short film, or radio or TV advertisement.

Drinking and driving don’t mix
(PSHE /PSD 14 - 16 worksheet 4)

Target age group: 14 - 16 year-olds
Structure: 1 written lesson
Preparation: Download/ photocopy Drinking and Driving don’t mix sheet.
Objectives
- To understand the effects of alcohol and the body in relation to legal restrictions on drinking and driving.
- To draw distance and speed graphs.
- To show the factors affecting stopping distances.

Notes
The calculations and graph could be finished at home.
SECTION 4  ALCOHOL AND THE LAW

TALK ABOUT ALCOHOL

WORKSHEETS

YOU AND THE LAW

Read the summary below of the laws that apply to young people about drinking and buying alcohol in the UK.

- It is illegal to give alcohol to under 5s. Children who are 5-years-old or over can drink alcohol at home if supervised by an adult.
- Under 14? With the new licensing law, it is now at the Landlord’s discretion as to whether children are allowed anywhere in a pub. They cannot, of course, buy or drink alcohol on the premises.
- Under 18? Adults are not allowed to buy alcohol on behalf of under 18’s in a licensed premises. Under the new licensing laws, the only exception is for 16 or 17 year olds who are allowed to drink beer, wine or cider with a meal if with an adult (but they may not buy the alcohol themselves).
- The restrictions apply to purchasing (i.e. you can’t buy alcohol if you are under 18) and location – (i.e. you can’t drink in a licensed premises or in a public place if you are under 18).
- Police have powers to confiscate alcohol from under 18s drinking in public spaces (e.g. on the street or in parks). They also have the power to stop someone over 18 knowingly buying alcohol for someone under age (buying by proxy).

Drinking and driving: it’s against the law for an adult to drive with more than 80mg (milligrams) alcohol per 100ml (millilitres) of their blood. If they break the law, they could face a fine of £5,000, six months in prison and having their licence taken away for at least a year. Causing death through drink-driving can result in a maximum prison sentence of 14 years and a two-year driving ban.

ACTIVITY ONE

Answer the following questions.

1. Why might a parent allow their child to taste some alcohol even if they aren’t allowed to buy it themselves until they’re 18?

2. Why do you think the law says that people under 18 can’t buy alcohol from shop, off licences and supermarkets?

3. Would it cause problems if children and young people were allowed to buy alcohol? If so, what would they be? And who would it be a problem for?

4. Look at the laws above. Would you change any of them or add new laws? Explain your answer.
ACTIVITY TWO

Simon's big night

David and Simon are 14 years-old and are old friends. They've been in the same class since they were six. They support the same football team and share the same group of friends. Simon’s parents arrange to go away for the weekend and Simon goes to stay with David. But Simon has a key to his house, and on Saturday night he invites a few mates back there to hang out in the empty house.

They soon find the cupboard containing a few bottles of alcohol and the boys have a glass each. Simon is nervous and drinks his glass very quickly, then David pours him another one. Before long, Simon is completely drunk. He gets very excited and rushes out into the street shouting his head off and charges off down the road. He knocks over some rubbish bins, starts yelling at his mates who have chased after him and gets into a scuffle with David. The police soon turn up and take Simon and David to the police station.

Read the case study above, and then discuss these questions.

1. Have any laws been broken?
2. Why do you think Simon behaved in the way they did?
   Why did David chase after him?
3. How do you think the police will react to their behaviour?
4. Will Simon’s and David’s parents get involved?
5. What do you think should happen next?
**ACTIVITY THREE**

**Girl’s night out**

Antonia and Sara are both aged 14, but people say they look 18 when they go out. Antonia and Sara meet a couple of 18-year-old boys on their way into town and they go into a pub with them. Antonia and Sara both decide to have an alcoholic drink.

The two girls are enjoying talking to the boys and soon agree to another drink. Then Sara starts to feel the effects of the alcohol - her head is beginning to spin and she feels a bit sick. She tells Antonia she wants to go home, but Antonia is furious because she wants to stay with the boys and doesn’t want to leave.

Sara doesn’t know what to do next. Should she go home on her own? Or should she accept a lift from the boy she’s only just met, and who’s had a couple of drinks too?

**Read the case study above, and then discuss these questions.**

1. Have any laws been broken?
2. Why is Sara in a risky situation?
3. Is Antonia in a risky situation? Explain your answer.
4. What do you think Antonia should do next? And what should Sara do?
5. If a young person is drunk, do you think they are more at risk than an adult who is drunk? Explain your answer.
1. In the table below, write down some of the skills you think people need to drive a moped, motorbike or car well. There are some prompt words which might help you think about different aspects of driving. An example has been added to start you off.

Prompt words
Pedestrians
Other drivers
Eyesight
Darkness
Speed
Road signs
Experience of driving
Co-ordination
Judging distances
Hearing

Skills needed to drive a vehicle or motorbike well

1. You need to judge distances so you keep a safe distance from other vehicles

2.

3.

4.

5.

6.

7.

8.
2. Now fill in the table below to show the main effects of drinking alcohol on the body. There are two columns – you don’t have to fill all the spaces – just write down those you think are most important. In the first, add the main physical effects of drinking alcohol on your body (what happens in the short term, not the effects of long-term drinking). In the second column, write down how drinking alcohol can change people’s behaviour.

To complete this table, you may want to look at the Fact Zone of the Talk About Alcohol website. An example of each has been added to start you off.

<table>
<thead>
<tr>
<th>Effects of alcohol on the body</th>
<th>Possible effects of alcohol on behaviour</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Slows down your speed of reaction</td>
<td>1. Can make you more aggressive</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
<td>3.</td>
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<td>5.</td>
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<td>6.</td>
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<td>7.</td>
<td>7.</td>
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<tr>
<td>8.</td>
<td>8.</td>
</tr>
</tbody>
</table>

3. Now compare your two tables from questions 1 and 2. For each driving skill, decide which effect of alcohol on the body or on behaviour would affect that driving skill.

4. In about 50 words, summarise the main reasons why alcohol affects a person’s ability to drive safely.
ACTIVITY TWO

If you have a group of friends and some of them drive, there is a good way to deal with drink-driving. You choose (designate) someone from your group before you go out who will not drink and will drive the others, ensuring they get home safely.

Information on schemes can be found via: www.dft.gov.uk/think/

Write the script of a short video or a poster to convince a group of friends to always designate a driver or to go in a car of a designated driver. Some important things to consider for your poster or video script are:

- it should not always be the same person i.e. everyone has a turn
- your message should appeal to both sexes
- the designated driver is the hero of the evening, bringing everyone safely home.
DRINKING AND DRIVING DON'T MIX

There are strict legal limits for the maximum amount of alcohol that can be in a person’s blood when they drive. This is because drinking alcohol (even just one drink) affects a person’s judgement and reduces their ability to see and hear things clearly. These effects make it much more likely that the driver will be involved in an accident.

Alcohol’s effect on the brain slows down a person’s reaction times – they take longer to respond to situations and hazards. If the person is driving a car (or riding a moped, motorcycle or bicycle), their ‘thinking distance’ is increased. For example, if a cat ran out in front of the car, there is a short delay between the driver seeing the hazard and putting their foot on the brake. The distance travelled by the car during this time is the ‘thinking distance’. It is estimated that just one alcoholic drink can increase a driver’s thinking distance by up to 20%.

In the UK, it’s against the law for an adult to drive with more than 80mg alcohol per 100ml of their blood. Because you can’t measure blood alcohol concentration (BAC) simply by the number of drinks you’ve had, people who are planning to drive should avoid drinking any alcohol beforehand. If they break the law, they could be facing a fine of £5000, six months in prison and have their licence taken away for at least a year. Drivers who have drunk alcohol are also much more likely to have an accident. If they kill someone through drink-driving, they can face 14 years in prison followed by a two-year driving ban.
SECTION 4  ALCOHOL AND THE LAW

TALK ABOUT ALCOHOL

SCIENCE/ENVIRONMENTAL STUDIES
WORKSHEET 9

ACTIVITY ONE

Look at the table below. It shows the thinking distance and the braking distance – which together make up the total stopping distance – for cars at different speeds on a dry road with good brakes. Distances are given in metres (m) as well as car lengths (where 1 car = 4m long). The speed of the car is given in metres per second (m/s) and miles per hour (mph).

<table>
<thead>
<tr>
<th>Car speed</th>
<th>Thinking distance</th>
<th>Braking distance</th>
<th>Total stopping distance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>m/s</td>
<td>mph</td>
<td>m</td>
</tr>
<tr>
<td>13</td>
<td>13</td>
<td>30</td>
<td>9</td>
</tr>
<tr>
<td>22</td>
<td>22</td>
<td>50</td>
<td>15</td>
</tr>
<tr>
<td>30</td>
<td>30</td>
<td>70</td>
<td>21</td>
</tr>
</tbody>
</table>

1. Plot a graph to show how thinking distance, braking distance and total stopping distance are affected by the speed of the car. What conclusions can you draw?

2. Assuming that two alcoholic drinks add a total of 20% to the thinking distance of a driver, work out the new total stopping distance if the driver had consumed these drinks. Plot your results on a graph.

3. How does alcohol affect the stopping distance? How does this differ with the speed of the car?

4. Explain why it is not advisable to drink alcohol before driving a car, or riding a motorcycle, moped or bicycle. How might this risk increase as the driver’s BAC increases?

5. Why should pedestrians be careful about how much alcohol they drink?
Some of you may be thinking of taking to the roads soon, on a moped and later driving. As alcohol affects our reaction times, our vision and coordination, there is a legal drink drive limit, which is based on your BLOOD ALCOHOL CONCENTRATION (BAC).

**What is BAC?**
The amount of alcohol in your bloodstream is called your Blood Alcohol Concentration or BAC. Your BAC depends on how much you drink. The more you drink, the higher your BAC. But there are also many other factors that affect your BAC.

**How is BAC measured?**
BAC can be measured with a breathalyser or by analysing a sample of blood. It is measured by the number of grams of alcohol in 100ml of blood. For example, a BAC of .08, the UK legal limit for driving, means you have .08 grams of alcohol in every 100ml of blood.

**Drinking and eating**
Having food in your stomach does not stop you from getting drunk, but it does slow down the rate at which alcohol passes into the bloodstream.

Lots of different factors can affect your BAC including:
- whether you're male or female
- if you are drinking on an empty stomach
- if you are drinking quickly
- individual differences (size, weight, metabolism)
- the percentage of alcohol in the drink
- the type of alcohol you are drinking (fizzy drinks are absorbed more quickly)
- the container size (you may think you’re having one drink, but how many units are you having?)
- the amount of time since your last drink (the body can only break down about one unit an hour, your BAC can still be rising because alcohol takes time to be absorbed).

**Thinking distance**
Alcohol’s effect on the brain slows down a person’s reaction times - they take longer to respond to hazards. So, if a cat ran in front of a car or motorbike, the delay between you seeing it and putting your foot on the brake slows down. The extra distance travelled in that time is called your ‘thinking distance’. Each drink can increase the ‘thinking distance’ by 20%.

**Driving**
The risk of someone being in an accident increases by:
- two times for drivers with a BAC of .05
- four times for drivers with a BAC of .08
- twenty times for drivers with a BAC of .15.

Drivers who’ve been drinking underestimate the distance and speed of other vehicles on the road. Their vision is affected, slowing reaction times further. Drivers who’ve been drinking overestimate their ability.

**Don’t be tempted**
If you exceed the legal limit, you face a fine of up to £5000, six months in prison and having your license taken away for a year. Causing a serious accident or death through drink drive means up to 14 years in jail and a two year driving ban!

Did you know, that if you’ve got a criminal record, you can’t go to the US?

Never mind the law, you’d never forgive yourself if you injured someone seriously – and try getting car insurance or a good job if you’ve got a driving conviction – no chance.

Finally, don’t ever accept a lift from someone you suspect is over the drink drive limit. Do everything you can to persuade them not to drive – you could be saving their life or someone else’s.
SECTION 5

STAYING SAFE – AVOIDING RISK TAKING

The aim of this section is for pupils to consider a range of situations that they may encounter. The scenarios offer ways of avoiding problems or getting out of awkward situations and how to deal with peer pressure. This section also deals with the important concept of balancing enjoyment and having a good time versus it all going wrong.

Two worksheets allow discussion on ‘How much is too much?’ One is visual rich (SEN) and the second more detailed.

Lesson plans include:
- Good friends?
- What would you say?
- Planning a party

There is a large collection of great film clips on line via: alcoholeducationtrust.org/pages/staysafe.html

We have included an A5 hand out which includes top tips for staying safe and what to do if things go wrong.
How much is too much? -
Getting the balance right

1) Join up the pictures to the smiley face or sad face.
How much is too much? - Getting the balance right

1) Draw lines between the number of drinks and their likely effects

- Have slurred speech
- Get into trouble with the police
- Say things you’ll regret
- Get injured
- Have slow reflexes
- Have less concentration
- Have unsafe sex
- Relax and wind down
- Make an idiot of yourself

<table>
<thead>
<tr>
<th>1 or 2 drinks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Get robbed</td>
</tr>
<tr>
<td>Get into a fight</td>
</tr>
<tr>
<td>Feel more confident</td>
</tr>
<tr>
<td>Take risks</td>
</tr>
<tr>
<td>Have relationship problems</td>
</tr>
<tr>
<td>Be over the limit to drive</td>
</tr>
<tr>
<td>Vomit or pass out</td>
</tr>
<tr>
<td>Be a victim of sexual assault</td>
</tr>
<tr>
<td>Get a criminal record</td>
</tr>
<tr>
<td>Feel happy and have a good time</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4 drinks or more</th>
</tr>
</thead>
<tbody>
<tr>
<td>Go home with a stranger</td>
</tr>
<tr>
<td>Say things you’ll regret</td>
</tr>
<tr>
<td>Get into trouble with the police</td>
</tr>
<tr>
<td>Get injured</td>
</tr>
<tr>
<td>Have slow reflexes</td>
</tr>
<tr>
<td>Have less concentration</td>
</tr>
<tr>
<td>Have unsafe sex</td>
</tr>
<tr>
<td>Relax and wind down</td>
</tr>
<tr>
<td>Make an idiot of yourself</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6 drinks or more</th>
</tr>
</thead>
<tbody>
<tr>
<td>Get robbed</td>
</tr>
<tr>
<td>Get into a fight</td>
</tr>
<tr>
<td>Feel more confident</td>
</tr>
<tr>
<td>Take risks</td>
</tr>
<tr>
<td>Have relationship problems</td>
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<tr>
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<tr>
<td>Be a victim of sexual assault</td>
</tr>
<tr>
<td>Get a criminal record</td>
</tr>
<tr>
<td>Feel happy and have a good time</td>
</tr>
</tbody>
</table>

Note: the short term effects of alcohol vary from person to person according to your weight, sex, age, whether you’ve eaten, whether you’re tired, on medication and many other factors.

2) Does how quickly you drink alcohol make a difference?
How much is too much - Getting the balance right
PSHE 11 -16 (accompanying notes for pictorial worksheet)

The worksheet and fact sheet are designed to make students think about how much alcohol is appropriate to having a good time versus it all going wrong. It is also important to discuss the speed of drinking, pacing and the importance of food.

Extended answers to questions that may arise

How does alcohol make you drunk?
Alcohol is a mood altering substance. It affects the nerves that pass messages around the body by slowing them down, and the more you drink the greater the effect. The reason people often get more lively when they’ve had a drink is that alcohol affects parts of the brain responsible for self-control. As you drink, the alcohol passes into your bloodstream.

Ethanol is the intoxicating part of alcohol and its molecules are so small that they can actually pass into the gaps between brain cells. There it can interfere with the neurotransmitters that enable all the brain’s activities. If you drink fast, alcohol will start to flood the brain.

Fortunately, alcohol can give some warning signs as it penetrates into the brain and central nervous system, so if you spot the signs in yourself or a friend, moderate your or their drinking or stop drinking further amounts. The last thing you would want is to lose control, vomit or end up in hospital. Severe cases of heavy drinking can result in alcoholic poisoning, coma or death.

Your reactions also slow down, and as you drink more, you may become uncoordinated or unsteady on your feet. Your speech may get slurred and you may start seeing double. If you’ve had a lot to drink you may also experience strong emotional responses - for instance you may become aggressive or tearful. And because your judgement is impaired, you may do things that you might not normally do - from dancing on tables to going home with strangers. They may seem a good idea at the time, but can be extremely dangerous.

The classic warning signs of drunkenness
You feel giddy
You start to lose the thread of what you’re saying
You feel unsteady on your feet
You start seeing double

Tips to avoid feeling sick or passing out

- To eat before or while drinking - even a bowl of cereal or a couple of pieces of toast will help.
- Avoid top ups as it is harder to keep track of what you’re drinking.

- Pace yourself - having a non-alcoholic drink between each alcoholic drink really helps slow drinking down and gives the body a chance to break down the alcohol drunk.

What are the dangers of drinking to drunkenness?
Drinking to drunkenness increases the risk of ending up in the Accident and Emergency Department (22% of accidental deaths are alcohol related), getting involved in a fight, not getting home safely, and of being robbed or sexually assaulted.

What happens to teenagers who get drunk?
Teenagers are far more likely to be involved in an accident, a violent incident or get in trouble with the police after drinking, affecting their chances of a good career if they end up with a criminal record or losing their licence through letting things get out of hand.

If a teenager drinks regularly before they are 15 they are:

- 7 times more likely to be in a car crash because of drinking, and
- 11 times more likely to suffer unintentional injuries after drinking.

Even drinking to get drunk occasionally can have serious consequences as it increases risky behaviour. Teenagers who get drunk are far more likely to:

- injure themself or someone else – even accidently
- engage in unsafe sex, which could result in sexually transmitted infections and unplanned pregnancies
- be robbed – especially of cash, ipods and mobile phones
- end up going home with a stranger on their own
- get in a fight, an argument or have relationship problems
- get into trouble with the police and end up with a criminal record.

Use Getting the balance right worksheet and if possible, distribute the Alcohol and you leaflet or the shorter Top tips for staying safe A5 hand out.

Hangover
Symptoms of a hangover include feeling thirsty, sick, tired and headachy and being more sensitive to noise or bright lights. These effects are caused by alcohol being dehydrating – alcohol makes your body lose water. Alcohol also irritates the lining of the stomach, leading to indigestion, and nausea if you drink a lot. Some people may be able to drink more than others without getting a hangover, but EVERYONE’s body will react to being overloaded with alcohol. Your liver can only break down one unit an hour. Time is the only cure for a hangover giving the liver a chance to get rid of the toxins – helped by drinking lots of water and eating wisely.
LESSON PLAN - THE PARTY

(PSHE/PSD 11 - 14)

Lesson length: 30 - 40 min (adaptable to suit time frame)

Material and preparation: Make copies of Student Material 1 for a number of small groups.

Purpose: The purpose of this exercise is to get students to discuss and reflect on what a successful party really entails. In an indirect manner, the students' attitudes to parties and alcohol will be discussed and debated.

Working methods: Group exercise, Group discussion, Oral presentation.

Introduction

What do young people feel to be a successful/unsuccessful party? This lesson is intended to serve as a resource and basic platform for continued work with alcohol issues. In groups, students document their perceptions of:

- a successful party – one that is remembered or one that people want to experience again!
- an unsuccessful party – everything went wrong!

Discussing these issues not only increases student awareness, but also provides teachers with indirect insight into the leisure time of students. It will give you an understanding of how students view alcohol and what they consider 'having fun' to mean. Students need not be informed that this exercise is part of their alcohol education, but should instead be allowed to work on the assignment without restrictions or expectations. Alcohol may prove not to be an important ingredient in a successful or unsuccessful party.

Issues dealt with in the exercise

- What do students define as a good party vs. a failed party?
- What is the connection between parties and amount of alcohol drunk?
- Gain insight into the students' lives and free time.

Implementation

a. Divide students into groups and ask them to describe a successful party and an unsuccessful party. The teacher support materials include aids and questions that you can use during the lesson. Student Material 1 includes material for the students' work.

b. Have the students orally present their reports and ask them to discuss and comment on each other's answers.

c. Conclude the lesson by discussing what is the best recipe for a successful party? and describing the essential ingredients for the best party/ worst party.

TEACHER NOTES - THE PARTY

Suggested examples:

A good party

- Nice venue, preferably in a big flat or house.
- Just the right amount of people.
- Good atmosphere and music.
- Good food and drink (alcohol?)
- Room to sit down and chat too.
- Meet up and get ready with friends first to get in the right mood (with alcohol?)
- Have alcohol, but without getting drunk or throwing up.
- Flirt, make out or hook up with a guy/ girl.
- No fighting, vandalism or theft.
- Sleepover with friends afterwards (risks).

A bad party

- Uninvited guests show up and cause trouble.
- People (including yourself) throwing up.
- Everyone leaves early.
- The police show up.
- Bad atmosphere.
- Got off with someone you don't like because you'd drunk too much.
- Some people drank too much and totally flipped out.
- No music or bad music.
- Parents throw everyone out for behaving badly.
- Wrecked the venue and you've been banned from ever having a party again.

Moving ahead

Once you have finished this exercise, it will be easier to adjust your lesson content to the students' experiences and particular situations.
Student Material 1 – The Party

You are going to have a parent-free party. Describe how you and your friends (who are the same age as you) get the chance to be on your own for an evening.

The assignment is for you to describe both a successful party and an unsuccessful party.

Use these questions and write down your answers.

A successful party – one that is remembered or one that people want to experience again!
- How did you prepare for the party?
- What happened?
- Why was it so successful?
- What is important for a party to be successful?

An unsuccessful party – everything went wrong!
- How did you prepare for the party?
- What happened?
- Why was the party not successful?
- Whose fault was it?
- What should people think about to make sure that a party is not a failure?
TEACHER NOTES

Good Friends?
(PSHE/ PSD 11 - 14 worksheet 2)
Target age group: 11 - 14 year-olds
Structure: 1 or 2 lessons
Preparation: Download/ photocopy Good Friends? sheet

Objectives
- To consider a range of situations that may arise for young people.
- To consider what they could do and what they would do in these situations.
- To consider their responsibilities towards their friends.
- To consider how to resist peer pressure.

Notes
These situations could apply to boys or girls. They look at three situations from one person’s point of view but, in groups, students could take on the roles of the different people and consider why they’re doing what they’re doing and what would be the best thing to do.
Students could each tackle one situation per group and then one person from each group explains to the rest of the class what their group decided were the answers.

What would you say?
(PSHE 14 - 16 worksheet 3)
Target age group: 14 -16 year-olds
Structure: 1 lesson
Preparation: Download/ photocopy What would you say? sheet.

Objectives
- To help young people consider possible situations in which they may find themselves, before they encounter them.
- To help them think of clever ways of avoiding problems or getting out of awkward situations.
- To help give them confidence about strategies for avoiding problems.

Notes
This activity is designed for group work. Students should have the chance to discuss different people’s answers and come to a group conclusion. This will help give them confidence that certain strategies may well work (which they won’t get if they do the activity alone). Different groups could each take one of the situations and then share their ideas.
Here are three situations. Read them in your groups and decide together how you would answer the questions below. If you don’t agree with each other, write down more than one answer.

**Sleepover**

You and three friends are at a sleepover. One of the friends pulls out some cans of beer from their bag. You know that one of the others definitely won’t want to join in. But the third friend may. The friend who bought the beer along will definitely want everyone to join in and, if they don’t, will start accusing them of being no fun.

1. Are there risks in drinking the beer?
2. What is the responsibility of the friend who bought the beer?
3. Is it up to everyone to make their own decisions about whether to join in?
4. If you are real friends, what should you do?

**Wedding bells**

You’re at a wedding. There is lots of food about and lots of alcoholic drink. You have a friend from school who’s also at the wedding. You see that your friend is being pressurised by some older people to have a drink. They’re making fun of your friend who is clearly feeling very uncomfortable and doesn’t want to drink it.

1. What could you do to help your friend?
2. What will your friend want you to do?
3. If your friend knows you are there and haven’t done anything, will it affect your friendship at all?
4. If you were in your friend’s situation, what would you want your friend to do?
**Party time**

You are at a party and most of the people are your age. One of your friends comes over to you and says they’ve put some alcohol in the orange drink they’ve got. The alcohol is clearly affecting your friend. A short while later your friend starts to get a bit silly and you can see it’s only going to get worse. No-one else realises yet that your friend has been drinking alcohol.

1. As a mate, do you have any responsibility or is it up to your friend to look after themselves?
2. What things might you do in this case that could help?
3. Knowing that your friend could make a complete fool of themselves or, worse, get themselves into real trouble, what would they want you to do?
4. What would your friend do for you if you were in this situation? And does that mean you have to do the same or not?
5. Compare the answers you’ve given with other groups’. Does everyone have the same idea of friendship?
TALK ABOUT ALCOHOL

WHAT WOULD YOU SAY?

Each of the situations below leaves someone with a problem. Your task is to decide how they can best get out of the difficult situation they find themselves in. In each case, there are some suggestions. In your groups, decide which is the best answer. It may be one of the answers suggested or you may want to think of a different answer yourself. There are no right and wrong answers.

Dan and Kieran

Dan and his friend Jamil are on their way to the cinema when they meet three other friends from school who are hanging around in the bus shelter. They’re with Kieran. Dan knows this means trouble. Kieran is older than the others by a couple of years. He’s got a bottle of vodka and he keeps urging the other to drink some. As Dan and Jamil arrive, Kieran starts making comments: saying that he bets Dan won’t drink any. Dan can’t stand spirits. He once had some and it made him sick. None of the others look like they’re enjoying themselves but they keep swigging from the bottle. Jamil clearly doesn’t want to stay but looks like he’d rather have a drink and ‘be one of the lads’.

What should Dan do?

Here are some suggestions:

- Say nothing, grab Jamil and walk on.
- Say “Well you’ve won your bet Kieran because I’m not having any. I think you’re an idiot and should mix with people your own age”.
- Make a joke, say “Actually I drank three bottles of vodka before I came out so, no thanks, I won’t” then walk on with Jamil.
- Take the bottle, put it to his lips and pretend to take a big swig but don’t really. Hand it back and move on with Jamil.
- Say “Thanks but we’re off to the cinema and we’re late – so see you later”.

www.talkaboutalcohol.co.uk
 SECTION 5   STAYING SAFE – AVOIDING RISK TAKING

TALK ABOUT ALCOHOL

PSHE/PSD 14-16
WORKSHEET 3

The birthday party

For Lisa’s birthday, she had a special dinner with her sister, mum and dad and some girl friends. They had a sip of champagne before starting the meal. At the end of the evening, Lisa’s parents and sister went to bed and left Lisa and her friends to stay up for a while. They were having a good time but Sarah said they should try some alcohol from the bottles in the corner. Lisa said she didn’t want to but some other girls started joining in saying they should. Surely her mum and dad would never notice?

What should Lisa do?

- Say “If anyone goes near those bottles, I’ll go and get my dad up”.
- Say “I think it’s time you all went home. Come on, get your coats”.
- Say “My dad knows how much is in EVERY bottle. I promise you. So there’s no way. We can’t even think about it”.
- Ignore the question and try to distract them with something else, e.g. putting some music on.
- Say “If you really are my friends, please don’t put me in trouble with my parents”.

Beer boys

Tania and Yasmin are on their way home. As they pass by the shops, some boys they know from school, but don’t particularly like, see them and come over and start talking to them. They’re both a bit surprised about how friendly the boys are being because normally they don’t say much to any girls. Then one of them, Darren, says “That old bloke in the shop won’t serve us. You girls look 18 easily. Go on, we only want some beer. If not, we’re telling everyone we saw you two kissing.”

What should they do?

- Say to the boys “It’s against the law and I don’t want to be punished because of you”.
- Say “I’ve tried buying drink from him before and he’s refused me so it’s no good anyway”.
- Call the police.
Tell Darren that, if that’s the best rumour he can spread, he’s clearly too much of a baby to handle beer, and walk on.

Tell them that they’ve just walked past a police car parked down the road so no way.

Take their money. Go into the shop and come out a short while later, saying that the shopkeeper has refused to sell them alcohol.

**Steve and his new car**

Raj and his girlfriend Jackie have been to the cinema. On their way to the bus stop they walk past a bar. Out of it comes Steve, who’s the elder brother of Jackie’s best friend. Raj knows that Steve quite fancies Jackie but Steve’s a nice bloke really. He tells them to come in and have a drink. They have a soft drink each but Steve and his mates are all drinking beer. They’ve clearly been at it for some time. The bar closes and they all leave. Steve tells Jackie and Raj he’ll give them a lift home in his new car. Jackie seems quite keen, but Raj knows Steve is not in a fit state to drive.

**What should Raj do?**

- Say nothing and take the risk. It’s too embarrassing to look like the cautious type.
- Say “Steve, you’ve got to be mad to try driving. You know the police are having a crack down on drinking and driving in this area.” Tell Steve he’s not getting involved in any of that.
- Take Jackie aside and tell her he’s not going with Steve and that he really doesn’t want her to. Suggest she says they want to ‘be alone’. Steve will get the message.
- Tell Steve that, if he gets in the car, Raj will call the police.
- Say “Steve, I don’t want to be rude but I don’t want to come with you because you shouldn’t be driving. Leave the car and come back with us.”
Top Tips for staying safe if you plan to drink

Plan how you're going to get home before you go out.
If you haven't got a designated driver or an arranged lift, make sure you've got the number for a reliable taxi or know the times of public transport and keep aside enough money to get home safely. If you have to walk home, don't walk through unlit or unsafe areas and never walk home on your own.

Party planning
When you're having a party, you want your friends to have a great time, naturally. However you want to be a responsible host too so here are some simple tips to make sure you all have a good time without things getting out of hand.

• If alcohol is served, keep an eye on the sizes of measures – don't be too generous and try to stick to pub measures and smaller glasses.
• Offer plenty of water and alcohol free alternatives.
• Serve food - it really helps to soak up the alcohol.
• Watch the strength of mix in home made cocktails – use plenty of ice and mixers.
• If people have had a bit too much to drink, encourage them (very nicely) to have a soft drink. Tell a 'white lie' – like the beer has run out!
• Keep a special eye out for young people and make sure they're OK.
• Make sure everyone can get home safely, using a designated driver, public transport, or taxi.
• Have taxi phone numbers available and if at all possible pre-book.
• As host make sure to set a good example, drink in moderation.

Safer Summer Holidays
Whatever your age, if you're going away for sun, sea and sangria, have a great time - just try and remember these simple tips.

• If you travel by air, especially on long flights don't be tempted to drink too much, even if it is free! Water and soft drinks are better choice as both alcohol and altitude dehydrate you
• Alcohol dehydrates you, and the heat of the sun makes it worse. Take regular breaks and drink at least a litre of water a day.
• Don't let drink lead you into risky situations, with strangers, swimming pools or unknown places.
• Mixing drink with sports, from volleyball to rock climbing, can lead to injuries. So play it safe. Likewise, midnight swimming and drinking is never advisable.
• If you're going out in the car, decide beforehand who's going to be your designated driver. It's their job to make sure you all get home safely.
• Bars abroad often serve larger measures of spirits than at home so just two vodkas could be the same as four or five at home.

Here are some tips to help you stay in control and have a good time.

Units and mixing
The amount of alcohol in drinks varies a lot, so check the label to find the alcohol content of your drink. Many drinks now carry unit icons on the packaging or back labels.

For example, a small glass (175ml) of wine at 12% alcohol will contain 2 units, the same as a double vodka or whisky, or a pint of traditional beer at 3.5%. Premium beers will be 4.5% or above, increasing your intake by a unit a pint, and a large glass of wine at 14% will be nearly 4 units.

A quick bite
It's very tempting, especially if you're going out straight from college or work, not to eat. Having a quick sandwich or bowl of cereal before you go out will line your stomach and alcohol will not be absorbed so quickly into the blood stream.

Try and limit rounds of drinks to 2 or 3 friends as otherwise each time someone buys a round you'll be tempted to say yes to get your money's worth! If you are in a big group and others are drinking faster - or more than you want - skip a round, go and sit down, have a dance or opt out.

Look out for each other
Surveys show that over 30% of us have taken risks or got into an uncomfortable situation by either going home after a night out on our own or with a stranger. Don’t risk it! Also, never leave your drink unattended in bars and clubs or accept drinks from complete strangers. Look out for your mates and make sure they look out for you.

Home pours of drinks are usually much bigger than pub measures, so with spirits have a long mixer and plenty of ice. Also watch out for ‘top ups’ – you can kid yourself that you’re still on the same drink – finish your glass first before having another drink, so it’s easier to keep track of units.

Pace yourself
If you are going to be drinking over several hours – either out on the town or at friends', you could drink much more than you realise. A great way to stay on top is to alternate soft drinks or water with each alcoholic drink. Alcohol is dehydrating, so water or long refreshing pacers make a big difference - especially if you're dancing and using energy!
When you’re relaxing in a beer garden, on the beach, or at a BBQ, lather on the sun lotion. A combination of hangover and sunburn is enough to spoil anyone’s holiday.

In some countries, alcohol is restricted or banned. Consult your guidebook or travel agent before you go, and respect local laws and customs. Apart from being common courtesy, ignoring advice can lead to serious punishment.

When waiting for your flight at the airport don’t drink too much as you may not be allowed to travel.

Many insurance companies won’t pay up if you have an accident after drinking too much. It is important to check drink drive limits when abroad as they may be lower.

Most of Europe has a BAC limit of 0.05 (Sweden 0.02 and Hungary zero) – and in the US it is illegal to have any alcohol in your blood if you’re under 21 and driving. Don’t risk spending your holiday behind bars – nominate one amongst the group to be the designated driver before you go out, book a taxi, or use public transport.

Top tips for the morning after
If in spite of your best intentions you end up drinking more than you should, there are a few things you can do to ease the morning after.
- Drink as much water as you can before going to sleep, and put some beside the bed too.
- Take an antacid to settle your stomach.
- Alcohol is a depressant, so tea or coffee can perk you up (but they can also dehydrate you, so keep up the water as well). Drinking lowers your blood sugar level, so eat as soon as you can. Bananas, cereal, or egg on toast are all good morning-after snacks.
- Never ever do hair of the dog - you’ll just prolong the agony.
- Have 48 hours without alcohol if it was a heavy session.
- And next time, follow our top tips and you won’t suffer again.

If it all goes wrong
Drinking very large amounts in one session can lead to alcohol poisoning, unconsciousness, coma or even death. If it all goes wrong, it’s essential to get emergency help…

If someone loses consciousness after drinking too much, here’s what to do:
- keep them on their side with their head turned to the side (the recovery position).
- make sure they’re breathing and their mouth and airways are clear.
- if they stop breathing, start mouth to mouth resuscitation.
- loosen any tight clothing that might restrict their breathing.
- keep them warm (but not too hot) - with blankets or a coat.
- call an ambulance but don’t leave them… ask someone reliable to phone the ambulance.

If someone vomits you should:
- try to keep them sitting up
- if they must lie down, make sure they’re in the recovery position and that their mouth and airway are clear
- if they begin to choke, get help immediately
- don’t leave them even if you can’t bear the sight or smell of someone vomiting.

Alcohol poisoning is extremely dangerous. It can lead to a coma and in extreme cases, death. The amount of alcohol it takes to cause alcohol poisoning depends on many factors, including size, weight, age and so on. Teenagers and inexperienced drinkers are particularly vulnerable.

Someone may have alcohol poisoning if:
- they are breathing less than twelve times a minute or stop breathing for periods of ten seconds or more
- they’re asleep and you can’t wake them up
- their skin is cold, clammy, pale and bluish in colour
- if you suspect someone has alcohol poisoning, treat it as a medical emergency - call an ambulance and stay with the person until help arrives.

Is it worth it?
You’re far more likely to be involved in an accident, a fight, be robbed or assaulted or to get in trouble with the police if you get drunk. If you end up with a criminal record, it affects your chances of a good career and you could lose your license through letting things get out of hand.

Even drinking to get drunk occasionally can have serious consequences. It affects your judgement and can increase risky behaviour, which could result in:
- injuries and accidents
- unsafe sex, which could result in sexually transmitted infections and unplanned pregnancies
- you being robbed or going home with a stranger
- fights, arguments and relationship problems
- getting into trouble with the police and getting a criminal record.
SECTION 6

GAMES, TOP UP SESSIONS, MYTH BUSTERS, WORD SEARCHES AND QUIZ

These resources and methods can be used at any point – to start a session, to assess how much students have learnt or as a special project (design a campaign and the questionnaire survey).

We advise you to use the talkaboutalcohol.com interactive areas where possible.

Ideas include:

- Alcohol Education, what do you want? Design a poster/campaign
- Myth busters
- Wordsearches
- Quizzes
- Games: ‘Alcohol clock’ and ‘Musical chairs – Alcohol is all around you’
- A peer to peer questionnaire and example report written by a sixth former.
Skills and group activities

Different methods

Talking About Alcohol and its websites consists of a large number of exercises and worksheets. These exercises are designed to inspire active discussion among young people on the complex problems associated with alcohol. Various types of method can be used to launch a discussion. The following section contains a short description of the most common methods that can be used in lessons.

Group discussion circle

Holding discussions in an informal circle, away from desks helps pupils relax, speak more freely and listen more intently.

Leading Group Discussions

Begin by leading the group into the discussion topic. Clarify the scope of the topic and the specific issues that will be discussed. Also explain the objective of the exercise and give clear instructions so that everyone understands what you will be doing.

Keep the discussion on track – While it is important to keep the discussion on track, spontaneous discussions are important. However, you must be clear in your instructions so that the topic you are dealing with is really discussed and so that fundamental values are put to the test. Some discussions tend to “drift off” in another direction. In this case, it is important to determine whether or not this detour is significant to the issue or if you can come back to it at a later time.

When one person dominates – It can be difficult to get everyone to participate in a discussion. This can become particularly pronounced when dealing with sensitive issues, when the students settle into distinct and expected roles. Try to give everyone a chance to speak and avoid ending up in a situation where two strong wills are dominating the discussion. “Hot seat exercises” may be used here to break down the opinion hierarchy.

When someone is silenced or becomes silent – It is easy to miss the quiet ones. One way to circumvent this is to ask questions and make eye contact. Sometimes someone may become silent because of a hasty or thoughtless comment or because someone else is dominating the conversation. Many then become embarrassed or insecure and don’t express their opinion or values. It is therefore important to ask questions that do not single anyone out, but are instead based on an assumption or opinion about people’s behaviour. If a question is sensitive and no one dares to participate in the discussion, you can instead turn the question around. “Why do you think that it is difficult to discuss this issue?”; “Could it be that people avoid difficult decisions because of...?”

Four-corner method – In “four-corner methods”, the supervisor gives the group four alternatives for a specific situation. You can construct examples for these exercises from daily life, from newspaper articles, conflict situations, etc. Examples of situations may include: “The worst thing about drinking alcohol is...”

1. that you can easily make a fool of yourself
2. that you can end up in a fight
3. that it’s bad for you
4. Open corner: When... (a different alternative)

Ask each participant in the exercise to make a note on a piece of paper indicating the corner they choose before going to sit in “their” corner. These pieces of paper will serve as a “map” of the room. This method also makes it more difficult for peer pressure to lead everyone to follow the majority’s choice of corner. After making their choice on paper, each person goes to the corner in the room that corresponds to their own opinion. Allow the participants to discuss with each other their reasons for choosing that particular corner. The supervisor then initiates a dialogue between the corners. You may consider asking if anyone would like to change corners after having listened to the others.

Hot seat/ Show of hands – Hot seat exercises (may be replaced by a show of hands) are carried out as follows: All participants sit on individual chairs in a circle. One empty chair is added to the circle. The supervisor remains on his or her own chair in the circle throughout the entire exercise. The supervisor reads out clear and simple statements and the participants assess them. Those who agree with the statement move to an empty chair. Those who do not agree or are uncertain of their response remain seated in their own chair. Sometimes students can show a lack of interest and remain sitting. If you notice this happening, you can change the statement to its opposite. Those who do not agree or are uncertain change seats. The most important thing is that the supervisor provides clear instructions.

One of the advantages of “hot seat” and “show of hands” exercises is that participants must physically display their stance and position. It is not always possible to justify or explain their answers, but they can at least show what they think. Taking a stance in front of others is an important element in all democratic learning.
Certain hot seat exercises should be carried out so quickly that the hierarchy of opinions does not have time to break down personal standpoints. With this in mind, it could be a good idea to practice hot seat exercises now and then with “harmless” questions. Eventually, you can slow things down a bit and take time to discuss the various standpoints. Developing rules is also important in this exercise so that everyone dares to take a stance. Students should not be permitted to comment on one another’s standpoints with boos or laughter. All participants must therefore ask permission from the supervisor to explain his or her standpoint.

Hot seat exercises must be prepared before the lesson. Write down statements for the students to take stances on and rearrange the room to accommodate the circle of chairs if necessary.

Peer to peer

Within this section (page 96) is a questionnaire that can be used by students to interview other year groups. It was used by year 12 students in a large rural secondary school. One of the student’s reports, using statistics, graphs and detailed analysis is also in appendix 2, but student’s interpretation can be as simple or as complex as you wish. The key ‘surprises’ for students are how influential their parents are (both as suppliers of alcohol and as role models), and how views on alcohol change between years 9 and 11 – by year 12 students are becoming more mature and don’t see it as cool or aspirational to be drunk.
TEACHER NOTES

Alcohol education - What do you want?
(PSHE/ PSD 11 -14 worksheet 5)

Target age group: 11 - 14 and 14 - 16 year-olds

Structure: 1 or 2 lessons

Preparation: Download/ photocopy Alcohol Education – What do you want? sheet

Objectives

- To find innovative ways to educate other young people about alcohol.
- To distinguish between acceptable and unacceptable behaviour.
- To identify and communicate strategies for reducing the dangers associated with excessive ‘drinking to get drunk’.
- To select and use the results of independent research to take an informed, objective viewpoint.

Notes

This work, especially the posters, could be displayed at a public event for parents when talking about alcohol and young people.
TALK ABOUT ALCOHOL

ALCOHOL EDUCATION - WHAT DO YOU WANT?

If you have seen the Talk About Alcohol website and completed some of the worksheets, you should feel you know more about:

- alcohol and its effects on the human body
- different ways in which alcohol can affect people
- how alcohol can affect friends and families
- alcohol and the law.

Everyone needs to know the facts about alcohol, so they can make sensible decisions for themselves now and in the future. But what is the best way to communicate those facts? You know best how you like to learn things and you can use this knowledge in the activity.

ACTIVITY ONE

Imagine you have been asked to write the curriculum for a new subject at school. It is called ‘Alcohol Education’, and will be taught to 11–16 year-olds.

1. List all the topics you would include in the syllabus. Start by thinking about all the different ways in which alcohol can affect people. Some may be good. Some may be bad. Some will be about your body and some may be about friends and relationships. What are the things people your age should know about alcohol?

2. Then decide in what order the content would be delivered. Which topics should be introduced first? Which should be covered later on?

3. Now decide the following:
   - Who should teach the Alcohol Education syllabus?
   - Which outside speakers could you invite in?
   - Could you involve other people in developing the syllabus, e.g. parents, religious leaders, doctors or alcohol-related organisations?
   - What resources could you use to teach the syllabus, e.g. websites, posters, pictures, DVDs?

4. If you do this activity in groups, each group can suggest a spokesperson to tell the rest of the class what their group have decided. See if people think the same things. What are the best ideas that the groups have thought of?

ACTIVITY TWO

Having decided what you want to communicate about alcohol to people of your age, divide the class into groups and design a poster. This should show the messages you think are most important to highlight the danger of alcohol for young people.
GAMES - THE ALCOHOL CLOCK GAME

1. Lay cards with numbers (1 - 12) out on the floor to make a large clock.

2. Explain to the group
   - When you drink you put units of alcohol into your body, different drinks give you different units of alcohol.
   - For the first hour you do not lose any units of alcohol. Every hour after this you lose one unit per hour.

3. Choose someone in the class to pretend to be a young person (John or Jane) out on a night’s drinking – get them to stand at 7 o’clock on the clock.

4. Start to make up a story about someone out on a night of drinking. Make up the drinks they are having – every time they have a drink, get another pupil in the class to go and stand behind the drinker.
   
   e.g. John is getting ready to go out with his mates, as he is getting ready he has a beer to get him in the mood (one unit = one person gets up and stands behind John). He decides to have a stiff whisky before he leaves the house (2 units = 2 more people get up and stand behind John).
   
   John gets to the pub and he has a pint of beer (2 units – 2 more people get up and stand behind John). He downs that quickly and has another (2 units = 2 more people get up and stand behind John). As the story goes on, move John around the clock.

5. Stop the action and ask the pupils
   - Could John legally drive a car at this point?
   - How do you think John’s behaviour may be affected?

6. When John gets to 9 o’clock, John loses one unit of alcohol from his body (one person behind John sits down).

7. John goes on drinking (repeat the process every time he has a drink and for every hour now he loses one unit).

8. If you make your ‘drinker’ have a really heavy night drinking – he will still be over the limit to drive the next morning.

9. Various ideas to introduce into the ‘story’
   - John is playing on a pinball machine – would his judgement be affected?
   - John meets a girl he wants to impress. If John had eaten before he went out or was eating while he was drinking, would this affect how he was feeling?
   - How would mixing his drinks make John feel?
   - What if someone slipped him some extra alcohol in a drink and he didn’t realise?
   - What if someone tried to steal his wallet/money while he was heavily under the influence of alcohol?
   - In certain situations you could introduce the idea of unprotected sex.
   - Getting into an argument/fight with other people.
   - Trying to get a taxi home – some taxi drivers may refuse the fare. (If you are sick in a taxi, taxi drivers charge £50).
   - If someone passed out under the influence of alcohol, what would be dangers be?
   - If drugs were also taken, what problems could they introduce?
   - How will John be feeling the next morning?
GAMES - MUSICAL CHAIRS GAME - HOW WE ARE INFLUENCED BY ALCOHOL

Recommended to be used in an opening session - The decision on whether to drink.

Get students to stand in a large circle around the room

1. Read out the statements from ‘Musical Chairs’ one at a time
2. If students feel that the statement applies to them they should move one place clockwise around the circle.
3. By the end of the statements most students will most likely have moved at least once – most more than that.
4. Ask them what they think this game shows.

Almost all of us, even if we don’t drink are affected by alcohol at some point, what matters is how we use it.

<table>
<thead>
<tr>
<th>Statements</th>
</tr>
</thead>
<tbody>
<tr>
<td>You’ve seen adverts for alcohol</td>
</tr>
<tr>
<td>You can name five brands of alcohol (Bacardi, Smirnoff, Carlsberg, Stella, Blossom Hill etc)</td>
</tr>
<tr>
<td>You can name five different kinds of alcohol (beer, wine spirits, cider, alcopops, port, sherry, gin, vodka etc)</td>
</tr>
<tr>
<td>You’ve tried alcohol (may want to say – was this at home, at a party, with friends or adults etc)</td>
</tr>
<tr>
<td>You’ve seen someone who’s drunk</td>
</tr>
<tr>
<td>Your parents drink at home</td>
</tr>
<tr>
<td>You’ve seen alcohol featured in soaps and films</td>
</tr>
<tr>
<td>You’ve read/ seen documentaries about drink drive risk/ binge drinking?</td>
</tr>
<tr>
<td>You’ve been bought alcohol by someone else</td>
</tr>
<tr>
<td>You’ve bought alcohol yourself</td>
</tr>
<tr>
<td>You’ve been in a pub</td>
</tr>
<tr>
<td>You’ve had a hangover</td>
</tr>
<tr>
<td>You have a friend who drinks alcohol</td>
</tr>
<tr>
<td>You’ve heard about alcohol, but have never tasted it</td>
</tr>
<tr>
<td>You’ve had an alcoholic drink in the last week</td>
</tr>
<tr>
<td>You’ve seen adverts about the dangers of drinking too much?</td>
</tr>
</tbody>
</table>
Some people never get ‘hangovers’...
It’s a MYTH! Anyone who drinks too much alcohol is on the way to a hangover the day after and there’s no escaping it whatever people say!

Symptoms of a hangover include feeling thirsty, sick, tired and headachey, and being more sensitive to noise and bright lights. These effects are caused by alcohol acting as a ‘diuretic’. This means that alcohol makes the body lose too much water, causing dehydration. Alcohol also irritates the lining of the stomach, which can lead to indigestion, nausea and vomiting.

Some people may be able to drink more than others without suffering a hangover, but EVERYONE’s body reacts to being overloaded with too much alcohol. The liver can’t process lots of alcohol at once, so the body will take a long time to get rid of the effects of a big drinking session. A hangover can’t be cured, although some people say a strong coffee, a cold shower or fizzy drinks can help. In fact, time is the only remedy, allowing the liver to get on with its job, helped along by drinking lots of water.

Alcohol affects different people in different ways...
It’s TRUE! Alcohol does affect each person differently.

If someone drinks alcohol, it quickly enters the bloodstream and travels through their body. It affects parts of the brain that deal with the way they think and make judgements - so alcohol makes the person feel relaxed and less inhibited. Alcohol also affects the parts of the nervous system that control speech, co-ordination and vision. That’s why someone who drinks can find themselves slurring, stumbling and struggling to focus.

How alcohol affects someone depends on how much food they’ve eaten (food in the stomach slows down the rate at which alcohol is absorbed into the bloodstream). It also depends on what they’ve been drinking and how fast. The body can only break down about one unit of alcohol, or 8 - 10g of pure alcohol, an hour.

Adults can drink whatever they like...
It’s a MYTH! In some situations drinking any alcohol at all can be dangerous for adults.

Remember: there are NO guidelines for safe alcohol consumption for young people (under 18s). That’s because their bodies are still developing and alcohol affects them more than adults. But adults shouldn’t just drink alcohol whenever they like.

Pregnant women must be careful about drinking because alcohol affects the developing baby. Alcohol can also be dangerous for people who are swimming, doing active sport or taking medication.
Alcoholic drinks contain the same amount of alcohol...

It’s a MYTH! In fact, the alcohol content of drinks can vary enormously and you can’t tell by the look or taste of the drink.

Units are the official measurement of alcohol in the UK. A ‘unit’ is equivalent to 8 grams of pure alcohol. But the alcohol volume in products varies a lot. It’s not as simple as one drink = one unit. The strength and size of the drink affects how much alcohol is in it.

For example, some strong beers contain nearly 3 units per pint rather than the 2 units found in ordinary strength lager. The measures may vary too (a ‘double’ vodka will have double the units), while a large glass of wine (175ml) can be over 2 units. It’s also impossible to tell how much alcohol is in punch or cocktails, unless you’ve mixed them yourself.

Here are some more examples. Many alcoholic drinks containers now contain unit information on the back label, helping you keep track. You can also work out how many units are in a drink using this calculation (*ABV = alcohol by volume), or try the ‘unit calculator’ at drinkaware.co.uk/tips-and-tools/drink-diary/

\[
\frac{\text{volume of glass/bottle (ml) \times ABV*}}{1000}
\]

- half a pint of ordinary strength lager, beer or cider (284ml at 3.5% ABV) = 1 unit
- 330ml bottle of beer, lager or cider (4 or 5% ABV) = 1.5 units
- 440ml can of strong beer, lager or cider (8 or 9% ABV) = 3.5 to 4 units
- a small glass of wine (125ml at 12% ABV) = 1.5 units
- a single measure of spirit (25ml at 40% ABV) or 10ml of pure alcohol = 1 unit
- ‘ready to drink’ spirit-based drink (275ml at 5% ABV) = 1.4 units

The UK Government advises that adult men drink no more than three to four units a day and women no more than two to three. There are NO safe limits for the under age.

Drinking to get drunk doesn’t hurt anyone...

It’s a MYTH! Drinking to get drunk is bad news for anyone’s body. It can affect the person’s body and their behaviour and this can have serious consequences for others.

Government guidelines suggest that adult men and women don’t drink over a certain amount of alcohol a day. But this doesn’t mean someone can ‘save up’ their drinks for one big night out.

Drinking a lot in one session can be harmful because the human body can’t process a lot of alcohol at once. In the UK, drinking to get drunk is called ‘binge drinking’ - many researchers define this as drinking five or more units in one session for men and four or more units in one session for women. The harmful effect is even more true for under age drinkers - young people can’t cope with alcohol physically or emotionally as well as adults. That’s why there are NO safe limits for this age group, and laws exist to restrict purchase and consumption of alcohol by young people.

Getting drunk has physical effects - feeling ill, seeing double, losing coordination and having trouble standing up. But drinking alcohol also affects a person’s judgement - they might get more emotional and make bad decisions, or do or say something they regret later. Drinking a lot in one session can lead to unconsciousness, and even death.

After drinking alcohol, people may put others in danger too. Alcohol is a factor in 20-30% of all accidents. Over a third of pedestrians killed in road accidents were found to be drunk, and around 13 - 15% (1 in every 7) of 15 - 16 year-olds have been involved in an accident or been injured as a result of drinking alcohol. Alcohol can also lead to violence - 47% of all victims of violence said their attacker was affected by alcohol at the time*.

* Source: Alcohol Concern factsheets: Alcohol and Accidents, Health Impacts of Alcohol, Drink-drive accidents, Alcohol and Crime
SECTION 6  GAMES, TOP UP SESSIONS, MYTH BUSTERS, WORD SEARCHES AND QUIZ

Talk About Alcohol (1)

Words to find:
bar, caring, drink, drunk, food, hangover, headache, law, police, pub, risky, robbed, sensible, sick, spiked, underage, unit.

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Talk About Alcohol (2)

Words to find:
accidents, criminal, don't drink drive, embarrass, hangover, headache, law breaking, pace yourself, peer pressure, police, risky, safe limits, spiked drinks, underage, vomit.

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Talk about alcohol wordsearch

Words to find:
daily guidelines, drink driving, drunkenness, hangover, intoxication, law, limits, liver disease, moderation, pace yourself, peer pressure, spiked drinks, teetotal, underage, units.

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QUIZ Questions

Try this quiz to see how much do you really know about alcohol and drinking? See how many of the following questions you can answer correctly.

Q1 Why does alcohol affect men and women differently?
   a) The liver breaks down alcohol more quickly in men than women
   b) Women’s bodies are generally smaller and have less body water, so alcohol concentrations rise more quickly
   c) Men’s stomachs are bigger so alcohol is absorbed more slowly

Q2 Pregnant women are advised not to drink: why?
   a) Unborn babies get drunk very quickly
   b) Alcohol can harm an unborn baby in various ways
   c) Alcohol and the amniotic fluid don’t mix

Q3 Those who persistently drink too much can become addicted to alcohol. Kicking the habit is exceptionally difficult. Why?
   a) Because alcoholics are chronically thirsty
   b) Because alcoholics drink out of habit
   c) Because alcoholics feel wretched without alcohol

Q4 When should adults avoid drinking any alcohol?
   a) If they’re operating machinery or working at a height
   b) If they’re over 40
   c) If they’re going to be a passenger in a car

Q5 In a bar there’s a standard half pint glass of beer and a standard shot of whisky. Which glass contains the most alcohol?
   a) The glass of beer
   b) A shot of whisky
   c) Both contain the same amount of alcohol

Q6 Why don’t alcohol and driving mix?
   a) Because alcohol has a negative effect on your coordination, perception and judgment
   b) Because you run the risk of a stiff fine or losing your licence
   c) Because you run the risk of smashing up your car or injuring someone

Q7 What is the advised maximum intake of alcohol per day for healthy adult men and women? (a drink, or unit contains 8 grams alcohol)
   a) The same for men and women, two drinks
   b) Men 3 - 4 units, women 2 - 3 units
   c) As much as needed to quench your thirst.

Q8 The majority of the alcohol you drink is broken down by the liver. How long does the liver take to break down one unit of alcohol (8g)?
   a) Half an hour
   b) Approximately one hour
   c) Roughly the same amount of time as you spend drinking

Q9 What’s the best way to reduce the effect of a hangover?
   a) Drink some water - it helps to rehydrate the body, but there is no cure
   b) Have a cold shower - it gets the blood moving around the body
   c) Have a strong coffee - it makes the heart pump faster to get rid of the alcohol

Q10 The effect of alcohol differs from person to person. What does this depend on?
   a) Genetic make-up and health
   b) How strong your stomach is
   c) Whether you are very thirsty

Q11 What is the most common risk associated with alcohol consumption by young people?
   a) Getting liver disease, like cirrhosis or cancer
   b) Losing weight
   c) Coming out in spots and developing a rash
   d) Going into a coma
   e) Having an accident

Q12 What is the safe limit for alcohol consumption for under 18s?
   a) One drink
   b) Two drinks
   c) Four drinks
   d) There is no safe limit

Q13 What is affected when you drink alcohol?
   a) Your body
   b) Your judgement
   c) Your behaviour
   d) Your personality
   e) Your perception

Q14 How many 11–15 year-olds in the UK regularly drink alcohol?
   a) 1 in 10
   b) 2 in 10
   c) 5 in 10
   d) 8 in 10
   e) Almost all

Q15 How old must you be to buy alcohol legally in a pub, bar, off licence or shop?
   a) 16 years-old
   b) 18 years-old
   c) 21 years-old
   d) 16 to buy beer in an off licence or shop, 18 to buy beer, wine or spirits in a pub or bar
   e) 16 to buy beer in a pub or bar, 18 to buy beer, wine or spirits in an off licence or shop
QUIZ - Answers

Q1 Why does alcohol affect men and women differently?

b) Women's bodies are generally smaller and have less body water, so alcohol concentrations rise more quickly

Sorry ladies, but you can't drink as much as men. That's not a male conspiracy theory but a biological fact! Women have less body water than men so the concentration of alcohol in their blood stream is proportionally higher. So, if a woman weighing 60kgs drinks a double vodka then a man of the same size will need to drink a triple in order to reach the same blood alcohol level.

There is also some evidence that women break down alcohol slightly differently. The enzyme alcohol dehydrogenase (ADH) breaks down alcohol in the liver and in the lining of the stomach; and women have less of it, so alcohol is broken down more slowly.

Q2 Pregnant women are advised not to drink: why?

b) Alcohol can harm an unborn baby in various ways

Alcohol can harm the unborn baby as it passes through the placenta to the foetus. Because no safe level of drinking has been established for pregnant women then the best advice is not to drink at all.

If you drink heavily during pregnancy, then the risk of various birth defects increase significantly; these abnormalities are called Fetal Alcohol Syndrome.

Q3 Those who persistently drink too much can become addicted to alcohol. Kicking the habit is exceptionally difficult. Why?

c) Because alcoholics feel wretched without alcohol

There is alcohol tolerance and alcohol addiction. Tolerance is when you gradually need more and more alcohol to achieve the same effect. Addiction means that you can no longer cope without alcohol. You feel you have to drink. Without alcohol you feel sick and have withdrawal symptoms. You start trembling, shivering, feel nauseous or even have to vomit. These withdrawal symptoms make it very difficult to overcome addiction, and specialist help and support is needed.

Q4 When should adults avoid drinking any alcohol?

a) If they're operating machinery or working at a height

In most circumstances drinking in moderation is a pleasant and relaxing thing to do and is not harmful. There are certain occasions when you shouldn't drink, however, and these include if you work with machinery or at heights, as even small amounts of alcohol affect your coordination, reactions and judgement. Other times you should avoid alcohol include: when planning to drive, use electrical equipment, competing at sport, while on certain medications – (ask your Doctor if you are unsure) or when pregnant.

Q5 In a bar there's a standard half pint glass of beer and a standard shot of whisky. Which glass contains the most alcohol?

d) Both contain a similar amount of alcohol

Half a pint of beer (3.5% ABV) and a single spirits (40% ABV) both contain about 1 unit of alcohol.

The alcohol by volume of each type of drink varies - beer can range from 3.5 - 8% alcohol by volume (ABV). Wine varies from 9 – 14.5%, meaning a 175ml glass of wine can contain between 1.5 and 3 units. Spirits are mainly 40% – check the back label to keep track of your unit intake.

Drinks poured at home are often larger than standard drinks too.

Q6 Why don't alcohol and driving mix?

a) Because alcohol has a negative effect on your coordination, perception and judgment

Although answers b and c are possible consequences of drinking and driving the right answer is a). The alcohol you drink passes through the stomach and into the small intestine, where it is absorbed into the blood-stream. From there it affects your nervous system. Alcohol affects signals in the brain and so slows down sensory perception, judgement and coordination.

This explains why drinking alcohol affects what you see, how you think and feel and how you move and react. How much effect alcohol has on the body depends on the blood alcohol concentration (BAC) – i.e. the volume of alcohol in your blood. This is why governments set legal BAC levels, here in the UK at 0.08.

When you're going out, always discuss and plan how you're getting home before you leave – or decide who will be the non-drinking driver. If you're ever tempted to drink and drive you face a fine of up to £5000, six months in prison and losing your licence. If you cause a crash or injury that's up to 14 years behind bars.

Q7 What is the advised maximum intake of alcohol per day for healthy adult men and women? (a drink, or unit contains 8 grams alcohol)

b) Men 3-4 units, women 2-3 units

Healthy adult males should drink no more than three to four units a day (about 2 pints) and healthy adult women should drink no more than two to three units a day. Men are able to drink more alcohol than women, as they have a higher volume of body fluids, are generally bigger and have more of the enzyme ADH, which breaks down alcohol.
Q8 The majority of the alcohol you drink is broken down by the liver. How long does the liver take to break down one unit of alcohol (8g)?

b) approximately one hour

The liver breaks down the majority of alcohol consumed (95%), eventually into carbon dioxide and water. Your liver needs an hour to break down a standard glass of an alcoholic drink, and there’s nothing you can do to speed this up. This explains why someone who has drunk a lot the night before can still be under the influence, or ‘over the limit’ the following morning. The last 5% is excreted via urine, breath and perspiration.

Q9 What’s the best way to reduce the effect of a hangover?

a) Drink some water - it helps to rehydrate the body, but there is no cure

There is nothing you can do to speed up the break down of alcohol in your body, or sober yourself up quickly. Don’t ever be tempted to think a coffee or cold shower will make you fit to drive. Alcohol is a diuretic – or makes you dehydrated, so drinking plenty of water before bed and during the evening helps your body. Water, sleep and time are the best remedy.

Q10 The effect of alcohol differs from person to person. What does this depend on?

a) Genetic make-up and health

The precise affect of alcohol varies from person to person. The amount you drink is of course an important factor, but not the only one. The difference in effect also depends on:
- your genetic make-up and general health
- use of legal or illegal drugs
- your gender, age, size and weight
- whether you have eaten and how quickly you have drunk your drinks
- whether you are tired or depressed.

Q11 What is the most common risk associated with alcohol consumption by young people?

e) By far the most common risk you take when you drink alcohol is having an accident

It’s true that people who drink regularly over a long period of time may get liver disease (there are 25 year-olds dying from cirrhosis), and occasionally some people who really overdo it end up in a coma. Alcohol affects your coordination, balance and judgement and many young people every year end up with facial injuries or broken bones – or occasionally even serious disabilities. Approximately 20% of all admissions to A and E are linked to drinking and 22% of accidental deaths are alcohol related in the UK.

Q12 What is the safe limit for alcohol consumption for under 18s?

d) There is no safe limit for alcohol consumption when you're under 18

Young people are less well equipped to cope with the effects of alcohol, physically and emotionally. This is because the body and brain have not developed fully yet, and are more affected by alcohol than an adult’s would be.

The Chief Medical Officers advise that ‘if teenagers aged 15 to 17 drink alcohol they should do so infrequently and on no more than one day a week - they should never drink more than the adult daily limits recommended by the NHS of 2-3 units for women and 3-4 units for men.’

Q13 What is affected when you drink alcohol?

a) b) c) d) e). Whichever answer you chose, you were correct!

Drinking alcohol affects your body, your judgement, your behaviour, your personality and your perception, initially usually in a pleasant way, but this changes after a drink or two. Legal BAC levels exist for driving as your reaction times slow even after one drink, which is why you are advised not to drink while operating machinery or at heights for example.

Too much alcohol can make you act out of character – saying things you shouldn’t, acting in an embarrassing way, getting into arguments, or having unsafe sex or sex you’ll later regret. Your risk of getting into a fight and having things like your phone stolen also increases.

Q14 How many 11-15 year-olds in the UK regularly drink alcohol?

a) Only 13% of 11-15 year-olds in the UK regularly drink alcohol

So around 85% don’t drink regularly, and half not at all. Just 1% of 11 year olds drink weekly – rising to 38% of 15 year olds – but 55% of 11-15 year olds have never had a whole drink.

Even though many young people have tried alcohol – legally at home with their parents or illegally with friends in public places – most do not drink regularly, whatever they might say. Only a very small minority drink a lot (14% of 15-16 year olds get drunk regularly). So, choosing not to drink is a good option and one chosen by many young people.

Q15 How old must you be to buy alcohol legally in a pub, bar, or shop?
b) 18 years old

The law about consuming alcohol is complicated but buying alcohol if you’re under 18 is illegal in almost all circumstances and ignoring it could land you and your friends in trouble. It is also illegal for someone over 18 to buy alcohol knowingly for someone under age – so if you ask an older friend to buy you alcohol, you’re asking them to break the law.

How did you do?

Hopefully you feel you have more know-how now and can make informed choices about drinking as you get older – if you choose to drink, make drinking part of the evening and not the focus of it – the trick is to have a good time without letting things getting out of control or ending badly, and always look out for each other.

Try the interactive games, ‘what if?’ and ‘myth busters’ in the teenage area of talkaboutalcohol.com
Questionnaire for peer to peer interviews with 13 – 17 year-olds - Introductory notes

This questionnaire was developed as a peer to peer sixth form project (interviewing 100 13 – 17 year-olds throughout a large mixed non selective secondary school). It can be easily adapted for any school environment.

The purpose was to help them (and us) understand motivations behind drinking and the role parents play in influencing decision making and risk taking and to think about their behaviour and attitudes based on their own findings.

A covering note was read by participants taking part in the questionnaire to make clear that the answers were confidential and would not be used for any marketing or commercial gain. Names were kept anonymous from teachers and parents.

The interview can form part of a parent/school project to encourage parents to be more understanding and proactive about talking about drinking to their kids early enough, and understanding their motivations for wanting to drink, and so give them the tools to deal with situations better.

It is also very good practice for sixth formers in report writing, statistic analysis and helps develop presentation skills (please see the example of the sixth former survey findings report in appendix 2, page 104). The findings can be shared via the school council, or with parents invited in, for example.
Questionnaire for video and verbal interviews with 13 – 17 year-olds

1) How old are you?
2) M/F
3) When did you first try alcohol – properly?
4) Where were you when you first tried alcohol properly?
5) Do you drink
   a) Occasionally
   b) Regularly
   c) Not at all
6) How much do you drink?
   a) Just a couple of drinks
   b) Quite a lot
   c) Enough to make me drunk
7) Have you ever been drunk?
   a) Once
   b) A few times
   c) Frequently
8) If so, is this usually
   a) At parties
   b) At friends houses
   c) Are parents there?
   d) Secretly
9) Why do you get drunk?
   a) I don't mean to
   b) For the escapism
   c) It gives me more confidence
   d) I want to fit in with my friends
   e) Other
10) Have you changed your view about getting drunk as you've got older?
11) How do you get on with your parents?
12) Do you feel you can talk to your parents if things go wrong?
13) Did your parents ever talk to you about drinking?
14) Did you believe them or take any notice?
15) Would it make any difference if they handled the subject in a different way?
16) If so, How?
17) Do you think your parents are good role models – set you a good example? Give them a score 1-10
18) Rate the following as the most important influence on you
   a) parents
   b) friends
   c) celebrities
   d) media
   e) other
19) Do your parents set ground rules for when you have to be home?
20) Do your parents discipline you if you're late or if you don't them know where you are?
21) Do your parents drink?
22) Do your parents let you drink at home?
23) Do your parents let your friends at your home?
24) Do your parents know what you get up to at friends houses?
25) Are you allowed to drink at home?
26) From what age?
27) Do you think that's a good thing?
28) What alcoholic drinks do you like best?
29) Why do you like them best?
   a) Taste
   b) Alcohol level
   c) Price
30) Do you drink for the effect rather than the taste?
31) Do you drink because it's sociable and relaxing?
32) Have you ever felt pressured to drink when you don't want to?
33) Have you ever got into a difficult situation because of getting drunk?
34) Did you regret it?
35) Where do you normally get alcohol from?
36) Anything you want to say or feel strongly about?
SECTION 7   FACTS, FIGURES AND COMMONLY ASKED QUESTIONS

FACTS AND FIGURES

On the Alcohol Education Trust website, you will find many reports full of facts and figures about alcohol and young people (alcoholeducationtrust.org/pages/factfig.htm).

Here, we have selected a few scary and encouraging facts about drinking amongst 11 - 15 year olds as well as young adults. We have also answered some of the most commonly asked questions about alcohol.

Scary stats

- Alcohol is a factor in 20 - 30% of all accidents, 22% of Accident and Emergency admissions in England were alcohol related in 2009.
- Males accounted for approximately two-thirds of the total number of alcohol-related deaths in 2009 in the UK. There were 5,690 deaths (17.4 per 100,000 population) in males and 2,974 (8.4 per 100,000) in females. There were fewest alcohol-related deaths among people aged under 35. Rates in 2009 for those aged 15 – 34 were 2.6 per 100,000 for males and 1.5 per 100,000 for females.
- In 2010 there were 250 drink drive deaths on the road in Great Britain.
- Over a third of pedestrians killed in road accidents had been drinking.
- 13 - 15% (1 in every 7) of 15 - 16 year-olds have been involved in an accident or been injured as a result of drinking alcohol.
- 47% of all victims of violence said their attacker was affected by alcohol at the time. It is estimated that there were 973,000 violent alcohol related incidents in 2008.
- Alcohol misuse is a factor in 30% of suicides each year.
- If a teenager drinks regularly before they are 15 they are:
  - 7 times more likely to be in a car crash because of drinking, and
  - 11 times more likely to suffer unintentional injuries after drinking.
- 6% of men and 2% of women are estimated to be harmful drinkers in the UK (adults aged 16 – 74).

Encouraging stats

- 13% of 11 - 15 year olds drink weekly – i.e. 87% don’t (99% of 11 year olds don’t).
- 55% of 11 - 15 year olds have never drunk alcohol.
- Underage drinking is falling in the UK, down from 26% of 11 - 15 year olds in 2001 to 13% in 2010 in England – so 87% don’t drink regularly or to excess and the numbers of 11 - 15 year olds who have never drunk alcohol has increased from 40% in 2000 to 55% in 2010.
- Among 16 - 24 year olds, 27% of men and 21% of women reported binge-drinking in 2006, down from 36% and 26% in 2001. That means an overwhelming majority of young adults (73% of men and 79% of women) go out to enjoy themselves and socialise, not to get drunk.
- According to the Joseph Rowntree Foundation (2009), the number of 16 - 24 year olds drinking more than 21 units a week has fallen from 34% in 1988 (30 in 2002) to 24%.
- Just 3% of 11 year olds think it is okay to try getting drunk or be drunk weekly – however, this rises to 48% of 15 year olds, with 32% thinking it’s okay to get drunk once a week (The information Centre 2005).
- In 2009, men drank, on average, 15.6 units of alcohol a week; women drank 9.5 units a week – both within the NHS guidelines of 14 - 21 units for women and 21 - 28 for men.

Sources:

Information within this guide is based on Government and the UK Chief Medical Officers' guidelines and was current when going to press Autumn 2011.

Statistics are drawn from:

- Smoking, drinking and drug use among young people in England 2010 report (NHS, The Information Centre)
- Guidance on the consumption of alcohol by children and young people (Chief Medical Officer, Department of Health, 2009)
- Alcohol-related deaths in the United Kingdom, 2000–2009 (Office of National Statistics)
- Reported road casualties in Great Britain: 2010 provisional estimates for accidents involving illegal alcohol.
Q AND A’s

(Also see our quiz on page 92).

What is alcohol?

Alcohol is ethanol or ethyl alcohol. There are many informal names for alcohol (e.g. booze, bevvy, drink), and there are many different types of alcoholic drink (e.g. beer, lager, wine, spirits and cider). But they all contain ethanol, or what we have come to call ‘alcohol’.

Ethanol is made by a natural process, whereby yeast converts the sugar in fruits, cereals and cane sugar for example into alcohol. Pure alcohol is a colourless, clear liquid. The process used to make it is called fermentation.

Fermentation

Alcohol is formed when yeast feeds on sugar. This tiny organism grows and multiplies by feeding on sugar in foods such as grain and fruits. As the yeast feeds on the sugar, carbon dioxide and alcohol are produced.

\[
sugar = energy + alcohol + carbon dioxide
\]

Different drinks

In wine making, yeast acts on the sugar in crushed grapes. Different types of grapes give different flavours and colours to wines. In cider making, crushed apples are used. Beer is produced from malted grain - usually barley - to which hops have been added for flavour.

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<tr>
<th>fermentation</th>
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<tr>
<td>grapes</td>
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The amount of alcohol in drinks can be increased by a process called distillation. This produces spirits such as whisky, gin, vodka, cognac, and rum, which usually contain about 40% pure alcohol.

In this process, water and alcohol are separated, through boiling which results in higher alcohol concentrations. Fortified wines (such as sherry and port) are wines that have spirit added to them, leading to a higher alcohol level (15% and over for sherry, 20% for port).

Why is it against the law to buy alcohol for under 18’s or to be served alcohol if you can drink at home?

Laws regulate the purchase and consumption of alcohol in most countries around the world. In America, the legal drinking age (LDA) is 21, here in the UK it is 18, unless you are under parental supervision or at home.

LDA’s exist because the same amount of alcohol has a much greater effect on the body of a young person than on an adult as the body is still growing and developing. The brain and liver are not fully formed either, and binge drinking in particular will cause even more harm than for an adult.

Alcohol also affects judgement, coordination, mood, reactions and behaviour and again it’s harder to deal with this when younger, away from adults or vulnerable. Alcohol, when it is broken down by the body makes toxins (poisons) – and if you drink too much too fast this can lead to alcohol poisoning, coma or even death.

It is legal to drink under parental supervision to allow parents to make the right choices – they may decide no alcohol before the age of 18 is the right policy, or they may think a small amount at a wedding or celebration is appropriate. It is our parents’ responsibility to keep us safe until we are adult.

How does alcohol make you drunk?

When you drink, alcohol circulates in the blood stream and reaches all parts of the body, including the brain. Alcohol (ethyl alcohol) dampens the central nervous system. This slows down all reactions, which is why drunk people have slurred speech/fall over etc. Alcohol is also a psycho-active substance (affects the mind) which is why you can feel more happy, tearful, angry or hyper after you’ve drunk alcohol.

What makes you feel drunk?

Alcohol is a mood altering substance. It affects the nerves that pass messages around the body by slowing them down, and the more you drink the greater the effect. The reason people often get more lively when they’ve had a drink is that alcohol affects parts of the brain responsible for self-control. As you drink, the alcohol passes into your bloodstream.

Ethanol is the intoxicating part of alcohol and its molecules are so small that they can actually pass into the gaps between brain cells. There it can interfere with the neurotransmitters that enable all the brain’s activities. If you drink fast, alcohol will start to flood the brain.

Fortunately, alcohol gives some warning signs as it penetrates into the brain and central nervous system:

- you feel giddy
- you start to lose the thread of what you’re saying
- you feel unsteady on your feet
- you start seeing double.
SECTION 7  FACTS, FIGURES AND COMMONLY ASKED QUESTIONS

What are the dangers of drinking to drunkenness?
Severe cases of heavy drinking can result in alcoholic poisoning, coma or death. Drinking to drunkenness increases your risks of ending up in the Accident and Emergency Department, getting involved in a fight, not getting home safely, and of being robbed or sexually assaulted.

Hangover
Symptoms of a hangover include feeling thirsty, sick, tired and headachey and being more sensitive to noise or bright lights. These effects are caused by alcohol being dehydrating – alcohol makes your body lose water. Alcohol also irritates the lining of the stomach, leading to indigestion, and nausea if you drink a lot. Some people may be able to drink more than others without getting a hangover, but EVERYONE's body will react to being overloaded with alcohol. Your liver can only break down one unit an hour. Time is the only cure for a hangover giving the liver a chance to get rid of the toxins – helped by drinking lots of water and eating wisely.

What is Blood Alcohol Concentration?
Blood Alcohol Concentration (BAC) is the amount of alcohol in the bloodstream. Alcohol is absorbed into the bloodstream through the stomach walls and the intestines as a person drinks. The bloodstream carries the alcohol to the brain and alcohol is then transported in the blood stream to the liver, which breaks down the alcohol, but it can only process approximately one unit an hour. As more alcohol is consumed the BAC rises. However the exact time that the body takes to absorb alcohol varies from one person to another.

Blood alcohol concentration is used by the police to test how much you've been drinking. A BAC of 0.08 (the UK drink –drive limit) means that an individual has 0.08g of alcohol in their body for every 100ml (0.1L) of blood.

Be careful to check drink-drive laws if driving abroad as BAC limits vary from country to country. The USA and UK have a BAC maximum of 0.08, whereas most of Europe has a limit of 0.05 (in Sweden it is 0.02).

What is responsible drinking?
The Government and Chief Medical Officer have looked at the medical evidence to see what can be a safe level of drinking for most adults (not if you're under 18, on certain medications, pregnant, have a history of mental illness or addiction). This is 2 - 3 units a day for women and 3 - 4 units a day for men. However, responsible drinking is also about how and when we drink and the effect of your behaviour on others. It means drinking enjoyably, sociably and pacing yourself. It includes not drinking at all in certain situations when the effect of alcohol can put others safety (or yours) at risk – such as when driving, when pregnant or in certain work situations.

Define binge drinking
Binge drinking is a commonly used term that has no clear meaning. It differs in its medical and social usage from drinking to drunkenness, drinking five or more drinks in quick succession, or on one drinking occasion.

It may be useful to describe harmful patterns of drinking as 'drinking to drunkenness' or 'going out with the intention of getting drunk' as well as tracking the number of drinks consumed, time frame and context. The World Health Organisation has defined binge drinking as drinking six or more standard drinks during one drinking occasion.

Whatever the definition, drinking to drunkenness and repeatedly subjecting the brain to the effects of withdrawal from the presence of large doses of alcohol i.e. having what people would term drinking 'binges,' could damage brain cells even more than continuous drinking.

What are social norms?
This is the process whereby what you believe becomes the pattern for your behaviour. Concerning drinking, this belief is based on the wrong information or interpretation.

Young people tend to have exaggerated beliefs concerning the behaviour of older teenagers (e.g. nearly everyone gets drunk when they’re 15). This belief becomes their norm and influences their behaviour. For example, 90% of binge drinkers believe that every young person is out 'getting plastered,' when in reality it’s 20% of 18 – 24 year olds. A social norms approach aims to correct expectations and beliefs as to how most teenagers behave.

Of course, in many cultures, drinking alcohol is not the social norm, with over 50% of adults worldwide choosing not to drink for religious, genetic, cultural or health reasons.
Involving parents

Schools can choose to motivate and engage parents regarding alcohol education. Parents are the prime source of alcohol (60%) to underage drinkers in the UK as well as exerting the most influence on their children’s behaviour and risk taking.

According to the 2007 GfK Roper Youth Report, 71% of children ages 8 to 17 cite their parents as the No. 1 influence on whether they drink alcohol. A survey by the YMCA in 2008 found that parents weren’t seen by most teenagers as good role models and didn’t set ground rules that they stuck to. Only 21% said their parents or other adults they knew provided a model of responsible behaviour. While 55% of young people said that their school provides clear rules and boundaries, and their behaviour is monitored in the community by neighbours and others, barely a quarter (27%) said they have to abide by clear rules and consequences in their family, or that their parents keep track of where they are.

Ensure they have the facts

Parents should be made aware of the school Alcohol Policy. The Alcohol Education Trust have a booklet to send home to parents when alcohol is being covered in lessons, or to give to them at parent consultation evenings. You can view this on line at alcoholeducationtrust.org

The booklet encourages parents to talk to their children about alcohol and offers practical tips to delay teenage drinking. It discusses how to be a good role model, ensures parents are accurately informed and encourages them to set rules and boundaries, to know where their kids are and who they are with. Booklets can be ordered from jane.hutchings@aim-digest.com

There is a dedicated area of talkaboutalcohol.com for parents. Please do encourage parents to use it.

Talkaboutalcohol parents events

The AET are also able to offer a talk for parents in school, based around a short DVD and Q and A session tailored to schools’ requirements. These are held as part of parent consultation evenings, hosted by PTA’s or as a dedicated session, in or after school hours. To book a session please ring 01300 320 869, please allow a terms notice.

Pupil parent homework

A great way to engage parents subtly is to send a task home, such as the quiz (which they can do together), or to design a poster on an aspect of alcohol, such ‘how much is too much’ (including units and guidelines) or avoiding risk taking. You can ask them to assess an alcohol advert or count how many times they see alcohol on a particular programme and what effect this may have on behaviour, product choice, acceptance etc.

NB Parental sensitivity

Some parents may feel that exploring drinking might encourage their children to experiment. We therefore recommend a letter home to parents, or a posting in the school newsletter or on the website. This may cover alcohol, drugs and tobacco and should explain the contents/goals and methods of the programme and give parents an opportunity to express concerns or ask questions. It could also draw parents’ attention to the school Alcohol Policy.
All schools have an important role in providing young people with information about the risks associated with the misuse of alcohol. Two key inspection judgements from OFSTED state that:

‘Learners are discouraged from smoking and substance abuse’.
‘Learners are taught about key risks and how to deal with them’.

(Ofsted Report 2005)

Why an Alcohol Policy?

- The Department for Education expects all schools to educate young people about the risks associated with alcohol misuse (Drugs: Guidance for Schools, DfES/0092/2004, p23) Drug Education in Schools, A report from the Office of Her Majesty’s Chief Inspector of Schools, HMI 2392, Ofsted, July 2005
- The Every Child Matters Agenda
- The effectiveness and safety of school staff
- Health and safety legislation
- Litigation

Statutory duty of the school

The head teacher has overall responsibility for the alcohol policy and its implementation, for liaison with the governing body, parents and appropriate outside agencies. The head teacher must ensure that all staff dealing with substance issues are adequately supported and trained.

A school cannot knowingly allow its premises to be used for the production or supply of any controlled drug (e.g. the preparation of, or smoking of cannabis). Where it is suspected that substances are being sold on the premises, details regarding those involved, as well as much information as possible, must be passed to the police.

What should schools be aiming for?

A school response should be aiming for an alcohol policy that is consistent, safe and promotes the health and well being of the school community. This will require staff, pupils and parents to support a policy which acknowledges that:

- it is not acceptable for staff to be under the influence of alcohol when professionally active and responsible for either pupils, parents, other colleagues and /or school property
- it is not acceptable for staff or pupils to bring alcohol onto the school premises for consumption when the school is operational
- social activities, out of hours but on school premises are planned to ensure they promote sensible drinking

Issues to be considered regarding an alcohol policy

- It is difficult to imagine any situation for staff who are professionally responsible for young people, where it would be acceptable to drink alcohol or be under the influence of alcohol.
- Social occasions arranged by/in school should have at the very least non-alcohol drinks available.
- School trips and holidays are particularly difficult - Provide clear guidance to staff, parents and pupils for school trips (particularly abroad).
- Procedures regarding staff drinking both before and during times when they are professionally responsible.
- Access to support for staff and pupils if drinking is a problem.
- Promotion of information about the impact of drinking.
- Links to the formal planned curriculum.

A good example of state a secondary school alcohol policy can be found via:
cheam.sutton.sch.uk/parentalinfo/Documents/C25%20%20Drugs%20%20Alcohol%20Policy%20oct09.pdf

A good example of a school alcohol policy for boarding schools:
royalhospitalschool.org/sitefiles/upload_docs/Alcohol%20Policy%20-%20Jan10.pdf
Policy notes for Alcohol Education

Purpose
To support the health, welfare and safety of all school members.

Policy Statement
The school recognises that alcohol is for many people a part of their lifestyle and culture. This policy seeks neither to condone nor to condemn alcohol use but to ensure that procedures and practices are established that will support:

- the health and safety of all school members
- professional responsibility
- a safe learning environment.

Procedures
- On no account is a member of staff to be under the influence of alcohol when working. If anyone suspects this is the case, action must be taken to ensure the health and safety of pupils and a senior member of staff must be informed.
- If any pupil or staff has problems with drinking they will be provided with access to confidential support.
- Social occasions for staff and the school community will be planned to ensure safer drinking.
- All pupils will receive education about alcohol use and alcohol issues through the curriculum.

Monitoring and Evaluation
Monitoring and Evaluation will include elements of the following:

- a review of staff, parent and pupil views regarding alcohol use in school
- an assessment of responses to the alcohol policy and identified success criteria
- a report to the governing body including any incidences will be provided annually
- links to curriculum development.

Staff responsible
PSHE Co-ordinator, Health and Safety Co-ordinator, Head of Pastoral, Union Reps, link governor.

Links to other Policies
Smoking Policy
Drug Education
Responding to Drug Related Incidents

Date .........................................................        Signed......................................
Appendix 2 - PEER TO PEER SURVEY FINDINGS REPORT EXAMPLE

Findings from a pilot Teenagers/parent attitudes to drinking programme undertaken Summer 2009

A pilot attitudes to drinking survey was carried out of 100 teenagers attending the same school in Dorset, with an age range from 13 to 19 years old of both sexes. The students attended one of the five comprehensive schools in the UK with 2,500 pupils. The school operates a non-selective entrance scheme, apart from preference to those living in its large catchment area.

The sample consisted of a selection of 40 13, 14 and 15 year olds, and 60 16 and 17 year old male and female. The author, a pupil, took care to include pupils of different socio-economic and friendship groups and of varying academic achievement, to ensure a balanced representation of pupils.

The author comments: After talking to people and friends I feel I have built up a good picture of the extent people drink, which I can back up from my own experiences. I also have a 14 year old brother who, with his peer group was able to give me a good understanding of the extent that younger children drink, and their thoughts on the subject.

Survey Findings (as reported by the 17 year old author)

Difficult situations
17% of 13-17 year old girls and 28% of boys have got into a difficult situation because of being drunk. More males have got into difficult situations than females, and 27% of these males didn’t regret it, perhaps conveying a feeling amongst young males, that it is funny to do stupid things when you’re drunk.

In contrast, 25% of girls who have got into a difficult situation did regret it. This shows that girls are generally more careful when getting drunk, and if they get into a difficult situation, they are more likely to be sorry regret it and to learn from it.

People were reluctant to admit to their difficult situations (even those who didn’t regret it), but awkward situations included:
- Getting left in town after missing their taxi back to a friend’s house they were staying at (they then had to call their parents at about 2 am)
- Getting into an argument at a party, occasionally resulting in being thrown out of the venue.
- Being sick at a friend’s party, with parents present.
- Generally saying stupid things and voicing opinions that should be kept to yourself.

It should be noted that these behaviours are only applicable to children 16 and over as only 1 out of 4 children who are 15 and under have got into difficult situations through drinking, so the majority of people getting into difficult situations are older, this is probably because they do drink more, and in a larger variety of places, some of which are more secure, like at social clubs etc., whereas those under tend to be drinking smaller amounts under parental supervision.

Sources of alcohol
- 57% of children got alcohol from their parents, the vast majority of parents knew this, and were giving the teenagers alcohol.
- 33% of children source alcohol from friends (who are either old enough to buy alcohol or have parents who let it for them) and 5% of people managed to be served at shops (they are all over 16).

Quite a lot of children’s parents are willing to give them alcohol; obviously the percentage of parents supplying alcohol grew as the child’s age increased slightly (half of children who are 15 are under are supplied with alcohol by their parents) However, when younger children are supplied with alcohol it is mainly to be drunk at home, under supervision. Parents of older teenagers (16+) buy their children alcohol to take out with them.

Whether parents supply alcohol or not, makes no difference on the frequency of getting drunk by children. People whose parents don’t supply alcohol simply get it off friends, whose parents will supply alcohol, or friends who can buy it - in the second case a larger amount of alcohol can be brought, as it is not under parental supervision.

Frequency and locations of getting drunk
- Only 3% of those surveyed had never tasted alcohol due to religious reasons.
- Results shows that almost every 16 year old and over has tried drinking at least once.
- The vast majority of 13 year olds have only been drunk once (and many of them said only slightly perhaps they didn’t really understand what getting drunk is, and where just slightly tipsy?
- Out of children who are 15 and under 12 had been drunk once, 15 had been drunk a couple of times, 3 frequently and 10 children had never been drunk. This shows the average age for getting drunk is about 14/15. This shows that younger ages haven’t all started getting drunk yet.

- The average age of children’s first try of alcohol is 12.45, however the average age of children 15 and under first try of alcohol is 11.64, showing that children are trying alcohol at younger ages now, and the average age of drinking could be coming down.

Out of children who are 16 and over, about half drink frequently, from small amounts to enough to make them drunk.

44% of children had their first try of alcohol at home, the other 66% had their first try at a friend’s house, on family holidays and at parties or in public places such as the park.

58% of children 15 and under had their first try of alcohol at home, showing that more parents are letting their children try alcohol at home now, instead of at parties etc.

Influences on children

As children get older, they’re definitely more influenced by friends. For children 15 and under, 56% said they were most influenced by their friends and 46% were most influenced by their parents.

For 16 and 17 year olds, 58% were mostly influenced by friends, which is slightly higher than the half of 15 and under’s, who are influenced by parents, the change was around the age of 15.

This perhaps shows that bearing in mind younger children don’t drink as much as older children, there is less scope for younger children to be influenced by their friends, so they are instead influenced by their parents and celebrities. Just 5 people were influenced by celebrities - 4 of the 5 children were 14 and under. This suggests that they haven’t yet built up an opinion on what is and isn’t on drinking, and their friends haven’t either, so they are mainly influenced by their parents, and then media and celebrities.

[Diagrams and graphs showing survey findings]

Sources of alcohol
- 57% from parents
- 33% from friends
- 5% from shops

Frequency of getting drunk
- 3% had never tasted
- Most had tried once
- 15% had been drunk a couple of times
- 3 frequently
- 10 had never drunk

Average age of first try of alcohol
- 12.45 for children 15 and under
- 11.64 for children 16 and over

Influences on children
- Friends: 58%
- Parents: 46%
Appendix 2 - PEER TO PEER SURVEY FINDINGS REPORT EXAMPLE

Liking children’s friends drink at home

This age is dependent - For children 15 years and under, 94% of parents do not let their child's friends drink in their home, whereas for children of 16 and over 14% of parents allow their child's friends to drink in their home.

This shows that as children get older, parents feel it is acceptable to offer friends alcohol, assuming that the friend themselves are older. This is perhaps a correct assumption, as older children are allowed to drink more regularly at home.

Of the 50% of parents’ children who don’t let their child’s friends drink at home, only 50% of these know what their children get up to at friends houses and parties etc. This shows that stricter parents perhaps get told less of what happens then more lenient parents, who may be more approachable. I think this data seems to suggest, my friends definitely tell their parents more about night outs if the parents are more relaxed, but if they are strict, people who do have stricter parents, who don’t like their children to drink, probably don’t get as well very definitely feel less inclined to say what they get up to at parties and friends houses, and would be less confident in telling them if something went wrong. I also think that parents are definitely more influenced by their parents than they like, a lot of my friends like the same drinks as their parents etc.

Parental discipline

38% of parents don’t set rules on when their child has to be home, or discipline them if they’re late. 48% of children who are 15 or older parents don’t regularly discipline them, as opposed to just 29% of those 14 and under.

Parents of 15 years’ children do discipline them, this shows that as children get older, they are allowed more freedom, which I feel will prepare them for later life. Most of the children who have a lot of freedom had to earn their parents trust first however.

Over 2/3 of parents’ children don’t know where their child’s (79% of children), parents always know where their child is (71% of children), parents always know where their child is, 11% of children 15 and under doesn’t always know when they are as opposed to 27% of over 15’s parents. This minus the above points. Comments on this include:

• “I like to know where I am and when I’m getting home anyway”
• “Now refused they are depends on where I’m going”
• “By earning their trust my parents are more relaxed now”

Parent/child alcohol discussions

59% of peoples parents talked to them about alcohol and 10% of these said it would have made a difference if their parents had talked to them differently, or conversed more.

• “If they’d had said something I probably would have listened”
• “If they had done it any differently than they did, I wouldn’t have listened”
• “They should have made me more aware on being safe if you’re drunk”
• “If they drink more, I might actually trust their opinions”
• “If they didn’t say it was wrong, and were honest about it, I might trust their opinion more”
• “If they didn’t take it so seriously, I might listen more, but it also to do with the way they’ve brought me up”
• “They should make it less exciting such a big deal, so I wouldn’t want to try it so much”
• “They shouldn’t have made it such a tin”
• “They should have gradually introduced the concept of alcohol, so its not such a big deal”
• “Don’t just say its ‘lil”
• “They should give me more freedom to understand if you never really want to take someone elses word for it”

These comments show parents should perhaps accept that children will drink, and tell them how to be safe about it, rather than just saying how awful it is to drink.

In conclusion, I feel that most children drink sensibly, it would perhaps be preferable if less people let themselves get into difficult situations from drinking, this occurrence could be reduced if parents spoke to their children on the subject of drinking, telling them how to be safe with it, and not just saying its silly. Another major point from this is the amount of people who are influenced by their parents, whether they know it or not. I have definitely realised after doing this survey that people are very vary of their parent’s habits. Parents should be less strict, and more approachable when it comes to drinking as this means children will in fact take more notice of them, and be more likely to come to parents if they ran into problems of their drinking is getting out of hand. Also if parents supply drink, they can be sure how much their child is drinking.

I feel looking at the figures that too many under 15s have been drunk, but I think in real life, they don’t really get drunk, they maybe get a bit tippy and don’t want to feel a loser by not having been drunk, this desire to drunk to be cool lessens significantly as children get older, they drink more for social reasons, such as confidence, and to have fun.

It parents let their children drink at home, so they can get used to it, it will become less of a novelty, and children will be less likely to get too drunk when away from the home, reducing difficult situation maybe? I don’t feel there is much you can do about parents who don’t set ground rules, or who don’t know where their child is, the amount of freedom should be built on trust.

It is a good thing that more children are getting drunk for the first time, say at home, instead of in town, this again will reduce the incidence of difficult situations hopefully, and the facial parents are generally there when younger age groups get drunk as it is possible. I haven’t really changed my view on drinking, I still feel it is an enjoyable experience, but should be controlled so that you know your limits, and stay safe.

This report is also available from the Alcohol Education Trust website via

alcoholeducationtrust.org/resources/teenpilot.pdf
Example of PHSE Year 9 lesson planning for alcohol

Outcomes

- Students will define drug and link to alcohol
- Students to understand society’s image of alcohol and the effects of alcohol
- Students to understand what units of alcohol are
- Students to be aware of the dangers of ‘binge drinking’

Resources

- Booklet ‘Alcohol and You’ – these are being provided – when these lessons are finished, encourage students to take the booklets out of their folders and take home
- Power point ‘Alcohol’ (PHSCE/Y9 Health/L1-4 Alcohol)
- Musical Chairs drinking statements (teacher copy only)
- Binge Drinking – U Drive PSHCE/Y9 Health/Y9 L1-1.4/Binge Drinking
- DVD Getting Hammered
- DVD Panorama ‘The Truth About Happy Hour’

Activity: Introduction

(Resource: Booklet Alcohol and You)

- Students to define what a drug is – put student definitions on board and attempt to agree a definition
- Formal definition: a drug is a chemical substance which alters the working of the mind/body
- Students to note down the definition
- Link this to alcohol

Task 1: Images of alcohol

- Ask all students to contribute a word or phrase that they link to their image of alcohol
- Note these on board – add any more that they might think of
- Note which ones are positive and which are negative – does one list contain more images than the other?
- Ask students where their images of alcohol come from – how much are they influenced by advertising?
- What age group are different adverts aimed at? (Many adverts for alcho-pops seem to be aimed at young people)
- At Christmas the number of adverts for alcohol increase – why do they think this is? Should Christmas be targeted by alcohol producers?
- Discuss how advertisers try to influence people to buy their brand

Task 2: How we are influenced by alcohol

(Resource: Musical Chairs drinking statements)

- Get students to stand in a large circle around the room
- Read out the statements from Musical Chairs’ one at a time
- If students feel that the statement applies to them they should move one place clockwise around the circle
- By the end of the statements most students will most likely have moved at least once – most more than that
- Ask them what they think this game shows
- Almost all of us have been affected by alcohol at some point, what matters is how we use it

Why do people drink alcohol?

(Resource: Power point Alcohol)

Discuss with students – put their ideas on the board and students to complete the spider diagram in their booklets – link to positive and negative words above

- Ideas can range from socialising because people like it to addiction or peer pressure

Task 3: Information on alcohol

- Play the Power Point Alcohol
- There are interactive task on the effects of alcohol and information on alcoholism
- Slide 7 – students to decide if any of these young people have an alcohol problem
- Link back to reasons that people drink alcohol

Task 4: Units of Alcohol

(Resource: Alcohol and You booklet and drinkaware website)

Read through the booklet with the students

- Top Tips
- Getting home safely
- How much is too much? – this is a page that explains what a unit of alcohol is – students to read
- Discuss how many drinks they think a person might have during an evening out – this will probably be guesswork for Y9s – I hope!
- Discuss how their estimates compare to the recommended units
Recovery process – advise students that as soon as alcohol is detected in the blood stream, the liver begins to break down the alcohol – the liver can remove about one unit of alcohol per hour.

Go to website drinkaware.co.uk/how-many-units.html

Click on the drinks to total up units consumed

Students can then work out the units consumed during their theoretical night out

Ask students to work out how long it would take the liver to remove these units from the liver.

Task 5: Binge drinking

Binge drinking is in the news a lot recently and images of binge drinking are usually related to young people.

What is binge drinking?

For the NHS, binge drinking is defined as drinking over double the amount of recommended daily units in one session. For men this is over eight units, and for women, over six. However, because individuals are all different, the rate at which they reach intoxication varies. Binge drinking is a major factor in accidents, violence and anti-social behaviour.

This is 4 pints of ordinary beer for men and 6 small glasses of wine for women – in the DVD clips you are about to see – do you think these young people have had more than this???

Discuss with students – are the government guidelines realistic?

Do they think that young people aged 15-17 usually stay within these guidelines?

Binge drinking

(ResourceManager: U Drive PSHCE/Y9 Health/Y9 L1.1-1.4/Binge Drinking)

Play the YouTube clips in the Binge Drinking folder – these are government adverts about binge drinking – discuss student reaction.

DVD Getting Hammered – this has a menu at the front – to come out right click the picture – DVD Options – Menu

I suggest

Ray and Stacey
Rays 16th

Medical Research Options – this is from the top 20 most dangerous drugs – notice alcohol is no. 5

Plastered

These are all short and the others are rather technical and the brain damage is covered next lesson.

Alcohol and Health Risks

(ResourceManager: Booklet Alcohol and You)

See page in booklet – discussion how too much alcohol affects the body – look through these pages and discuss.

Highlight the link between safety and drinking

Highlight the link between unwanted pregnancy and sexually transmitted infection and alcohol

This leads into the next lesson – Basic Instinct.

If it all goes wrong

(ResourceManager: Alcohol and You booklet, DVD Panorama The Truth About Happy Hour)

Read through the relevant page in Alcohol booklet

Ensure that students know what the recovery position is – explained in booklet

Get students to demonstrate on each other!!

If you have time and want more information on binge drinking use the following:
Play the DVD Panorama on Binge Drinking
This is 30 minutes

Discuss what they have seen

Go back to the reasons for drinking alcohol – how do these relate to the video.
USEFUL CONTACTS AND SOURCES OF INFORMATION

Youth-friendly websites offering advice on alcohol:

Talk About Alcohol talkaboutalcohol.com
Here you'll find quizzes, interactive games and facts about alcohol.

The Site thesite.org

Talk to Frank talktofrank.com

Regarding dependency and alcohol problems, the following sites could help:

ADFAM Provides information and advice for families of alcohol and drug users. The website has a list of local family support services.
Tel: 0207 553 7640 adfam.org.uk

Alateen Part of the Al-Anon fellowship and has been developed for young people, aged 12 to 20, who are affected by a problem drinker.
Tel: 0207 403 0888 al-anonuk.org.uk

Addaction Provides treatment, help and advice about alcohol and drugs for young people and adults. It manages more than 120 services in 80 locations in England and Scotland.
Tel: 0207 251 5860 addaction.org.uk and youngaddaction.org.uk

Drinkline If you’re worried about your own or someone else’s drinking, you can call this free helpline, in complete confidence. They can put you in touch with your local alcohol advice centre for help and advice.
Tel: 0800 917 8282 (24 hour helpline)

For parents:

Parentline Plus Offers support and information for anyone parenting a child, and runs parenting courses.
Tel: 0808 800 2222 familylives.org.uk

Got a teenager?

Drinkline

For more information on drinking guidelines and being a good parent you will find plenty of good advice via:

Talk About Alcohol This website has advice on how to talk to kids, a quiz to check parents are alcohol aware and more. talkaboutalcohol.com

Drink Aware A website with responsible drinking materials for adult consumers, offering general information and advice about alcohol issues, including a drinks ‘unit calculator’.
drinkaware.co.uk

Drinking and You A website linking to all responsible drinking websites for consumers all over the world, giving information on drink drive laws, legal drinking age and sensible drinking guidelines for the UK and Internationally. drinkingandyou.com

NHS live well A website and information campaign for consumers on responsible drinking coordinated by The Department of Health and the NHS.
nhs.uk/Livewell/alcohol/Pages/Alcoholhome.aspx

If you have any feedback or comments regarding this guide or the web materials on talkaboutalcohol.com or alcoholeducationtrust.org please email helena.conibear@aim-digest.com or jane.hutchings@aim-digest.com
If you would like to join the mailing list for updates and new resources, please email jane.hutchings@aim-digest.com
If you would like to be involved, or make a donation to help support our important work, please visit alcoholeducationtrust.org and click on donate.