

TALK ABOUT ALCOHOL

TEACHER MANUAL AND GUIDANCE

Delaying the onset of drinking and reducing alcohol-related harm by building resilience and life skills for 11 to 18 year-olds



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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 lesson plan ideas, worksheets and games, provides engaging activities for 11 to 18 year-olds (with extra resources specifically aimed at 16+). Each chapter covers a key topic, the resources are designed in such a way that you can 'pick and mix' different ideas and each activity is stand alone. All resources are downloadable as pdfs from alcoholeducationtrust.org teacher area (organised by Year Group options too).

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

Sign up for our free half-termly newsletter at alcoholeducationtrust.org/teacher-area/teacher-newsletter.

Link to our bespoke advice for parents and newsletter via: alcoholeducationtrust.org/parent-area

Follow us on Twitter [@talkalcohol](https://twitter.com/talkalcohol) or facebook.com/talkaboutalcohol

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FOREWORD

This teacher workbook 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 aged 11 - 18 and their parents, and
- ii) to provide engaging, evidence based resources and lesson plans for teachers suitable for various ages, abilities and experience that have been fully evaluated and shown to effectively improve outcomes for young people.

The Alcohol Education Trust charity trustees include experienced teachers and specialists in PSHE, an ex Head of Department from a large Greater London secondary school, and a Head of Department from a 0-19 academy in one of the highest areas of multiple deprivation in England.

The purpose of this workbook is to provide adaptable materials to suit the knowledge and experience of young people aged 11-18 (supported by our websites). In addition to this workbook, we also produce an enhanced [workbook of picture and story led activities for SEN teaching](#). By making these resources available, The Alcohol Education Trust aims to work towards a more responsible drinking culture in the UK, by ensuring young people are able to make informed choices based on knowledge about units and guidelines, alcohol and the law, alcohol and its effects, how to stay safe and how to resist peer pressure.

Results of evaluation of this *Talk About Alcohol* programme 2011-15 by NFER show that our resources significantly help raise the age at which young people start drinking, an effect that strengthens over time. We also aim 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 - 18 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. Our aim is to achieve The Chief Medical Officer guidance for young people that "an alcohol free childhood is the healthiest and best option, and if children do drink alcohol, they should not do so until at least age 15 years-old" (see full guidance on [page 21](#)). Those who drink regularly before the age of 15 are 7 times more likely to be in a car crash because of drinking and 11 times more likely to suffer unintentional injuries. Young people drinking frequently or at high levels at age 13, 14 and 15 have a 9-fold increased risk of reporting harmful drinking at age 16.

The *Talk About Alcohol* 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 school nurses 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 'DfE and ACPO Drug Advice for Schools'¹ strongly recommends that schools 'develop a drugs policy which sets out their role in relation to all drug matters – this includes the content and organisation of drug education, and the management of drugs and medicines within school boundaries and on school trips. As it does not include references to the curriculum, teaching or PSHE and is much more about responding to drug related incidents etc., we recommend that schools access the links in [further sources of information](#) on p2 for planning and guidance on schemes of work for PSHE.

The harm minimisation approaches used by The Alcohol Education Trust and Talk About Alcohol

DO NOT

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

DO

- o assume that the majority of students will drink alcohol at some time in their lives
- o assume that whether drinkers or non-drinkers, young people will be affected by the behaviour of those who do drink
- o acknowledge that some young people do choose to drink
- o identify non-use as a viable choice in minimising harm
- o acknowledge that many young people spend time with peers or adults who are drinkers, so aim to educate both for the present and the future
- o 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
- o 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
- o aim to promote responsible choices about alcohol use within the context of a healthy lifestyle
- o include a focus on emotional, social and financial harms as well as physical harms
- o use the nationally recognised Chief Medical Officers' (CMO) guidelines and statistics
- o fit within the KS3, KS4 and KS5 framework.

The importance of evidence based prevention

In recent years, drug prevention researchers and practitioners have agreed on 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' evenings) and the provision of balanced, non-judgemental information, allowing pupils to make fully informed choices. It should avoid scare tactics, 'top down' approaches and one off sessions on a topic (See [further sources of information](#)).

Research demonstrates that alcohol use for many adolescents forms part of their lifestyle and social lives. The approach of the Alcohol Education Trust is holistic: one of early prevention moving to harm minimisation, providing both drinkers and non drinkers with strategies for reducing harm occurring, as well as incorporating important non-use and delayed use strategies.

Between 2011 and 2013, the *Talk About Alcohol* resources were evaluated in 15 intervention schools and 15 match control schools across England by the National Foundation for Educational Research (NFER). They were found to significantly delay the onset of drinking in years 8 and 9 and improved knowledge, with pupils rating PSHE as the most useful source of information on alcohol as a result. A final follow up in 2015 reinforced the significance of Talk About Alcohol's effectiveness in delaying the onset of drinking, a significant effect that strengthened as the students got older.

The *Talk About Alcohol* programme is PSHE Association quality assured, recommended at EU level by The European Platform for investment In Children (EPIC) and is selected as one of the UK's top 70 most effective programmes by the Early Intervention Foundation. You can read the NFER results and the also the Mentor Adepis CAYT evaluation, the only programme to be awarded 3/3 for effectiveness, via alcoholeducationtrust.org/teacher-area/evaluation-case-studies/. See also [Appendix 2, suggested lesson plans by year group](#) based on the AET evaluation findings.

PSHE lead and training

The Alcohol Education Trust understands that teaching time and finances available for PSHE are limited in many schools. Therefore, in many cases hard copies of the Teacher Workbook, SEN resources and presentations to parents in school can be provided free for schools due to local commissioning, grants or support. For others, we keep costs as subsidised as possible and resources are available for free via alcoholeducationtrust.org as downloadable pdfs with interactive and complementary activities for teenagers in our Online Learning Zone, 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 demonstrates that teachers of health and drug education often lack adequate training and confidence when teaching drug education and other health issues to their class. Ofsted in 2013 found PSHE to be 'not yet good enough' and alcohol education provision to be below standard in 40% of the secondary schools it assessed.

The PSHE Association provides PSHE curriculum guidance and organises CPD modules on the PSHE module of drugs, alcohol and tobacco. The AET provides tailored CPD training on alcohol across England. For more details email kate@alcoholeducationtrust.org

Assessment for learning

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

References

1. DfE and ACPO Advice for Schools 2012
alcoholeducationtrust.org/wp-content/uploads/2015/07/DfeACPOadvice.pdf

Further sources of information

DfE PSHE education: a review of impact and effective practice March 2015
gov.uk/government/publications/pshe-education-a-review-of-impact-and-effective-practice

DfE policy statement on relationships education, relationships and sex education, and personal, social, health and economic education
gov.uk/government/publications/relationships-education-rse-and-pshe

National PSHE CPD Programme
babcock-education.co.uk/45/PSHE-CPD

Personal, Social, Health and Economic (PSHE) education survey visits
alcoholeducationtrust.org/wp-content/uploads/2015/07/ofstedPSHE.pdf

Public Health England - Promoting children and young people's emotional health and wellbeing: a whole school and college approach (2015)
gov.uk/government/publications/promoting-children-and-young-peoples-emotional-health-and-wellbeing

Drug and Alcohol Education in Schools (2013)
alcoholeducationtrust.org/wp-content/uploads/2015/07/mentoradepis.pdf

We hope you find this workbook and alcoholeducationtrust.org useful, engaging and informative. We welcome feedback and ideas for other resources, please ring 01300 320 869 or email kate@alcoholeducationtrust.org.

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Keith Newton ACA

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GETTING STARTED

The importance of the school environment

There is no environment other than schools where we can guarantee that almost 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 and carers, schools have the greatest potential to influence the future behaviour of students.

Headteacher or PSHE Lead

General recommendations for good practice

- o 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. This may include all PSHE areas and OFSTED requirements and will help show evidence of health and wellbeing as well as safeguarding outcomes for the School Development Plan, OFSTED, etc.
- o If possible, demonstrate using alcoholeducationtrust.org which carries all the lesson plans and worksheets and circulate the booklets [Alcohol and you](#) and [Talking To Kids About Alcohol](#). (To order email kate@alcoholeducationtrust.org).

- o Share resources and ideas with other schools and PSHE providers.
- o Consider organising a feedback session with year groups. You could put on an exhibition of posters designed by the pupils and invite the parents or include a *Talk About Alcohol* parent talk as part of a parents' or Meet The Tutor evening. Email kate@alcoholeducationtrust.org to organise.
- o Make parents, pupils and teachers aware of the School Alcohol Policy as part of the programme. You can find a model at alcoholeducationtrust.org/teacher-area/school-alcohol-policy/, see also [Appendix 1 - School Alcohol Policy notes](#).
- o Ensure all teachers providing PSHE can signpost to local services and sources of help
- o Ensure you have a governor lead for PSHE/ health and wellbeing.

Ground rules

For all topics in PSHE, it is recommended that ground rules are referred to at the beginning of each lesson, which should include respecting each other's opinion, asking questions in turn, neither disclosing personal information nor asking personal questions.

Signposting

Lessons should include signposting to within school, local and national organisations for help for those who may have concerns about alcohol and its effects on themselves, their friends or family.

Question box/ 'Ask it basket'

It is good practice to have a question box, an 'ask it basket' where students can post questions about anything worrying them and you will do your best to answer them in a subsequent lesson. Make it clear that you have a duty to disclose any safeguarding issues but you are there to support, refer and inform as appropriate.

Philosophy

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 materials also emphasise the

harm that the misuse of alcohol causes in society and that alcohol is a drug that is potentially addictive.

'PSHW can improve the physical and psychosocial well-being of pupils. A virtuous cycle can be achieved, whereby pupils with better health and well-being can achieve better academically, which in turn leads to greater success.'

(Department for Education (2015) overview of the impact of PSHE education).

Learning objectives

To understand

- o how alcohol affects the body (short and long term).
- o units of alcohol and the strength of different alcoholic drinks.
- o how long alcohol stays in your system and what factors affect this.
- o alcohol related law and the life changing consequences of breaking laws.
- o the social norms surrounding the frequency and acceptance of drinking to drunkenness.
- o that alcohol is a drug that is potentially addictive.
- o the nature and scale of the societal impact of excessive drinking.

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 Alcohol Education Trust are:

- o to delay the age at which teenagers start drinking, with the aim of achieving the Chief Medical Officers' (CMO) guidance that an alcohol free childhood is the best option
- o to help ensure that when or if they choose to drink, teenagers do so responsibly
- o to reduce the prevalence of excessive drinking and the antisocial consequences of drunkenness and the associated risk taking and health harms.

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

- o Make a time plan based on the number of hours timetabled for alcohol and distribute it to colleagues involved. We recommend 4 in year 8 and 2 in year 9. (See the recommended year group lesson planning on [page 107](#)).

Photocopy the relevant resources from this book, or they can be downloaded from alcoholeducationtrust.org, ordered by year group recommendation or by subject.

- o Assess the space allocated for PSHE, regarding computer access or the need for photocopied resources.
- o Lessons should combine a baseline icebreaker activity, information, skills and activities. Skills-based teaching that involves students in practical activities increases their 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 important experience that they can take with them to real life situations. Each area of our website highlights relevant activities and film clips.
- o 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.
- o Be sensitive to pupils whose parents have a drink problem, are alcohol dependent or get drunk in front of them. (See [Useful contacts and sources of information](#) on the inside 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. Using props such as a blow up microphone, a ball or dice to randomly allow students to speak in turn can be helpful in avoiding more vocal students dominating. 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.

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 ground rules at the outset for the discussion, such as avoiding personal disclosure and having a questions box. Students may want to add or remove ground rules as different topics are discussed.

Asking questions

Join in yourself - By joining in the discussions and giving oral, relevant examples, you can encourage active participation. Assessing pupils' perceptions and knowledge before imparting information is key. These are what we call baseline or icebreaker activities, see [page 7](#) for ideas and activities.

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' film clips and 'ice breaker' activities available on [alcoholeducationtrust.org](#) to help get the conversation going.

The right to pass - If you ask about 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 is to give the group the security and confidence it needs to encourage interpersonal skills and respect for different lifestyles and opinions.

Set goals

The recap sessions - games and activities 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. Leaving enough time at the end of the lesson to allow feedback and evaluation of what has been covered or what else pupils would like to know will help you plan and assess knowledge gain. Again a prop such as a beach ball, foam dice or blow up microphone can be passed with a question such as 'what fact most surprised you today' or 'name a new piece of Information you learnt today'. This can be done in small groups, on post It notes etc.

Skills and group activities

Different methods

The *Talk About Alcohol* programme and its websites [alcoholeducationtrust.org](#) and [talkaboutalcohol.com](#) consist 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 or in smaller groups around several tables, 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.

- o 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.
- o 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.
- o 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. A pupil 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 important, therefore, 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...?"

The ideal intervention: The Alcohol Education Trust evaluation findings and PSHE lesson planning for alcohol by year group

Between 2011 and 2013, The Alcohol Education Trust resources were evaluated for their effectiveness by The National Foundation for Education Research (NFER) across 30 schools in England. Even more importantly, a NFER follow up among 900 of the students in the same schools when aged 15/16 in 2015 found the significant delay in onset of drinking strengthened as the students got older.

We tried to reflect the squeezed timetable in which PSHE features and so required schools to teach 4 lessons on alcohol in Year 8, with two further lessons in Year 9, with pupils spending 1 hour on talkaboutalcohol.com and viewing the BBC 'Just A Few Drinks' films and associated activities.

The results (awarded 3 out of 3 for the programmes effectiveness by the Department for Education appointed CAYT) found a significant delay in the uptake of drinking by the 2,000 pupils who had received the Alcohol Education Trust lessons, a significant improvement in knowledge, and pupils found the PSHE lessons the most useful source of information on alcohol. You can read the results at alcoholeducationtrust.org/wp-content/uploads/2014/10/CAYTTAA.pdf and alcoholeducationtrust.org/wp-content/uploads/2015/09/TAA-nfer-full-report.pdf

Teachers were asked to deliver the following modules:

Year 8

Assessing Knowledge - ([Crossing the circle](#), [The decision whether to drink or not](#), plus option of [How well do you know your age group?](#))

Units and guidelines - including demonstrating units with measure cups and containers in class and using the [Alcohol clock game](#).

Alcohol and its effects physical and social - including the [Short term effects of alcohol](#) and the [Long term effects of alcohol](#) sheets, using the [How too much alcohol affects the body](#) sheet and the [Interactive body](#) via alcoholeducationtrust.org (alcohol and its effects, lesson planning).

How much is too much? Getting the balance right - including the [full version](#) sheet and [How much is too much - getting the balance right lesson plan](#), and [The party lesson plan](#). Recommended viewing: UK government binge drinking film clips for [males](#) and [females](#) via alcoholeducationtrust.org (alcohol and its effects, ice breakers).

Year 9

The Law - explaining the [Alcohol and the law information sheet](#) and using one or two activities from the [Alcohol and the law teacher notes](#).

Staying safe - using the BBC2 Learning zone Just a few drinks film clips (Anna's story and Alan's story). Option of using Think For Yourself the from the online Learning Zone, talkaboutalcohol.com (now replaced by [Brave the Rave](#) and [The Chimp Shop Game](#)). Optional use of [the quiz](#), if there was time. Year 9 students were also given a copy of the [Alcohol and you leaflet](#) (order from kate@alcoholeducationtrust.org).

You may prefer to move this planning to Years 9 and 10, but the 'tipping point' that is crucial for pupils as regards alcohol education is age 13 –14. By this time a majority of students will have had their first whole alcoholic drink (age 13 and a half in a supervised environment, age 14 and a half in a public place/ house parties). Whatever year group you are planning to teach, we have laid out suggested lesson plans and ideas for you by subject and also by year group in [Appendix 2 - Lesson plans and activities by year group](#) and at alcoholeducationtrust.org.

Figure 5: Have you ever had a whole alcoholic drink?

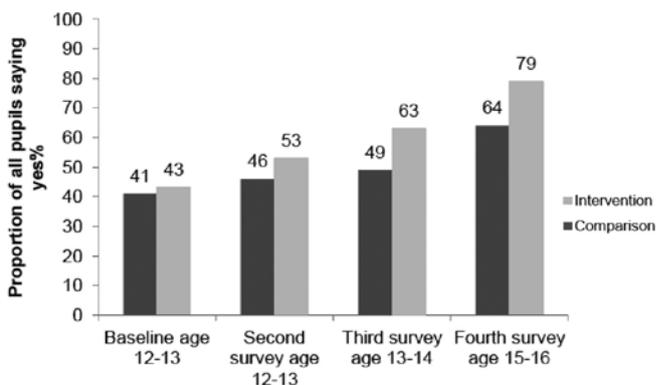
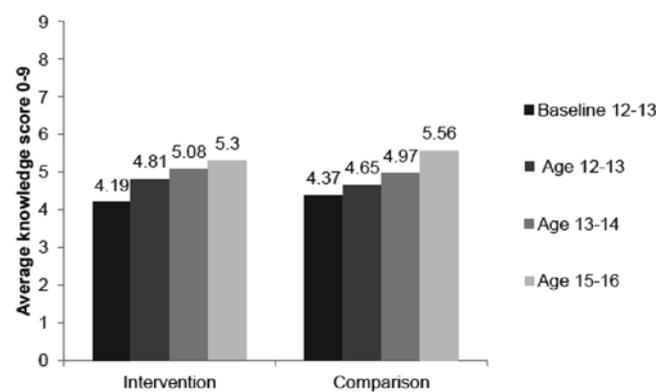


Figure 7: Average knowledge scores (0-9) across all students



AET Talk About Alcohol awarded 5/6 for quality of evaluation and 3/3 for effectiveness of the programme



SECTION 1

ASSESSING KNOWLEDGE - HOW MUCH DO YOU KNOW ABOUT ALCOHOL?

This session of icebreaker and baseline activities is important to 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 gives 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.

We suggest you use an ice breaker game and quick fire questions to help overcome reluctance to talk about attitudes to drinking. If you have online access, please visit our Online Learning Zone, talkaboutalcohol.com for activities for the class, such as **Fact or Fiction** or **Test your knowledge** and alcoholeducationtrust.org to download any of the resources in this workbook.

Note: Do remember that in 2016, 56% of 11 - 15 year-olds in the UK hadn't drunk alcohol – so don't presume your pupils are all drinking. Gauge the knowledge and experience of your class first. Only 15% of 11 year-olds have had a whole drink. In 2016, 1 % of 11 year olds and 24% of 15 year olds reported drinking in the last week, with 6% of 11 - 15 year-olds drinking at least weekly.



[Test Your Knowledge activity on talkaboutalcohol.com](http://talkaboutalcohol.com)



[Fact Or Fiction activity on talkaboutalcohol.com](http://talkaboutalcohol.com)

Icebreaker and base line activities suitable for alcohol education

The 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 too much alcohol is..."

- that you can easily make a fool of yourself
- that you can end up in a fight
- that it's bad for you
- 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.

4 hoops with different options or scenarios within

A variant on this method is to use 4 hula hoops and have different scenarios or pieces of information in the hoops, divide the group into four sub groups and ask them to go to each hoop in turn and discuss the information within, ask them to make a decision as to whether the information is true or false. For example, one hoop could say alcohol is a stimulant, the other alcohol is a depressant a third that it is a pain killer (analgesic) and a fourth that it is hallucinogenic. The group can then sit in a circle and each sub group discusses what they thought and why. This activity can be used for different types of drinks and the number of units in them, or different laws, to discuss misconceptions and to build knowledge in a exploratory way.

Opposites

Create a range of laminated cards featuring 'opposites', such as healthy and unhealthy, safe or unsafe, legal and illegal, high risk and low risk, true or false. Place them at opposite ends of the room. Prepare different statements to read out and ask students to stand where they think the correct answer is: they can stand in the middle of the room if they are unsure, or towards one end if they are inclined to think one

thing or another. So for legal or illegal you can read out "Someone under 18 can ask a friend over 18 to buy alcohol on their behalf" or for high risk low risk "Peter has a bowl of pasta at home before heading off to his classmates 18 birthday with two friends. They head off to the party and have a couple of beers..." You can also build a story, according to your aims - How did they get home? How many units did they drink? Did they eat? Did they stick together? Were parents there? Were they of legal drinking age? What type of drinks did they choose? Did they break any laws?

Ask the students to respond by moving to their chosen 'opposite' at relevant breaks in the story. (Was this legal/illegal? Was this healthy/unhealthy, etc). You will need to adapt this activity according to the age and experience of the group. You can also ask students to come up with their own scenarios and rank them using the 'opposites cards'.

Crossing the circle

Crossing the circle or a show of hands are carried out as follows: All participants stand in a circle. The supervisor reads out clear and simple statements and the participants assess them. Those who agree with the statement or have experienced the question cross the circle. Those who do not agree or are uncertain of their response remain in the same spot. Sometimes students can show a lack of interest and remain still. 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 'crossing the circle' or '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.

The questions should be asked 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.

Statements must be prepared before the lesson. Write down statements for the students to take stances on and rearrange the room to give a clear space.

For an example of the hot seat show of hands methodology, see the Crossing the circle - How we are influenced by alcohol game on [page 12](#).

Conscience Alley

This activity is suggested for ages 11- 14 as older children may find too many persuasive answers to try a risk taking behaviour. Divide the group equally into two and ask them to face each other about a metre apart and ask for a volunteer to walk down the alley. One side can be called 'goodies' and the opposite side 'baddies'. Ask the volunteer to read out a prepared statement such as "you're at the party and an older boy offers you some alcohol to try" or "you plan to go to a 16th Birthday party and a friend's older sister has offered to buy a bottle of vodka for you to take." You give the group five minutes to think about what advice they would give the volunteer and then ask them to walk down the alley with an 'goodie' or 'baddie' alternatively giving them advice as to the decision they should make. Hence an 'goodie' may say "Don't do it, because you're asking them to break the law, or you're parents would go crazy if they found out" and the 'baddie' might say "Go on, I'm taking some from home too", or "Yeah, it'll be much more fun if you do". This activity reflects the true peer pressure that young people can face and offers an excellent opportunity to talk about risk taking and planning answers to resist peer pressure.

The Talk About Alcohol Online Learning Zone talkaboutalcohol.com

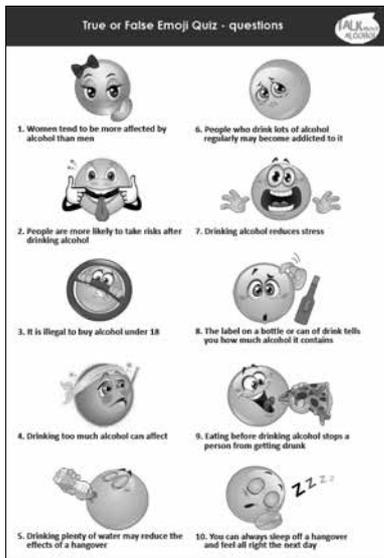
Ask students to visit the [personality quiz](#) in our Online Learning Zone, talkaboutalcohol.com to work out what type of person they are - do they lead or follow the crowd, what would they do in certain situations? There is also [Test Your Knowledge](#) where you can see how much students know - See what they score out of 10 and identify what questions they are confused or unsure about and use this information to plan your lessons.



[Personality Quiz from talkaboutalcohol.com](#)



[Test Your Knowledge Quiz from talkaboutalcohol.com](#)



[True or False Emoji Quiz from SEN Workbook](#)

The decision on whether to drink or not

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 ok 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?

TALK ABOUT ALCOHOL

The decision on whether to drink or not

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

? Belonging
It helps me feel part of the group

? Responsibility
Looking after the safety of others

? Cost
Can I afford it?

? 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?

? Taste
Do I like it?
? Curiosity
- What's it like?

? Fitness
Will it affect my sporting performance?



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

? Trust
Keeping my promises to my parents

? Side effects
Combination with other drugs / medications?

? Health harms
More risks when underage

? Calories
Is this part of my diet?

? Who am I with
Family/ friends/ strangers?

? Religion and beliefs
Is it right for me?

? Allergy
Will I be allergic to alcohol?

? Confidence
Will it help me mix and make friends?

? Pregnancy
Do I know the risks?

? Romance
Will it make me attractive, or make me be embarrassing?

? My age
Breaking the law and the effect



? Getting hurt
Accidents, fights

The decision on whether to drink or not, PSHE 11 - 14 (accompanying notes for pictorial worksheet)

Begin the session by asking

Do you know what alcohol is?

Ask students to write down their answers on post it notes or pieces of paper for class discussion.

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 104](#)). Alcohol is a legal drug, a drug is defined by the UN as something you take that changes how you think feel or act. Alcohol is a depressant, in that it slows down your nervous system and alters your mood, behaviour, judgement and reactions. If abused, it can lead to dependency or addiction

What is your general attitude towards alcohol?

Good (e.g. celebration, relaxation, sociable, etc.)

Bad (e.g. health risks, personal risks such as accidents, violence and disorder, addiction).

Think about how much, with whom and where.

Have you ever come into contact with alcohol?

(e.g. had some, seen adverts, seen it in the shops, parents drink at home, etc.)

Who do you listen to in alcohol-related issues?

(e.g. parents, siblings, friends, adults, peers, etc.)

What do you know about the dangers of alcohol, especially when underage?

(e.g. alcohol poisoning, accidents, becoming violent, underage sex, in trouble with police and parents).

Crossing the circle ice breaker activity - 'How we are influenced by alcohol' game

This activity can be done through a rapid fire 'hot seat format'. You can adjust the statements according to the age group.

Get students to stand in a large circle around the room

1. Read out the statements listed below one at a time.
2. If students feel that the statement applies to them, they should cross the circle to the other side.
3. By the end of the statements most students are likely to have moved at least once – most more than that.
4. Ask them what they think this game demonstrates.

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

Statements

For younger students:

You've seen adverts for alcohol
You can name five brands of alcohol (Bacardi, Smirnoff, Carlsberg, Stella, Blossom Hill, etc.)
You can name five different kinds of alcohol (beer, wine, spirits, cider, alcopops, port, sherry, gin, vodka etc.)
You've tried alcohol (may want to say – this was at home, at a party, with friends or adults, etc.)
You've seen someone in your age group who's been drunk
You have friends of your age who drink quite a lot
You've seen alcohol featured in soaps and films
You've read/seen documentaries about drink drive/ binge drinking risks
You know who to ask to buy alcohol for you
You've been in a pub
You know someone who's had a hangover in the last month
You know about the health harms of drinking too much alcohol
You've heard about alcohol, but have never tasted it
You know someone of your age who has had a whole alcoholic drink in the last week
You've seen adverts about the dangers of drinking too much

For older students you may wish to add in some of the following statements to assess experience:

You've had or been to a house party
You have been to, or are planning to go to a festival
Your liver is affected by heavy drinking long term
You think it's ok for someone of your age to drink alcohol with their friends
You think drinking too much can affect your school work and chances of getting good grades
There are about 2 units in a pint of beer, a double shot of vodka and a medium glass of wine
You feel confident in resisting peer pressure around drinking
You have friends your age who've been drunk in the last month
It's against the law to ask someone to buy alcohol on your behalf if you are under 18 years old
You have helped a friend get home safely when they have had too much to drink.

The decision on whether to drink (answers for pictorial worksheet)

We advise you to download or photocopy [the decision on whether to drink or not blank sheet](#), (page 10, or 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 [completed answer sheet](#). You will notice that the answers given on the answer sheet (page 11, or online 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.

Activity

If you just ask 'Why do people drink?' 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.

Instead we recommend that you:

- o Divide the class into groups and ask each group to think about one of the questions below.
- o Ask them to rank the reasons as high or low risk. You can ask pupils to use post-it notes, then come up and place them on a low/medium/ high risk continuum.
- o Discuss these motivations.
- o Introduce the notion of how the decision to consume alcohol is associated with different reasons: where you drink (safety issues – home re 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.
- o 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.

Question 1: Why do you think most 11 - 15 year-olds choose not to drink?

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, it's against the law, 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.)

Question 2: Do 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

Those 13 - 14 year-olds who drink do so 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.

Question 3: Why do many adults choose to drink?

Answers may include: to relax, be sociable, unwind, forget worries, stress, to feel more confident.

Question 4: Where do people choose to drink?

At this point you can use the risk continuum, whereby you ask children to rank the reasons for drinking and places where people might drink as high risk, medium risk or low risk. Hence drinking in the park might be chosen as 'high risk', whereas drinking as an adult to relax might be categorised as 'low risk'. The class can discuss why a child has opted for a particular choice and you can help lead the discussion and debate

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 that 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. It is also dehydrating.

Combination?

Never mix alcohol with drugs - either prescribed drugs, unless cleared with your doctor - or illegal drugs including novel psycho active substances (legal highs).

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.

Health risks

LDAs 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, so binge drinking in particular will cause even more harm than for an adult. Alcohol, when it is broken down by your body, makes toxins (poisons). Drinking too much too fast, especially when young, can lead to alcohol poisoning, coma or even death.

The earlier the age at which children drink, and the more they drink, the greater the risk of injury and trying other risky things... exam results and attendance suffer too.

Getting hurt - accidents, fights

As alcohol affects judgement, coordination, mood, reactions and behaviour, you are more vulnerable to hurting yourself or someone else if you have been drinking, especially if you're underage. 50% of 15 year-olds who drink have suffered negative consequences such as an argument, fight, theft or assault (NHS Information Centre 2010).

It is legal to drink under parental supervision from the age of 5 to allow parents or carers 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 or carer'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 29](#).

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

TEACHER NOTES

Fact or fiction?

(PSHE 11 - 14 worksheet 4)

Target age group: 11 - 14 year-olds

Structure: 1 lesson

Preparation: Download/photocopy [Fact or fiction question](#) sheet and [detailed answers](#).Access to the Internet: talkaboutalcohol.com

Objectives

- o 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 their answers and inviting challenges from others.

Alternatively, [the quiz, page 98](#), could be a good way of getting students to research the answers by looking at the information in Online Learning Zone, talkaboutalcohol.com.

How well do you know your age group?

(PSHE 14 - 16 worksheet 5)

Target age group: 14 - 16 year-olds

Structure: 1 lesson

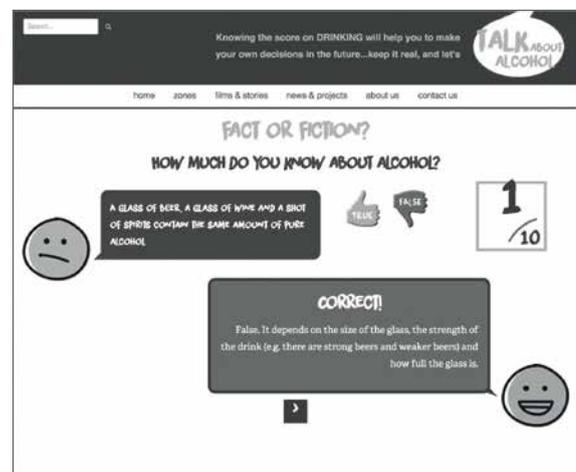
Preparation: Download/photocopy [How well do you know your age group?](#) sheet and [accompanying answers](#).

Objectives

- o To dispel myths about alcohol and young people.
- o To allow young people to compare their own behaviour with the norm.
- o To encourage young 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 students 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.



FACT OR FICTION

PSHE 11-14 WORKSHEET 4

QUESTIONS

Before you try this activity, you might want to look at the fact zone in our Online Learning Zone, talkaboutalcohol.com. 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.

FACT OR FICTION

PSHE 11-14 WORKSHEET 4

ANSWERS

- 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. Hangovers are best avoided in the first place by limiting your drinking to within the responsible guidelines, pacing drinks with non-alcoholic ones and eating before or when drinking or not drinking at all.
- False.** The amount of alcohol is usually shown on the drink container, but you can calculate it yourself. $\frac{1}{2}$ pint = 1 unit, 1 shot = 1 unit, 1 pint OR double vodka OR glass wine = 2 units.
- 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.
- False.** Eating before drinking slows down the absorption of alcohol into the bloodstream, but doesn't stop it.
- 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 recover. Of course, the best thing is to avoid a hangover in the first place by sticking to the recommended guidelines or not drink at all.
- True.** Alcohol affects judgement so, after drinking alcohol, people tend to have fewer inhibitions and this can lead to risky behaviour.
- True.** Someone who regularly drinks an excessive amount of alcohol may have to drink more to get the same effect, and this can lead to addiction.
- True.** Alcohol is distributed around the body in water. The female body has less body water and less of the enzyme which breaks down alcohol in the stomach and liver than the male body. So, alcohol concentrations are higher in females and therefore girls tend to get drunk faster than boys.
- True.** The UK government advises women to avoid alcohol in pregnancy. Because alcohol crosses the placenta, there is no 'safe' level of drinking if you are pregnant, as it can harm the developing foetus and increase your risk of miscarriage. Heavy drinking during pregnancy can lead to a range of abnormalities called FAS (Foetal Alcohol Syndrome) affecting your child for life. See fasaware.co.uk for more information.
- 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, regular heavy drinking can lead to numerous diseases, such as cancer and liver cirrhosis, which can be fatal.

Most young people drink responsibly, but the ONS survey 'Adult drinking habits in Great Britain: 2005 to 2016', found that 12% of 16-24 year olds reported extreme binge drinking on their heaviest drinking day in the previous week (more than 12 units for men and more than 9 units for women) increasing short term personal risks such as accidents and alcohol poisoning. The Nuffield report, 'Alcohol-specific activity in hospitals in England', published in 2015 found that there were 65,882 attendances for alcohol poisoning at Hospital Accident and Emergency departments in England in 2013-14 and 407 people died from alcohol poisoning in the UK in 2016.

The Health Survey for England, 2015 found that 3% of all men over 16 in the UK reported drinking more than 50 units a week and 2% of women reported drinking more than 35 units a week. Drinking at this level increases your risk of cancers (colon, breast, upper digestive tract), heart disease and alcoholic liver diseases long-term. That's why in 2016, 7,327 people in the UK died as a direct consequences of alcohol misuse, mainly from alcoholic liver disease.

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

PSHE 14-16 WORKSHEET 5

QUESTIONS

Do you know how many young people drink regularly in the UK and around the world? Or how much they drink on average?

Two international studies look at youth drinking every 4 years. The 'Health Behaviours in School Aged Children' (HBSC) study follows trends among 11-15 year-olds in 45 countries and the 'European School Survey Project on Alcohol and other Drugs' (ESPAD) has followed 15-16 year-olds in 36 countries since 1995. The HSCIC 'Smoking, Drinking and Other Drug Use Among Young People in England' survey (11-15 year-olds) is carried out every year.

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

ACTIVITY ONE

- In England, what percentage of 11 - 15 year-olds have tried alcohol?
 - 85%
 - 44%
 - 60%
- In the UK, how many 13 year-olds drink alcohol at least once a week?
 - less than 10%
 - 34%
 - 25%
- Are young people in England drinking more or less than 10 years ago?
 - Less
 - More
- Do you think that we drink more than other teenagers in Europe?
 - Yes
 - No
- What percentage of 15 year-olds drink at least once a week in the UK
 - 50 - 60%
 - 30 - 40%
 - 10 - 20%
- Across Europe what proportion of 16 year-olds have consumed five or more drinks at least once in the last 30 days?
 - 35%
 - 43%
 - 17%
- On the last drinking occasion, which of the 3 countries below reported the highest consumption?
 - Denmark
 - Poland
 - Romania
- Do you think...
 - Teenagers drink in different ways in different countries? YES / NO
 - Girls are catching up with boys? YES / NO
 - That more boys drink to get drunk than girls? YES / NO

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

PSHE 14-16 WORKSHEET 5

ANSWERS

1. In England, what percentage of 11 - 15 year-olds have tried alcohol?

b) 44%

56% of 11 - 15 year-olds haven't drunk alcohol in England. At age 11, more than 99% of girls and boys don't drink alcohol regularly and just 2% of 11-15 year-olds have been drunk three or more times in the past 4 weeks. (HSCIC 2016)

2. In the UK, how many 13 year-olds drink alcohol at least once a week?

a) less than 10%

At age 13, 98% of boys and girls don't drink weekly in England and Scotland (94% in Wales). (HBSC 2014)

3. Are young people in England drinking more or less than 10 years ago?

a) Less

In England 19% of 11-15 year-olds were drinking weekly in 2003 - In 2016 the figure was just 6% . Among 11-15 year-olds, 24% of girls and 26% of boys reported consuming alcohol in the past week in 2003. The figure for 2016 was 11% for girls and 9% for boys. (HSCIC 2016)

4. Do you think that we drink more than other teenagers in Europe?

a) Yes

Teenagers who drink in the UK don't drink any more frequently than the average for countries across the EU, but the percentage of teenagers who have been drunk at least twice in England, Scotland and Wales is well above average for the EU. (HBSC 2013 /14)

5. What percentage of 15 year-olds drink once a week in the UK

c) 10 - 20%

At least 85% of 15 year-olds don't drink weekly or get drunk despite what the media might say. The HBSC study published in 2015 found that 12% of 15 year-olds girls in Wales and 14% of boys, reported drinking at least once a week. For Scotland 11% of girls and 16% of boys and for England 10% of girls and 12% of boys. The average across the European countries studied was 9% for girls and 16% for boys - 13% overall. (HBSC 2013/14)

6. Across Europe what proportion of 16 year-olds have consumed five or more drinks at least once in the last 30 days?

c) 35%

In 2015, 35% of 16 year-olds in Europe reported heavy episodic drinking during the last 30 days. This drinking pattern was found more often in Austria, Cyprus and Denmark, with more than 50% of students reporting heavy episodic drinking. The lowest figures were found in Norway (19 %) and Iceland (8 %). (ESPAD 2016)

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

PSHE 14-16 WORKSHEET 5

7. On the last drinking occasion, which of the 3 countries below reported the highest consumption?

a) Denmark

In the most recent ESPAD study, average last-day alcohol consumption was 9 centilitres of pure alcohol for Denmark (the highest of the countries studied) 5 for Poland (4.7 centilitres of pure alcohol was the average for all the countries) and 2.8 for Romania.

8. Do you think...

a) Teenagers drink in different ways in different countries? **YES**

b) Girls are catching up with boys? **YES**

c) That more boys drink to get drunk than girls? **NO**

The HBSC survey found that across the European countries studied, the country average for the number of 15 year-olds who have been drunk on two or more occasions was 22%, with Denmark the highest at 38% and Iceland the lowest at 6%.

In the UK, more 15 year-old girls than boys had been drunk at least twice (31% of girls v 25% of boys in England, 34% of girls v 28% of boys in Wales and 33% of girls v 32% boys in Scotland). Girls drink spirits predominantly, whereas boys prefer beer and cider which is lower in alcohol. There are also more girls ending up in hospital than boys. Alcohol specific hospital admissions for under 18s have dropped in England from 13,725 in 2010/11-2012/13 to 11,975 in 2014/5-2016/17.

Sources:

ESPAD European school survey project on alcohol and other drugs (published 2016), a survey carried out every 4 years among 15 and 16 year-olds across the EU.

HBSC Health behaviour in school-aged children study: 2013/14 report (published 2015) following the behaviours of 11-15 year-olds across Europe.

HSCIC Smoking, drinking and drug use among young people in England 2016 (published 2017).

Public Health Local Area Profiles for England (LAPE), 2018.

Scottish Schools Adolescent Lifestyle and Substance Use Survey 2015 (SALSUS) (published 2016).

SECTION 2

UNITS AND GUIDELINES – RESPONSIBLE DRINKING

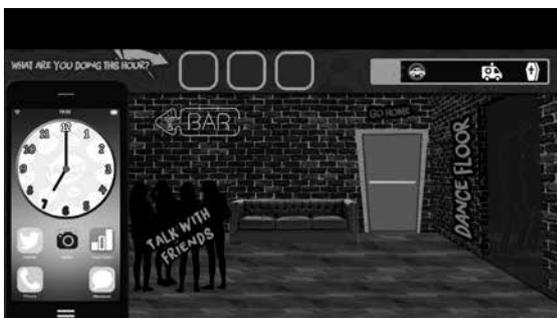
Understanding that similar drinks contain different concentrations of alcohol can be hard to grasp and boring. We suggest that you collect empty bottles, cans and glasses and use a coloured liquid to allow pupils to estimate the number of units in different drinks. It may be wise to start with an explanatory film clip such as bbc.co.uk/news/health-15501779.

The **Alcohol Clock Game** in our Online Learning Zone talkaboutalcohol.com can be used to check understanding and to reinforce how long it takes for alcohol to be broken down by the body after your demonstration. Other resources in the zone that may be useful include **Match Numbers game**, **How much is too much?** and **Test your knowledge**.

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

It should be noted that low risk guidelines are for those over 18 of good health. The following advice for parents from the UK Chief Medical Officers applies to those under the legal drinking age:

- o *An alcohol-free childhood is the healthiest and best option.*
- o *If children do drink alcohol, they should not do so until they are at least 15 years old.*
- o *Drinking alcohol can damage a child's health, even if they're 15 or older.*
- o *If 15 to 17 year-olds drink alcohol, it should be rarely, and never more than once a week. They should always be supervised by a parent or carer.*
- o *If 15 to 17 year-olds drink alcohol, they should never exceed the recommended adult weekly limits (14 units of alcohol for both men and women). One unit of alcohol is about half a pint of beer or ordinary lager or a single measure of spirits (25ml).*



The Alcohol Clock Game on talkaboutalcohol.com



What Is A Unit And How Much Is Too Much? on talkaboutalcohol.com

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



A pint
of lower strength (4%)
lager, beer or cider



A 500ml can
of higher strength (7.5-9%)
lager or beer or cider

CHECK THE LABEL

Most drinks tell you
how many units are
in them

Know your limits

Units of alcohol
per 125ml glass



Alcops



A small bottle (275ml) of
lower strength (4%) alcopop

A large bottle (700ml) of
higher strength (5%) alcopop

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



_____ units a
week
for women

_____ units a
week for men



Spirits



A single measure of spirit
(40%)



A double measure of spirit
(40%)

Wine



A standard glass (175ml) of
lower strength (12%)
wine or champagne



A small glass (125ml) of
higher strength (14.5%)
wine

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) Parents 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.



How many units in a drink?

1



A small bottle (275ml) of lower strength (4%) alcopop



A half pint of lower strength (4%) lager, beer or cider



A single measure of spirit (40%)

CHECK THE LABEL

Most drinks tell you how many units are in them

Know your limits

Units of alcohol per 125ml glass



2



A standard glass (175ml) of lower strength (12%) wine or champagne



A pint of lower strength (4%) lager, beer or cider



A 440ml can of medium strength (4.5%) lager or beer



A double measure of spirit (40%)

3



A pint of medium strength (5%) lager, beer or cider



A large glass (250ml) of lower strength (12%) wine



A large bottle (700ml) of lower strength (4%) alcopop

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



14 units a week for both men and women

4



A large bottle (700ml) of higher strength (5.5%) alcopop



A 500ml can of high strength (7.5%) lager, beer or cider



NHS and UK Chief Medical Officers' advice on units and drinking guidelines

What is a unit and how much is too much?

Beer and Cider



A pint of lower strength (4%) lager, beer or cider
2 UNITS



A pint of medium strength (5%) lager, beer or cider
3 UNITS



A 440ml can of medium strength (5%) lager or beer or cider
2 UNITS



A 500ml can of high strength (7.5-9%) lager or beer or cider
4 UNITS

Alcopops



A small bottle (275ml) of lower strength (4%) alcopop
1 UNIT

A large bottle (700ml) of higher strength (5%) alcopop
3.5 UNITS

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

14 units a week for both men and women



Spirits



A single measure of spirit (40%)
1 UNIT



A double measure of spirit (40%)
2 UNITS

Wine



A standard glass (175ml) of lower strength (12%) wine or champagne
2 UNITS



A small glass (125ml) of higher strength (14.5%) wine
2 UNITS



A large glass (250ml) of lower strength (12%) wine
3 UNITS

CHECK THE LABEL

Most drinks tell you how many units are in them

Know your limits

Units of alcohol per 125ml glass



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) Parents 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.

TEACHERS NOTES

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

Target age group: 12 - 16 year-olds

Structure: 1 written lesson

Preparation:

EITHER Download/photocopy the blank pictorial worksheet **How many units?** and a completed 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.

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

Objectives

- o 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

- o To establish why alcohol is more dangerous for young people than for adults.
- o To encourage students to explore a range of reasons.
- o 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 worksheet 10)

Target age group: 11 - 16 year-olds

Structure: 1 written lesson

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

Objectives

- o To understand why adults should not drink in certain situations (risk groups).
- o To understand the effect of alcohol on young people.
- o 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 worksheet 8)

Target age group: 14 - 16 year-olds

Structure: 1 written lesson

ICT opportunity: Internet research

Preparation: Download/photocopy [What is Blood Alcohol Content \(BAC\)](#) sheet (at least 1 between 2).

Optional: Internet access to talkaboutalcohol.com

Objectives

- o To explain what is meant by BAC.
- o 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.

Have they understood? - The Alcohol clock game

A great way to reinforce how long it takes for alcohol to be broken down by the body and how units accumulate is to play the [Alcohol clock game, page 34](#) or the interactive version in our Online Learning Zone talkaboutalcohol.com.

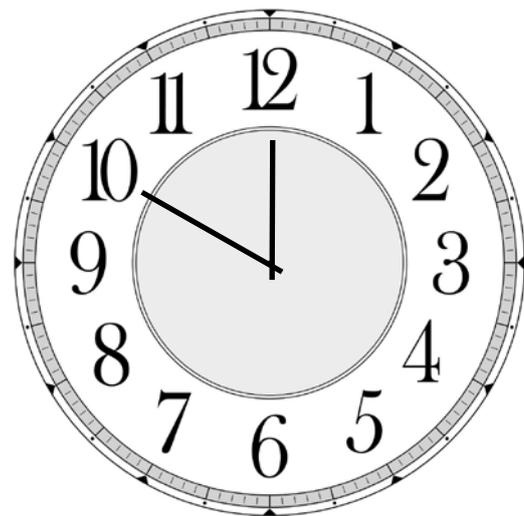
Target age group: 14 - 16 year-olds

Structure: 1 lesson to follow units and drinks demonstration and explanations.

Preparation: write the numbers of the clock one to 12, each on a separate A4 piece of paper.

Objectives

- o To demonstrate through a fun activity how units accumulate in the body and how the liver breaks down units over time.
- o To demonstrate how quickly you can drink a lot of alcohol and how this can have implications for safety in getting home and driving the next day.



HOW MUCH ALCOHOL IS IN A DRINK?

SCIENCE/ ENVIRONMENTAL STUDIES 12 - 16 WORKSHEET 7

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 medium glass of white 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 by 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:

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

(*ABV = alcohol by volume).

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).

HOW MUCH ALCOHOL IS IN A DRINK?

SCIENCE/ ENVIRONMENTAL STUDIES 12 -16 WORKSHEET 7

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?

Drink	Volume of glass/ bottle (ml)	ABV (%)	Grams of alcohol	Units (give to nearest 0.5 unit)
Beer, lager or cider	330 ml bottle	5		
Beer, lager or cider	440 ml can	5		
Beer, lager or cider	500 ml can	9		
Cider	1 litre bottle (1000ml)	9		
Wine	125 ml glass	12		
Wine	175 ml glass	12		
Wine	Half bottle (375 ml)	12		
Spirits	25 ml measure	40		
Spirits	35 ml measure	40		
Sherry or port	50ml measure	40		

WHY ARE YOUNG PEOPLE ADVISED NOT TO DRINK?

PSHE 14 -16 WORKSHEET 2

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.)

Fact/ Opinion	Rank 1= most important 8 = least important
"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."	
"Young people's bodies are still growing. They're affected by alcohol more than adults and alcohol can be dangerous."	
"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."	
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.	
"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."	
"Alcohol is absorbed quickly 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."	
"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."	
"Alcohol can make you uninhibited. This can make you say or do things you regret later."	

RESPONSIBLE DRINKING

SCIENCE/ ENVIRONMENTAL STUDIES 11 - 16 WORKSHEET 10

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 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 grammes of pure alcohol. The UK government recommends that adult men and women don't drink more than 14 units a week. Consistently drinking more than this amount can mean serious health risks.

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

When should 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.

RESPONSIBLE DRINKING

SCIENCE/ ENVIRONMENTAL STUDIES 11 - 16 WORKSHEET 10

Under 18s

Laws regulate purchase and consumption of alcohol by young people under the age of 18. That's because they are less 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 body is 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 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 our Online Learning Zone talkaboutalcohol.com.

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

nhs.uk/livewell/alcohol/pages/alcoholhome.aspx

rcog.org.uk

nofas.org

ACTIVITY TWO

Discuss in pairs or small groups: Why are there NO safe limits for alcohol consumption for under age drinkers

WHAT IS BAC (BLOOD ALCOHOL CONCENTRATION) ?**SCIENCE/ ENVIRONMENTAL STUDIES 14 - 16 WORKSHEET 8**

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. That's because a person's BAC depends on many different factors, for example:

- how many grammes 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 larger 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.

WHAT IS BAC (BLOOD ALCOHOL CONCENTRATION) ?

SCIENCE/ ENVIRONMENTAL STUDIES 14 - 16 WORKSHEET 8

ACTIVITY ONE

1. Using the formula given in the 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).

Drink	Volume of glass/ bottle (ml)	ABV (%)
Lager	330 ml bottle	5
Cider	1/2 litre bottle (500 ml)	9
Wine	Half bottle (375 ml)	12
Spirits	25 ml measure	40

2. Assume that a healthy adult's liver can break down an average of 10g 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 conclusion can you draw?
4. Now calculate the BAC after one hour for each of the drinks. Give your answer as the number of milligrams 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?

Recommended Activity**Have they understood? - The Alcohol clock game**

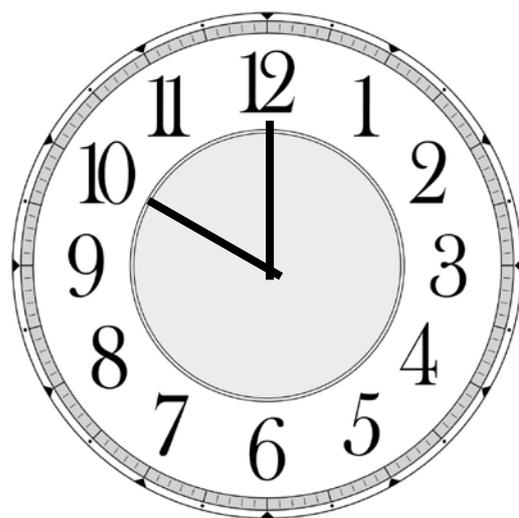
1. Lay cards with numbers (1 - 12) out on the floor to make a large clock.
2. Explain to the group
 - o When you drink you put units of alcohol into your body, different drinks give you different units of alcohol.
 - o For the first hour you do not lose any units of alcohol. Every hour after this you 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
 - o Could John legally drive a car at this point?
 - o 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'
 - o John is playing on a pinball machine – would his judgement be affected?
 - o 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?
 - o How would mixing his drinks make John feel?
 - o What if someone slipped him some extra alcohol in a drink and he didn't realise?
 - o What if someone tried to steal his wallet/ money while he was heavily under the influence of alcohol?
 - o In certain situations you could introduce the idea of
 - o unprotected sex
 - o getting into an argument/fight with other people.
 - o Trying to get a taxi home – some taxi drivers may refuse the fare. (If you are sick in a taxi, taxi drivers could charge £50).
 - o If someone passed out under the influence of alcohol, what would the dangers be?
 - o If drugs were also taken, what problems could they introduce?
 - o How will John be feeling the next morning?



SECTION 3

ALCOHOL AND ITS EFFECTS (PHYSICAL AND SOCIAL)

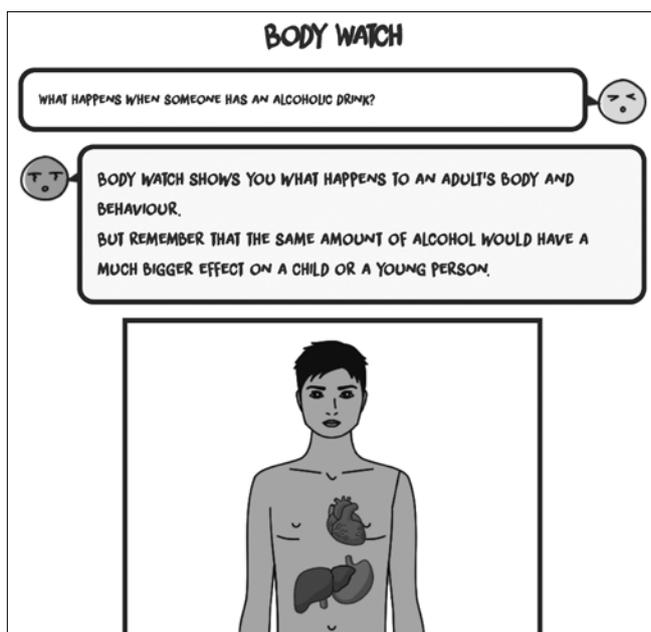
In this section you will find a blank worksheet for students to fill in their ideas about alcohol's effect on different parts of the body, plus the answer sheet for you to work through with them.

If you have internet access, there is an interactive body that pupils can scroll over and find out the answers in the **body zone** of our Online Learning Zone, talkaboutalcohol.com

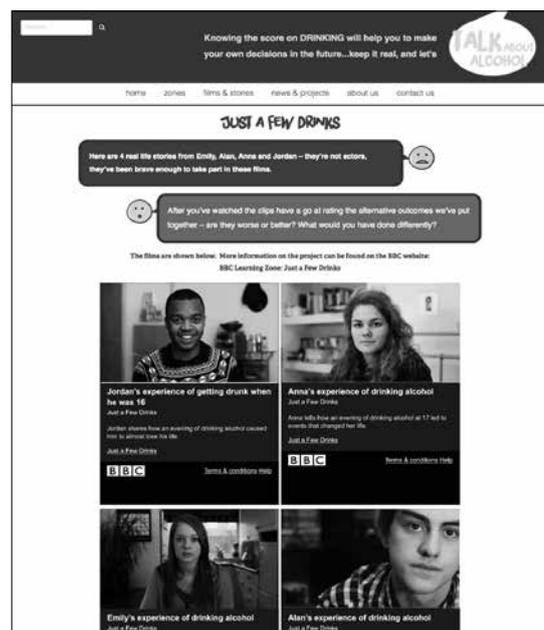
You will also find lesson plans on:

- o The short term effects of alcohol on the body
- o What happens to alcohol in the body
- o The long term effects of alcohol in the body
- o You, your friends and strangers
- o A series of lesson plans built around BBC films 'Just a few drinks'
- o Alcohol and the community
- o Responsible drinking
- o Investigating the dehydrating effects of alcohol (11 - 14)
- o Investigating the dehydrating effects of alcohol (14 - 16).

You may wish to use some of the film clips on the Alcohol Education Trust website. As well as the four 'Just A few drinks' BBC films on [our youtube channel](#). We also suggest that you use the UK government public information films about binge drinking 'You wouldn't start an evening like this' (there are 2 versions, one featuring a boy and the other a girl). These are all available at alcoholeducationtrust.org/teacher-area/effects-physical-and-social/.

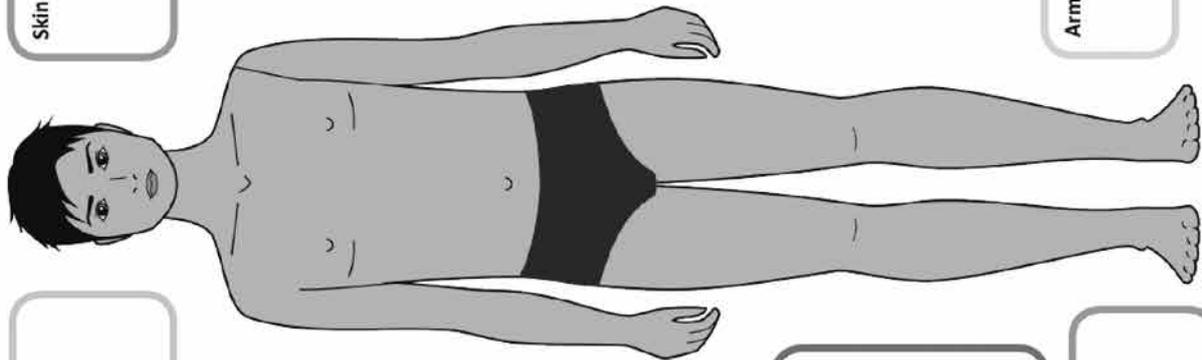


Interactive Body on talkaboutalcohol.com



Just A Few Drinks activity on talkaboutalcohol.com

How too much alcohol affects the body



Brain

Head

Heart

Liver

Skin

Eyes

Gut

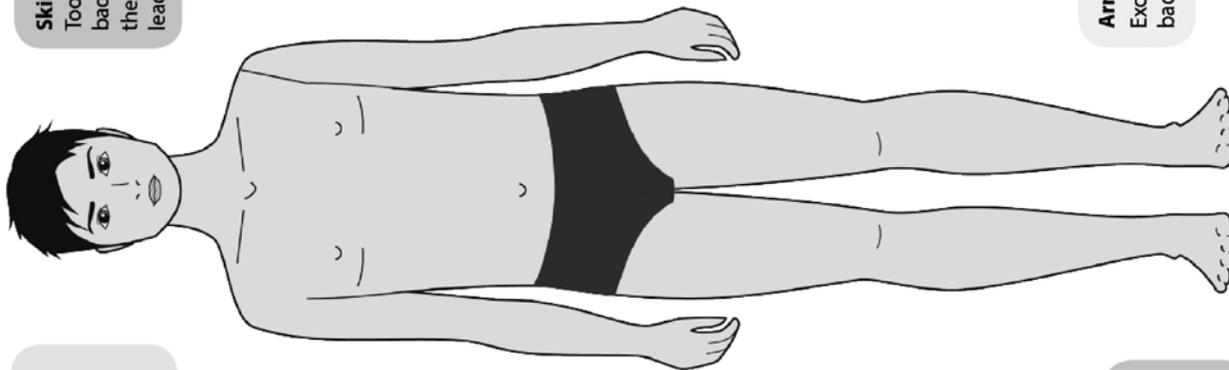
Reproductive organs

Armpits

Waist



Further information is available on the interactive body at talkaboutalcohol.com/interactive-body/



Brain

Too much 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.

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, 18-22% of accidental deaths are alcohol related. Alcohol draws water out of the brain. So, as the body starts to break down 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, leading to panic attacks and illness. Moderate drinking, that is 1 or 2 units a day, may offer some protection from heart disease in men over 40 and in post menopausal women, but it is not advised that an adult takes up drinking if they don't already. It is more important to be physically active, eat a healthy, balanced diet and to avoid smoking.

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.

Waist

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

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.

Eyes

Too much 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 so drinking heavily 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 unit 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. Learn more at www.morning-after.org.uk

Reproductive organs

Drinking too much 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, heavy drinking may delay periods and affect fertility. As alcohol crosses the placenta to the baby, you should not drink if you are pregnant.

Armpits

Excess alcohol is also excreted as smelly body odour and bad breath - not great for attracting potential partners.



Further information is available on the interactive body at talkaboutalcohol.com/interactive-body/

How too much alcohol affects the body

Brain
Too much alcohol can make people upset, anxious or angry



Head
Too much alcohol can lead to a headache/hangover, so it's important to drink plenty of water/soft drinks. It can affect people's memory too



Heart
Too much alcohol makes the heart beat faster and can cause panic attacks



Liver
Alcohol is broken down in the liver, but it can only cope with 1 drink an hour. Drinking heavily for a long time increases the risk of liver disease



Waist
Alcohol is caloric. Too much can lead to weight gain



Skin
Too much alcohol makes the skin hot and sweaty and can make people red-faced



Eyes
Too much alcohol gives you bloodshot eyes and you can't see properly - that's why people have more accidents after drinking



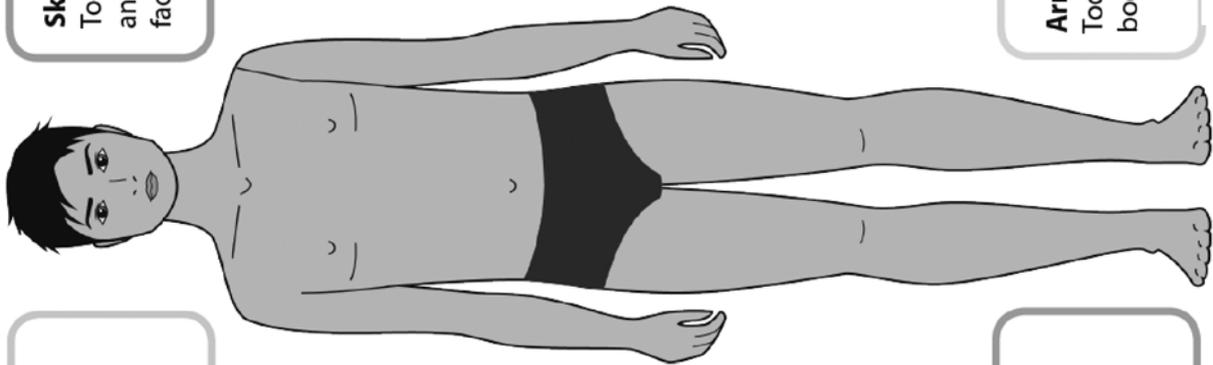
Tummy and gut
Too much alcohol and drinking on an empty tummy can cause sickness. Some people may even pass out and risk choking on their own vomit



Private parts
People take risks when they've drunk too much - with someone they don't know or have unprotected sex. They might worry if they can't remember what they have done after drinking



Armpits
Too much alcohol can make the body sweat



Further information is available on the interactive body at talkaboutalcohol.com/interactive-body/

TEACHER NOTES**Short-term effects of alcohol on the body
(Science/environmental studies 11-16 worksheet 3)**

Target age group: 11 - 16 year-olds

Structure: 1 written lesson

ICT opportunity: Internet research

Preparation: Download/photocopy [The short term effects of alcohol on the body](#) sheet

Internet access to talkaboutalcohol.com/interactive-body/

Objectives

- o To show that the abuse of alcohol affects a person's health.
- o 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 11 - 16 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/interactive-body/

Objectives

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

Notes

Internet research could be done at home.

**Long-term effects of alcohol on the body
(Science/environmental studies 11 - 16 worksheet 6)**

Target age group: 11 - 16 year-olds

Structure: 1 written lesson

ICT opportunity: Internet research

Preparation: Download/photocopy [The long term effects of alcohol](#) sheet/ [How too much alcohol affects the body](#) sheet.

Internet access to talkaboutalcohol.com/interactive-body/

Objectives

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

Notes

Internet research could be done at home.

**You, friends and strangers
(PSHE 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

- o To highlight the likely effects of alcohol on young people, physically and behaviourally.
- o To highlight the possible consequences of drinking.
- o To understand that drinking alcohol, especially too much, can easily have consequences for other people as well as the drinker.
- o To help young people consider their responsibility towards others.

N.B. A series of short 4 films, BBC2 Learning zone Just a few drinks film clips, can be used as part of Alcohol and it's effects teaching. See [pages 80-83](#).

Alcohol and the community (PSHE 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

- o 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.
- o To recognise the difference between social, 'sensible' drinking and excessive 'drinking to get drunk'.
- o To distinguish between fact and opinion
- o To form opinions through reasoned argument and debate.
- o To take an informed, objective viewpoint on what constitutes sensible drinking.

All tasks

Direct students to our Online Learning Zone talkaboutalcohol.com, especially the Fact Zone.

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

- o To show the dehydrating effects of alcohol on living cells.
- o 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

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

SHORT-TERM EFFECTS OF ALCOHOL ON THE BODY

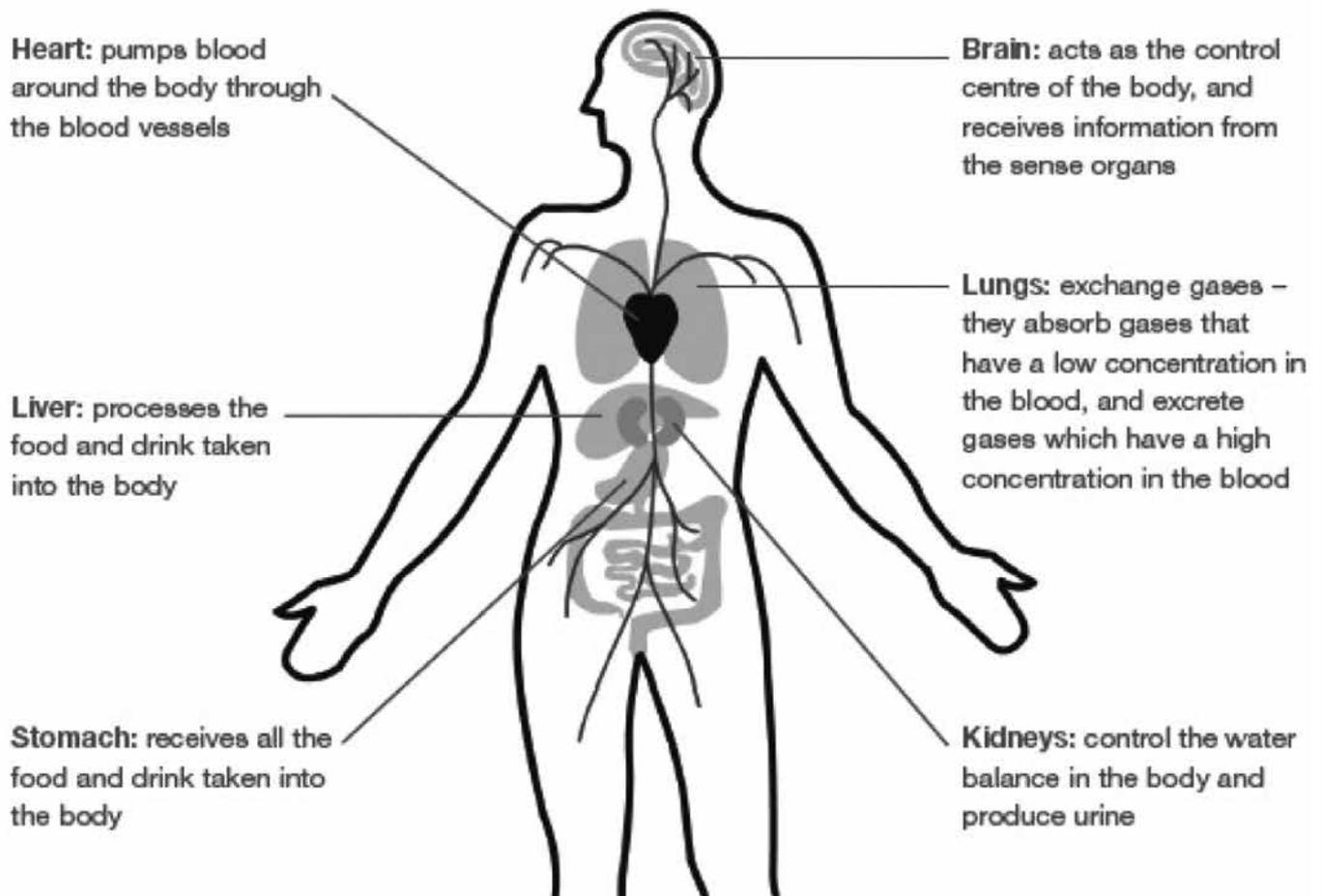
SCIENCE/ ENVIRONMENTAL STUDIES 11 - 16 WORKSHEET 3

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.

ACTIVITY ONE

Look at the diagram below.



SHORT-TERM EFFECTS OF ALCOHOL ON THE BODY

SCIENCE/ ENVIRONMENTAL STUDIES WORKSHEET 3

Draw a line to connect the parts of the body below with 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

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 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 at talkaboutalcohol.com/interactive-body/

WHAT HAPPENS TO ALCOHOL IN THE BODY

SCIENCE/ ENVIRONMENTAL STUDIES 11 - 16 WORKSHEET 2

How alcohol enters the body

When someone swallows alcohol, it travels to the stomach and 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

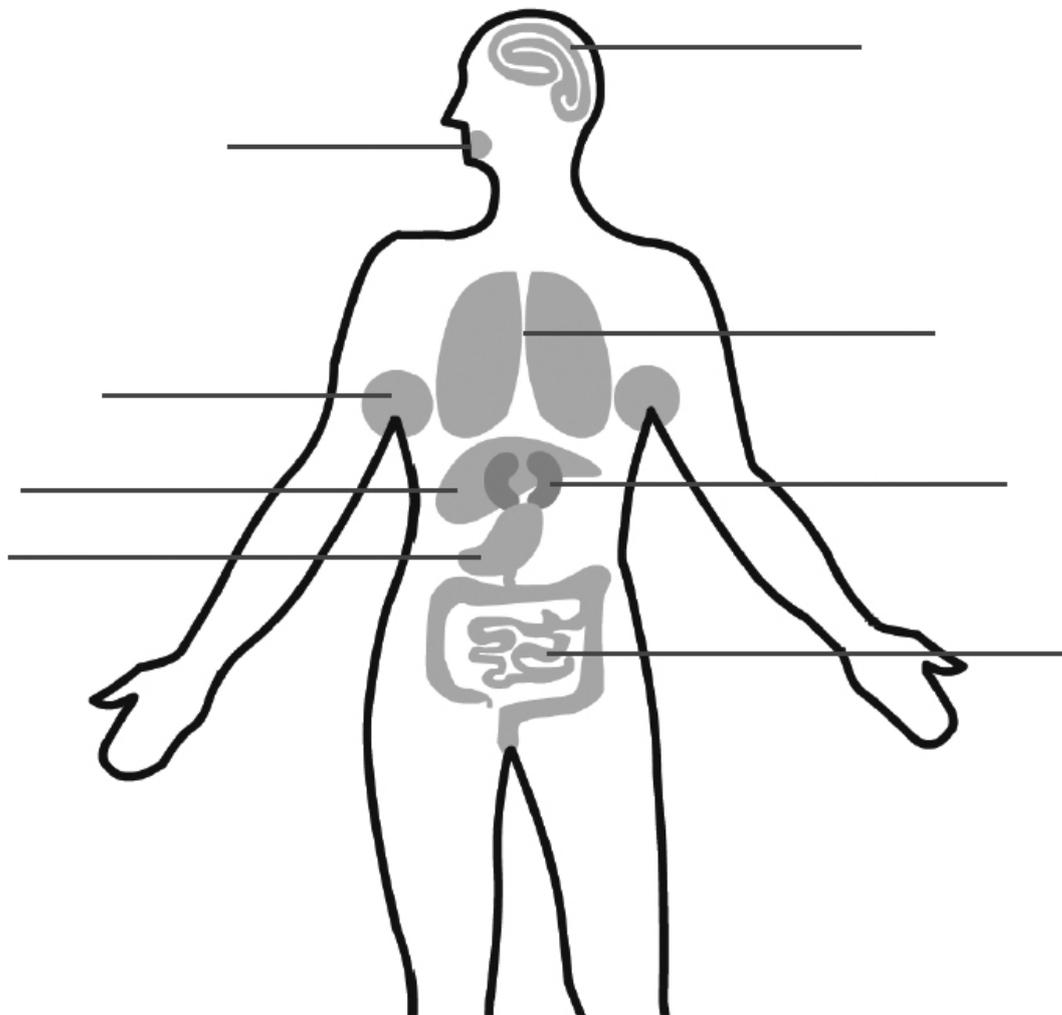
- Liver: about 90% of the alcohol is broken down by the liver
- Kidneys: 2-4% leaves the body in urine made by the kidneys
- Sweat glands: 2-6% leaves in perspiration from sweat glands
- Lungs: 2-4% is expired in the breath
- Mouth: 1-2% leaves in saliva

WHAT HAPPENS TO ALCOHOL IN THE BODY

SCIENCE/ ENVIRONMENTAL STUDIES 11 - 16 WORKSHEET 2

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 coordination.
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.



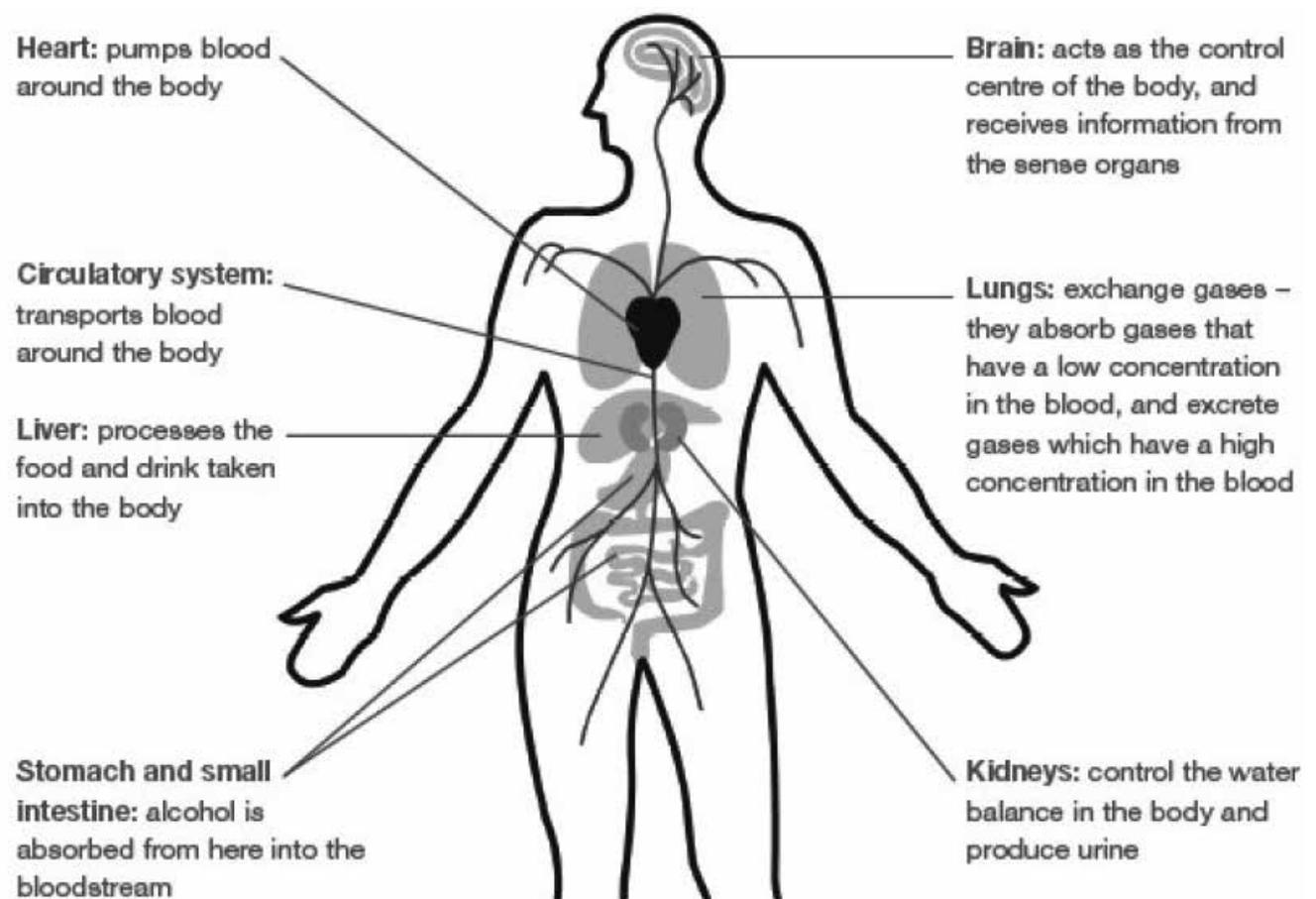
LONG TERM EFFECTS OF ALCOHOL ON THE BODY

SCIENCE/ ENVIRONMENTAL STUDIES 11 - 16 WORKSHEET 6

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:



LONG TERM EFFECTS OF TOO MUCH ALCOHOL ON THE BODY

SCIENCE/ ENVIRONMENTAL STUDIES 11 - 16 WORKSHEET 6

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

Brain

Cirrhosis and cancer

Liver

Ulcers

Heart

Depression and mood swings

Circulatory system

Urinary infections

Lungs

Memory loss

Stomach and small intestine

Bloodshot eyes

Kidneys

High blood pressure

Mental illness

Flushed complexion

Rapid pulse

Vomiting and diarrhoea

Dehydration

There is information to help you at talkaboutalcohol.com/interactive-body/

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 avoid alcohol?

YOU, FRIENDS AND STRANGERS

PSHE 11-14 WORKSHEET 3

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 to who each one may affect.

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

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?

YOU, FRIENDS AND STRANGERS

PSHE 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 was hanging about waiting for the last bus home. Ben started fooling around and teasing Stephen for not being able to handle his alcohol. The drink had begun to hit 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?

ALCOHOL AND THE COMMUNITY - WHAT IS THE IMPACT?

PSHE 14-16 WORKSHEET 7

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 with?
- Who serves them alcohol?

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 in 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 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 software. Follow the steps below to help you put together your ideas.

Supermarkets	Hospitals	Alcoholism
Off licences	Police	Schools
Restaurants	Local Council	Price
Bars	Lively city centres	Going out for lunch
Drinks industry	Drivers and pedestrians	Fights
Jobs	Agriculture	Celebrating with friends
Transport	Local economy	Glass/bottle manufacturers

ALCOHOL AND THE COMMUNITY - WHAT IS THE IMPACT?

PSHE 14-16 WORKSHEET 7

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?

INVESTIGATING THE DEHYDRATING EFFECTS OF ALCOHOL

SCIENCE/ ENVIRONMENTAL STUDIES 11 - 14 WORKSHEET 4

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 headachey).

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 potato
- white tile
- forceps or fork
- sharp knife
- cling film
- paper towel
- ruler

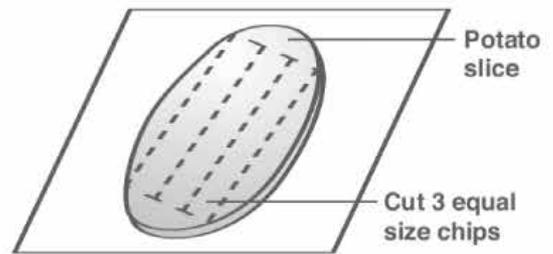
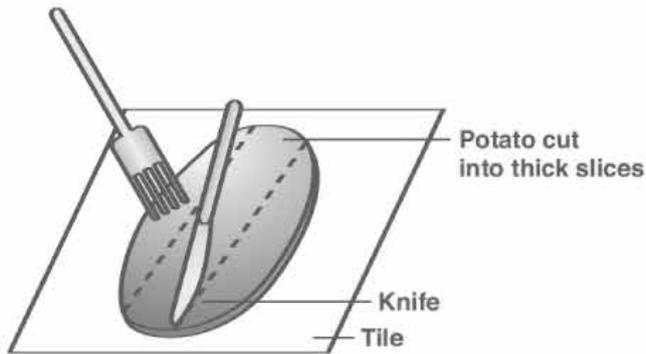
Method

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

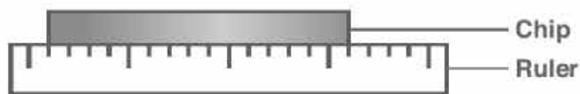
INVESTIGATING THE DEHYDRATING EFFECTS OF ALCOHOL

SCIENCE/ ENVIRONMENTAL STUDIES 11 - 14 WORKSHEET 4

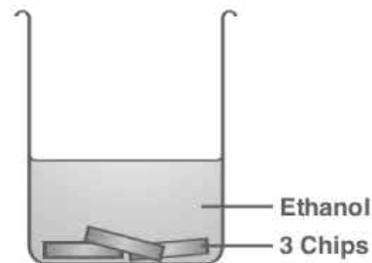
1. Assemble your apparatus.
2. Cut three potato chips of equal size.



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



4. Put the ethanol and chips into the beaker.

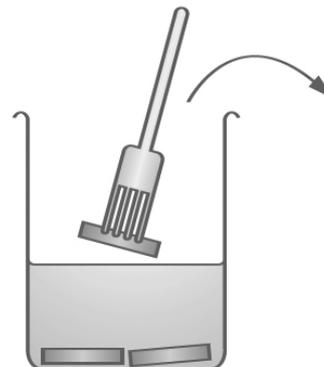


5. Ensure the chips are fully submerged, and cover the beaker tightly with cling film.



SAFETY!
ALCOHOL FUMES
CAN CATCH FIRE

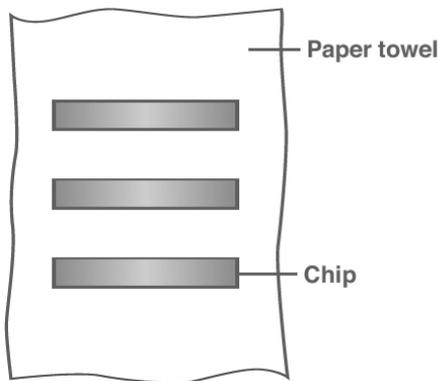
6. After 24 hours, remove the chips from the alcohol and the beaker.



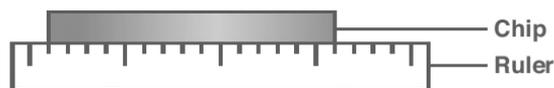
INVESTIGATING THE DEHYDRATING EFFECTS OF ALCOHOL

SCIENCE/ ENVIRONMENTAL STUDIES 11 - 14 WORKSHEET 4

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.

Start of experiment		End of experiment		End result
Length of each potato chip (mm) =	Average length of potato chips (mm) (add length of each of the 3 chips and divide by 3 to get the average) =	Length of each potato chip (mm) =	Average length of potato chips (mm) =	Change in average length of potato chips (mm) =

Conclusion

How does alcohol affect living cells?

INVESTIGATING THE DEHYDRATING EFFECTS OF ALCOHOL

SCIENCE/ ENVIRONMENTAL STUDIES 14 - 16 WORKSHEET 5

About 60% of the mass of the adult human body is water. Our cells need plenty of water so the essential chemical reactions 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 the body water is conserved and the amount of water 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. That 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 headachey)

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

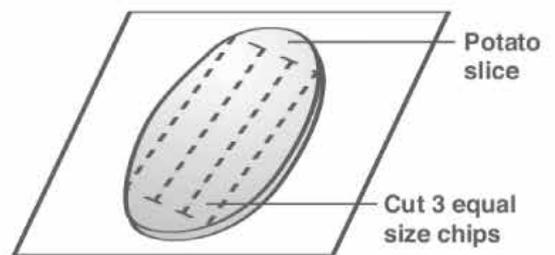
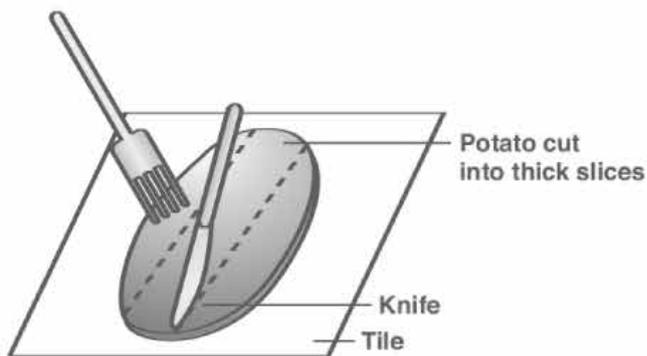
Follow the steps shown in the diagrams and record your results in a table similar to the one given.

INVESTIGATING THE DEHYDRATING EFFECTS OF ALCOHOL

SCIENCE/ ENVIRONMENTAL STUDIES 14 - 16 WORKSHEET 5

Follow these steps four times, using a different % concentration of ethanol each time.

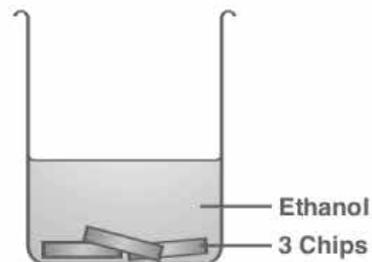
1. Assemble your apparatus.
2. Cut three potato chips of equal size.



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



4. Put the ethanol and chips into the beaker.

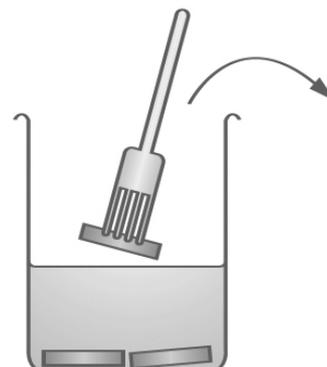


5. Ensure the chips are fully submerged, and cover the beaker tightly with cling film.



SAFETY!
ALCOHOL FUMES
CAN CATCH FIRE

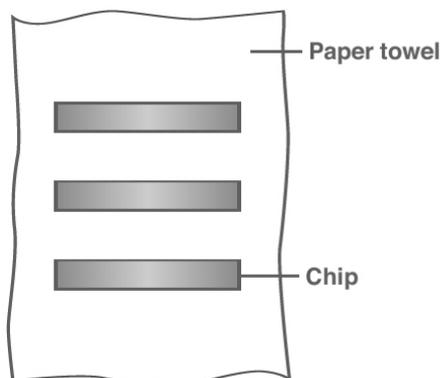
6. After 24 hours, remove the chips from the alcohol and the beaker.



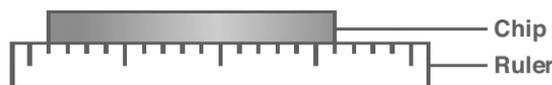
INVESTIGATING THE DEHYDRATING EFFECTS OF ALCOHOL

SCIENCE/ ENVIRONMENTAL STUDIES 14 - 16 WORKSHEET 5

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..

	Start of experiment		End of experiment		End result
Percentage (%) ethanol concentration	Length of each potato chip (mm) =	Average length of potato chips (mm) (add length of each of the 3 chips and divide by 3 to get the average) =	Length of each potato chip (mm) =	Average length of potato chips (mm) =	Change in average length of potato chips (mm) =

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?

SECTION 4

ALCOHOL AND THE LAW

As pupils get older, it is important that they understand the possible long term consequences of breaking the law.

In this section, the worksheets lay out 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:

- o You and the law
- o Drinking and driving
- o Drinking and driving don't mix.

There are some good film clips via alcoholeducationtrust.org/teacher-area/the-law/ and an [interactive factsheet](http://talkaboutalcohol.com) in our Online Learning Zone talkaboutalcohol.com

We have also included a hand out, 'What you need to know about drinking and driving' in Section 6 - [Resources suitable for older students \(16+\)](#).

Alcohol and the Law

under 18
You can not buy or be served alcohol if you are under 18 in a licensed premises

NO ID NO SALE!
If you are over 18, you will need to prove it!

The police can take away alcohol from under 18s in a public place

Driving when above the drink-drive limit costs lives and leads to prison, fines and losing your licence

It's against the law to sell alcohol to someone who is drunk or to buy alcohol for someone who is drunk

It's against the law for over 18s to buy alcohol for under 18s (buying by proxy)

TALK ABOUT ALCOHOL

[Alcohol And The Law worksheet \(simple\)](#)

Knowing the score on DRINKING will help you to make your own decisions in the future...keep it real, and let's TALK ABOUT ALCOHOL!

home zones films & stories news & projects about us contact us

ALCOHOL AND THE LAW

BUYING ALCOHOL FOR YOURSELF
It's against the law to buy alcohol for someone under the age of 18 to buy alcohol... whether in a pub, shop, bar or club.

NO ID NO SALE

CONSUMING ALCOHOL IN PUBS AND RESTAURANTS

UNDERAGE DRINKING IN PUBLIC PLACES

ALCOHOL RESTRICTION ZONES

BUYING ALCOHOL FOR SOMEONE ELSE

DRINKING AND DRIVING

Download a PDF copy of this document: Alcohol and the Law (16+), or Alcohol and the Law (simple/16+)

[Alcohol And The Law activity on talkaboutalcohol.com](#)

Alcohol and the Law



You can not buy or be served alcohol if you are under 18 in a licensed premises



If you are over 18, you will need to prove it!



The police can take away alcohol from under 18s in a public place



Driving when above the drink-drive limit costs lives and leads to prison, fines and losing your licence



It's against the law to sell alcohol to someone who is drunk or to buy alcohol for someone who is drunk



It's against the law for over 18s to buy alcohol for under 18s (buying by proxy)



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.

Alcohol restriction zones

It is an arrestable offence to fail to comply with a police officer's 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 (but they may not buy the alcohol themselves).

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.



TEACHER NOTES

You and the Law
(PSHE 11 - 16 worksheet 8)

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:

- o the law as it affects them
- o why laws exist
- o what might happen in the absence of laws
- o 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:

- o drinking alcohol in pubs and bars
- o buying alcohol in shops and supermarkets
- o whether or not parents can give 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 Online Learning Zone [talkaboutalcohol.com](#).

Drinking and driving
(PSHE 14 - 16 worksheet 4)

Target age group: 14 - 16 year-olds

Structure: 1 lesson

Preparation: Download/photocopy [Drinking and driving](#) sheet.

Possible research using our Online Learning Zone, [talkaboutalcohol.com](#)

Objectives

- o To help students work out for themselves why drinking and driving don't mix.
- o To reinforce the effect of alcohol on the body and behaviour.
- o 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. Take a look at the [think.direct.gov.uk](#) website for inspiration.

Drinking and driving don't mix
(Science/environmental studies 14 - 16 worksheet 9)

Target age group: 14 - 16 year-olds

Structure: 1 written lesson

Preparation: Download/photocopy [Drinking and driving don't mix](#) sheet.

Objectives

- o To understand the effects of alcohol on the body in relation to legal restrictions on drinking and driving.
- o To draw distance and speed graphs.
- o To show the factors affecting stopping distances.

Notes

The calculations and graph could be finished at home. Students should use the [think.direct.gov.uk](#) for recent facts, figures and campaigns.

YOU AND THE LAW

PSHE 11-16 WORKSHEET 8

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 at home if supervised by an adult.
- Under 14? It is 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 18s in a licensed premise. 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 the 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 80 mg (milligrams) alcohol per 100 ml (millilitres) of their blood (or 50 mg of alcohol per 100 ml of blood in Scotland). They could face a fine of over £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.

It is illegal to buy alcohol for someone who is drunk. It is also illegal to serve alcohol to someone who is drunk.

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 shops, 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.

YOU AND THE LAW

PSHE 11 - 14 WORKSHEET 8

ACTIVITY TWO**Simon's 'big' night out**

David and Simon are 14 years-old and are old friends. They've been in the same class since they were six. They supported 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 he 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**Girls' 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.

DRINKING AND DRIVING

PSHE 14 - 16 WORKSHEET 4

ACTIVITY ONE

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
- Coordination
- 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.

DRINKING AND DRIVING

PSHE 14-16 WORKSHEET 4

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 our Online Learning Zone, talkaboutalcohol.com. An example of each has been added to start you off.

Effects of alcohol on the body	Possible effects of alcohol on behaviour
1. Slows down your speed of reaction	1. Can make you more aggressive
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.

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.

DRINKING AND DRIVING

PSHE 14 -16 WORKSHEET 4

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 dft.gov.uk/think/

Write a script of a short video or a create 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 post 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 home safely.

DRINKING AND DRIVING DON'T MIX

SCIENCE/ ENVIRONMENTAL STUDIES 14 - 16 WORKSHEET 9

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 England, Northern Ireland and Wales it's against the law for an adult to drive with more than 80 mg alcohol per 100 ml of their blood. The limit is now lower in Scotland at 50 mg of alcohol per 100 ml of 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 £5,000, 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.

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)

Car speed		Thinking distance		Braking distance		Total stopping distance	
m/s	mph	m	cars	m	cars	m	cars
13	30	9	2.25	14	3.5	23	5.75
22	50	15	3.75	38	9.5	53	13.25
30	70	21	5.25	75	18.75	96	24

DRINKING AND DRIVING DON'T MIX

SCIENCE/ ENVIRONMENTAL STUDIES 14 - 16 WORKSHEET 9

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?

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:

- o How much is too much?
- o Planning a party
- o Just a few drinks (based on BBC films)
- o Good friends?
- o What would you say?

There is a large collection of great film clips via:

alcoholeducationtrust.org/teacher-area/staying-safe-avoiding-risk-taking/

We have included an A5 handout, [Top tips for staying safe if you plan to drink](#) in Section 6 - [Resources suitable for older students \(16+\)](#).

Our Online Learning Zone, talkaboutalcohol.com has a [Personality Quiz](#) and several games such as [Switchin' Kitchen](#), [Brave the Rave](#), [The Alcohol Clock Game](#) or [The Chimp Shop Game](#) that could be used to complement the resources listed here.



Personality Quiz



The Chimp Shop Game

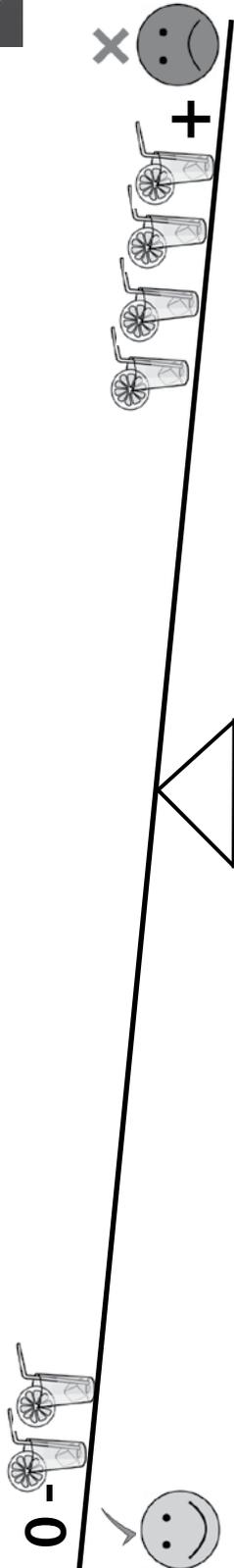


The Alcohol Clock Game

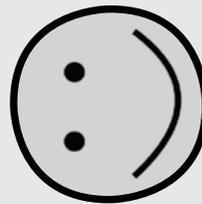
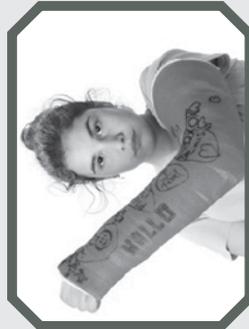


Brave The Rave

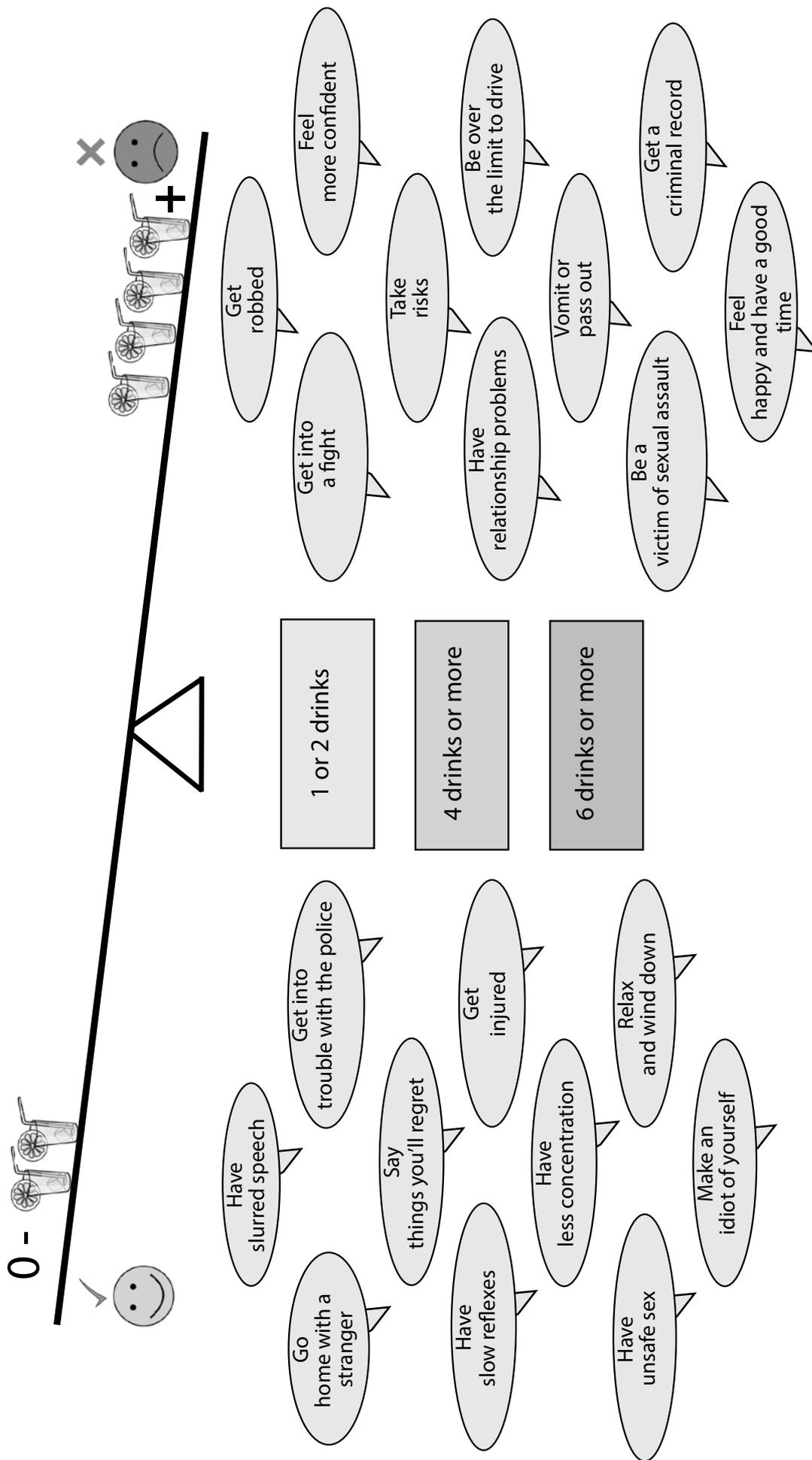
How much is too much? - Getting the balance right



1) Join up the pictures to the smiley face or sad face.



How much is too much? - Getting the balance right



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.

- 1) Draw lines between the number of drinks and their likely effects
- 2) Does how quickly you drink alcohol make a difference?
- 3) Give three examples of when adults shouldn't drink at all.



How much is too much? Getting the balance right - key stage 3

Place each statement/ picture next to the number of drinks that you think would lead to the consequence. When should you not drink at all? Some pictures belong here.

Consuming:

0 drinks



1-2 drinks



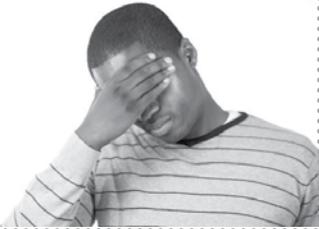
4+ drinks



6+ drinks



How much is too much? Getting the balance right - key stage 3

<p>Make an idiot of yourself</p>  <p>Laughing</p>	<p>Driving</p>  <p>Robbed</p>  <p>Party/ good time</p>  <p>Police/ambulance</p> 
<p>Relax</p>  <p>Assault/ get hurt</p>  <p>Accident (car)</p>  <p>Say something you regret</p> 	<p>Medicines</p>  <p>Fight</p>  <p>Aggression/ damage property</p>  <p>Vulnerable to others</p> 
<p>Slurring speech</p>  <p>Arguments</p>  <p>Accident (broken leg)</p>  <p>Pregnant</p> 	<p>Passing out</p>  <p>Headache/ hangover</p>  <p>Feeling confident</p>  <p>Working</p> 
<p>Feeling happy</p>  <p>Go home with stranger/ on own</p>  <p>Criminal record</p>  <p>Unplanned sex</p> 	

How much is too much - Getting the balance right - Key stage 4 (PSHE 14 - 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 effect of food.

How much is too much? Getting the balance right - Key stage 3 (PSHE 11-14)

Structure: 1 or 2 lessons

Preparation: Scissors, photocopied sheets, blu tack

Optional: empty bottles/cans, pens and paper.

Objectives

- o For students to consider the effects of different levels of consumption/ the number of drinks on their bodies and their personal safety
- o To begin to associate the number of drinks and speed of drinking with different levels of risk taking and consequences.

Guidance notes:

Spilt the class into several working groups and give each group a **blank 'number of drinks' answer** sheet and a **'consequences'** sheet for them to cut out the statements/ pictures.

Ask the groups to place each statement/picture on the number of drinks sheet to reflect when they think the consequence might happen.

When the exercise is complete:

- o Work through each statement/picture and ask each group where they put it on the answer sheet.
- o Ask each group to explain why they have chosen that number of drinks.
- o Discuss contexts of higher risk/lower risk.

You may also choose to enlarge the statements/pictures and laminated them, so that they can be stuck on the class wall next to the number of drinks. Alternatively, you could have a table with the number of drinks represented by cans/bottles and ask the students to place each statement/picture next to the number of drinks. You can also ask students to come up with their own ideas of possible consequences associated with each number of drinks.

Questions for discussion:

- o Would how quickly you consume the drinks make a difference?
- o Would alternating a soft drink with an alcoholic drink make a difference?
- o Would eating before or while drinking have an affect?

(N.B. This should be considered as a rehearsal strategy for when pupils encounter alcohol in social situations as they get older. Please reinforce to pupils that the 62% of 11-15 year-olds have not even consumed a whole alcoholic drink).

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

- o You feel giddy
- o You start to lose the thread of what you're saying
- o You feel unsteady on your feet
- o You start seeing double

Tips to avoid feeling sick or passing out

The best advice, of course, is to avoid drinking or to drink within the guidelines to avoid this happening. If someone is planning to drink, they should

- o Eat before or while drinking - even a bowl of cereal or a couple of pieces of toast will help.
- o Avoid top ups as it is harder to keep track of what you're drinking.
- o Pace yourself - having a soft drink between each alcoholic one really helps slow drinking down and gives the body a chance to break down the alcohol consumed.

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?

The Chief Medical Officers' guidance is that those under 15 shouldn't drink. This is not only because a teenager's organs are not fully developed (and hence are more vulnerable to the toxins from the breakdown of alcohol) and psychologically they are less able to deal with alcohol's brain altering mechanisms, but also 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 driving 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:

- o injure themselves or someone else – even accidentally
- o engage in unsafe sex, which could result in sexually transmitted infections and unplanned pregnancies
- o be robbed – especially of cash, iPods and mobile phones
- o end up going home with a stranger on their own
- o get in a fight, an argument or have relationship problems
- o 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 if you plan to drink](#) A5 handout.

Hangover

The best advice is to avoid getting one by not drinking or by sticking to low risk guidelines. 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.

When not to drink

Responsible drinking means drinking enjoyably, sociably, and moderately and includes not drinking at all in situations when the effects of alcohol will put your own or someone else's safety at risk, such as:

- o When driving
- o When operating machinery, using electrical equipment or working at heights
- o When taking certain medications - ask your doctor if you are unsure
- o When pregnant as alcohol crosses the placenta to the foetus.

TEACHER NOTES**The party**
(PSHE 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. It is a rehearsal strategy that encourages pupils to think ahead, to plan and avoid unintended consequences. In an indirect manner, the students' attitudes to parties and alcohol will be discussed and debated.

Working methods: Group exercise, group discussion, oral presentation.

Just a few drinks BBC films
(11 - 16)

Target age group: Anna and Alan's story are suggested for KS3 and Jordan and Emily's stories for KS4.

Structure: 2 Lessons - Each film is 7 minutes long, so one or two can be shown per lesson.

Preparation: Download copies of the **Alcohol and you** leaflet or order them from kate@alcoholeducationtrust.org and go through them before showing the films. Check you are able to play the films via [our youtube channel](#).

These four true stories involving teenagers and alcohol have been developed with BBC2 Learning Zone. Using a social norms approach, they feature articulate young people where things got out of hand.

Objectives

- o For pupils to apply real life situations to themselves and work out what they could have done differently, or how things could have been worse.
- o To show how usually sensible, engaged teenagers act out of character and do things they later regret.
- o To enable the pupils to make decisions to avoid the scenarios happening or to improve the outcomes encouraging personal responsibility and ownership of situations.

Good friends?
(PSHE 11 - 14 worksheet 2)

Target age group: 11 - 14 year-olds

Structure: 1 or 2 lessons

Preparation: Download/photocopy **Good Friends?** sheet.

Objectives

- o To consider a range of situations that may arise for young people.
- o To consider what they could do and what they would do in these situations.
- o To consider their responsibilities towards their friends.
- o 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

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

LESSON PLAN - THE PARTY**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:

- o a successful party – one that is remembered or one that people want to experience again!
- o 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

- o What do students define as a good party versus a failed party?
- o What is the connection between parties and amount of alcohol drunk?
- o Gain insight into the students' lives and free time.
- o Would it be better to have parents there, but out of sight?
- o Importance of letting neighbours know and having a finish time
- o Importance of not issuing open invites on facebook, etc.

Implementation

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

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 come back and throw everyone out for behaving badly.
- Wrecked the venue and you've been banned from ever having a party again.

Talk about the dangers of posting party invites on social media. Suggest setting the ground rules with your parents and friends. Discuss not feeling pressured by your friends into holding a house party if not comfortable. Discuss alternatives such as going to a film, out for a pizza and activity based parties such as skating, bowling, paint balling, etc.

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?

LESSON PLAN - JUST A FEW DRINKS

'Just a few drinks' four short films on the physical, social and medical effects of too much alcohol on the immature body.

Here you will find four 7 minute films commissioned by BBC2 Learning Zone about how too much alcohol affected the lives of four teenagers. The clips feature real people, not actors.

Learning objectives

The films explore how four normally sensible teenagers ended up drinking too much and the different unforeseen consequences that occurred.

The objectives to explore:

- o **How much is too much?** Making the right choices in the future if you do try alcohol and exploring the differences between moderate social drinking and excess.
- o **Alcohol and risk taking** How risk escalates the more you drink, with the main priority to highlight harms to health and wellbeing.
- o **Alcohol and the location of drinking** The added danger of drinking in unsupervised environments such as parks and unsupervised parties.
- o **Alcohol and the law** Understanding the possible consequences of drinking in public places, asking older friends to buy alcohol for you, attempting to buy from shops or clubs yourself.
- o **Alcohol and its physical effects on your body** Each clip clearly explains in a scientifically but understandable way, the effects that alcohol has on the brain and why your behaviour changes, you feel sick, or pass out.

Social norms

The films are careful not to suggest that the scenarios are typical of teenage behaviour. It is made clear that most 11 - 15 year-olds do not drink alcohol (62% of 11 - 15 year-olds have not consumed a whole drink) and that regular underage drinking has decreased (from 26% of 11 - 15 year-olds drinking weekly in 2001 to 4% in 2014).

The aim of the lesson plans are to explore what students could do to avoid the situation happening to themselves, or to reduce the risk before things got out of hand and how they would look after a friend if they saw signs of risk taking emerging.

Before you show the films:

If this is a stand alone session we suggest you set the context by beginning with 'The decision whether to drink or not' activity (alcoholeducationtrust.org/teacher-area/staying-safe-avoiding-risk-taking/ or [pages 10 and 11](#)) which explores why teenagers may choose to drink or not.

An alternative is to use a **Diamond Nine activity**, where you ask pupils to list nine reasons why young people drink (highest risk first) and to rank them in order of risk – see the example **blank sheet** and **completed sheet** for suggestions. You can also use the same activity to list nine reasons why teenagers don't drink, by order of importance to them. It is always good practice to explore motivation for any kind of substance use / misuse. Visit the **Just a Few Drinks activity** in the Challenge Zone of our Online Learning Zone, talkaboutalcohol.com.

Lesson guidance

We have put together lesson notes for each of the films individually highlighting issues that can be discussed and suggesting that you pause the films and ask pupils to develop their own outcomes both positive and negative.

The other suggested lesson format is that you show the four clips over two PSHE lessons, putting together Alan and Emily and then Jordan and Anna. Pupils should watch the films and consider how they would help the young people in question to have a really good night out without getting into the harmful situations they ended up in.

At the end of each film they could get into groups and have 10 minutes to think of what different decisions could be made at key points in the film, followed by a whole class discussion.

Activities post films at end of lesson 2**High risk / Low risk continuum activity**

The aim of this activity is to identify risk and strategies to reduce risk.

Try and avoid a diet of negativity and explore how the situation could be avoided or made better so pupils learn how to avoid riskier situations.

Put up a **low risk sheet** at one end of the classroom and a **high risk sheet** at the other end. Ask pupils to come up with statements about the film, to hand them to you and then you read them out. Ask pupils to place themselves on the scale of low to high risk in the room for each statement and then explore with them why they have chosen that level of risk, what would make it lower risk etc.

Suggestions....

- o drinking when skateboarding
- o trying to buy alcohol when you're under age
- o going home on your own
- o drinking neat spirits
- o drinking fast without food
- o drinking in a public place when underage.

As you read out each one of the statements. Pupils move to a place on the continuum according to the amount of risk they think is involved.

Get them to briefly discuss with a person near to them before a whole group discussion. If the group is too big or if classroom management is an issue pupils can be asked to place the statements along the continuum – these can then be challenged and moved by other pupils – giving reasons why. It's important to ask questions like "What would make it higher risk, lower risk?"

You could end the session by either spending time on our interactive body (talkaboutalcohol.com/interactive-body/) exploring the effects of too much alcohol on different parts of the body or use the worksheet [How much is too much - getting the balance right, pages 70 - 71](#).

The **Alcohol and you** leaflet can be downloaded free of charge via our website home page alcoholeducationtrust.org/teacher-area/ or email kate@alcoholeducationtrust.org if you would like hard copies to be posted to you.

Thanks to Kate Murphy, PSHE & Drug Consultant, Bath & North East Somerset and Jodie Smith, Health Improvement Specialist (Alcohol) Bath & North East Somerset Public Protection for their input and ideas.

LESSON PLAN INDICATORS FOR BBC 'JUST A FEW DRINKS'

Before you begin, we suggest you download our **Alcohol and you** leaflet for teenagers or order hard copies via kate@alcoholeducationtrust.org



Alan

At 14, Alan's drinking boosted his self-confidence, giving him the 'dutch' courage to challenge a group of lads who were insulting his friend. They threw Alan into a bus shelter, shattering his collar-bone, and putting an abrupt end to all his hopes of making it as a goalkeeper. Two years after the incident, Alan's sleep is still disrupted by the pain.

Divide the film into two segments and freeze before any negative consequences have happened. Set the scene, the lads were skateboarding and having a good time. Then what happens?.. you decide:

Divide the class into + and - groups. The + group develop positive outcomes to the scenario, the - group imagines what happens next that is negative.

Decide when you want to pause the film and give the pupils the opportunity to present their ongoing outcomes at this point. Alternatively, you can watch the films the whole way through and then the pupils develop their own positive or negative outcomes.

For example: If you've got an engaged group of students, we suggest you let them come up with their own outcomes, if you need prompts, then you can consider the below:

Negative group scenarios:

- o Alan or one of his friends passed out, was sick or got alcohol poisoning (trigger to discuss alcohol and its effects alcoholeducationtrust.org/teacher-area/effects-physical-and-social/ and alcohol and staying safe alcoholeducationtrust.org/teacher-area/staying-safe-avoiding-risk-taking/) see page 11 of our **Alcohol and you** leaflet for what to do if you suspect someone has alcohol poisoning and how to spot the signs.
- o Alan's friends piled in and there was a big fight
- o The police were called and Alan ended up with a caution or criminal record (discuss long term effects of this – can't go to US, getting car insurance, applying for jobs etc. alcoholeducationtrust.org/teacher-area/the-law/)
- o Alan's parents were called and school informed (social embarrassment, how the school would handle this incident, being grounded by parents etc.).
- o Alan's injuries were much worse (facial scarring from glass, a common drink related injury).

Positive scenarios:

- o After getting bored skateboarding the lads had a game of football, got a take away and went back to Alan's house to play on the PlayStation/ Xbox.
- o After obtaining alcohol and drinking some, Alan was feeling rough and fell off his skateboard, his best mate took him home, gave him some water and made some toast and stayed with him until he felt better (trigger to talk about how long alcohol stays in your blood stream. It takes one hour for your liver to break down a unit. Food and water will help you feel better, but only time will eliminate the alcohol in your blood stream alcoholeducationtrust.org/teacher-area/effects-physical-and-social/).

- o Once he is at the bus shelter and the other lads are approaching: Alan just ignores their comments and keeps his cool. His mates come out with some food and they go home and sleep off the alcohol's effects.

Once the clip has been viewed, questions to raise:

Were any laws broken?

Drinking in a public place

Buying alcohol when underage

Buying by proxy

(have a copy of the alcohol and the law worksheet alcoholeducationtrust.org/teacher-area/the-law/)

What would you have done differently?



Emily

Emily, now 17, was so drunk after leaving a bar that she agreed to the offer of help to find a taxi from a guy she barely knew, with devastating consequences. Everyone tells you about the good times, she says, but "... you never actually hear how ill they were the next day. No one ever discusses the worse stuff."

Divide the film into segments and freeze before any negative consequences have happened. Set the scene.

Emily has had a bad week and arranges to meet her friends, some of whom are 18 and they start drinking in the park...she wants to 'drown her sorrows' and thought alcohol would help her feel better.

Divide the class into + and - groups. The + group develop positive outcomes to the scenario, the - group imagines what happens next that is negative.

Decide when you want to pause the film and give the pupils the opportunity to present their ongoing outcomes at this point. Alternatively, you can watch the films the whole way through and then the pupils develop their own positive or negative outcomes.

For example: If you've got an engaged group of students, we suggest you let them come up with their own outcomes, if you need prompts, then you can consider the below:

Negative group scenarios and how to turn the situation around:

They are all pretty much in the film! Use as triggers:

- o Alcohol and its effects (volume, pacing, alcoholic strength, eating before drinking –see the [Alcohol and you](#) leaflet).
- o Drinking for the wrong reasons – alcohol acts as a depressant as you drink more.
- o Asking those over the age of 18 to buy alcohol on your behalf (you risk them facing criminal charges or a fine see alcoholeducationtrust.org/teacher-area/the-law/).
- o Looking after your friends (never go home with a stranger or on your own).
- o Planning how you get home before you go out (charged mobile, money for taxi, parents to pick you up or public transport).

Positive group scenarios:

Knowing that it's against the law to drink in a public space if you're under 18 and that the police can confiscate your alcohol, therefore you don't drink.

- o Emily bought some sandwiches and snacks for everyone to share and they sat around in the sun and chatted.
- o Once they'd finished at the park, she realised she hadn't had anything to eat and invited one of her mates home to watch a DVD and have supper.
- o Once she was at the club she switched to soft drinks as she knew she could get her mates into trouble if she was caught under age drinking. She also wants to stay healthy and take care of herself so she decided to have a 'mocktail' followed by a slimline tonic and no-one knew any different.
- o When she was being sick her best friend called her parents and they both got a lift home. Although she felt awful the next day.

Once the clip has been viewed, questions to raise:

Have any laws been broken? (See 'Alcohol and the law' sheets [pages 58-59](#) or alcoholeducationtrust.org/teacher-area/the-law/)

Drinking in a public place

Buying by proxy

Drinking alcohol in a licensed premises when under age

Emily could have brought charges of sexual assault

Discussion around consent

What would you have done differently?



Anna

Anna, now 17, fell out with her friends after drunkenly kissing her best friend's ex-boyfriend at a party, and they haven't spoken since.

Divide the film into segments and freeze before any negative consequences have happened. Set the scene, Anna is quite shy and felt alcohol made her more confident, her Mum provided her with the large bottle of cider...

Divide the class into + and - groups. The + group develop positive outcomes to the scenario, the - group imagines what happens next that is negative.

Decide when you want to pause the film and give the pupils the opportunity to present their ongoing outcomes at this point. Alternatively, you can watch the films the whole way through and then the pupils develop their own positive or negative outcomes.

For example: If you've got an engaged group of students, we suggest you let them come up with their own outcomes, if you need prompts, then you can consider the below:

Negative group scenarios:

- o After the first kiss Anna drank more and continued kissing him, agreed to go outside? (regret, would you have done this if you were sober? facing him and friends back at school).
- o Anna then felt ill and was sick (see Alcohol and its effects via alcoholeducationtrust.org/teacher-area/effects-physical-and-social/ or page 35).
- o After going upstairs when her friends left, things went much further with her friend's ex (protection, STD's, friends knowing).
- o Her friend confronted her and they had a big row at the party spoiling it for everyone (long term effects on friendships, acting out of character).
- o Really embarrassing photos of her kissing her friends ex are uploaded on facebook and everyone starts on twitter about what a bad friend she is, some really nasty stuff (conversation trigger about social media, tagging photos, everyone knowing when you embarrass yourself, cyber bullying etc.)

Positive group scenarios:

- o On arriving at the party Anna had something to eat and made sure she drank plenty of water (trigger to discuss pacing yourself, lining your stomach before drinking slowing down alcohol getting into your blood stream. (See our [Top tips for staying safe if you plan to drink](#) or pages 89-90).
- o After her kiss with the first boy, Anna feels really embarrassed, realises she needs to stop drinking and hangs out with her girl friends for the rest of the evening having fun.
- o After going upstairs with her friends, she goes out of the room when the others do and resists the temptation to kiss her friend's ex.
- o Her friends tell her to come downstairs and they look after her (looking out for your mates etc).

Once the clip has been viewed:

Were any laws broken?

Those under 18 can drink legally on private premises but you may want to use this as a prompt to discuss the issues surrounding parents buying alcohol for their underage children – still a legal issue (buying by proxy) / also not all parents are doing this / challenging parent condoned drinking.

What would you have done differently?



Jordan

When Jordan was 16, he drank over half a bottle of neat brandy, just to look cool – “You don't think about any of the medical effects. You just think about how fun it's going to be when you get drunk. ... It sounds a bit extreme but I could have died that night”. Jordan, now 18, was left outside on his own while throwing up and barely conscious.

Divide the film into segments and freeze before any negative consequences have happened. Set the scene. Jordan had never been drunk before, he and his friend decided to spend £70 on expensive brandy and get hammered.

Divide the class into + and - groups. The + group develop positive outcomes to the scenario, the – group imagines what happens next that is negative.

Decide when you want to pause the film and give the pupils the opportunity to present their predicted outcomes at this point. Alternatively, you can watch the films the whole way through and then the pupils develop their own positive or negative outcomes.

For example: If you've got an engaged group of students, we suggest you let them come up with their own outcomes, if you need prompts, then you can consider the below:

Negative group scenarios:

- o The police stopped Jordan in the street and confiscated his alcohol – he lost £70 of booze as he was under 18 (see alcohol and the law via alcoholeducationtrust.org/teacher-area/the-law/ or [page 57](#)).
- o Jordan got aggressive and picked a fight at the party, the friends who invited him haven't spoken to him since (risk of alcohol and violence, assault).
- o Jordan wandered off on his own, collapsed and passed out (he is rushed into A and E) you can download our leaflet **If it all goes wrong**.
- o Jordan passes out and no-one helps (risk of hyperthermia, choking on his own vomit, going into an alcoholic coma and dying – see page 11 of [Alcohol and you](#) leaflet).
- o Jordan staggers out, trying to find his way home and his hit by a car (number of drunk pedestrian accidents at night).

Positive group scenarios:

- o Jordan eats a takeaway with his friend, buys a lot of soft mixers and puts his bottle on the drinks table for everyone to share. He has a couple of drinks and has a great time. (See our [Top tips for staying safe if you plan to drink](#) or [pages 89-90](#)).
- o Jordan realises after a few swigs from the bottle that the neat brandy (40% ABV) is not a good idea and so switches to drinking a beer slowly (see information on units and guidelines via: alcoholeducationtrust.org/teacher-area/units-and-guidelines or [page 21](#)).
- o He leaves early and gets something to eat.
- o Once he is taken outside his mates stay with him, put him in the recovery position, check his airways are clear when he is sick and cover him up with a warm blanket. (**If it all goes wrong** as above).
- o They keep him walking round and call an ambulance.
- o They stay with him and call his parents.

Once the clip has been viewed, questions to raise:

Have any laws been broken?

(See 'Alcohol and the law' sheets [pages 58-59](#) or alcoholeducationtrust.org/teacher-area/the-law/)

Possession of alcohol in a public place when under 18

Buying alcohol when under the age of 18

What would you have done differently?

GOOD FRIENDS

PSHE 11 - 14 WORKSHEET 2

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 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 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 you 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?

Partytime

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 you 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 the other groups. Does everyone have the same idea of friendship?

WHAT WOULD YOU SAY?

PSHE 14-16 WORKSHEET 3

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 or 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 others 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."

The birthday party

For Lisa's birthday party she has a special dinner with her sister, mum and dad and some girl friends. They have 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 start 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."

WHAT WOULD YOU SAY?

PSHE 14-16 WORKSHEET 3

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 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 eldest 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's 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."

SECTION 6

RESOURCES SUITABLE FOR OLDER STUDENTS (16+)

As teenagers get older, they lead more independent lives and may learn to drive. It becomes increasingly important that they are aware of the long term consequences of breaking the law and know how to enjoy themselves responsibly in pubs and clubs while staying safe as they approach the age of 18.

This section, which should be used in conjunction with the fact sheets in the sections on 'Units and guidelines' and 'Alcohol and the law', includes:

- o A fact sheet on drinking, driving and blood alcohol laws
- o An A5 flyer to be photocopied as a handout on top tips for staying safe
- o A fact sheet on drink spiking
- o A quiz on myths and facts about 16 - 24 year-olds drinking in the UK
- o A peer to peer questionnaire and example report written by a sixth former.

There is also a full colour leaflet, **Alcohol and you** for those aged 15+ available to order from kate@alcoholeducationtrust.org or it can be downloaded from the 16+ page of our website, along with all other 16+ resources and additional information for teachers - alcoholeducationtrust.org/teacher-area/16plus/



Alcohol and You
Facts about alcohol, staying safe and what to do if things go wrong

talkaboutalcohol.com alcoholeducationtrust.org cit@kingandyou.com

DRINK SPIKING

Every year in the UK, thousands of people are thought to be victims of drink spiking, where alcohol is added to a drink without their knowledge. A survey in Cambridge nightclubs found that a third of students had experienced their drinks being spiked. Drink spiking can be linked to sexual assault and violence. However, the majority of reported incidents are not linked to any additional crime. Often it is done as a prank, but drink spiking is illegal, whatever the intent. People who spike drinks can be charged, fined or jailed.

What is drink spiking?
The public perception is that drink spiking is limited to slipping drugs into an alcoholic drink. However, drink spiking can include:

- putting alcohol into a non-alcoholic drink
- adding extra alcohol to an alcoholic drink
- slipping prescription or illegal drugs (such as marijuana, amphetamines or GHB) into a liquid (even) into an alcoholic or non-alcoholic drink

How to help prevent drink spiking

- Party with trusted friends. Discuss how you will watch out for each other while at the venue.
- Buy your own drinks. Watch the bartender prepare your drink.
- Avoid drinking too much alcohol, especially in unfamiliar situations. It could increase the likelihood of you taking and make you less aware of danger.
- Don't accept any drinks from strangers.
- Accompany the person to the bar if you do wish to accept the offer of a drink from a stranger and take the drink from the bartender yourself.
- Be wary of a stranger buying you a drink and insist on the type of drink you requested.
- Don't take your eyes off your drink. If you have to leave the table to go to the toilet, for example, ask a friend to watch over the drinks.
- Buy drinks that come in bottles with screw top lids. Carry the bottles in your bag when you get to the table or dance.
- Don't consume your drink if you think it may have been spiked. Discuss your concerns with the manager on hand.

What to do if a drink is spiked

- If you suspect your drink has been spiked, whatever you do, do not ignore the situation because you are embarrassed - tell the manager or bar staff what is happening and if you can, try not to keep your drink with you, as it could be used as evidence by the police.
- If you feel ill, get to a safe area and stay with them.
- If the condition deteriorates in any way, call an ambulance or go to the nearest hospital.
- Officers take them to the nearest accident and emergency (A&E) department and tell the medical staff that you think their drink was spiked.
- Arrange for a trusted friend or relative to take them home and stay with them until the drugs have fully left their system.
- Report the incident to the police as soon as possible. They will need to see blood and urine samples. Most drugs leave the body within 12 hours, so it's important to be tested as soon as possible.
- If drink spiking happens to a date, be aware of their ability to consent to sex - you may become guilty of committing rape if the person is not in a condition to respond or react.
- If you are drunk, get help from a trusted representative, local medical services or ask a bar or hotel manager to call the police.

WHAT YOU NEED TO KNOW ABOUT DRINKING AND DRIVING

More about individual differences
You may have a higher or lower BAC than someone who has drunk the same as you due to variables such as:

- o whether you are of small or large build
- o whether you are female or male
- o your proportion of body fat (body fat does not drink alcohol)
- o your metabolic rate (affected by diet, age, sport, stress, environmental stress, hormones etc, time of day, etc)

The use of other drugs may affect BAC, but may mask the effect of alcohol, making you feel more sober than you really are.

Absorption of alcohol can lead to a woman having a higher BAC than a man, even if she has had the same amount of drinks, women bodies have less water and more fatty tissue than men's, so the alcohol is the water in their system is more concentrated. Men make more of a protein enzyme that breaks down alcohol than women.

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 breathalyzer 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 0.08 (the UK legal limit for driving) means you have 80 grams of alcohol in every 100ml of blood. The limit is lower in Scotland.

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 other factors can affect your BAC including:

- o whether you're male or female
- o if you are drinking on an empty stomach
- o if you are drinking quickly
- o individual differences (sex, weight, metabolism, the percentage of alcohol in the drink)
- o the type of alcohol you are drinking (strong drinks are absorbed more quickly)
- o the container (beer may drink you're having one drink, but how many units you've had)
- o the amount of time since your last drink (the body can only break down about one and a half units per hour, your BAC can still be rising because alcohol takes time to be absorbed).

Don't be tempted
If you exceed the legal limit, you face a fine of up to £3,000, six months in prison and having your licence taken away for a year. Causing a serious accident or death through drink drive means up to 14 years in jail and a ten 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'll never forgive yourself if you injured someone seriously - and to getting car insurance or a good job if you've got a drinking conviction - no chance.

Really... don't ever accept a lift from someone you suspect is over the drink drive limit. Or even if you can't persuade them not to drive - you could be saving their life or someone else's.

WHAT YOU NEED TO KNOW ABOUT DRINKING AND DRIVING



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. The limit is now .05 in Scotland.

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:

- o whether you're male or female
- o if you are drinking on an empty stomach
- o if you are drinking quickly
- o individual differences (size, weight, metabolism)
- o the percentage of alcohol in the drink
- o the type of alcohol you are drinking (fizzy drinks are absorbed more quickly)
- o the container size (you may think you're having one drink, but how many units are you having?)
- o 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).

More about individual differences

You may have a higher or lower BAC than someone who has drunk the same as you due to variables such as:

- o whether you are of small or larger build
- o whether you are female or male
- o your proportion of body fat (body fat does not absorb alcohol)
- o your metabolic rate (affected by diet, digestion, fitness, emotional state, hormonal cycle, time of day, year etc).

The use of other drugs won't affect BAC, but may 'mask' the effect of alcohol, making you feel more sober than you really are.

A number of factors can lead to a woman having a higher BAC than a man, even if she has had the same number of drinks; women's bodies have less water and more fatty tissue than men's, so the alcohol in the water in their system is more concentrated. Men make more of a protective enzyme that breaks down alcohol than women.

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 is greater after drinking. 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:

- o two times for drivers with a BAC of .05
- o four times for drivers with a BAC of .08
- o twenty times for drivers with a BAC of .15.

Drivers who have 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 £5,000, six months in prison and having your licence 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.



think.direct.gov.uk/

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 driving licence 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.



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 standard 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.

Know your limits

This bottle contains 6 glasses

Units of alcohol per 125ml glass and 75cl bottle:



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 either not to drink at all or 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!

Top Tips for staying safe if you plan to drink

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 slow the absorption of alcohol 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. (See the drink spiking factsheet on alcoholeducationtrust.org/wp-content/uploads/2018/03/drink_spiking_sheet.pdf). Look out for your mates and make sure they look out for you.



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. Make sure your phone is fully charged and that someone at home knows where you are going.

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 size 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 you set a good example and drink in moderation.

Safer Summer Holidays

If you're going away for sun, sea and fun, 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 a better choice as both alcohol and altitude dehydrate you.
- Because alcohol dehydrates you, and the heat of the sun makes it worse, 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.
- 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.

Festivals

- Make sure you go with friends you can rely on – stick together and have regular meet up times during the day and evening. Take plenty of sun cream, wellies, waterproof and a hat
- Food and drinks can be expensive, so take light things like cereal bars, dried fruit, frozen water and milk (keeps your stuff cool for a while). Don't take anything valuable - take a cheap phone with a long battery life and a wind up or solar charger.
- Just because you're in a party



atmosphere, don't trust people you don't know well or be tempted to try things they may offer you.

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, either refrain from drinking or set a clear limit before the party and stick to recommended guidelines. Follow our top tips and you won't suffer again.



DRINK SPIKING



Every year in the UK, hundreds of people are thought to be victims of drink spiking, where alcohol or drugs are added to a drink without them knowing. A survey in Cambridge nightclubs found that a third of students had experienced their drinks being spiked.

Drink spiking can be linked to sexual assault and robbery, however, the majority of reported incidents

are not linked to any additional crime. Often it is done as a prank, but drink spiking is illegal, whatever the intent. People who spike drinks can be charged, fined or jailed.

What is drink spiking?

The public perception is that drink spiking is limited to slipping drugs into an alcoholic drink. However, drink spiking can include:

- putting alcohol into a non-alcoholic drink
- adding extra alcohol to an alcoholic drink
- slipping prescription or illegal drugs (such as tranquillisers, amphetamines or GHB – also called liquid ecstasy) into an alcoholic or non-alcoholic drink.

How to help prevent drink spiking

- Party with trusted friends. Discuss how you will watch out for each other while at the venue.
- Buy your own drinks. Watch the bartender prepare your drink.
- Avoid drinking too much alcohol, especially in unfamiliar situations - It could increase the likelihood of risk taking and make you less aware of danger.
- Don't accept any drinks from strangers.
- Accompany the person to the bar if you do wish to accept the offer of a drink from a stranger and take the drink from the bartender yourself.
- Be wary if a stranger buys you a drink and it's not the type of drink you requested.
- Don't take your eyes off your drink. If you have to leave the table (to go to the toilet, for example), ask a friend to watch over the drinks.
- Buy drinks that come in bottles with screw-top lids. Carry the bottle in your bag when you go to the toilet or dance.
- Don't consume your drink if you think it may have been spiked. Discuss your concerns with the manager or host.

- Tell the manager or host immediately if you see someone spike a drink or if you suspect that drink spiking may be occurring.
- If you are traveling abroad, be aware of the local area and where you can find help. Drink spiking is a global problem.

Symptoms of drink spiking

You may not realise your drink has been spiked by smelling it or tasting it. The substances used to spike drinks are often colourless and odourless. The symptoms of drink spiking depend on many factors such as the substance or mix of substances used, the dose, your size and weight, and how much alcohol you have already consumed.

Symptoms could include:

- feeling woozy or drowsy
- feeling drunker than expected
- speech difficulties such as slurring
- loss of inhibitions
- loss of consciousness
- mental confusion or memory loss
- hallucinations or paranoia
- nausea and vomiting
- seizures
- an unusually long hangover or a severe hangover when you had little or no alcohol to drink.

What to do if a drink is spiked

- If you suspect your drink has been spiked, whatever you do, do not ignore the situation because you feel embarrassed - Tell the manager or host what is happening and if you can, try and keep your drink with you, as it could be used as evidence by the police.
- If a friend is affected by drink spiking,
 - take them to a safe area and stay with them
 - If their condition deteriorates in any way, call an ambulance (e.g. they lose consciousness). Otherwise, take them to the nearest accident and emergency (A&E) department and tell the medical staff that you think their drink was spiked.
 - Arrange for a trusted friend or relative to take them home and stay with them until the drugs have fully left their system.
- Report the incident to the police as soon as possible. They will need to take blood and urine samples. Most drugs leave the body within 72 hours of being taken (GHB leaves the body within 12 hours), so it's important to be tested as soon as possible.
- If drink spiking happens to a date, be aware of their ability to consent to sex - you may become guilty of committing rape if the other person is not in a condition to respond or react.
- If you are abroad, get help from a travel representative, local medical services or ask a bar or hotel manager to call local police.

An interesting article for further reading or discussion:

telegraph.co.uk/women/womens-life/11317161/Drink-spiking-You-need-to-know-about-Britains-hidden-epidemic.html

HOW WELL DO YOU KNOW YOUR AGE GROUP? QUIZ**Are all teenagers out on the booze? - A look at National and International statistics**

Most 16 - 24 year-olds go out and get drunk most weekends – fact or fiction? Teenagers are drinking more than 10 years ago – true or false? Britain is the binge drinking capital of Europe - right or wrong?

Try out the questions below to see if what you think about your age group is true or not.

- 1) **What percentage of 16 year-olds have drunk alcohol over the last month?**
a) 82% b) 48% c) 57%

- 2) **How many 16 – 24 year-olds report binge drinking in the past week in England ?**
a) 17% b) 35% c) 28%

- 3) **How many 16 year-olds have been drunk in the last month in the UK?**
a) 46% b) 54% c) 26%

- 4) **Boys get drunk more than girls, true or false?**
a) True b) False

- 5) **English teenagers drink more than most other teenagers across Europe, yes or no?**
a) Yes b) No

- 6) **Young people are drinking more than they were five or ten years ago, true or false?**
a) True b) False

HOW WELL DO YOU KNOW YOUR AGE GROUP? ANSWERS

1) In Europe, what percentage of 16 year-olds have drunk alcohol over the last month?

a) 48%

In Europe 48% of 16 year-olds report having consumed some alcohol over the last 30 days. The Netherlands and Romania are close to the average at 49% and 47% respectively. More 16 year-olds drink in Spain (65%) and Austria (68%) but fewer do in Iceland (9%) and Norway (22%)^{1a}.

2) How many 16 – 24 year-olds report binge drinking in the past week in England?

a) 17%

16% of young men and 17% of young women aged 16-24 say they binge drink (8 units for men and 6 units for women)³ - probably far fewer than you thought. For this age group in England there are a worrying minority - 2% of men, drink more than 50 units a week and 1% of women drink more than 35 units a week², but most young adults go out to have a good time with their mates and don't go out to get drunk.

3) How many 16 year-olds have been drunk in the last month in the UK?

c) 26%

Most 16 year-olds in the UK (74%), go out to have a good time and not to get drunk^{1b} - In fact, 26% of 16 - 24 year-olds in Great Britain say they generally don't drink or never drink alcohol³.

4) In the UK, boys get drunk more than girls, true or false?

b) False

The UK is one of a few countries globally where girls under the age of 18 are getting drunk more than boys and being admitted to hospital more for alcohol-related conditions such as alcohol poisoning. (In England, girls account for 58% of admissions). This could be partly because girls drink more spirits than boys (who tend to choose beer and cider). Girls are also more likely to eat less before drinking and to 'prink' with friends before going out.

In England the mean consumption for 11-15 year-old girls is slightly higher than for boys (6.3 units v. 6 units).⁴

5) Teenagers in Great Britain drink more than teenagers across Europe, yes or no?

a) Yes

In the EU as a whole, 9% of 15 year-old girls and 16% of 15 year-old boys drink at least once a week. In England it is 10%/12%, in Scotland 11%/16% and Wales 12%/14%. The EU average for 15 year-olds reporting being drunk at least twice at age 15 is 20% for girls and 24% for boys. The rates for England are 31%/25%, Scotland 33%/32% and Wales 34%/28%⁶.

6) Young people are drinking more than they were five or ten years ago, true or false?

b) False

Underage drinking is falling rapidly across the UK, as is binge drinking among 16 - 24 year-olds. The percentage of 15 year-olds who drink alcohol at least once a week in England has fallen from 38% of girls and 41% of boys in 2005/6 to 15% of girls and 14% of boys in 2016. The percentage of 13 year-olds who drink at least once a week has fallen from 15% of girls and 19% of boys in 2011 to just 3% of girls and 2% of boys in 2016⁴.

In England, there were 11,987 alcohol-related hospital admissions for under 18s in 2014/15- 2016/17 (58% of these were girls). This has reduced from 22,890 admissions for the 3 year period 2006/7-2008/09⁵.

For discussion:

Were you surprised by the figures?

Will it change your views or behaviour when you go out?

Do you think the media represents young people fairly?

What do you think about girls getting drunk more often and ending up in hospital more than boys? Think about type of drinks, eating before drinking and how alcohol is broken down by the body.

The law has changed in the UK, meaning you can't blame alcohol for criminal behaviour - This makes you responsible for your actions what ever state of drunkenness you are in - What do you think about this?

Sources:

- 1a ESPAD European school survey project on alcohol and other drugs (published 2016)
- 1b ESPAD European school survey project on alcohol and other drugs (published 2012)
- 2 HSCIC Health Survey for England, 2016 (published 2017)
- 3 Adult drinking habits in Great Britain: 2005 to 2016
- 4 HSCIC Smoking, drinking and drug use among young people in England 2016 (published 2017)
- 5 Local Alcohol Profiles for England (LAPE)
- 6 HBSC Health behaviour in school-aged children study: 2013/14 report (published 2015) following the behaviours of 11-15 year-olds across Europe

SECTION 7

TOP UP SESSIONS, MYTH BUSTERS 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 such as designing a campaign.

We advise you to use our Online Learning Zone, talkaboutalcohol.com for interactive games and other resources where possible.

Ideas here include:

- o Myth busters
- o Quiz
- o Alcohol education - What do you want? Design a poster/campaign

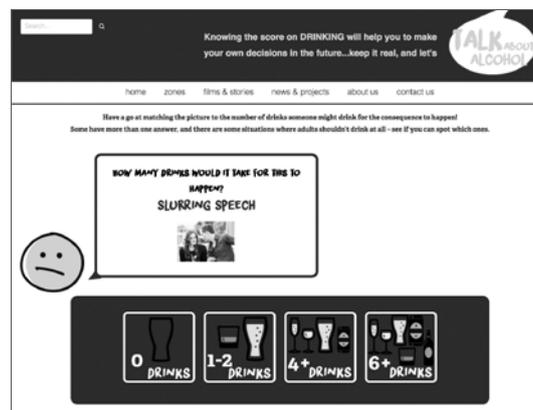
RESOURCES ON TALKABOUTALCOHOL.COM



Brave The Rave



The Alcohol Clock Game



The Match Numbers Activity

MYTHBUSTERS ACTIVITY

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, coordination 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,

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.

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 are advised to avoid drinking because alcohol affects the developing baby. Alcohol can also be dangerous for people who are swimming, doing active sport or taking medication.

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 week. 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 as well as adults both physically and emotionally. 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. 12% of all deaths in reported road traffic accidents involved at least one driver over the limit. Being impaired by alcohol is thought to be a contributory factor to 13% of pedestrian deaths. Hospital admissions for young people under 18 in the 3 year period 2014/15-2016/17 were 11,987. There were more admissions for girls than boys. Alcohol can also lead to violence - For the year ending 2017, 40% of all victims of violence said their attacker was affected by alcohol at the time.

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 medium 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:

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

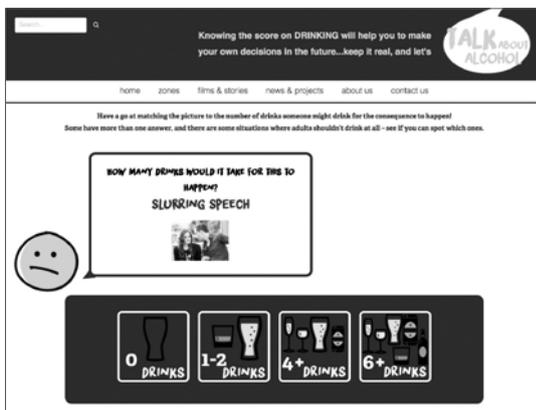
1000

(*ABV = alcohol by volume)

- 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 adults drink no more than 14 units a week. There are NO safe limits for the under age.

OTHER RESOURCES ON TALKABOUTALCOHOL.COM



The Match Numbers activity



Want To Learn More?



Test Your Knowledge

QUIZ Questions

Try this quiz to see how much you really know about alcohol and drinking. It is available as a pdf or powerpoint download from alcoholeducationtrust.org/teacher-area/assessing-knowledge/

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 week for healthy adult men and women? (a drink, or unit contains 8 grams alcohol)

- a) The same for men and women, 14 drinks
- b) Men 21 units, women 14 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 20 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. Tolerant 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 measure of 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 £5,000, six months in prison and losing your licence. If you cause a death by drink driving that's up to 14 years behind bars.

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

a) The same for men and women, 14 drinks

Healthy adult males and females should drink no more than 14 units a week and if you do drink as much as 14 units per week, it is best to spread this evenly over 3 days or more.

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 effect 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:

- o your genetic make-up and general health
- o use of legal or illegal drugs
- o your gender, age, size and weight
- o whether you have eaten and how quickly you have drunk your drinks
- o 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 UK Accident and Emergency department hospital admissions are linked to drinking and 22% of accidental deaths are alcohol-related in the UK. Alcohol-related hospital admissions for young people under 18 in England for the period 2014/15-2016/17 were 11,987. There were more admissions for girls than boys.

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 limits recommended by the NHS of 14 units per week for both men and women.

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 England regularly drink alcohol?**a) <1 in 20**

Only 6% of 11-15 year-olds in the UK regularly drink alcohol. So around 94% don't drink regularly, and 62% not at all. <1% of 11 year-olds drink weekly – rising to 14% of 15 year-olds – but 56% 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 (6% of 15-16 year-olds get drunk regularly). So, choosing not to drink is a good option and one chosen by many young people.

Source: The 'HSCIC Smoking, drinking and drug use among young people in England 2016' report and 'Guidance on the consumption of alcohol by children and young people' (Chief Medical Officer, Department of Health, 2009).

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 get out of control or ending badly, and always look out for each other.

Try the interactive games in our Online Learning Zone talkaboutalcohol.com.

TEACHER NOTES**Alcohol education - What do you want? (PSHE 11 - 16 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

- o To find innovative ways to educate other young people about alcohol.
- o To distinguish between acceptable and unacceptable behaviour.
- o To identify and communicate strategies for reducing the dangers associated with excessive 'drinking to get drunk'.
- o 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.

ALCOHOL EDUCATION - WHAT DO YOU WANT?

PSHE 11 - 16 WORKSHEET 5

If you have seen the *Talk About Alcohol* website and have 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 your 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 has 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.

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/teacher-area/facts-figures/ and alcoholeducationtrust.org/teacher-area/key-research-papers/).

Here, we have selected a few disturbing and reassuring 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.

Disturbing stats

- o 35% of all Accident & Emergency (A&E) attendance and ambulance costs may be alcohol related in England ⁹.
- o 407 people died from alcohol poisoning in the UK in 2016 ¹⁰.
- o Males accounted for approximately two-thirds of the total number of alcohol-related deaths in 2016 in the UK. There were 7,327 alcohol-specific deaths in the UK (168.2 per 100,000 population) in males and 2,626 (7.5 per 100,000) in females ¹.
- o In 2016, it is estimated that there were 230 fatal drink drive accidents ².
- o Being impaired by alcohol is thought to be a contributory factor in 13% of pedestrian road deaths ¹¹.
- o For 16 - 24-year olds, 21% of deaths in males and 9% of deaths in females have been attributed to alcohol consumption ⁸.
- o In the year ending March 2017, 40% of all victims of violence in England and Wales said their attacker was affected by alcohol at the time. It is estimated that there were 464,000 violent alcohol-related incidents in 2016/17 ³.
- o Alcohol misuse is a factor in 30% of suicides each year.
- o Hospital admissions for young people under 18 in the 3 year period 2014/15-2016/17 were 11,987. 7,062 were for girls ⁴.
- o In England, there were 337,113 estimated admissions where an alcohol-related disease, injury or condition was the primary diagnosis or there was an alcohol-related external cause in 2016/17 ⁷.
- o 2% of 16 - 24 year-old men drink more than 50 units a week and 1% of women aged 16 - 24 drink more than 35 units a week putting themselves at risk of alcohol dependency, mental and

behavioural problems and long term health risks such as liver disease. Among adults aged 16 - 74, 3% of men and 2% of women are estimated to be higher risk drinkers in England ⁵.

Reassuring stats

- o In England, only 6% of 11 - 15 year-olds drink at least weekly (down from 20% in 2003) – i.e. 94% don't (<1% of 11 year-olds drink rising to 14% of 15 year-olds). ⁶
- o 56% of 11 - 15 year-olds have never drunk alcohol (up from 41% in 2000). The proportion of pupils who have had an alcoholic drink increases from 15% of 11 year-olds to 73% of 15 year-olds. ⁶
- o The proportion of pupils who think it is ok for someone of their age to drink alcohol has fallen in recent years. In 2016, 25% of pupils thought that it was ok for someone of their age to drink once a week, compared to 46% in 2003. ⁶
- o Among 16 - 24 year-olds in 2016, 16% of men and 17% of women said they binge drink. That means an overwhelming majority of young adults (84 % of men and 83% of women) go out to enjoy themselves and socialise, not to get drunk. ¹²
- o In 2016, men drank, on average, 16 units of alcohol a week; women drank 9.1 units a week. The government low risk drinking guideline is a maximum of 14 units for both women and for men. ⁵

Sources

Information within this guide is based on Government and the UK Chief Medical Officers' guidelines and was current when going to press July 2015.

Statistics are drawn from:

1. Alcohol-related deaths in the United Kingdom, published November 2017 (Office of National Statistics)
2. Estimates for reported road traffic accidents involving illegal alcohol levels: 2016 (Department for Transport)
3. The nature of violent crime in England and Wales: year ending March 2017 (ONS) published 2018.
4. Local Alcohol Profiles for England (LAPE)
5. HSCIC Health Survey for England, 2016, published 2017
6. HSCIC Smoking, drinking and drug use among young people in England 2016 report, published 2017.
7. Statistics on Alcohol, England, 2016
8. John Moores University. Updating England-Specific Alcohol-Attributable Fractions report, 2013.
9. Nuffield Trust: Alcohol-specific activity in hospitals in England, 2015.
10. Alcohol-specific deaths by sex, age group and individual cause of death
11. Facts on Pedestrian Casualties June 2015 Department of Transport
12. Adult drinking habits in Great Britain: 2005 to 2016

Q AND A's

(Also see our quiz on [page 98](#)).

What is alcohol?

Alcohol is ethanol or ethyl alcohol. There are many informal names for alcohol (e.g. booze, bevv, 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.

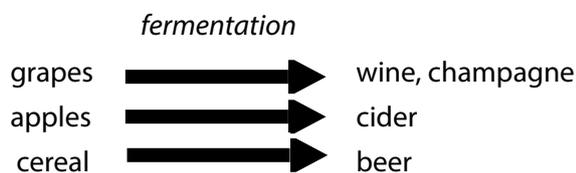
Fermentation

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.



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 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 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.

What is alcohol tolerance and addiction?

There is alcohol tolerance and alcohol addiction. Tolerance is when you gradually need more and more alcohol to achieve the same effect. If you drink above the daily recommended guidelines on a regular basis you run the risk of becoming addicted. 2% of 16 - 24 year-old men drink more than 50 units a week and 1% of women aged 16 - 24 drink more than 35 units a week and are taking this risk.

Addiction means that you can no longer cope without alcohol. Without alcohol you feel sick and have withdrawal symptoms, which include trembling, shivering, feeling nauseous and even vomiting. These withdrawal symptoms make it very difficult to overcome addiction and specialist help and support is needed. See [contacts](#) on the inside back page for help and advice.

Can you be allergic to alcohol?

A food allergy is where a normally tolerated substance is perceived as a threat by the body's immune system. In sufferers, even a little alcohol can cause an allergic reaction such as migraines, headaches, itchy skin, rashes, bowel colic, diarrhoea, asthma, swollen facial features and watery swollen eyes. If you suffer these symptoms on drinking alcohol, consult your doctor for advice.

Ethnic differences

Some Asians have an 'in-active' gene for breaking down alcohol, this means that acetaldehyde (the toxin from the break down of alcohol) builds up in the blood stream and liver. The blood concentration of this toxin in individuals with the in-active gene can be 10-times higher than normal. The physical effects can include facial flushing, a rapid heartbeat, a headache, nausea and vomiting, extreme drowsiness or tiredness and low blood pressure. The effects of any drinking are so unpleasant that most people with the inactive gene won't drink alcohol.

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 drink drive limit in England) 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 US and England, Northern Ireland and Wales) have a BAC maximum of 0.08, whereas most of Europe, including Scotland, 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 14 units a week for both men and women. 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?

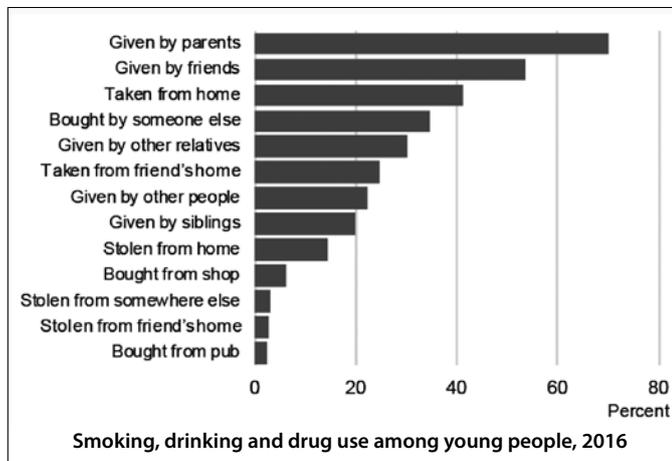
This is the process whereby what you believe becomes the pattern for your behaviour. Concerning drinking, this belief is based on the wrong information or interpretation.

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 about 18% of 16 - 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

Please try to motivate and engage parents regarding alcohol education. Parents are the prime source of alcohol to underage drinkers in the UK (70%) as well as exerting the most influence on their children’s behaviour and risk taking. According to the 2012 GfK



Roper Youth Report, 71% of children aged 8 to 17 cite their parents as the ‘number one’ influence on whether they drink alcohol or not. A survey by the YMCA 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 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 kate@alcoholeducationtrust.org, or download from alcoholeducationtrust.org and share via your school intranet or parent mail.

Dedicated parent website and newsletter

There is a dedicated parents’ area on alcoholeducationtrust.org and we publish a bi-termly newsletter alcoholeducationtrust.org/parent-area/parent-newsletter/ Please do encourage parents to use the website and sign up for bulletins.



Talk About Alcohol 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 PTAs or as a dedicated session, in or after school hours. To book a session please ring 01300 320 869, please allow a term’s 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 as ‘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. You could also use the *Talk About Alcohol* Online Learning Zone, choosing from the quizzes and games.

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. PSHE grade descriptors and guidance from Ofsted state pupils should:

'... understand extremely well how to keep themselves and others healthy and safe and are very well aware of, for example, the dangers of substance misuse.'

(Ofsted 2013)

Why an alcohol policy?

The September 2012 updated guidance from the Department for Education and the Association of Chief Policy Officers (ACPO) drug advice for schools states:

"School staff are best placed to decide on the most appropriate response to tackling drugs within their school. This is most effective when:

- it is supported by the whole school community;
- drug education is part of a well-planned programme of PSHE education delivered in a supportive environment, where pupils are aware of the school rules, feel able to engage in open discussion and feel confident about asking for help if necessary;
- staff have access to high quality training and support."

Schools are strongly advised to have a written drugs and alcohol policy to act as a central reference point for all school staff. Schools are encouraged to set out in this policy their role in relation to all related matters, including the content and organisation of PSHE and science education, and the management of alcohol, drugs and medicines within school boundaries and on school trips.

Schools may wish to include more detail incorporating The Every Child Matters Agenda, The effectiveness and safety of school staff, Health and safety legislation and 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:

- o 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
- o it is not acceptable for staff or pupils to bring alcohol onto the school premises for consumption when the school is operational
- o social activities, out of hours but on school premises are planned to ensure they promote sensible drinking
- o there are supportive and consistent links to the curriculum
- o there is a need for a developmental process of implementation that is sensitive to individual concerns, cultures and behaviours.

Issues to be considered regarding an Alcohol Policy

- o 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.
- o Social occasions arranged by/in school should have at the very least non-alcoholic drinks available.
- o School trips and holidays are particularly difficult - Provide clear guidance to staff, parents and pupils for school trips (particularly abroad).
- o Procedures regarding staff drinking both before and during times when they are professionally responsible.
- o Access to support for staff and pupils if drinking is a problem.
- o Promotion of information about the impact of drinking.
- o Links to the formal planned curriculum.

The 2012 DfE and ACPO drug advice for schools: gov.uk/government/publications/drugs-advice-for-schools

A toolkit to create or update drugs and alcohol policy: mentoruk.org.uk/toolkit-for-schools/

Government updated safeguarding guidance 'Keeping children safe in education - Statutory guidance for schools and colleges' gov.uk/government/uploads/system/uploads/attachment_data/file/550511/Keeping_children_safe_in_education.pdf

Below, we have grouped our resources based on their suitability for each year group.

It is advised that more of a life skills approach is taken until towards the end of year 7. The overwhelming majority of 11 year-olds will not be drinking alcohol (1% drink weekly).

It is key to assess knowledge and experience before delivering alcohol education - see [pages 7-13](#).

	SUITABLE FOR YEAR GROUP				
ASSESSING KNOWLEDGE	7	8	9	10	11+
<p>Initial Activity Ice breaker/ Conversation starter Crossing the circle game: How we are influenced by alcohol, page 12. This activity should take 20 mins to half an hour and will demonstrate to pupils that although they may not currently drink, their life is influenced by alcohol. These questions are examples and we suggest you make them more complex or simple according to your classes' experience regarding alcohol (they know the names of drinks, they've seen someone who's drunk etc.)</p>	✓	✓	✓	✓	
<p>Activity 2a The decision on whether to drink or not The Assessing knowledge teacher notes, The decision on whether to drink or not blank sheet and completed sheet, pages 10 - 11, will enable you to explore key motivations for drinking or resisting alcohol. The key is for you to facilitate class discussion and to correct any misconceptions.</p>	✓	✓	✓		
<p>Activity 2b Test the class' knowledge using the Fact or fiction question sheet and detailed answers, pages 16 - 17, and the Fact or fiction activity in our Online Learning Zone, talkaboutalcohol.com.</p>			✓		
<p>Activity 2c Use the How well do you know your age group? sheet and accompanying answers, pages 18 - 21. Both these activities are supported by the Assessing knowledge teacher notes (3rd page). Test the class' knowledge using the Fact or fiction question sheet and detailed answers, pages 16 - 17, and the Fact or fiction activity in our Online Learning Zone, talkaboutalcohol.com.</p>				✓	

	SUITABLE FOR YEAR GROUP				
ASSESSING KNOWLEDGE	7	8	9	10	11+
<p>Extension Activity Ask the pupils to count how many times alcohol is mentioned or viewed during a TV show, or how many times they spot alcohol advertised during the week. Visit the personality quiz in our Online Learning Zone, talkaboutalcohol.com and try the Are you a good friend? or Who do you think you are? activities.</p>	✓	✓	✓	✓	

	SUITABLE FOR YEAR GROUP						SUITABLE FOR YEAR GROUP				
UNITS AND GUIDELINES	7	8	9	10	11+	GETTING THE BALANCE RIGHT	7	8	9	10	11+
<p>Initial Activity</p> <p>This session involves you demonstrating units with bottles and glasses - Look at the blank and completed sheets (or the simplified version) pages 22 - 24.</p> <p>You need to read the sheet on Responsible drinking, pages 30 - 31 and view one of the recommended short film clips.</p> <p>Bring in glasses of different sizes and shapes and save empty containers and bottles of well known brands and drinks.</p>		✓	✓	✓	✓	<p>Initial Activity a</p> <p>Follow the How much is too much - getting the balance right lesson plan, page 74.</p> <p>Use the simple or full version of the sheets, pages 70 - 71 or the grid and picture/word sheet for KS3, pages 72 - 73.</p> <p>Try the Match numbers game in our Online Learning Zone, talkaboutalcohol.com.</p>	✓	✓	✓		
<p>Activity 2</p> <p>Have they understood?</p> <p>Use the Alcohol clock game and activity, page 34.</p> <p>The game involves laying the numbers of a clock on the floor and asking the students to plan an evening out and to work out how many units they have drunk and how long it takes for the body to break down a unit.</p> <p>Try our interactive version in our Online Learning Zone, talkaboutalcohol.com.</p>		✓	✓	✓	✓	<p>Initial Activity b</p> <p>Use the UK government binge drinking film clips for males and females.</p>		✓	✓		
<p>Extension Activity a</p> <p>Test your parents</p> <p>Ask pupils to ask their parents if they know what the daily guidelines are for adults and how many units are in their glass of wine etc. and give them marks out of 10.</p>		✓	✓	✓	✓	<p>Activity 2</p> <p>Getting the balance right - Ask the pupils to link the amount drunk with the consequences and then discuss how alcohol effects your reactions, coordination, mood, reflexes etc.</p> <p>It is important to emphasise when not drinking at all is appropriate such as when driving, if pregnant, on certain medications or working, for example.</p> <p>Try the Match numbers game in our Online Learning Zone, talkaboutalcohol.com or the Alcohol Clock Game.</p>			✓		
<p>Extension Activity b</p> <p>Why are young people advised not to drink?</p> <p>See teacher notes and worksheet (pages 25 & 29 Teacher Workbook).</p> <p>Try the Match Numbers game in our Online Learning Zone, talkaboutalcohol.com or the What is a unit and how much is too much? activity.</p>		✓	✓	✓	✓	<p>Extension Activity</p> <p>Divide the class into groups and ask them to plan a party using 'The party' lesson plan, pages 77 - 78.</p> <p>View either Jordan or Anna's story based at parties from the BBC2 Learning zone Just a few drinks film clips. Use the relevant Just a few drinks teacher notes and lesson plans, page 76 and pages 79 - 83.</p> <p>Use the Just a Few Drinks activity on talkaboutalcohol.com.</p>		✓	✓		

	SUITABLE FOR YEAR GROUP				
	7	8	9	10	11+
ALCOHOL AND ITS EFFECTS, SOCIAL AND PHYSICAL					
<p>Initial Activity a</p> <p>If you have internet access for the pupils, ask them to spend ten minutes using the interactive body on talkaboutalcohol.com.</p> <p>In preparation, read The short term effects of alcohol and What happens to alcohol in the body, pages 41 - 44.</p>	✓	✓	✓	✓	
<p>Initial Activity b</p> <p>As an alternative to Initial activity a, print off the How too much alcohol affects the body sheet and completed answer sheet, pages 36 - 37. Go through the different parts of the body and the effects that alcohol has on them.</p>		✓	✓	✓	
<p>Activity 2a</p> <p>Choose from the Alcohol and it's effects teacher notes on page 39 or draw a human body with the vital organs and ask pupils to come up and write the effects of alcohol on different parts of the body.</p> <p>Pay attention to how much, how quickly and where alcohol is drunk and the effect of food.</p> <p>Discuss the effect of alcohol on the immature body and the difference between long term (physical or legal) and short term effects.</p> <p>Use the UK government binge drinking film clips for males and females.</p>		✓	✓		
<p>Activity 2b</p> <p>Choose from the following sheets: The Short term effects of alcohol, What happens to alcohol in the body, The Long term effects of alcohol, You friends and strangers and Alcohol and the community - What is the impact? using the supporting Alcohol and its effects teacher notes, pages 36 - 56.</p> <p>Use the UK government binge drinking film clips for males and females.</p>				✓	

	SUITABLE FOR YEAR GROUP				
	7	8	9	10	11+
ALCOHOL AND ITS EFFECTS, SOCIAL AND PHYSICAL					
<p>Extension Activity</p> <p>Just a few drinks - Play one or more of the BBC2 Learning zone Just a few drinks film clips. Use the relevant Just a few drinks teacher notes and lesson plans, page 76 and pages 79 - 83.</p> <p>What would you have done?</p> <p>Divide the class into two groups and discuss what could have been done at various stages of the 7 minute films to make things better or worse.</p> <p>Use the Just a Few Drinks activity in our Online Learning Zone, talkaboutalcohol.com.</p>		✓	✓	✓	

TESTING KNOWLEDGE	SUITABLE FOR YEAR GROUP				
	7	8	9	10	11+
<p>Initial Activity</p> <p>Use the Fact or fiction questions sheet and detailed answers, pages 16 - 17 and How well do you know your age group? sheet and accompanying answers, pages 18 - 20. Both these activities are supported by the Assessing knowledge teacher notes (3rd page). Also, try the quiz, pages 98 - 101.</p>		✓	✓	✓	✓
<p>Activity 2a</p> <p>If you have internet access allow the pupils ten minutes to refresh their knowledge in the Fact Zone of the Online Learning Zone, talkaboutalcohol.com and then complete the Test Your Knowledge and Want to Learn More? activities.</p>		✓	✓	✓	✓
<p>Extension Activity</p> <p>Based on a social norms approach, the questions in the initial activity on How well do you know your age group? are designed to test young people's assumptions about how much their contemporaries drink.</p> <p>You can ask students to collect headlines from the newspaper or internet over the week and note how many positive or negative stories there are on alcohol and young people and discuss adults views about young people and how they really behave.</p> <p>Use the Alcohol Education - What do you want? sheet and the accompanying Top up session teacher notes to get pupils to design their own alcohol health campaign based on what they have learnt, pages 101 - 102.</p>		✓	✓	✓	✓

ALCOHOL AND THE LAW	SUITABLE FOR YEAR GROUP				
	7	8	9	10	11+
<p>Initial Activity</p> <p>Use the Alcohol and the Law Information sheets, full version and simple version to demonstrate the current UK laws regarding alcohol, pages 58 - 59; go through each of the laws thoroughly.</p> <p>Use the Alcohol and the Law activity on the Online Learning Zone talkaboutalcohol.com</p>		✓	✓	✓	✓
<p>Activity 2</p> <p>Choose a mixture of activities using the Alcohol and the law teacher notes, page 60 and the You and the Law, Drink and Driving and Drinking don't mix sheets, pages 61 - 67.</p> <p>Use either BBC2 Learning zone Just a few drinks film clip - Jordan's story, see Just a few drinks teacher notes and lesson plans, page 76 and pages 79 - 83</p> <p>or use the short clip from Dorset Police Staying out of trouble.</p> <p>Use the Just a Few Drinks activity in our Online Learning Zone, talkaboutalcohol.com</p>			✓	✓	✓
<p>Extension Activity</p> <p>Ask the pupils to collect alcohol related incidents and news stories between lessons and discuss the long term consequences of the fines/ criminal record/ caution on the young persons job prospects/ insurance/ ability to travel etc.</p>		✓	✓	✓	✓

	SUITABLE FOR YEAR GROUP				
ALCOHOL AND STAYING SAFE	7	8	9	10	11+
<p>Initial Activity a</p> <p>Use the How much is too much teacher notes, page 74 and How much is too much grid and picture/word sheet for KS3, pages 72 - 73. Use the short clip from Dorset Police Staying out of trouble.</p>	✓	✓			
<p>Try Switchen Kitchen in the Online Learning Zone, talkaboutalcohol.com</p>	✓				
<p>Try Brave the Rave or The Chimp Shop Game from the Online Learning Zone, talkaboutalcohol.com</p>		✓			
<p>Try our Who do you think you are? personality quiz in the Online Learning zone, talkaboutalcohol.com</p>			✓		
<p>Initial Activity b</p> <p>Use the Staying safe teacher notes, page 76 and Good friends or What would you say? sheet, pages 84 - 86.</p> <p>Emphasise the importance of</p> <ul style="list-style-type: none"> • Pacing yourself • Looking after your mates • Getting home safely • Having a fully charged mobile • Never going home alone • How to recognise and respond to alcohol poisoning/recovery position • Drinks being spiked <p>See the following fact sheets: Top tips, Survival guide, If it all goes wrong.</p> <p>Use the short clip from Dorset Police Staying out of trouble.</p>			✓	✓	
<p>Activity 2</p> <p>Definitions of binge drinking, why this is so harmful, short and long term difference between tolerance and dependence. This involves a good understanding from alcohol and it effects social and physical and alcohol and the law.</p> <p>Take time to look through the website under resources via alcoholeducationtrust.org or through the different sections of the workbook.</p> <p>Order the Alcohol and you leaflet from kate@alcoholeducationtrust.org</p>			✓	✓	

	SUITABLE FOR YEAR GROUP				
ALCOHOL AND STAYING SAFE	7	8	9	10	11+
<p>Extension activity</p> <p>Design an alcohol education syllabus/poster. See the Top up session teacher notes and Alcohol Education - What do you want? sheet, pages 101 - 102.</p> <p>Use the Think for yourself activity, (Challenge zone on talkaboutalcohol.com).</p> <p>Activity: What would you have done?</p> <p>Use the BBC2 Learning zone Just a few drinks film clips. Use the Just a few drinks teacher notes and lesson plans, page 76 and pages 79 - 83.</p> <p>Divide the class into two groups and discuss what could have been done at various stages of the 7 minute films to make things better or worse.</p> <p>Use the Just a Few Drinks activity in our Online Learning Zone, talkaboutalcohol.com</p>			✓	✓	

	SUITABLE FOR YEAR GROUP				
FOR OLDER PUPILS	7	8	9	10	11+
<p>Use our Top tips for staying safe if you plan to drink - with planning parties, safe summer holidays and what to do in an emergency, our Drink Spiking factsheet and the Drink drive factsheet to discuss the dangers and consequences of drinking and driving, pages 88 - 90.</p> <p>Order the Alcohol and you leaflet from</p>				✓	✓

For more information on drinking guidelines you will find plenty of good advice via:

Alcohol Education Trust - parent area
alcholeducationtrust.org/parent-area/

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

Youth-friendly websites offering advice on alcohol

Talk About Alcohol - talkaboutalcohol.com

The Mix - themix.org.uk

Talk to Frank - talktofrank.com

Rise above - riseabove.org.uk

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

Action on Addiction brings help, hope and freedom to those living with addiction and those living with people who suffer problems of addiction.
actiononaddiction.org.uk/home.aspx

Addaction provides treatment, help and advice about alcohol and drugs for young people and adults. It



Our Online Learning Zone talkaboutalcohol.com is designed to be used by young people in a classroom setting as part of PSHE lessons on alcohol. It is designed mainly for Key stage 3 and complements the **Talk About Alcohol** teacher workbook.



Homepage



Alcohol and the Law

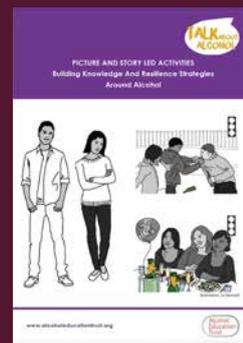


Units



Challenge Zone

To order hard copies of our **Just A Few Drinks** DVD, additional copies of **The Talk About Alcohol** teacher workbook, our **SEN** scheme of work for children with moderate learning difficulties or for our information leaflets **Alcohol and you** for older teenagers and **Talking to kids about alcohol** for parents and carers, please visit alcoholeducationtrust.org and click on *store* or email kate@alcoholeducationtrust.org



If you have any feedback or comments regarding this publication or the web materials on talkaboutalcohol.com or alcoholeducationtrust.org, please email info@alcoholeducationtrust.org or kate@alcoholeducationtrust.org

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