

SECTION 1

ASSESSING KNOWLEDGE - HOW MUCH DO YOU KNOW ABOUT ALCOHOL?

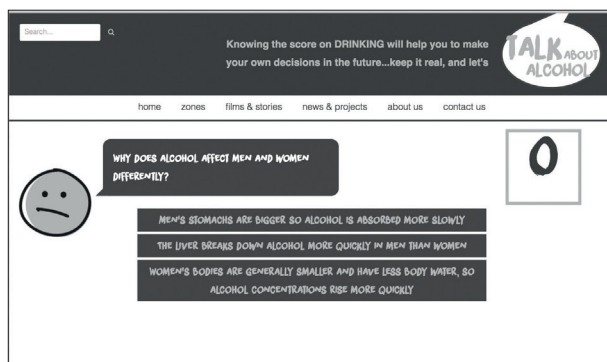
This session of icebreaker and baseline activities is important to help you assess the knowledge, experience and behaviour of your class when you introduce alcohol as a topic.

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.

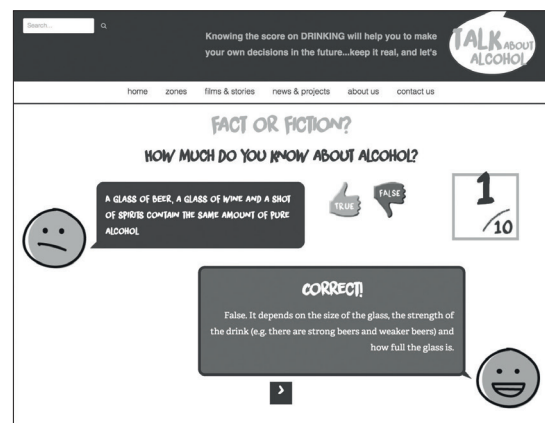
The session gives students the opportunity to reflect on their knowledge and opinion of alcohol and to begin to discuss what responsible behaviour entails. It gives you the flexibility to take the discussion to areas that need exploring further. We've included full answers to some questions that may 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 2014, 62% 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 6% of 11 year-olds have had a whole drink and 5% of 11 - 15 year-olds drink weekly (<1% of 11 year-olds and 10% of 15 year-olds).



Test Your Knowledge activity on talkaboutalcohol.com



Fact Or Fiction activity on 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.

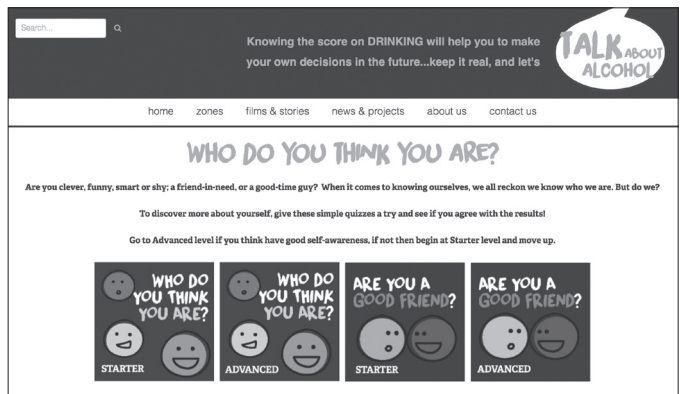
For an example of the hot seat show of hands methodology, see the Crossing the circle - How we are influenced by alcohol game on [page 12](#).

Conscience Alley

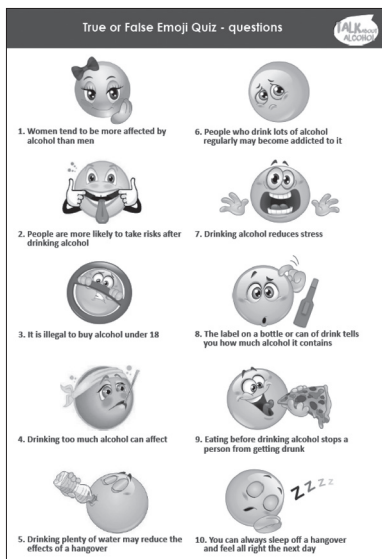
This activity is suggested for ages 11- 14 as older children may find too many persuasive answers to try a risk taking behaviour. Divide the group equally into two and ask them to face each other about a metre apart and ask for a volunteer to walk down the alley. One side will be called angels and the opposite side devils. 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 angel or devil alternatively giving them advice as to the decision they should make. Hence an angel 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 devils 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

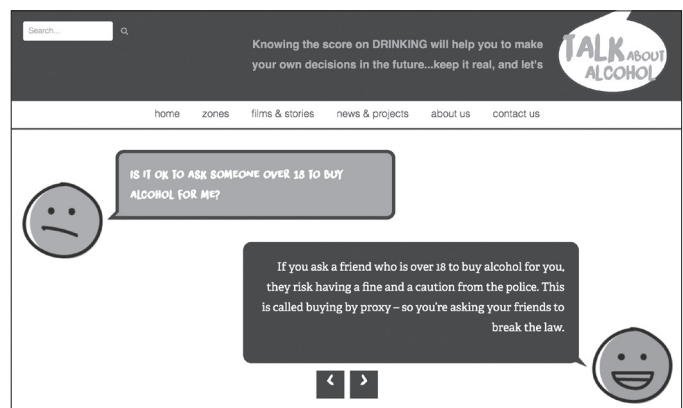
Ask students to visit the [personality quiz](#) in our Online Learning Zone, talkaboutalcohol.com to work out what type of person they are - do they lead or follow the crowd, what would they do in certain situations? There is also [Test Your Knowledge](#) where you can see how much students know - See 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](#)



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



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

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 good reasons and which could lead to risky situations
- 2) Would young people give different reasons from grown ups for drinking?
- 3) Why do you think that it's against the law for those under 18 to buy or be served alcohol?

The central image shows a black tray with a white question mark, containing several bottles of alcohol. The tray is surrounded by 24 empty speech bubbles arranged in a circular pattern, intended for students to write their reasons for drinking or not drinking 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
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 103](#)). 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.

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? 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

1. **False.** Hangovers can last for a lot longer than just the morning after. Advice for adults is that after a lot of alcohol has been consumed, they shouldn't drink alcohol for another 48 hours. 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.
2. **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.
3. **False.** It depends on the size of the glass, the strength of the drink (e.g. there are strong beers and weaker beers) and how full the glass is.
4. **False.** Eating before drinking slows down the absorption of alcohol into the bloodstream, but doesn't stop it.
5. **True.** Many of the effects of a hangover come about because alcohol dehydrates the body. There is no cure and waiting until it has gone is the only thing you can do. However, drinking plenty of water and keeping off alcohol for at least the next 48 hours helps the body 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.
6. **True.** Alcohol affects judgement so, after drinking alcohol, people tend to have fewer inhibitions and this can lead to risky behaviour.
7. **True.** Someone who regularly drinks an excessive amount of alcohol may have to drink more to get the same effect, and this can lead to addiction.
8. **True.** Alcohol is distributed around the body in water. The female body has 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.
9. **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.
10. **True.** If someone drinks a lot in a short space of time, they can increase the risk of accidents and injury. In high doses it can result in alcohol poisoning, leading to coma or even death. In the long term, drinking a lot of alcohol regularly can lead to numerous diseases, such as cancer and liver cirrhosis. These can be fatal.

In Great Britain, most young people drink responsibly, but 17% consumed more than 14 units (more than the weekly recommended limit) in one day, increasing short term personal risks such as accidents and alcohol poisoning. (ONS Drinking Habits Amongst Adults, 2014). There were 65,882 attendances for alcohol poisoning at Hospital Accident and Emergency departments in England in 2013-14 and 489 people died from alcohol poisoning in the UK in 2014.

4% of all men over 16 in the UK drink more than 50 units a week and 4% of women drink more than 35 units a week. Drinking at this level increases your risk of cancers (colon, breast, upper digestive tract), of heart disease and alcoholic liver diseases long term. That's why in 2014, 6,831 people died from an alcohol related illness, 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%
 - 38%
 - 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 been drunk over the last month?
 - 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) 38%

62% 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 2014)

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 2014 the figure fell to just 4%. Among 11-15 year-olds, 24% of girls and 26% of boys reported consuming alcohol in the past week in 2003. The figure for 2014 was 8% for both girls and boys. (HSCIC 2014)

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 been drunk over the last month?

c) 35%

Levels of drunkenness vary - In 2015, 54% of 16 year-olds had been drunk in the past 30 days Austria and 44% in Slovenia, 38% in Greece and 23% in Finland and less than 19% in Norway. The average level is 35%. (ESPAD 2015)

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 9.3 centilitres of pure alcohol for Denmark (the highest of the countries studied) 4.7 for Poland (4.7 centilitres of pure alcohol was the average for all the countries) and 0.7 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 in the 3 year period 2011/12-2013/14 to 13,725 - a fall of 41% from the period 2006/07 and 2008/09.

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 2014 (published 2015).

Public Health Local Area Profiles for England (LAPE), 2015.

Scottish Schools Adolescent Lifestyle and Substance Use Survey 2013 (SALSUS) (published 2014).