

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. A model PowerPoint lesson and guidance is included at the start of this chapter.

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: Don't presume your pupils are all drinking. Gauge the knowledge and experience of your class first.

In England, 56% of 11 to 15 year-olds haven't ever consumed a whole alcoholic drink (86% of 11 year-olds falling to 30% of 15 year-olds). 2% of 11 year-olds and 23% of 15 year-olds reported drinking in the last week, with just 6% of 11 - 15 year-olds drinking at least weekly (1% of 11 year-olds rising to 14% of 15 year-olds).

HSCIC Smoking, drinking and drug use among young people in England 2018 (published 2019).

In Wales, 48% of young people aged 11 to 15 say they never drink alcohol and a further 44% say that they drink less than weekly. Just 8% of 11 to 15 year olds drink at least weekly (3% of 11 year-olds rising to 17% of 15 year-olds).

Student Health and Wellbeing In Wales (SHWBW): Report of the 2017/18 Health Behaviour in School-aged Children Survey and School Health Research Network Student Health and Wellbeing Survey



Test Your Knowledge activity on talkaboutalcohol.com



Fact Or Fiction activity on talkaboutalcohol.com

MODEL LESSON PLAN 1

ASSESSING KNOWLEDGE: HOW MUCH DO YOU KNOW ABOUT ALCOHOL?

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

The aim is to establish a better understanding of the students' knowledge and attitudes towards alcohol before you start giving them information about units, guidelines and responsible drinking.

The PowerPoint offers the facilitator a choice of activities in this lesson. Slides/activities can be taken out of the PowerPoint when the activities have been selected.

AGE RANGE: 12-14

LESSON LENGTH: 50 minutes

POWERPOINT LINK: alcoholeducationtrust.org/pilot_lp1_assessing_knowledge_final/



BEFORE COMMENCING THESE LESSONS

Talk About Alcohol: Fact or Fiction activity

Before commencing these lessons, ask your students to spend some time on the fact or fiction activity of the talkaboutalcohol.com on line learning zone, (accessed via the Challenge zone). Ask them to write down their scores and to feed back on the answers they got wrong. This can then help you plan other lessons and activities. talkaboutalcohol.com/fact-or-fiction/

If you collect the scores, you can use this as a baseline activity to measure knowledge at outset and then the repeat the process once the lessons have been complete. The quiz generates 15 questions from a larger bank of questions).

PREPARATION:

See [Getting started notes](#), [Facts and figures](#) and [Commonly asked questions](#).

RESOURCES REFERENCED WITHIN THE POWERPOINT:

Decision whether to drink or not
alcoholeducationtrust.org/wp-content/uploads/2014/11/Decisions-on-drinking-blank.pdf

Decision on whether to drink or not
alcoholeducationtrust.org/wp-content/uploads/2014/11/Decisions-on-drinking.pdf

How well do you know your age group? (questions)
alcoholeducationtrust.org/wp-content/uploads/2014/11/Know-your-age-group.pdf

How well do you know your age group? (answers)
alcoholeducationtrust.org/wp-content/uploads/2014/11/How-do-we-compare.pdf

Talk About Alcohol - Personality quiz
talkaboutalcohol.com/personality-quiz/

LEARNING OBJECTIVES:

- To explore the myths and facts around alcohol.
- To learn about the reasons why people choose to drink or not.

INTENDED LEARNING OUTCOMES:

- Students assess the reasons why people choose to drink or not.
- Students are able to challenge myths about alcohol use amongst young people.

RESOURCES:

For this lesson you will need:

- Details of where students can go for support for alcohol-related concerns both within school and locally.
- An empty box for students to leave confidential questions in (the 'ask it basket') see 'Getting Started'.
- Pens and post-it notes or scrap paper for students to use during the activities.

Icebreaker

- For the crossing the circle or a show of hands activity, select the statements appropriate to the age and ability of you class. (See guidance and suggested questions within the PowerPoint notes).

Activity 1 - The Decision on whether to drink or not

- Print-outs of the "Decision on whether to drink or not" – blank sheets and completed sheets.
- Tailor the prompt questions on the PowerPoint notes to be appropriate to the group. (e.g. Would young people give different reasons for drinking than adults? Why do most under 15s choose not to drink regularly? etc. (See PowerPoint notes).
- Post-it notes/ A4 sheets saying 'High Risk', 'Medium Risk' and 'Low Risk' – These can be stuck on the wall or laid out at the front of the class when you get to this activity.
- If possible, access to the talkaboutalcohol.com interactive learning zone to show students the personality zone.

MODEL LESSON PLAN 1

ICEBREAKER ACTIVITIES: (10 mins)

Crossing the circle or a show of hands

Using an ice breaker game or quick fire questions helps to overcome a reluctance to talk about attitudes to drinking.

Almost all of us, even if we don't drink, are aware of alcohol, and are affected by it in some way.

Identify what issues students are confused or unsure about and use this information to plan your future lessons.

ICE BREAKER: Crossing the circle /Show of hands

- Standing in a circle, cross to the other side if the statements apply to you.
- Or sitting there, stand up and then sit down again in any of the following statements apply to you.
- What do you think this activity shows?

Read out the statements listed within the PowerPoint notes one at a time. Some questions should be paused at for responses such as naming five different types or brands of alcohol and adverts that may have been seen. You will need to tailor the questions according to the age and experience of the children. See the notes on p16. The questions that give you a little information about the children's use of alcohol should not be reacted to and the child not questioned. This activity helps to give you an idea of who is drinking/going to parties/ engaging in riskier behaviour in a non-judgemental and very quick fire way.

For younger children the activity shows they are aware of alcohol or are affected by it through their social lives, society and the media

By the end of the statements most students will probably have moved at least once – most more than that.

Ask them what they think this game demonstrates - Namely, that alcohol is all around us in society, so it's important to understand alcohol's impact and effects, whether someone chooses to drink or not.

ACTIVITY 1: (20 mins)

The Decision on whether to drink or not - Worksheet

Working in small groups ask students to complete the blank sheet.

Encourage feedback and stimulate discussion using your prepared prompt questions and suggestions on the PowerPoint.

Give each group some post it notes to write their ideas on. Distribute the prompt questions, one to each group, at the same time.

ACTIVITY 1

Prompt questions

- Would young people give different reasons for drinking than adults?
- Why do most under 15 year olds choose NOT to drink (56%)?
- Why do you think it's against the law for those under the age of 18 to buy or be served alcohol?
- Why might older teenagers decide to drink alcohol?
- Where might teenagers drink alcohol? And who with?

Think about which are ok reasons and which could lead to risky situations
Think about whether you would rank your reasons as low risk, medium risk or high risk and why.

Get students to think about how they would rank their reasons for choosing to drink into low, medium or high risk and why?

ACTIVITY 1

HIGH RISK

MEDIUM RISK

LOWER RISK

Get each group to nominate a student to discuss/ present their answers.

MODEL LESSON PLAN 1

ASSESSMENT FOR LEARNING: (5 mins)

WHAT CAN YOU REMEMBER?

- Can you give 2 reasons why people choose to drink and 2 reasons why people choose not to drink?
- What have you learnt about how much other young people drink? Think about how this compares to your attitudes and behaviour
- How confident do you feel about talking with your friends and family?

Ask students to:

- Give 2 reasons why some people might choose to drink and 2 reasons why young people choose not to drink.
- Encourage some reflection on their peers' behaviour towards alcohol with reference to the social norms.
- How confident do they feel about discussing this with peers and family?

EXTENDED PROJECTS:

WHO DO YOU THINK YOU ARE?

HOMEWORK

Go to the personality quiz on talkaboutalcohol.com, to work out what type of person you are

- Find out if you a leader or follower
- Find out what you would do in certain situations

Direct students to the Interactive Learning Zone & the personality quiz to work out what type of person they are? A Leader or Follower?

The quiz prompts them to think about what they might do in certain situations.

Alternative 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 each hoop. Divide the group into four 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 an 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. (These cards are included in our games and activities pack) 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". For high risk or low risk, "Peter

has a bowl of pasta at home before heading off to his classmates 18th 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 (as in the model PowerPoint lesson plan in this chapter)

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 20](#).

Conscience Alley (as in the 'Alcohol and the Law' model PowerPoint Lesson Plan in chapter 4)

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 'greens' and the opposite side 'reds'. 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 a 'green' or 'red' alternatively giving them advice as to what decisions they should make. Hence a 'green' may say "Don't do it, because you're asking them to break the law," or "your parents would go crazy if they found out" and the 'red' 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](http://talkaboutalcohol.com) 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](http://talkaboutalcohol.com) 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

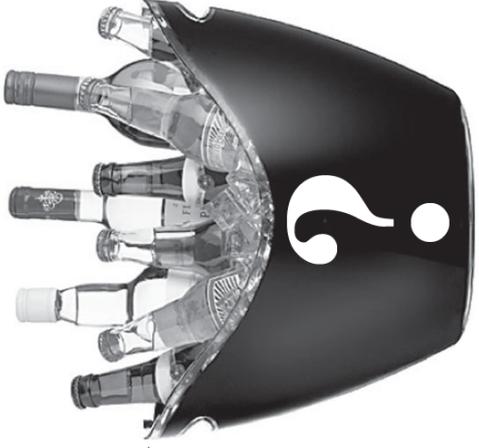
The decision on whether to drink or not

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

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

The decision on whether to drink or not

Any or many of these thoughts will form part of a decision about whether to drink or not and, if drinking, how much, where and with whom.



? Special occasion
Parties or celebrating a birthday

? Cost
Is it affordable?

? Taste
Does it taste nice?

? Curiosity
What's it like?

? Religion and beliefs
Is it right?

? Side effects
Combination with other drugs / medications?

? Romance
Will it make someone attractive or embarrassing?

? Allergy
Possible intolerance to alcohol?

? Pregnancy
Does it increase the risks?

? My age
Breaking the law and the potential impact

? Belonging
Can it make someone feel part of a group

? Keeping in control
Will it increase the chance of regretting behaviour?

? Stress
Will it help cope with stress, or make things worse?

? Fitness
Will it affect sporting performance?

? Boredom
Is there anything else to do?

? Trust
Keeping promises to parents / carers

? Responsibility
Looking after the safety of others

? How much to drink
None / a little / a lot

? Supply
Is it available without breaking the law?

? School work
Will it affect exam performance or getting a good job?

? Confidence
Will it help someone to mix and make friends?

? Getting hurt
Accidents, fights

? Health harms
More risks when underage

? Who with
Family/ friends/ strangers?

? Health harms
More risks when underage

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

Ask students to write down their answers on post-it notes or pieces of paper for class discussion. Begin the session by asking

Do you know what alcohol is?

Alcohol is produced from the sugar contained in fruits, vegetables, cereals and plants, by a process called fermentation. Yeast converts the sugar into alcohol and carbon dioxide – a natural process.

The amount of alcohol in drinks can be increased by a boiling process called distillation. This makes spirits such as gin, vodka, whisky and rum, which usually contain about 40% pure alcohol. (For more information see [page 129](#)). 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 on TV
You can name 5 different kinds of alcohol
You can name 5 different brands of alcohol
You can describe what a pub looks like inside
You know someone who has tried alcohol
You've read seen articles or features on binge drinking or drink drive?
You know what a hangover is
You've seen health adverts on the dangers of drinking too much
You know someone who has been drunk in the last month
You feel confident in resisting peer pressure around drinking

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

You've been to a house party with alcohol there
You have been to, or are planning to go to a festival
Regular heavy drinking can effect long term health
Drinking too much can affect school work and chances of getting good grades
There is the same amount of alcohol 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 know of someone your age who's been drunk in the last month
It's against the law for an adult to a buy alcohol on your behalf of someone who is under 18 years old
You know someone who's needed help to 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 18, 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 19, 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, and then to 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 affordable 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 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 to cope.

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 someone feel hungry, it stimulates the appetite while reducing self-control, so someone is more likely to binge eat if they 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?

For anyone is under 18, it is illegal to buy or be served alcohol. It is also illegal for an adult to buy alcohol for someone who is under age and doing so can result in getting a criminal record. In the family home, under parental supervision, it is legal to have an alcoholic drink from the age of 5.

Stress?

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

Pregnancy?

Drinking too much might lead a person to do things they wouldn't do when sober – going home with someone they hardly know, not taking the right precautions, increasing the risk of STDs and an unplanned pregnancy.

Drinking heavily when pregnant can lead to birth defects called Foetal Alcohol Syndrome, which can include developmental 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?

People should never mix alcohol with drugs - either prescribed drugs, unless cleared with the doctor - or illegal drugs including novel psychoactive substances (NPS).

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 the 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 young people 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, someone who has been drinking is more likely to harm either themselves or somebody else, especially if underage. According to the 'Survey of smoking, drinking and drug use among young people in England 2018'. Young people aged 11-15 who consume alcohol report a number of adverse consequences from drinking: 20% felt ill or sick, 23% vomitted, 18% had an argument, 17% damaged clothes or other items, 17% lost money or other items, 5% had a fight, 4% were in trouble with the police and 1% ended up in hospital.

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 for older teenagers. 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 43](#).

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

TEACHER NOTES

Emoji Quiz

Target age group: 11 - 14 year-olds

Structure: 1 lesson

Preparation: Download/photocopy **Emoji quiz questions** and **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** on **page 109**, could be a good way of getting students to research the answers by looking at the information in Online Learning Zone, talkaboutalcohol.com.

How much do you know? Quiz






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.

TRUE OR FALSE EMOJI QUIZ - QUESTIONS



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



6. People who drink lots of alcohol regularly may become addicted to it



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



7. Drinking alcohol reduces stress



3. It is illegal to buy alcohol under 18



8. The label on a bottle or can of drink tells you how much alcohol it contains



4. Drinking too much alcohol can affect your health badly



9. Eating before drinking alcohol stops a person from getting drunk



5. Drinking water and alternating with soft drinks may reduce the risk of a hangover



10. It is possible to sleep off a hangover and feel all right the next day

TRUE OR FALSE EMOJI QUIZ - ANSWERS**1. Women tend to be more affected by alcohol than men.....True or False?**

True. Alcohol is distributed around the body in water. The female body has more body fat and less water than the male body, so alcohol concentrations are higher in females. Therefore, women tend to get drunk faster than men when drinking a similar amount of alcohol.

2. Young People are more likely to take risks after drinking alcohol.....True or False?

True. Alcohol affects judgement so after drinking alcohol, people tend to have fewer inhibitions and this can lead to risky behaviour. This can result in: an accident or injury; risky or unprotected sex; vulnerability to others; criminal damage or violence.

3. It is illegal to buy or be served alcohol if under 18.....True or False?

True. It is illegal for licensed premises to sell alcohol to anyone under 18 years old and the Police have powers to confiscate alcohol from under 18s in public spaces (e.g. on the street or in parks).

It is against the law for those under 18 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).

It is also illegal for an adult (aged 18 or over) to knowingly buy alcohol for someone under age - So if someone under 18 asked an older friend to buy alcohol for them, they'd be asking them to break the law.

4. Drinking too much alcohol can affect your healthTrue or False?

True. Drinking a lot of alcohol in a short space of time can increase someone's risk of accidents and injury. High doses can cause alcohol poisoning, leading to coma or even death.

In Great Britain, most young people drink responsibly, but for those aged 16-24, 16% of men consume more than 12 units on one occasion and 14% of women consume more than 9 units. This can lead to short term personal risks such as accidents and alcohol poisoning. 16%-20% of accidental deaths are alcohol-related and in 2018, 530 people died from alcohol poisoning in the UK.

Just 5% of all men over 16 drink more than 50 units a week and 3% of women drink more than 35 units a week in England. Drinking at this level increases the risk of cancers (colon, breast, upper digestive tract), of heart disease and alcoholic liver diseases long-term. That's why in the UK in 2019, 7,565 people died from an alcohol-related illness, mainly from alcoholic liver disease.

5. Drinking water and alternating with soft drinks will reduce the risk of a hangover..... True or False?

True. Drinking plenty of water and pacing – that is, alternating alcoholic drinks with non-alcoholic alternatives – slows down a person's intake of alcohol as well as keeping the body hydrated. This in turn reduces the risk of drinking too much and getting a hangover the next day.

Alternating with soft drinks will help save money and bars and clubs have to offer free tap water too!

TRUE OR FALSE EMOJI QUIZ - ANSWERS**6. People who drink lots of alcohol regularly may become addicted to it..... True or False?**

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.

Being addicted to alcohol means someone has a compulsive need to drink and finds it hard to stop drinking.

They may need a drink as soon as they wake up or feel the need to have a drink in the morning. If they don't have access to alcohol they suffer from withdrawal symptoms, such as sweating, shaking and nausea, which stops if they drink alcohol again.

7. Drinking alcohol reduces stress.....True or False?

False. Alcohol acts as a depressant on the brain, the control centre of the body. After a few drinks someone may feel more relaxed, emotional and uninhibited for a while. They may also lose control as their judgement is affected. It doesn't matter what mood someone is in to start with, when high levels of alcohol are involved, it's possible that instead of pleasurable effects increasing, a negative emotional response will take over. They could become angry, anxious or depressed.

8. The label on a bottle or can of drink tells you how much alcohol it contains.....True or False?

True. The amount of alcohol is usually shown on the drink container, but you can calculate it yourself.

9. Eating before drinking alcohol stops a person from getting drunk.....True or False?

False. Eating before drinking slows down the absorption of alcohol into the bloodstream, and will stop someone from getting drunk as quickly - It also gives the liver more of a chance to break down the alcohol in the body, as alcohol is held in the stomach for longer. It's therefore a good idea to eat before drinking, but this doesn't reduce the amount of alcohol or units that are consumed- so if someone drinks a lot, they'll still get drunk.

10. It is possible to sleep off a hangover and feel all right the next dayTrue or False?

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 drinking to be within the responsible guidelines, pacing drinks with non-alcoholic ones, eating before or when drinking, or not drinking at all.

HOW WELL DO YOU KNOW YOUR AGE GROUP? HOW DO WE COMPARE WITH OTHER TEENAGERS IN EUROPE? (ENGLAND AND WALES)

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?
 - 34%
 - 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
 - That girls drink as often as 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?****(ENGLAND AND WALES)****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 2018).

For Wales, a survey conducted in 2018 found that 48% of year 7- year 11 pupils said that they never drink alcohol. (SHWBW)

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

a) less than 10%

In 2018, 3% of boys and girls in England said they drink at least weekly. In Scotland it was 4%, In Wales it was 4%). (HBSC 2018)

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 2018 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 2018 was 11% for girls and 9% for boys. (HSCIC 2018)

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 2017 /18)

5. What percentage of 15 year-olds drink at least 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 2014/5 found that 11% of girls and 16% of boys in Scotland reported drinking at least once a week. The figures for Wales were 12% of 15 year-olds girls and 14% 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 2014)

HOW WELL DO YOU KNOW YOUR AGE GROUP?**HOW DO WE COMPARE WITH OTHER TEENAGERS IN EUROPE?****(ENGLAND AND WALES)****PSHE 14-16 WORKSHEET 5**

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

a) 34%

44% of 16 year-olds in Europe reported heavy episodic drinking during the last 30 days. This drinking pattern was found more often in Germany and Denmark, with more than 50% of students reporting heavy episodic drinking. The lowest figures were found in Norway (16%) and Iceland (8%). (ESPAD 2019)

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

a) Denmark

In the latest ESPAD study, average last-day alcohol consumption was 8.8 centilitres of pure alcohol for Denmark (the highest of the countries studied) 4.5 for Poland (4.6 centilitres of pure alcohol was the average for all the countries) and 3.0 for Romania. (ESPAD 2019)

8. Do you think...

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

b) That girls drink as often as 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 20%, with Denmark the highest at 42% and Kazakhstan the lowest at 2%. (HBSC 2018)

In England, at 13 years of age, girls are more likely than boys to report drinking in the past 30 days. Among 15 year olds in Wales, more girls than boys have tried alcohol and girls of this age group are also more likely to report having consumed alcohol in the past 30 days (54% compared to 49% of boys).

In Wales, more girls than boys report having been drunk in the last 30 days and in England the percentages are similar for both boys and girls. In Wales, girls aged 15 are more likely than boys to have been drunk at least twice in their lifetime.

In England, more girls ending up in hospital due to drinking alcohol than boys. (LAPE)

Sources:

ESPAD European school survey project on alcohol and other drugs (published 2019), a survey carried out every 4 years among 15 and 16 year-olds across the EU.

Growing up unequal: gender and socioeconomic differences in young people's health and well-being. Health Behaviour In School-Aged Children (HBSC) Study: International Report From The 2013/2014 Survey

Spotlight on adolescent health and well-being: Findings from the 2017/2018: Health Behaviour In School-Aged Children (HBSC) Survey In Europe And Canada.

Student Health and Wellbeing In Wales (SHWBW): Report of the 2017/18 Health Behaviour in School-aged Children Survey and School Health Research Network Student Health and Wellbeing Survey

HSCIC Smoking, drinking and drug use among young people in England 2018 (published 2019).

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