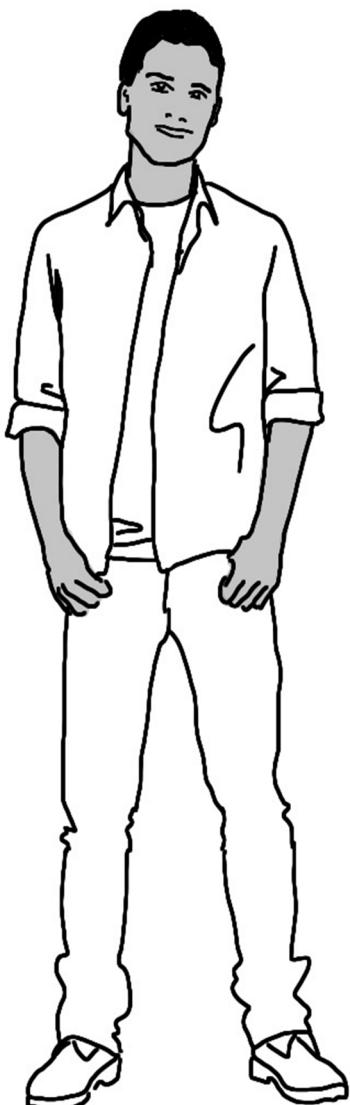


TALK^{ABOUT}
ALCOHOL

PICTURE AND STORY LED ACTIVITIES
Building Knowledge And Resilience Strategies
Around Alcohol



Illustrations: Liz Bennett

This is a course to use with young people who have additional learning needs. It aims to delay alcohol use and help them develop harm reduction strategies. There are a range of techniques and activities each of which can be stand alone but can also be part of a whole scheme of work, suitable for several PSHE sessions. The course offers a practical set of tools using games, stories, characters, role-play, case studies, visual materials and props.

All course resources are fully supported online via a password protected area of www.alcoholeducationtrust.org. There is also a 100 page teacher workbook with resources for all abilities available to download via: www.alcoholeducationtrust.org/teacher-area/download-teacher-workbook/

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INTRODUCTION

The Alcohol Education Trust has a very specific remit:

- The provision of alcohol education in different ways to pupils aged 11 – 18 and their parents or carers, and
- To provide evidence based Interactive resources and lesson plans for teachers.

The AET Talk About Alcohol programme is recognised by The Early Intervention Foundation as highly effective and was awarded 3 out of 3 for effectiveness by the DfE appointed Centre for Analysis of Youth Transitions, awarding the evaluation quality 5 out of 6. Our Talk About Alcohol programme was evaluated between 2011- 15 among 4,000 pupils in 34 schools by The National Foundation for Education Research (NFER)¹ and was found to significantly delay the onset of drinking and improve the knowledge of pupils.

Building on our reputation of offering high quality resources and lesson plans for teachers, we have developed this Talk About Alcohol Picture and Story Led Activities resource to complement our existing Teacher Workbook, with the specific focus of providing additional material for children with special educational needs or disabilities (SEND). These young people are three times more likely to experience abuse and recent cases have shown that alcohol can be used to groom vulnerable young people. The resources help young people develop harm reduction strategies, using a range of recognised techniques and activities such as games, stories, characters, role play and visual materials.

PSHE and alcohol education

PSHE and alcohol education are vitally important to equip children and young people with the knowledge, understanding, attitudes and practical skills to live healthy, safe and responsible lives, all of which can have an impact on their achievements.

PSHE education encourages children and young people to be more independent and responsible for themselves and supports them in making effective transitions in life. This helps to prepare them for the many complex and sometimes conflicting situations they are likely to encounter both now and in the future. The provision of alcohol and drug education is seen as an essential prerequisite to enable all young people to keep safe and avoid harm.

Schools and teachers have an important role to play in delivering comprehensive and effective PSHE messages to young people. In 2009 the "Tell Us 4 Survey" showed that the majority of young people believed that they received helpful information about being healthy from teachers. A NatCen² study in 2010 found 72% of pupils said that teachers were an important source of information about health. It is also increasingly clear that drinking alcohol has been associated with a number of negative educational outcomes, such as the likelihood of being not in employment, education or training (NEET), lower GCSE scores, and not remaining in full-time education beyond the age of 16, as reported by Green and Ross (2010). However, alcohol education needs to be more than simply the provision of factual information, it should also build pupils' resilience and skills. This resource is particularly focussed on building knowledge and resilience strategies around alcohol for pupils with SEND.

With the recent changes to the National Curriculum and the time for PSHE education being increasingly under pressure, teachers more than ever, need to access high quality resources that can be easily adapted to suit their pupils' needs. Research undertaken by the PSHE Association and Mentor Adepis³ in 2013, revealed that there is a lack of consistency in where resources are sourced and how they are chosen. In 2013, Ofsted found PSHE to be "not yet good enough" and alcohol education provision to be below the standard in 40% of the secondary schools it assessed. We hope this new resource will help address these needs.

Ofsted

The new Ofsted Common Inspection Framework (September 2015) highlights “Personal Development, Behaviour and Welfare” as one of the four main areas that schools will now be inspected on. Key aspects of these criteria expect schools to demonstrate clear outcomes for pupils’ knowledge on how to keep healthy. There is also an explicit expectation that pupils will have an understanding of how to keep themselves and others safe.

Ofsted also pays particular attention to the outcomes of specific groups, with SEND pupils and those in specialist or alternative provision highlighted. In addition, NICE recommendations (2007) clearly state that alcohol education should be: “...an integral part of the school curriculum and should be tailored for different age groups and different learning needs”.

In order to achieve an “outstanding” status overall, a school needs to be outstanding in all four areas of the new framework. It will be considerably easier for schools to adequately evidence that they are meeting a range of inspection criteria if they have a planned, developmental PSHE programme in place. A comprehensive alcohol education programme will significantly contribute towards this.

Children and young people with special educational needs or disabilities

The Department for Education recommends that pupils with special educational needs or disabilities receive a broad and balanced curriculum, which can often take place alongside other children in mainstream schools. This resource has been developed with these aspects in mind, based around pictures and stories and using a common set of characters as well as emoji faces. This is in line with DfE Guidance for Drug Education in Schools (2004)⁴ which suggests that strategies for pupils with special needs should include exploring the use of realistic scenarios to compensate for a lack of first-hand experience in some social situations

and specialist equipment such as sensory, visual, large print and symbols. We have worked in partnership with the SEN specialists Image in Action to ensure our approaches are appropriate. Many of the activities in this resource can be run in tandem with the Talk About Alcohol Teacher Workbook, which will allow teachers to accommodate pupils of different abilities within the same lessons. However, the flexible nature of the lesson plans means that stand-alone sessions with a specific group of young people would work well too.

Each section of the resource is supported by a simple powerpoint presentation, with clear aims and details of any additional materials that might be required. Key aspects of alcohol education are covered: building knowledge, exploring feelings and emotions, and consent. In addition, many of the video clip links that are available on the Alcohol Education Trust website (www.alcoholeducationtrust.org) will be a useful supplement to the materials.

We hope that you find these materials a useful addition to your existing resources for working with children and young people with special educational needs or disabilities. We welcome your feedback and ideas, please contact Kate on 01300 320 869 or email kate@alcoholeducationtrust.org.

References

1. NFER Evaluation (2013)
www.alcoholeducationtrust.org/teacher-area/evaluation-case-studies/
2. Nat Cen Social Research(2010)
www.natcen.ac.uk/our-research/research/young-people-and-alcohol/
3. Mentor Adepis (2013)
alcoholeducationtrust.org/wp-content/uploads/2015/07/mentoradepis.pdf
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DELAYING ALCOHOL USE AND HARM REDUCTION

Aims

This course aims to:

- Support young people with SEND (MLD, ASC, Vulnerability, Low literacy, PRU pupils) to understand the Alcohol Education Trust's key messages on delaying alcohol use and harm reduction; and
- Provide the young people with activities that will engage them at an appropriate pace and with methods that work for them.

By the end of the course the participants will be able to:

- Describe how alcohol affects the body.
- List some strategies to avoid drinking too much alcohol and how to resist peer pressure.
- Offer suggestions and support to a friend who is drinking alcohol under age.
- Understand ways to reduce the harm done by alcohol and to recognise risky situations.
- Practise strategies to reduce harm and avoid drinking too much alcohol.

The course will use a number of key methods; these techniques will enable staff to feel that the sessions are clear, with good boundaries, safe for participants involved and also engaging and informative for young people with additional learning needs.

1. Distancing - The work mainly uses a character narrative – stories are powerful learning tools . This method allows the characters (Emma and Mike) to make mistakes and find themselves in risky situations. Neither teacher nor participants will be required to speak about their own experiences or their own potential activities in the future.

2. Active Learning - The participants are encouraged to move around and engage in role play and discussions. The activities are visual and fun which can help to keep the participants interested and engaged. The programme has a number of different activities that are regularly changed to keep the work lively and stimulating.

3. Building on existing knowledge – Some young people find learning about issues in an abstract or hypothetical way difficult, so we can use this technique; It provides the participants with information based on their existing knowledge so that they have something to refer back to when learning about a new topic.

For example, it is likely that the participants will have experience of heightened emotions during an argument, so we can use this to explain how alcohol makes people feel.

We can use the characters and refer to their feelings during an argument. This is likely to be understood by participants and they should be able to make the connection that people will behave erratically at times of heightened emotions, e.g. storming out, slamming doors or breaking something.

With this established, we will be able to develop the participants' knowledge to transfer the same understanding to a situation where they may not have experience, as a young person making decisions under the influence of too much alcohol.

4. Practical resources - Some of the activities described require the teacher to assemble a number of physical resources. We believe that tangible objects and pictures will help participants to engage with the concepts and issues.

GETTING STARTED



The following activities are covered by the powerpoint presentation: [Getting Started.](#)

Ground rules

Purpose

These rules will enable staff and participants to feel safe and secure when discussing the issues of alcohol use; no personal questions will be permitted under the rules. Any potential challenging questions or responses can be managed by reference to the ground rules. Teachers can adapt or add ground rules to meet the needs of their group.

The rules of the session are that:

- We won't discuss any of the people present, staff or participants.
- We will study alcohol through stories and pictures, not personal experience.
- We will respect others' opinions.
- We will ask questions if we need to.
- We will listen to others and speak one at a time.
- We'll turn mobile phones to silent and leave them in our bags during the session to help us all focus on what we are studying.

Activity

Pre-written options for ground rules can be given out on cut out slips of paper with some 'red herrings' among them. The selected ones can be stuck up on a poster for all to sign the bottom as an agreement.

Resources

Blank poster

Pre-written options for ground rules
Presentation: [Getting started.](#)

GROUND RULES

- ◊ WE WON'T DISCUSS ANYONE HERE.
- ◊ WE STUDY ALCOHOL THROUGH STORIES AND PICTURES NOT PERSONAL EXPERIENCE
- ◊ WE WILL RESPECT OTHERS' OPINIONS.
- ◊ WE WILL ASK QUESTIONS IF WE NEED TO.
- ◊ WE WILL LISTEN TO OTHERS AND SPEAK ONE AT A TIME.
- ◊ WE'LL TURN MOBILE PHONES TO SILENT AND LEAVE THEM IN OUR BAGS.

Example slide of the Ground rules activity

Creating characters

Purpose

In order to study this subject safely we will use a story with two characters Emma and Mike (other names can be chosen) who represent older teenagers similar to the students.

Using characters enables the participants to think about negative aspects of alcohol drinking. E.g. 'What happens to Mike if he drinks too much' rather than 'What happens to you?'. It can also be used to reinforce positive behaviour e.g. how good Mike feels when he refuses a drink of alcohol.

This technique can be used to refer back to later as it gives the participants a baseline of existing knowledge regarding what young people like to do because their friends are doing the same thing. This then can be used to discuss alcohol use.

Activity

Encourage the participants to suggest some hobbies and interests for the characters. Real places and local activities can be used. The characters will come to represent an additional couple of people in the group who might live locally, have similar behaviours to group participants and could take similar risks.

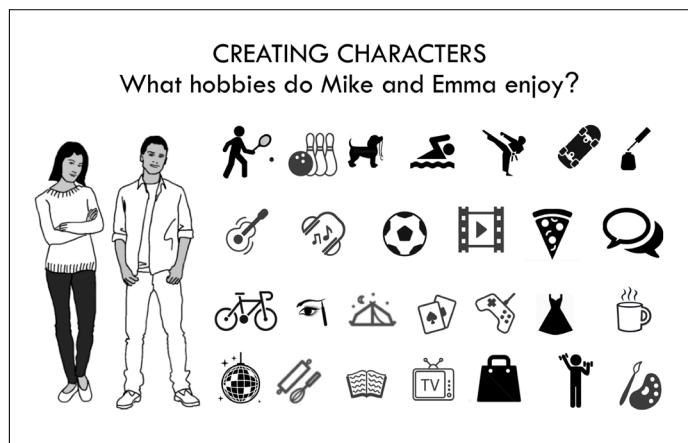
Participants can work with a partner to make a list of the fun things that the characters might do. Some things may be listed that are not known/allowed by the characters' parents.

[Character pictures](#) can be coloured in and laminated.

Resources

[Character pictures](#)

Presentation: [Getting started.](#)



Example slides for Creating characters activity

FOUNDATION LEARNING



The following activities are covered by the powerpoint presentation: [Foundation learning](#).

Before we can use the characters to discuss alcohol, we need to ensure that the pupils have some knowledge of alcohol and its effect on our reactions, perceptions, mood and behaviour.

Alcohol and units

Purpose

This activity helps explain what alcohol is, that it comes in varying strengths and sizes, and that no two drinks are the same. You may need to adjust the level of information according to the age, experience and ability of your students.

Activity

Look at the baseline activities in the [Teacher Workbook](#), including [Commonly asked questions about alcohol](#), and the [Musical chairs game](#) to ascertain the students' level of knowledge and understanding around alcohol before you begin.

Suitable baseline questions may include:

- Can you name five types of alcohol?
- Have you been in a pub?
- Have you seen adverts for alcohol on TV or at the cinema?
- Have you ever seen anyone who is drunk?
- Have you seen posters/ads on the dangers of drinking alcohol?
- Is there alcohol in your home?

At all times make it clear that talk of drinks and guidelines is for adults over the age of 18 and not young people, as alcohol has a greater effect on the brain and organs of young people, making them more likely to do risky things, be sick or unwell.

A slide titled 'WHAT IS A DRINK?' showing the alcohol content of different beverages. It includes illustrations of soft drinks, alcopops, beer, wine, and stronger beer/wine. To the right are two speech bubbles: one saying 'EATING BEFORE OR WHILE DRINKING IS BETTER' and another saying 'DRINKING PLENTY OF WATER OR SOFT DRINKS KEEPS PEOPLE HYDRATED AND IN CONTROL. IT SAVES MONEY TOO!'

Drink	Alcohol Content
Soft drink or water	= 0 units
Alcopop or small beer	= 1 units
Pint of beer or small glass of wine	= 2 units
Stronger wine or beer	= 3 units

Example slide for Alcohol and units activity

If possible, explain the importance of pacing (alternating alcoholic drinks with soft drinks to slow limit consumption) and the importance of eating before or while drinking as this slows down the absorption of alcohol into the body.

Have copies of the [Units and guidelines sheet](#).

Have empty cans and bottles of different types of alcohol, a jug of squash and different sizes and types of glasses. After you have explained about units and drinks, ask the students to guess how much they think a 'unit' or drink is for different types of alcohol.

Resources

[Units and guidelines sheet](#)

Empty cans and bottles and different size glasses

A jug of squash

Presentation: [Foundation learning](#).

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 18 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, beer or cider
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%)	A 500ml can of higher strength (7.5%)	

[Units and guidelines sheet](#)

Alcohol and the Law

Purpose

This activity gives a basic understanding of alcohol and the law.

Activity

Work through the [Alcohol and the Law sheet](#).

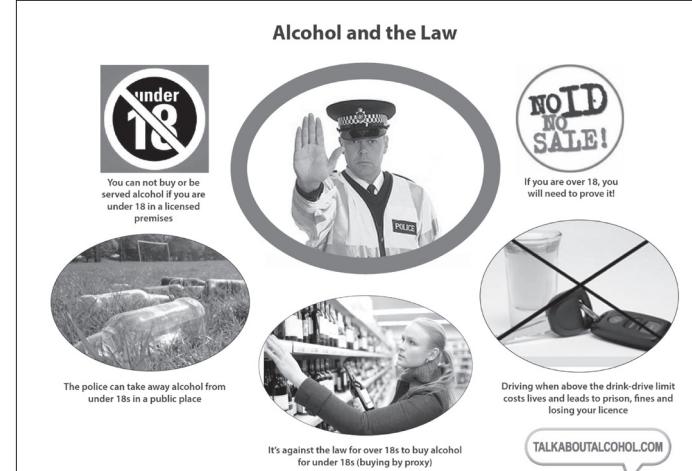
Participants should understand that:

- It is illegal to buy or be served alcohol in licensed premises or in a public place when under age.
- A parent may or may not allow small amounts of alcohol in the home for those younger than 18. This is not against the law and is a parental/carer decision.
- Strangers/friends/other adults who offer to buy or give alcohol to those under 18 are breaking the law. This is called buying by proxy.

Resources

[Alcohol and the Law sheet](#)

Presentation: [Foundation Learning](#).



[Alcohol and the law sheet](#)

Alcohol and the body

Purpose

Pupils, through the use of emoji equations can begin to understand the different effect from drinking no alcohol or small amounts of alcohol, compared with drinking a lot.

Activity

The teacher uses the powerpoint and the characters Mike and Emma to prompt the students to suggest what will happen to the different body parts when drinking alcohol; how that body part or organ is affected by alcohol.

Alcohol affects different parts of the body in various ways. It slows down our reactions, can make us feel emotional, happy, tearful or angry – depending on how much we drink and how quickly.

Long term heavy drinking has health effects on some organs such as our liver and heart.

The emoji equations help explain the difference between moderate social drinking and the health and social effects of drinking too much.

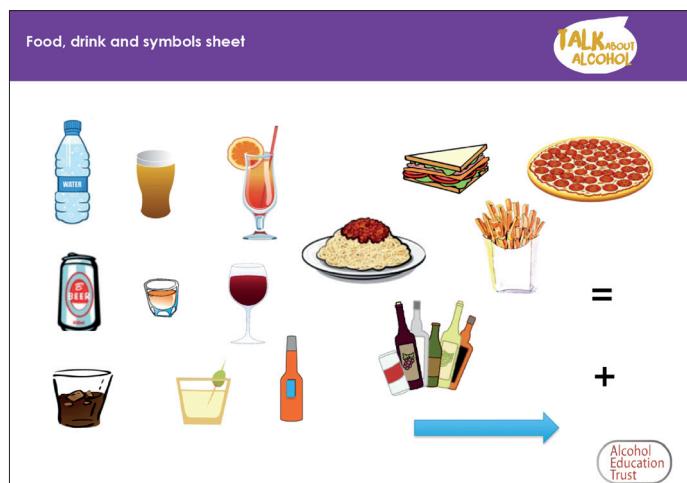
Participants can have a go at creating their own equations, by cutting out pictures from the [Food, drink and symbols sheet](#) and the [Emoji sheet](#).

Resources

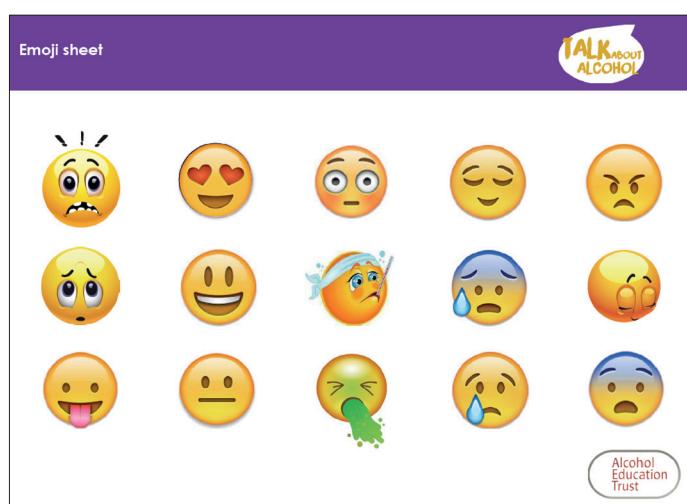
[Food, drink and symbols sheet](#)

[Emoji sheet](#)

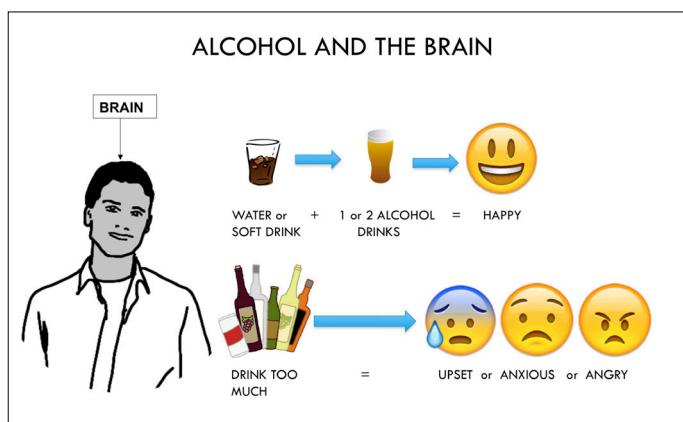
Presentation: [Foundation Learning](#).



Food, drink and symbols sheet



Emoji sheet



Example slide from the Alcohol and the body activity showing emoji equations

Safe and unsafe ways of trying alcohol

Purpose

- To offer the participants a free choice to come up with their own list of safe and unsafe ways of trying alcohol.
- To think about age, context, setting, food and soft drinks, how much and what strength.

Participants might be able to use their existing knowledge from the previous activities.

Activity

Ask some of the participants to work with a partner and create a list of the safest way for someone (Mike/Emma) to try alcohol for the first time, e.g. at a family celebration, at a nice meal, at Christmas with relatives, at a wedding with adults you know well.

Ask the remaining participants to work with a partner to create a list of more risky ways for someone (Mike/Emma) to drink alcohol, e.g. on their own, in an unsupervised setting such as in a park, with someone they don't know very well, at a party where there aren't any adults, with older people who aren't family.

In addition to the slides in the presentation, you may like to use some of the [Picture scenarios](#) available online, to encourage discussion.

Resources

Pens/ paper

[Picture scenarios](#).



Illustrations: Liz Bennett

Examples of the picture scenarios

Alcohol - how does it feel?

Purpose

To allow the participants to consider the impact alcohol can have on their functioning.

The physical activity and use of the 'beer goggles' gives participants an experience of how they may feel or how their body function is affected as they drink alcohol.

This activity can also be used to explore the drinking experience as a game and the peer pressure element, getting carried away with the fun of drinking alcohol with peers, and how important it is to be able to resist pressure to participate.

Activity

Divide the participants into three teams and give them each a bottle of wine (GRAPE JUICE) and a plastic cup with a measure marked on it.

Round 1 - fill the cup to the marked line.

Round 2 - fill an unmarked cup to where the line was.

Round 3 - run on the spot for 30 seconds sprint and fill the unmarked cup to where the line was. (This enables participants to understand how much harder this is, suggesting the affect of drinking alcohol).

Round 4 - run on the spot for 30 seconds sprint and then put on the beer goggles and fill the unmarked cup to where the line was. (This enables participants to understand how it may feel to have drunk too much alcohol).

Discuss the findings from this game.

Resources

Wine bottles filled with grape juice
Plastic cups - some marked for one measure and some unmarked

Beer goggles.*

Presentation: [Foundation learning.](#)

* You will need to source these. They are available at very different prices. The most reasonable can be called 'fly goggles' and are usually used as a children's toy.

Assessing Learning

Purpose

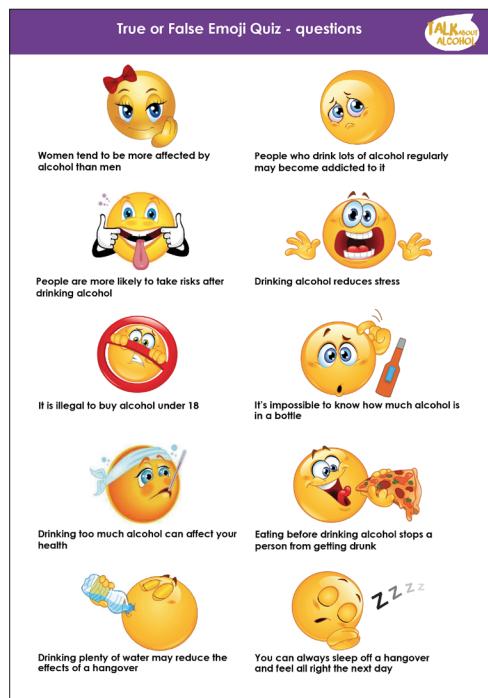
At the end of the Foundation Learning section, teachers can check and reinforce the pupils' learning using the Emoji Quiz.

Resource

[Emoji quiz question sheet](#)

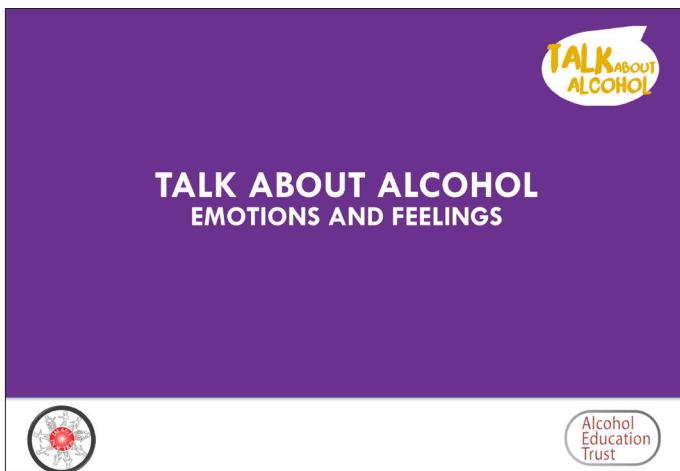
[Emoji quiz answer sheet](#)

Presentation: [Foundation learning.](#)



[Emoji quiz question sheet](#)

EMOTIONS AND FEELINGS



The following activities are covered by the Presentation: [Emotions and feelings.](#)

Feelings

Purpose

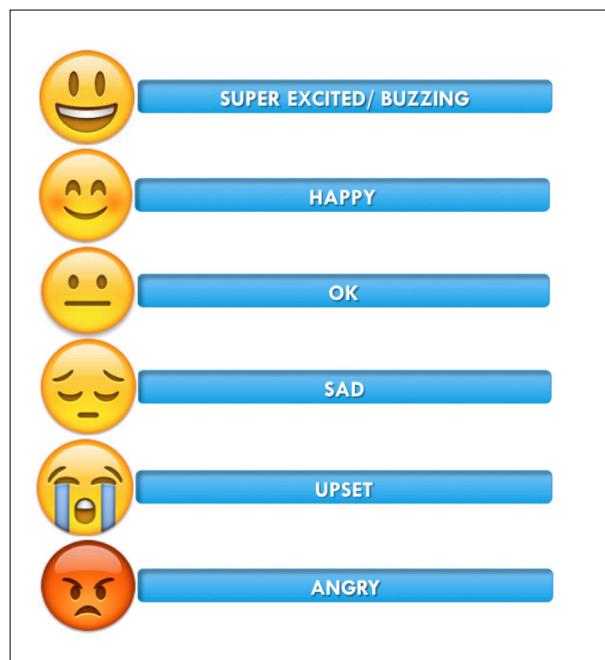
This activity provides participants with an existing knowledge reference point regarding an argument with a parent. It also gives the teacher an opportunity to refer to the feelings and body changes that can occur during an argument and to compare them later to the feelings and body changes associated with alcohol consumption.

The activity provides the participants with a list to refer back to regarding the feelings and body changes which influence unsafe decision making.

Activity

The teacher can create a scenario with one of the characters, either Emma or Mike, in which she (he) falls out with her mum e.g. Emma has not tidied her room when asked, not told her mum what time she is coming home, or has gone out on a Saturday to the shops with friends without permission.

The teacher will use a cut out, laminated, A3 size figure of the characters Emma or Mike, which can be passed around and held up by the participants when they speak about them and create the story.



Example slide for Feelings activity for the argument scenario

Risk scale

The laminate can also be stuck to a chair and participants can stand behind the chair to give the character's voice.

The participants can be asked to list the physical and emotional changes that the character feels when they are arguing with their mum/carer.

The emoji pictures can be used to help participants discuss a range of feelings. These can be written up on the board.

Resources

Laminated [Character pictures](#)

Paper & pens

[Emoji sheet](#)

Presentation: [Emotions and feelings.](#)

Purpose

To prepare the participants to the possibility of someone making unsafe decisions due to alcohol.

Activity

Carefully explain the four risk scale emoji pictures. You may choose to use the traffic light steps to help the participants assess/categorise the risk:



Stop! - Don't rush

**Think and Decide-
Is it safe? Yes or no?**

OK - If you're happy

The four [Risk scale cards](#) are placed on the floor in a line.

The teacher then reads out one of the [Risk sentences](#) from the list and the participants are asked to identify where it fits on the risk scale. Alternatively, the sentences could be cut out and each participant could read one to the group and place it on the risk scale.

There are also a selection of [Picture scenarios](#) that can be used.

Resources

[Risk sentences](#)

[Risk scale cards](#)

[Picture scenarios](#)

Presentation: [Emotions and feelings.](#)



Example statements that students can place on the risk scale

You may also choose to use the traffic lights or emoji characters with this activity, and to continue to use the characters Mike and Emma.

- o Drink an alcoholic drink at a family party at 14.
- o Down drinks in a dare competition with some mates.
- o Feel anxious about drinking.
- o Tease someone for not drinking.
- o Feel like they're not ready for alcohol.
- o Drinking cans of alcohol bought by others out of a duty and loyalty.
- o To feel sick from drinking alcohol.
- o To try and stop someone from drinking too much.
- o To have a drink of alcohol with a meal at 16.
- o Drink alcohol at a friend's house without their parents knowing.
- o Accept an alcoholic drink bought for you by an older person.
- o An adult offering to buy alcohol for someone under 18.
- o Put some alcohol in someone's soft drink as a joke.
- o Make up funny stories about someone getting drunk under age.
- o To have not tried alcohol at all at 18.
- o To have tried alcohol and not liked it.
- o 16 year old to have one drink of alcohol at a party.
- o Worry about how to drink without getting too drunk and embarrassing yourself.
- o To hit a boyfriend or girlfriend when drunk.
- o To have sex when you are drunk or with someone who is drunk.
- o Kiss someone for a dare when you have had alcoholic drink.
- o To go to a quiet area of the park with a partner where no one can see and drink.

Illustrations: Liz Bennett

Examples of the picture scenarios for Risk scale activity

Risk sentences

1. Feeling safe



3. Fun to be scared/ risking on purpose



2. Feeling unsure



4. Feeling unsafe



Risk scale cards

How much is too much? Getting the balance right 1

Purpose

This activity is designed to make students think about how much alcohol is appropriate to having a good time versus it all going wrong.

Activity

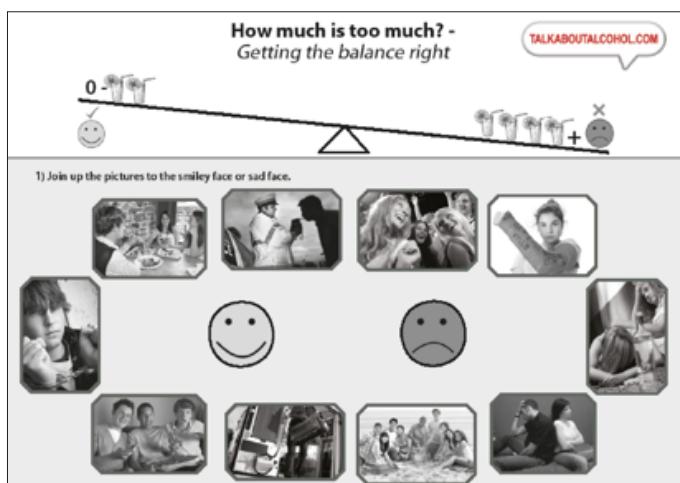
Participants can work through the sheet deciding which of the events pictured are likely to happen with 0-2 drinks (for these they draw a line to the smiling face) and which are likely to happen after 4 or more drinks (for this they draw a line to the frowning face).

It is also important to discuss the speed of drinking, pacing and the importance of food.

Resources

[How much is too much? sheet](#)

Presentation: [Emotions and feelings.](#)



How much is too much? sheet

How much is too much? Getting the balance right 2

Purpose

For students to consider the effects of different levels of consumption/ the number of drinks on their bodies and their personal safety.

To begin to associate the number of drinks and speed of drinking with different levels of risk taking and consequences.

Activity

Split 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 answer 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 drink 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 effect?

Resources

[Number of drinks answer sheet](#)

[Consequences sheet](#)

Scissors, photocopied sheets, blu tack, empty bottles/cans, pens and paper.

Presentation: [Emotions and feelings](#).

(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 62% of 11-15 year-olds have not even consumed a whole alcoholic drink).



Consequences sheet

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	

Number of drinks blank sheet

Harm reduction equations

Purpose

To consider alternative ways to have fun when out with friends where there is a possibility of drinking alcohol.

Activity

The teacher leads the group to use symbols to understand about how to reduce the harm that alcohol can cause.

The teacher uses the emojis symbols and some alcohol and non-alcohol drink pictures, including options such as eating, chatting, gaming, dancing, soft drinks. These should be cut out and laminated.

The teacher creates a story using the characters Mike and Emma.

There are examples of emoji equations below. An example sentence could be 'Mike has one beer at home with his family when his uncle comes round for a birthday party. Mike feels happy and they all say "Cheers, happy birthday uncle!" Then Mike has water when they eat the birthday cake'.

Different results can be created by matching up the symbols. E.g. the character can be having a good time but chooses to drink water and to eat a snack as well as an alcoholic drink so he does not end up unwell from drinking too much.

Resources

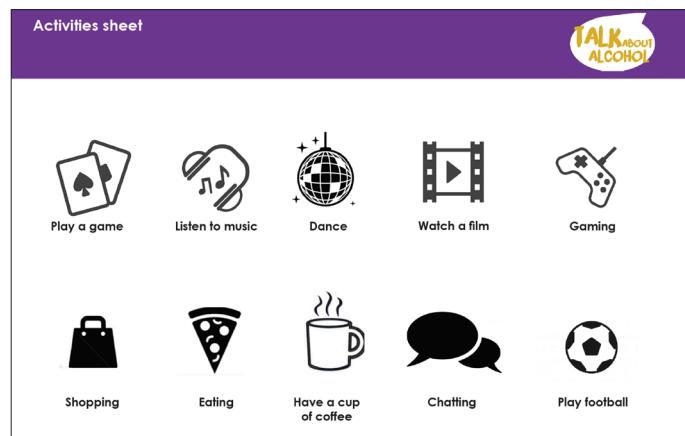
[Food, drink and symbols sheet](#)

[Emoji sheet](#)

[Activities sheet](#)

Laminated [Character pictures](#)

Presentation: [Emotions and feelings.](#)



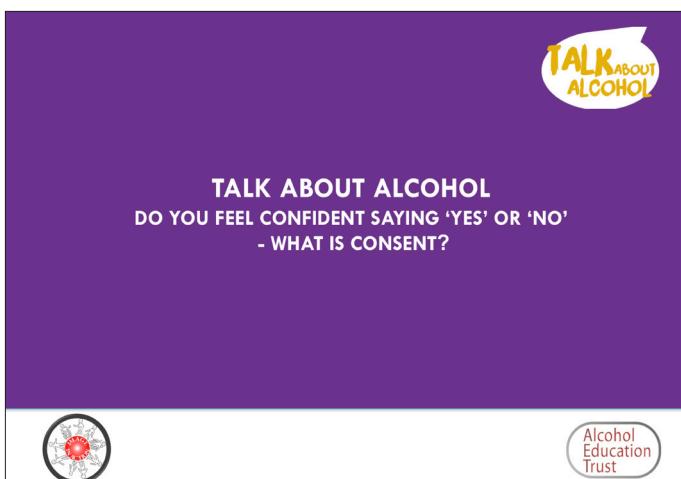
Activities sheet

Emma's Story: Emma feels shy, she has a cocktail and feels OK and then has a spirit and feels happy. After another cocktail, she feels sexy, but ends up feeling sick and worried about what behaviour has taken place.

Mike's Story: Mike feels a bit worried, drinks one beer and feels happy. He chats with a friend and has something to eat, then has a soft drink and feels content.

Examples of Harm reduction equations

CONSENT AND SAYING NO



The following activities are covered by the powerpoint presentation: [Do you feel confident saying yes or no - What is consent?](#)

Assertiveness

Yes or no? What would the characters decide?

Purpose

To empower the participants to feel able to give a 'No' answer without it being aggressive or passive. This is an important skill to be able to resist pressure to drink alcohol.

Activities

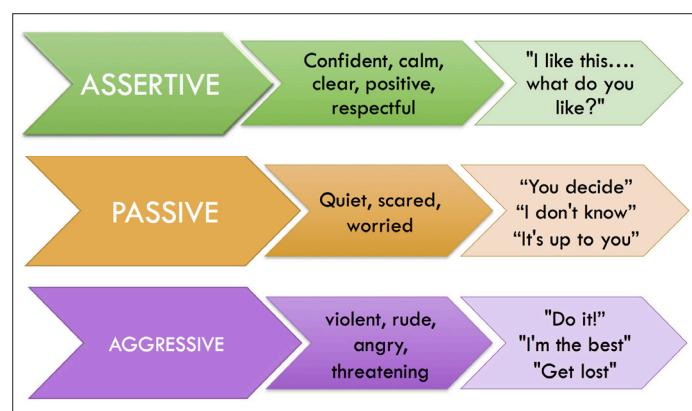
Practising in a fun game can give the participants the opportunity to find their own way of giving a 'No' answer in a safe environment.

The teacher can create a range of scenarios for the characters Mike or Emma to refuse that are relevant to the participants in the group but, of course, do not directly implicate any individual.

How to say 'No' effectively

The teacher can introduce the idea of three different types of 'No' - ASSERTIVE, PASSIVE AND AGGRESSIVE - the [Assertion scale cards](#) can help the participants to consider saying 'No' in these different ways.

The teacher can promote the assertive one as being the best way to say 'No' without being a push over or getting into a fight.



Assertion scale

There are four good rules to remember when saying 'No'.

The teacher can ask the students to practise these elements as a group or in pairs, suggesting simple scenarios to act out e.g. 'give me your phone'.

- 1 - Use the word 'No'
- 2 - Give eye contact
- 3 - Use a middle volume, no shouting
- 4 - Keep a serious face.

The character says 'No' to scenarios about unsafe drinking

The characters, Mike or Emma can try saying 'No' to some of the unsafe drinking offers without being rude.

The teacher can role-play the part of an aggressive person with the character of Emma or Mike being role played by the students. The character can say 'No' using the strategies already discussed to some suggested questions.

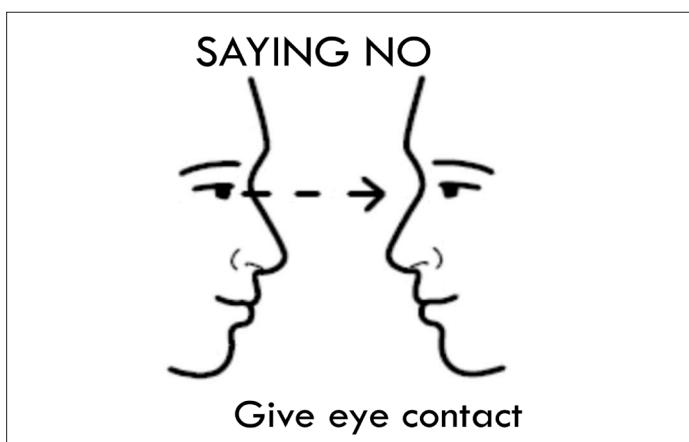
E.g. Get me some cans from the shop... Have a shot, it's only a laugh!.. Have a drink and give me a kiss!

Care will be taken to establish that this is a role play and the teacher is playing a character too.

Resources

Assertion scale cards

Presentation: [Do you feel confident saying yes or no - What is consent?](#)



Example slide on how to say 'No'

Saying No

Purpose

The purpose of this activity is to empower the participants to feel able to give a 'No' answer without it being aggressive or passive.

This is an important skill to be able to resist pressure to drink alcohol.

Activity

There are a series of [Picture scenarios](#) available online that can be used to drive a discussion about safe and unsafe ways to drink and decisions that may need to be made.

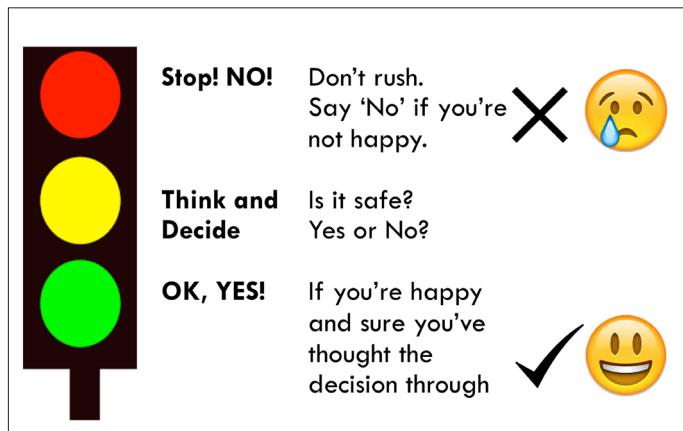
Using the traffic light steps, ask pupils to judge whether the situation is very risky, risky or safe. Alternatively, you can use the emoji characters from the [Emoji sheet](#).

Resources

[Picture scenarios](#)

[Emoji sheet](#) (optional)

Presentation: [Do you feel confident saying yes or no - What is consent?](#)



Traffic light steps



Illustrations: Liz Bennett

Examples of Picture scenarios

Fudging

Purpose

This activity moves the skills for resisting pressure into a more sophisticated direction. It is often not enough just to say 'No', so by learning the skill of 'fudging' participants can develop other ideas about how to refuse, in order to avoid drinking too much alcohol.

Activity

The teacher uses the characters Mike and Emma and reminds the participants about their stories and situation.

Some scenarios are created with a friend (the teacher in role) pressuring the characters into drinking alcohol.

The students can each in turn hold up the picture of the character and offer a suggestion to the friend as to why they are not going to take a drink.

'I can't afford to buy you one back.'

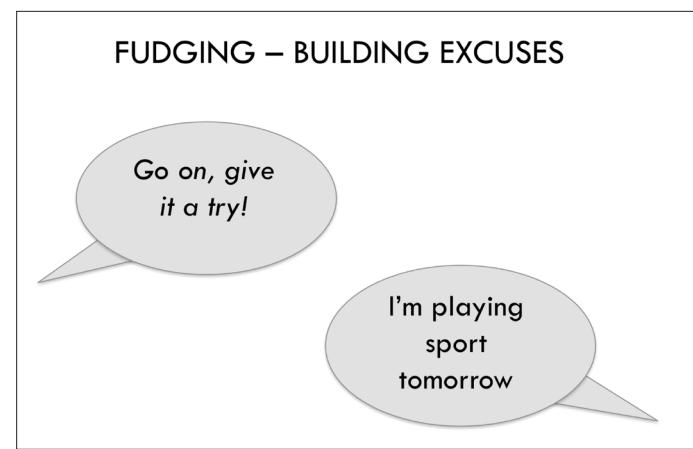
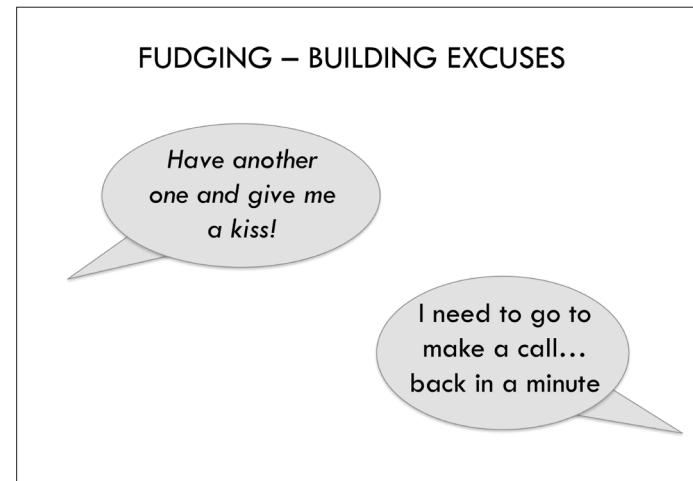
'I only just had one.'

'I'm just going to dance.'

'I'm waiting to have one with Joe.'

Resources

Presentation: [Do you feel confident saying yes or no - What is consent?](#)



Examples of Fudging slides

Consent

Purpose

The purpose of this activity is to enable the participants to understand the nature of consent and encourage them to consider methods for managing their behaviour with regard to consent when alcohol is involved.

Activity

The teacher asks the participants in pairs to think what consent means, then presents the [consent definitions](#) for discussion.

The teacher can then present the [consent scenarios](#) on page 18 and ask the participants to think about the consent issues in each scenario. This can be done in small groups, each taking one scenario and then comparing with the whole group.

The teacher asks the participants to notice when there is pressure and at what point the characters can and should say 'No' to change the course of the story. How could the story end differently? Participants can suggest different options that the teacher can incorporate into the scenario.

Resources

[Consent scenarios](#)

[Consent definitions](#)

Presentation: [Do you feel confident saying yes or no - What is consent?](#)

Teacher note:

After clearly describing what consent is using the resources provided, you could let pupils use the emoji characters to help describe how they feel about the stories. You can just use the [Picture scenarios](#) and let the children make up their own stories, or read out each mini story from the [Consent scenarios](#) in turn and ask how they feel and what decision they would make.

Let the pupils try:

- different ways of saying 'No'
- having a ready answer and a REASON/ EXCUSE
- offering alternatives that are fun but safe.

You may like to use the traffic light steps on [page 13](#) to think through each scenario.

CONSENT

- ❖ To agree to something, usually after really giving it some thought.
- ❖ Both people understand exactly what is happening and what has been agreed.
- ❖ Either person can change their mind at ANY time.

CONSENT = AGREEING TO SOMETHING

- ❖ It must be your own free choice
- ❖ You must not be under the influence of drugs or alcohol
- ❖ It must be within The Law

Examples of the Consent definition slides

Consent scenarios

Would you say YES or NO?

Is there consent?

Can you spot any threats, manipulation or pressure?

What would you do?

Josie and Mark have been going out for a few weeks, they are at a friend's house and having a few drinks. Mark and his mates encourage Josie to drink lots and they slip some extra vodka in her drinks. When she is very drunk, Mark starts touching her sexually, she keeps saying she feels ill and wants to go to sleep.



Mary and Jo have been asked to a party. They decide to get ready at Mary's house and Jo brings some vodka with her to share to help them relax and get in the mood, as they're both quite shy. Mary gets a text from a good friend Mark when they've had a few drinks asking if they'll send a sexy photo of themselves in their underwear to him, he says he won't show anyone else.

Jake and a group of friends meet in the park to play football and hang around. After an hour they get bored and Fred says he has some money to buy some alcohol – Even though he's only 14, he has a mate who would buy it for them and they could drink it in the park and muck around. Jake doesn't want to try it as he's never had spirits before, but he's worried about looking uncool and about getting into trouble.

Emma is going to a family party, she's very excited as her cousins will be there. Her Mum's said she can have a small glass of bubbly now as she's 15 and they'll be sitting down and eating later – as long as she promises to have soft drinks after that.

Dan is 15 and his girlfriend is 15 too. Dan is quite shy and when his girlfriend asks him about drinking he doesn't really know what to say, he is nervous and scared as he hasn't drunk that much before. He makes an excuse about not having any money to buy alcohol, but she has some money. She says she wants them to get drunk together for a laugh as she really loves him and they need to do it because it's what you do when you have been going out for a while.

Ali and Fred are 16, they have been mates for a while, and they enjoy doing lots of crazy stunts together. They often drink a few cans in the park. Tonight Ali says he is not in the mood. Fred gets angry and says it's not fair he starts getting very cross and threatens to smash up Ali's phone if he says no.

Davina and Brad are good friends, one evening they are drinking, start to kiss and Davina says she really fancies Brad. Brad gives her another drink to help to relax her more. She doesn't want to be rude so she drinks it. Davina giggles, starts to unbutton his shirt and says she feels a bit shy.

Jem doesn't drink, his family don't allow it, and his mates tease him about this. He goes to a party and he knows there is some drink there freely available. His mates encourage him and he has a few drinks, his friends keep giving him more and more. They think it is funny that he is so drunk. His mates are taking some photos of him asleep and half undressed and showing them round the party.



Illustrations: Liz Bennett

EVALUATION

Purpose

This activity allows the participants to reflect on their learning and the issues covered in the course.

At the end of a course, some people find filling in a questionnaire on a sheet of white A4 paper quite difficult and they may say very little. By using the method below, with one post it note for each question, often a clearer reflection is gathered.

Activity

The teacher has three pieces of flip chart paper, each with one of the following questions on it, and gives out different coloured post it notes for the students to answer each question. The students then attach their post its to the flip chart paper or for greater confidentiality, give them directly to the teacher.

- 1 - What did I like about today?
- 2 - What will I use to help me?
- 3 - What else do I need to know?

Resources

Flip chart paper
Post it notes (3 different colours).

SOURCES OF INFORMATION

For anyone worried about their own or someone else's drinking or for information about dependency and alcohol problems, the following sites could help:

Adfam

Provides information and advice for families of alcohol and drug users. The website has a list of local family support services.

Tel: 0207 553 7640 adfam.org.uk

Alateen

Alateen is part of the Al-Anon fellowship and has been developed for young people, aged 12 to 20, who are affected by a problem drinker.

Tel: 0207 403 0888 al-anon.alateen.org/for-alateen

Addaction

Provides treatment, help and advice about alcohol and drugs for young people and adults. It manages more than 120 services in 80 locations in England and Scotland.

Tel: 0207 251 5860 www.addaction.org.uk/

Childline

Provides confidential help and counselling for young people.

Tel: 0800 1111 (Freephone) childline.org.uk

Drinkline

If anyone is worried about their own or someone else's drinking, they can call this free helpline in complete confidence. They can put callers in touch with a local alcohol advice centre for help and advice.

Tel: 0300 123 1110

Here are some good youth-friendly websites offering advice on alcohol:

Talk About Alcohol – talkaboutalcohol.com

There are quizzes, interactive games and facts about alcohol.

The Site – thesite.org

Talk to Frank – talktofrank.com

The Alcohol Education Trust – alcoholeducationtrust.org

Young Minds – youngminds.org.uk

TALK ABOUT ALCOHOL

