

# National Alcohol & Drugs Education Conference 2016

Evidence based practice in alcohol and drugs education  
Empowering young people to make healthy choices

**Helena Conibear**  
CEO The Alcohol Education Trust  
**Kathryn Arnott Ghent** NW coordinator  
**Sandra Saint** NE coordinator

Middlesex University  
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[helena@alcoholeducationtrust.org](mailto:helena@alcoholeducationtrust.org)  
[Kathryn@alcoholeducationtrust.org](mailto:Kathryn@alcoholeducationtrust.org)  
[sandra@alcoholeducationtrust.org](mailto:sandra@alcoholeducationtrust.org)

THE ALCOHOL EDUCATION TRUST & MENTOR PRESENT THE  
NATIONAL ALCOHOL & DRUGS EDUCATION CONFERENCE

## #AlcDrugsConf

EMPOWERING YOUTH THROUGH PREVENTION & EDUCATION



# The Alcohol Education Trust

A national charity that works with schools, parents, health workers, youth outreach teams, and young people aged 11-18 to prevent underage drinking, reduce harmful drinking and help keep young people safe around alcohol

[www.facebook.com/talkaboutalcohol/](http://www.facebook.com/talkaboutalcohol/)

Twitter: @talkalcohol

[www.alcholeducationtrust.org](http://www.alcholeducationtrust.org)

[www.talkaboutalcohol.com](http://www.talkaboutalcohol.com)

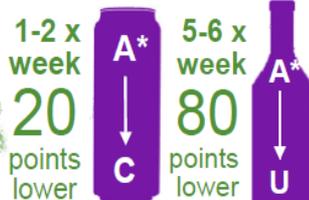


# The Importance of PSHE

WHY GOOD ALCOHOL & DRUG EDUCATION IS SO IMPORTANT

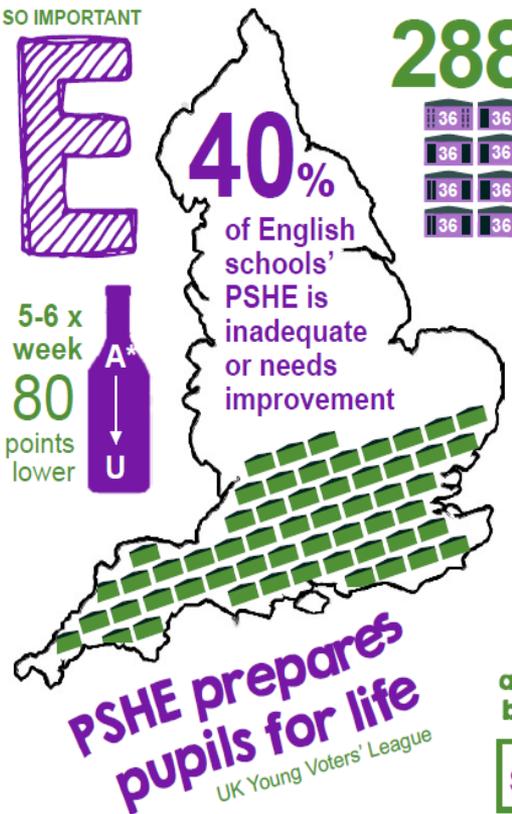
# PSHE

**DRINKING AS A PREDICTOR OF GCSE SCORES**

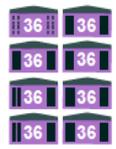


Safeguarding cannot be good or outstanding if PSHE is poor and not part of a whole school ethos.

Janet Palmer HMI, National Leader for PSHE Ofsted



**288** ENGLISH SCHOOLS SURVEYED BY ADEPIS & PSHE ASSOCIATION SAID...



Often a lack of curriculum time to teach PSHE

Lack of continuous pupil learning

PSHE is often delivered by non-specialists

Varying teacher confidence levels

- reduce aggressive behaviour
- improve academic performance
- improve social skills
- increase attachment to school

**SOCIAL DEVELOPMENT PROGRAMMES**



[mentoruk.org.uk](http://mentoruk.org.uk) [drugscope.org.uk](http://drugscope.org.uk) [adfam.org.uk](http://adfam.org.uk)



1 Green, R. and Ross, A. (2004) *Young people's alcohol consumption and its relationship to other outcomes and behaviour*. National Centre for Social Research 2010  
 2 [http://www.pshe-association.org.uk/blog\\_entry.aspx?id=25&cat=1](http://www.pshe-association.org.uk/blog_entry.aspx?id=25&cat=1)  
 3 *UNCLE GRAFT PSHE education guidance Recommendations 1&7*: based on Evidence Statements (ES) ES 1.58 (Hewitts et al., 1999), 2005; Calvino 4 et al., 2002; Barusch et al., 2004; Play et al., 2003) ES 1.59 (Calvino et al., 2003; Reid et al., 1999; Isorgo et al., 1992; Play et al., 2003; Barusch et al., 2004)  
 4 <http://mentor-adepis.org.uk/the-4cs-for-alcohol-education-schools/>

Alcohol Education deemed inadequate in 40% secondary schools (OFSTED 2013)



# Key elements to the talk about alcohol programme

**Early intervention** – Year 8 and 9 ( age 13-14) is ‘the tipping point’ when alcohol education is key, before consumption begins with ‘top up’s thereafter.

**Social norms based** – why do you think most 11- 15 year olds don’t drink? 60% have not had a whole drink.

**We ensure teachers and providers are secure in their knowledge**, - a one stop shop for all you needs, can address misunderstanding and do not focus on extremes of behaviour.

**Not too long or prescriptive** – each session is stand alone and can be expanded/reduced as required with familiarisation sessions offered.

**A regional network of coordinators offering advice and training.**

**We ensure schools and organisations involve parents** – they are key as role models, setters of boundaries and the main suppliers of alcohol to U18’s.

Talkaboutalcohol sessions for parents run by AET.



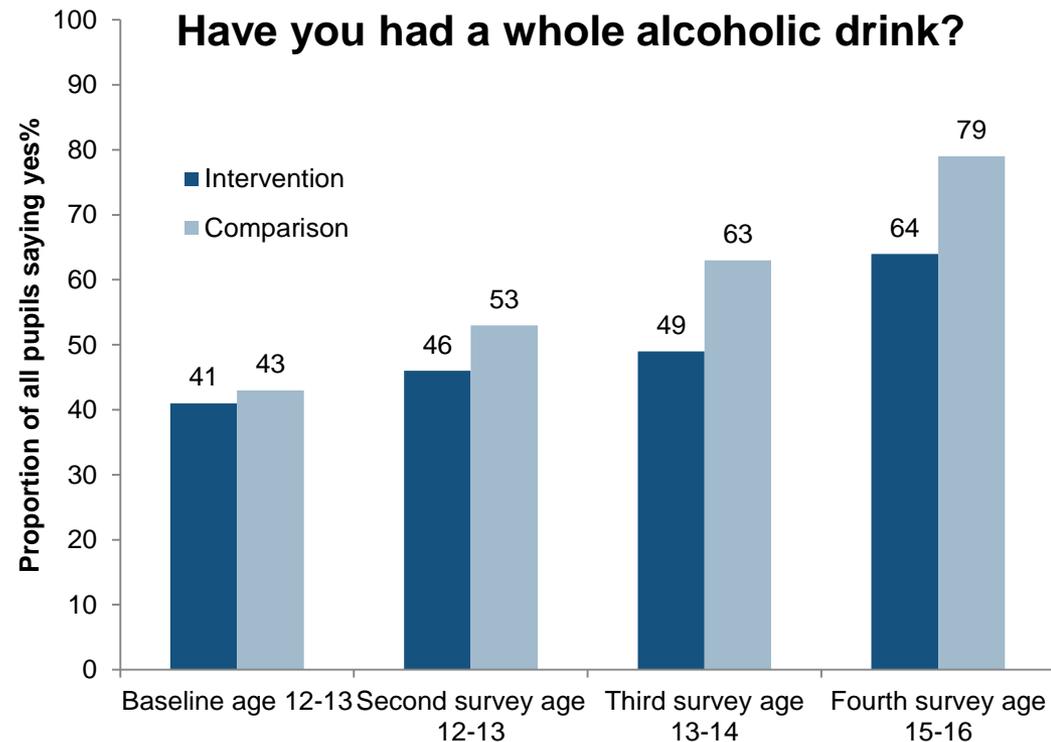
- ✓ Widely used
- ✓ Easy to implement
- ✓ Full support package
- ✓ Key resources free to schools
- ✓ Proven to delay the onset of drinking

# Fully evaluated and evidence based

- Evaluated among 4000 pupils in 34 schools across England over 2 years (2011 - 2013) and a smaller group (900) 2015. Significant delay in onset of age of drinking which strengthened over time -15% difference between control and intervention schools – 64% had had a whole drink versus 79% in control schools.

[http://cayt.mentor-adepris.org/wp-content/uploads/2015/03/Talk\\_about\\_alcohol.pdf](http://cayt.mentor-adepris.org/wp-content/uploads/2015/03/Talk_about_alcohol.pdf)

- Pupils in schools which used 4 lessons in Year 8 and 2 top up lessons in Year 9 were significantly less likely to take up drinking than those in the comparison schools.
- Improved knowledge and engagement with PSHE



# Let us remind ourselves why we need a focus on alcohol

## Key aims:

- To delay the onset of drinking
- To reduce harmful drinking



## Teenagers who drink regularly under 15 are far more likely to:

- Injure themselves or someone else
- Engage in unsafe sex, (risking STIs and unplanned pregnancies)
- Have lower GSCE grades affecting their life chances (fall of 20 points)
- Be robbed – especially of cash and mobile devices
- Engage in other substance use – smoking, cannabis and NPS
- Get into a fight, an argument or relationship problems
- Get into trouble with the police and end up with a criminal record

# Understanding starting points

**Age relevant** and appropriate – experience and ability

Just 1% of 11 year olds drink regularly (@ 30% will have tried alcohol mainly in a family setting). Life skills approach – resilience and preparing for transition

62% 11 –15 year olds haven't drunk alcohol.

Age 13.5 is the average age of first whole drink in UK (supervised), age 14 unsupervised. **Age 13 is the tipping point for early intervention**

14% of 15 year olds drink weekly or have been drunk in last month.

30% of 15 year olds have been drunk at least twice. **Move to a harm minimisation approach**

•**Be sensitive** - 5% of the adult population are drinking at levels above 35 units (women) and 50 units (men)

•**Pay attention to:**

SEN needs

Highly articulate needs

English not a first language

Ethnic and cultural sensitivities



# Before you begin: Characteristics of effective alcohol education

- Create a comfortable classroom environment – circle and groups
- Starts from where the child is – baseline activities
- Uses interactive teaching styles – rehearsal, what if, group work
- (5 mins baseline 15 mins info, 20 mins activity 10 mins reflection)
- Reinforce positive social norms – no scare tactics or extremes
- Spirals of learning better than drop down days or one off visits
- Pupils have the opportunity to reflect on their learning - evaluation
- Set within the context of the whole schools approach



## Before you begin: Ground rules and sign posting

- Respect each other
- Listen to each other
- No personal info
- Not laughed at
- It's OK not to know
- Ok to pass
- Confidentiality



Ask it basket



Signposting to within school, local and national services if anyone has any worries or concerns about their own or anyone else's drinking

# Talking about drinking – what does the programme include?

- Detailed PSHE lesson plans on line and in a 100 page teacher workbook
- Teacher and community leader training in effective and engaging alcohol education
- ‘Quick fix’ work sheets and information sheets for an informal environment such as youth clubs and short sessions
- A fully interactive on line learning zone with games, quizzes for 11 – 14 year olds and their parents [www.talkaboutalcohol.com](http://www.talkaboutalcohol.com)
- Information leaflets on staying safe for teenagers
- Booklets to send home to parents and an opportunity to host a talkaboutalcohol parents talk in school
- Resources set out by subject and year group via [www.alcholeducationtrust.org](http://www.alcholeducationtrust.org)
- Different messages for different ages and abilities with picture and story led resources for children with SEND
- Engaging film clips to ‘break the ice’ activities and games
- A dedicated parent site and bi termly newsletter
- A dedicated teacher bi-termly newsletter plus phone and email support

# Ice breaker activity:

## Hot seat or show of hands quick fire question conversation starter KS3 Assessing knowledge

**Learning objective:** Almost everyone is affected and knows about alcohol, whether they drink or not as it is all around in society.

**Teaching outcome:** helps build your knowledge of the pupils experience, expectancies and knowledge of alcohol. identify knowledge gaps for next lesson

**NB personal disclosure 'I know someone who' plus 'Ask it basket'**

- You've seen adverts for alcohol on TV
- You can name 5 different kinds of alcohol (beer, cider, wine, vodka, alco-pops etc)
- You can name five different brands of alcohol
- You've tried alcohol (was this at home, at a party, with friends or adults etc)
- There is alcohol where you live
- You've read/seen articles or programmes on binge drinking or drink drive?
- You've been to a pub
- You have a friend whose been drunk more than once
- You've been to parties for your age group with alcohol there
- You've seen health adverts on the dangers of drinking too much
- You know someone of your age who's been drunk in the last week
- Too much alcohol damages your liver

# Assessing knowledge

## The decision whether to drink or not

Begin session by asking children **what alcohol is** and different names for it.

Draw a spidergram

- let pupils lead on reasons (divide into groups with post it notes)
- divide into motivations:

### •Why people drink?

Would young people give different reasons for drinking than adults?

•**Why do most under 15 year olds NOT drink (62%)?** – changes emphasis to protective factors and reasons to delay drinking

•**Why do you think its against the law for those under the age of 18 to buy or be served alcohol**

•**Where might people drink alcohol?**

**Think about which are ok reasons and which could lead to risky situations**

**Introduce idea of where, when and with whom at what age?** E.g. celebrating at a wedding with parents, versus with friends in park – can do this by dividing answers into OK and risky using the risk continuum (high medium low risk)

## The decision on whether to drink or not

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

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

The worksheet contains 20 empty speech bubbles arranged around a central image of a bucket of alcohol. The bucket is black and has a large white question mark on its front. Inside the bucket are several bottles of different types of alcohol, including beer, wine, and spirits. The speech bubbles are intended for students to write their reasons for drinking or not drinking alcohol.

# The decision on whether to drink or not

There are many reasons!

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



# Units and guidelines

Have a demonstration kit of a jug of squash, glasses of different sizes, empty cans and bottles of different alcoholic strengths and types of alcohol. Emphasise Chief Medical Officer guidance and why it exists:

An alcohol free childhood is best

Responsible and low risk guidelines for adults

What is a unit and what are the daily guidelines?

Drinks are not the same: Abv, size of pour,

Back labels

Why is there a limit of 14 units a week for men and women?

Blood alcohol concentration: BAC

When not to drink

## How many units in a drink?

1 =



A small bottle (200ml) of lower strength (12%) wine



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



A single measure of spirit (25%)

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

Know your limits

Unit of alcohol per 100ml glass



2 =



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



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



A 100ml can of medium strength (4.5%) lager, beer or cider



A double measure of spirit (50%)

3 =



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



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



A large bottle (750ml) of lower strength (12%) wine

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 (750ml) of higher strength (15%) wine



A 100ml can of higher strength (5.5%) lager, beer or cider



# WHAT DOES 14 UNITS LOOK LIKE?

A pint of beer, lager  
or cider at 4% abv  
(2.3 units)



x 6

A 330ml bottle of beer,  
lager or cider at 5%  
(1.7 units)



x 8

A 50ml measure (double)  
of spirits at 40% abv  
(2.0 units)



x 7

A 125ml glass of  
sparkling wine at 11%  
(1.4 units)



x 10

A 175ml glass of  
wine @ 12% abv  
(2.1 units)



x 6

Adults should not regularly exceed 14 units a week - spread over a few days

**M**



**T**



**W**



**T**

-

**F**



**S**



**S**

-

Alcohol  
Education  
Trust

# Alcohol clock game



- 12 pieces of paper numbered 1-12
- Lay out on floor
- Split class into working groups and ask them to plan a parent free party (18<sup>th</sup> or similar) allow them ten minutes to prepare with times and what they drink/eat/do within a time frame
- Nominate a person to talk through
- Preload at someone's house 7pm (2 vodkas? - 4 units) – 4 pupils go behind Jo
- 8 pm head out to party – 2 pints etc – 4 units – 4 more people – one leaves as the body has broken down one unit of alcohol in that time...9pm – another 'unit' leaves...
- See increasing risk questions: page 85
- Issues to discuss – alcohol in blood stream next morning? Getting home safely? Eating? Units mounting up and the ability of your liver to break down just one unit an hour.

# ALCOHOL CLOCK GAME

Imagine you are planning a night out for an 18<sup>th</sup> Birthday party – What choices will you make during the evening and at what time?

It's 6pm. The 18th birthday party is just starting. Go to the bar, have a drink, but remember to pace yourself with other activities and food. Try 3 things, then jump forward an hour. You can go home at any time.



**Gender: Female**  
**Weight: 58kg / 9st 1lbs**  
**Age: 18**

**Select a Gender**  
Women's bodies generally have less body water, so alcohol concentration rises quicker

**START**

WHAT ARE YOU DOING THIS HOUR?

BAC

GO BACK TO GREEN ROOM

DANCE!



**Drinks Consumed:** 1 0 0 0 1 0 0 **2**



**Units Consumed:** 2.3 0 0 0 2.6 0 0 **4.9**

Alcohol units processed: **0**

Current alcohol units: **4.9**

Your estimated BAC: **0.12%**

The time is 19:00  
 Based on your age (18), your weight (58kg) and your gender (Female), your body could not be free of alcohol until at least:  
 Tonight at 02:00

WHAT ARE YOU DOING THIS HOUR?

BAC

GO BACK TO GREEN ROOM

BAR

CHOOSE YOUR DRINK



# Have a go!

## Divide into 2 groups

Watch 7 minute film clip Alan 'Just a few drinks' via

[www.bbc.co.uk/programmes/b01qnr62/clips](http://www.bbc.co.uk/programmes/b01qnr62/clips) or

[www.youtube.com/watch?v=MpaBKhlMMIM](http://www.youtube.com/watch?v=MpaBKhlMMIM)

**Positive group** – what would you have done differently to Alan?

**Negative group** – what else might have happened?

What laws have been broken?

Write down your thoughts... Confer and rate them by risk



# On line learning zone [www.talkaboutalcohol.com](http://www.talkaboutalcohol.com)

Search...

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

**TALK ABOUT ALCOHOL**

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

**TALK ABOUT ALCOHOL**

**WHO DO YOU THINK YOU ARE?**

**FACT ZONE**  
HOW MUCH DO YOU KNOW ABOUT ALCOHOL?

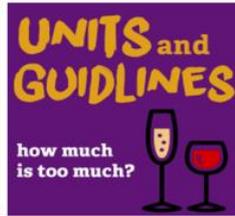
**CHALLENGE ZONE**

**BODY ZONE**

**BRAVE The RAVE**

WHERE TO GET **HELP AND SUPPORT**

# FACT ZONE



## ALCOHOL AND THE LAW

<b>BUYING ALCOHOL FOR YOURSELF</b>	<b>BUYING ALCOHOL FOR SOMEONE ELSE</b>
<b>NO ID NO SALE</b>	<b>DRINKING AND DRIVING</b>
<b>CONSUMING ALCOHOL IN PUBS AND RESTAURANTS</b>	<b>UNDERAGE DRINKING IN PUBLIC PLACES</b>
<b>ALCOHOL RESTRICTION ZONES</b>	



### Alcohol and the law

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

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

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

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

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

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

**Consuming alcohol in licensed premises**  
If you are under 18, it is against the law to consume alcohol in a licensed premise, with the exception of 16 and 17 year-olds, who are allowed to drink beer, wine or cider during a meal with adults (but they may not buy the alcohol themselves).

NOW YOU'VE READ THE FACTS, TAKE A CHALLENGE IN THE CHALLENGE ZONE. NEED TO BRUSH UP YOUR KNOWLEDGE A BIT MORE FIRST? CLICK HERE TO LEARN MORE.



# CHALLENGE ZONE



Version: 1.0.5

HIGH SCORE 0

## BRAVE The RAVE

TO SWIPE WITH A MOUSE  
CLICK AND DRAG

Start Game

Game Info

MAKE YOUR CHOICES BY SLICING THEM.  
STAY IN CONTROL, OR FEEL THE EFFECT.

TALK ABOUT ALCOHOL

SPEED LEVEL: CHILLED OUT WISE CHOICE SCORE: 0

SLICE UNWISE CHOICES

SLICE WISE CHOICES

LOSE POINTS BASED ON ALCOHOL UNITS

TO GAIN POINTS

SWIPE AN OBJECT TO MAKE YOUR FIRST CHOICE

TIME:58

SPEED LEVEL: PARTY! WISE CHOICE SCORE: 1 PAUSE

TIME:45

# BODY ZONE



## BODY WATCH

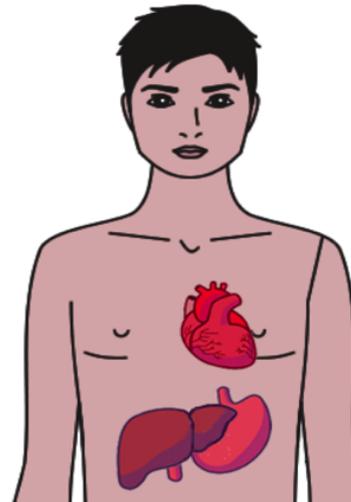
WHAT HAPPENS WHEN SOMEONE HAS AN ALCOHOLIC DRINK?



Body watch shows you what happens to an adult's body and behaviour. But remember that the same amount of alcohol would have a much bigger effect on a child or a young person.

### LIVER

The liver breaks down most of the alcohol a person drinks. (The rest leaves the body in breath, urine and sweat.) But it can only break down about 1 unit (8g) of alcohol an hour in an average adult. Because the liver is the main organ breaking down alcohol, it's often the first part of the body to be harmed by heavy drinking. Long term drinking kills off liver cells that can lead to alcoholic liver disease or liver cancer.



# Alcohol and the law

## Buying alcohol for yourself

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It is illegal to sell alcohol to a person who is drunk.

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# Units and Guidelines

## Resources – Units and guidelines – responsible drinking

Understanding that similar drinks contain different concentrations of alcohol can be hard to grasp and boring. We suggest that you collect empty bottles, cans and glasses and use a coloured liquid to allow pupils to estimate the number of units in different drinks. You can order unit measure cups and unit drink calculators free of charge from [drinkaware.co.uk](http://drinkaware.co.uk). It may be wise to start with an explanatory film clip such as [bbc.co.uk/news/health-15501779](http://bbc.co.uk/news/health-15501779) or [vimeo.com/12453862](http://vimeo.com/12453862). The Alcohol Clock Game can be used to check understanding and to reinforce how long it takes for alcohol to be broken down by the body.

This section looks at pour sizes, units, alcoholic strength, the importance of reading back labels and understanding the guidelines that apply to adults. It discusses why young people under 18 are advised not to drink and what blood alcohol concentration (BAC) is. It should be noted that low risk guidelines are for those over 18 of good health. We recommend this area for 13+.

Download the 'Units and Guidelines' chapter of the Teacher Workbook [here](#)

### Lesson planning

Teacher notes

Posters



Unit and guidelines poster – How many units in a drink?

Links to other resources



NHS livewell unit calculator



Drink AWARE drinks calculator

### Worksheets



Units and guidelines worksheets

Full sheet – blank

Full sheets – completed

Simplified version

Key Stage 3

How much alcohol is in a drink?

Why are young people advised not to drink?

Responsible drinking

Key Stage 4

How much alcohol is in a drink?

Why are young people advised not to drink?

Responsible drinking

What is Blood Alcohol Content (BAC)

### Short film clips



Units and Guidelines – how much is too much?



BBC Video – Alcohol units explained

Have they understood?

Alcohol Clock game – Use this simple game in class to demonstrate how units build up and are broken down: the alcohol clock game

 Search

### Teacher Area

Resources by topic

Overview & core resources

Getting started

Assessing knowledge

Units and guidelines

Effects (physical and social)

The Law

Staying safe: avoiding risk taking

16+

Resources by Year Group

Year 7

Year 8

Year 9

Year 10

Year 11+

Statistics & Research

Facts & Figures

Key Research Papers

Involve Parents

Get inspired

Evaluation & Case Studies

School Alcohol Policy

Teacher Newsletter

AET have created a range of engaging activities around pictures and stories to ensure that children with moderate learning disabilities are helped to stay safe around alcohol and can recognise risk. Children with SEND are estimated to be 3x more likely to be abused and alcohol can be used for ‘grooming’.



# What do the SEN resources include?

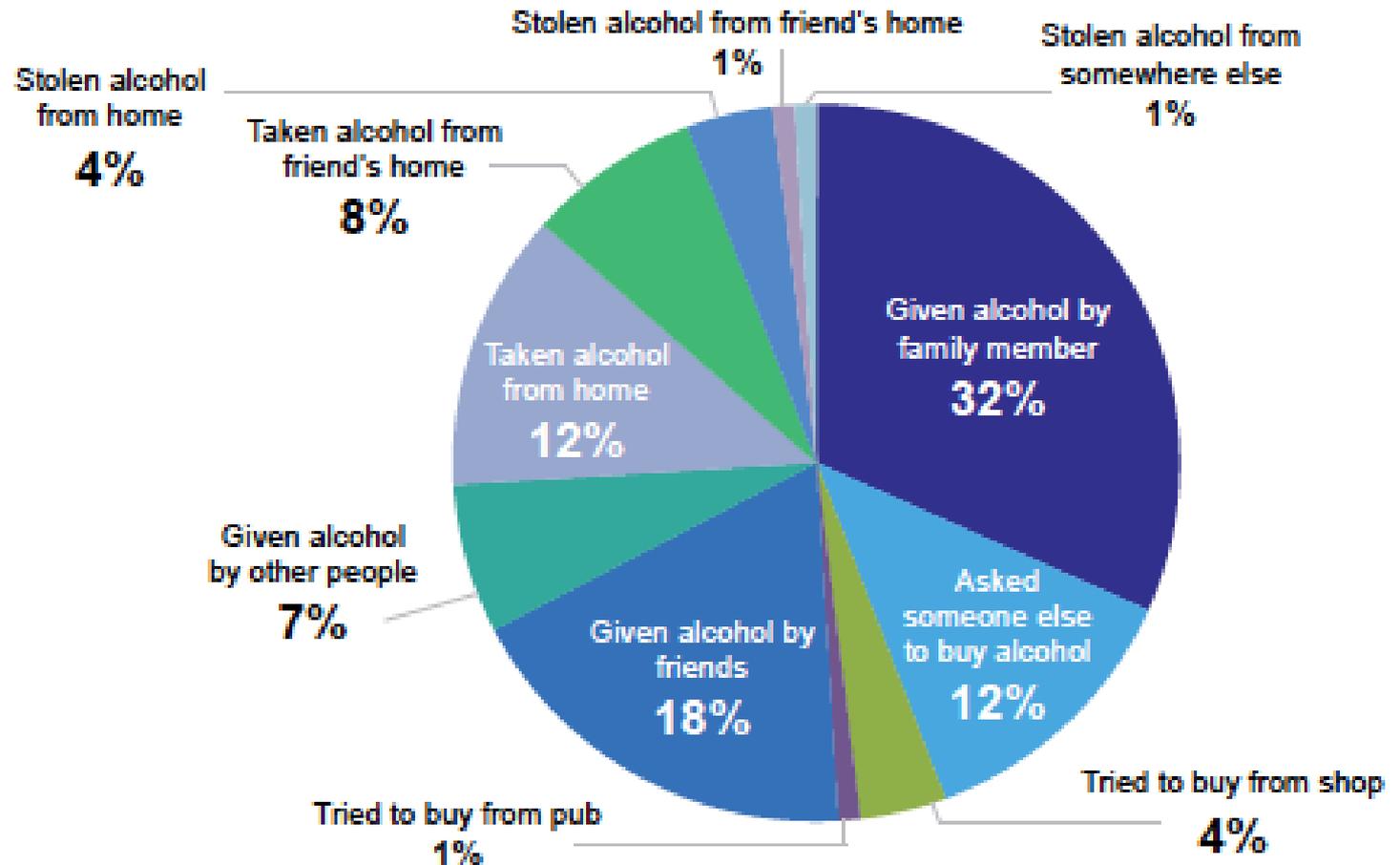
- 8 bespoke lessons using pictures, stories and activities with powerpoints on line
- A set of laminated full colour pictures, conversation cards and Q and A's
- Teacher guidance booklet
- The resources work in conjunction with the talk about alcohol 100 page workbook and are designed to be used in a whole school setting, in small groups or for one to one work
- Email [kate@alcoholeducationtrust.org](mailto:kate@alcoholeducationtrust.org)

# Why are parents important to an alcohol programme?

- Parents are the key source of supply to underage drinkers (30 - 60% depending on the research)
- A permissive parenting approach makes drinking outside of the home more likely at a younger age
- Children are most likely to follow a mothers example around drinking
- Parental monitoring is key to preventing risk taking



## How young people obtain alcohol - England

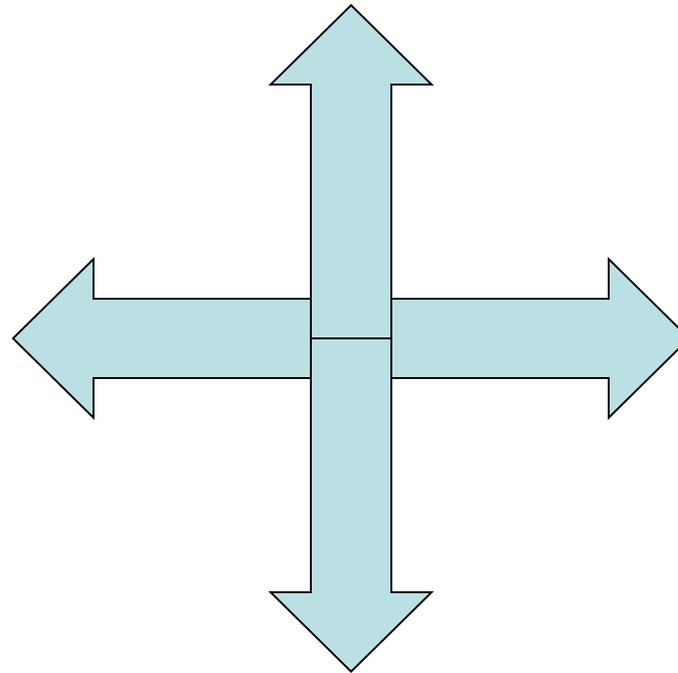


Source: *Smoking, drinking and drug use among young people in England in 2012*, ONS, HSCIC ([xls](#))

## Parent Types

Tough Love

Laissez  
Faire



Strict

Friends

"Tell me more?" Monitoring from age 11 rather than "Where have you been?/ What have you been up to?"

## Our tips for engaging parents

Book us to host a parent seminar! [kate@alcoholeducationtrust.org](mailto:kate@alcoholeducationtrust.org)

Partner with existing events in school such as transition or meet the tutor evenings, GSCE option evenings, induction or parent evenings

Partner with other providers especially esafety and legal highs where parents have high levels of concern

Think of childcare, offer food and drink

Option of an informal presence at school fairs or via PTA's or Governor events

Present children's work and your own positive findings!

Contact: Helena Conibear  
[helena@alcoholeducationtrust.org](mailto:helena@alcoholeducationtrust.org)  
07876 593 345

Visit our websites for tips, film clips,  
quizzes and lots of advice via  
[www.talkaboutalcohol.com](http://www.talkaboutalcohol.com) or  
[www.alcoholeducationtrust.org](http://www.alcoholeducationtrust.org)

Find us on facebook and recommend  
us to other parents and friends!

[www.facebook.com/talkaboutalcohol/](http://www.facebook.com/talkaboutalcohol/)

Twitter @talkalcohol



The screenshot shows the Alcohol Education Trust website. At the top is a navigation menu with links for Home, About AET, Parent Area, Teacher Area, News, Get Involved, and Contact. The main header features a large image of two young women with the text 'ENABLING CHANGE' and 'Enabling behaviour change and responsible choices', along with a 'Learn More' button. Below this are three main content areas: 'Parent Area' with a photo of a family and text about helping parents deal with peer pressure; 'Teacher Area' with a photo of a classroom and text about providing PSHE and science lessons; and 'Our Mission' with text about the organization's vision for young people. Other sections include 'The Programme' and 'Impact', both with photos and text describing the program's reach and effectiveness. A circular badge on the right states 'Our programme delays the onset of drinking'.

