



ALCOHOL EDUCATION RESOURCE

TO SUPPORT UPPER KEY STAGE 2



Contents

Session overview - Outline of how the session will be delivered - pages 3 & 4

Understand that a big proportion of anti social behaviour and crime is alcohol related and that it costs a lot of money to deal with the issues.

- Story and scenarios - discussion activities pages 5, 6, 7 & 8

Understand that alcohol has an impact on the lives of individuals, families and communities.

- Story and scenarios - discussion activities pages 5, 6, 7 & 8
- Historical facts - page 9

Know that alcohol is a dangerous and powerful drug and that guidance must be followed to keep us safe.

- Story and scenarios - discussion activities pages 4, 5, 6 & 7
- Alcohol facts - page 9
- Good and bad things about alcohol - page 11
- Alcohol quiz - page 17

Be aware of the methods that advertisers use in promoting the image of their products and influencing the decisions of young people

- Trade secrets - page 12
- Advertising - page 13
- Management team - page 14
- Decision making - page 15
- My decision - page 16

Be aware of the laws relating to themselves and alcohol.

- Alcohol quiz - page 17
- Quiz answers - page 18

Curriculum links - Pages 19 & 20

Thanks to Linda Robinson of EducationGateshead for producing the original document.

Session Title - Alcohol Education

Intended learning outcomes (What do we want the pupils to learn or explore?)

Participants will

- Understand that a big proportion of anti social behaviour and crime is alcohol related and that it costs a lot of money to deal with the issues.
- Understand that alcohol has an impact on the lives of individuals, families and communities.
- Know that alcohol is a dangerous and powerful drug and that guidance must be followed to keep us safe.
- Be aware of the laws relating to themselves and alcohol.
- Be aware of the methods that advertisers use in promoting the image of their products and influencing the decisions of young people

Previous learning

- All pupils will follow national curriculum science and cover the health messages about the effects of tobacco, alcohol and other drugs on the human body.

Introduction - All sessions need an introduction.

First - Explain what the intended learning outcomes for the session will be. (These will come from the list above depending on the activities you choose)

Second - Develop your group agreement - (You will need either a flip chart or white board and some pens.)

- Discussion with class on the group agreement and what we are all expecting from this session. Group **MUST** decide their own rules relevant and important to them.
- Start by asking group how they would like to be treated by you. They will usually say words like kind, nice or gentle. Someone may say the word respect. Respect encompasses all of the other words. Ask them what the word means. One definition is "Respect means you treat other people the way you would like to be treated yourself." Write the word on the chart / board and ask if everyone agrees with this. This means that if there is any disruption in the group, the agreement can be referred to because respect is not being shown.
- The two other words that should be included in the group agreement are fun and confidentiality. Pupils must be informed that if you think they are in danger or being hurt you cannot keep that confidential and you must tell someone. This is in case any disclosures are made.
- Ask the group if they agree with the words and if they would like to add anything else.
- If it is a second or third session with the same group then revisit the group agreement and ask if it is still suitable or does it need changing.

Activities -

- Read the “Friends” story
- Ask the boys to put themselves in Tom’s position and the girls to place themselves in Emily’s position. Ask the following questions and record answers on a board or sheet of paper.
 1. Why did you choose to drink or not drink alcohol?
 2. What effect did alcohol have on how you treated people or how people treated you? - 20 mins.
- In groups of three or four give out the scenario cards linked to the story and ask them to discuss the issues relating to the characters. One spokesperson for each group to report back to show how alcohol use can affect all areas of the community - 20 mins.
- Practical activity. Use a variety of empty alcohol containers and ask pupils to come out to the front to sort them into order of strength - 15 mins.
- Explain that alcohol is measured in units and that young people can only cope with a very small amount before it has an effect on their bodies and brains. Ask them to guess how many units are in each drink and then use the alcohol wheel to find out the correct answer - 15 mins.
- Activity using the drunk and dangerous glasses - 15 mins.
- Laws relating to alcohol and young people - 10 mins
- True or false quiz asking pupils to move around the room to give answers. True, false, don’t know - 15 mins.
- The rest of the pack can be left as extension activities for the class teacher.

Plenary.

- All sessions need a plenary to assess learning, reinforce the learning outcomes and decide what the next steps in the learning journey will be - 5 mins

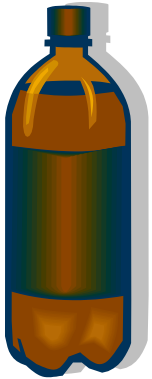


Friends

Tom and Emily were friends and were in year 6.

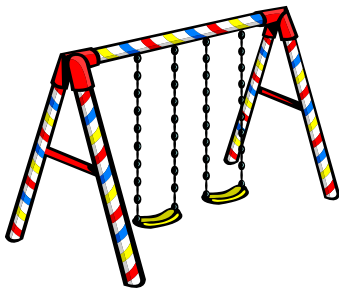
During the summer term they went to the park most nights after tea and met their other friends to talk and play on the swings. Now that the six week school holidays were nearly here everyone was excited because they would all be starting new schools in September, so they had lots to talk about.

One warm summer evening the group of friends were enjoying themselves and laughing when two other boys and a girl who used to go to their school came and joined them. They were a little bit older and already went to secondary school.



One of the boys was carrying a bag and he took out a large plastic bottle that contained cider. He unscrewed the top and took a long drink from it before wiping the top and offering it to his friends, who also took drinks. "Do you want some? He asked the rest of the group. "It tastes just like apple pop" Tom glanced at Emily "What's wrong with you? Are you a chicken or just a baby?" said the boy. Tom was quite thirsty and needed a drink of something so he didn't think twice about taking the bottle and having a couple of huge gulps. The golden liquid was cold and tasted just like apple pop as the boy had said. Everyone except for Emily passed the bottle around and took drinks of cider. When the bottle was nearly finished the boy produced another two litre bottle from his plastic bag!

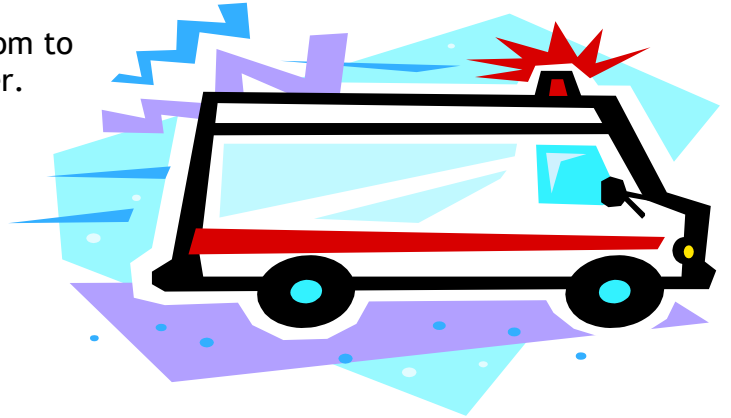
Emily noticed that the noise level had gone up and everyone was talking much louder than they were before. Tom was very loud and ran around Emily poking her in the back and running away while everyone else laughed, she was starting to get annoyed with him. She told him to leave her alone and when he didn't she decided to go home. She was just standing up from the grass when Tom ran around the back of the swings and pushed one really hard, he shouted Emily's name and as she turned to see what he wanted the swing hit her full in the face. Emily was knocked out cold. There was blood all over the place.



The older boys and girl quickly picked up their plastic bag and ran away out of the park and off in to the distance. The rest of the group stood still and stared down at Emily all that is except for Tom who was being sick all over a swing.

A man, who was out walking his dog in the park, saw what was happening and came over. When he saw that Emily was hurt, he used his mobile phone to call 999 and get help.

The ambulance came and took Emily and Tom to the hospital accompanied by a police officer. When Emily and Tom's parents arrived at the hospital they found Emily had a broken nose, two black eyes and had lost her front teeth, she looked terrible. Tom was in the next cubicle and looked nearly as bad, as he had had his stomach pumped to remove the alcohol.



The doctor explained that a lot of young people who came to accident and emergency were there because

of alcohol.

They had either had an accident because they were drunk or they had been hurt by someone else who was drunk. Quite often they had to have their stomach pumped like Tom to stop them from possible death due to alcoholic poisoning. While the doctors and nurses were dealing with these cases they couldn't treat people with other illnesses.

In your group, imagine you are the person described and think of some of the issues that would concern you if young people were drinking alcohol in the park.

1. You are a mum with a young child who wants to play in the park. What are your concerns?



2. You are an older person who has a flat that backs on to the park. It's lovely to watch the little ones playing, but when the young people are drinking alcohol... What are your concerns?



3. You are a park warden, it is your job to keep the park safe and tidy. What are your concerns when the young people are drinking alcohol?



4. You use the park every day to exercise your dog. He likes to run around and chase sticks. What are your concerns around young people drinking alcohol in the park?



5. You are a local police officer. You have had a lot of complaints about young people drinking alcohol in the park. What sort of complaints have you had?



6. You are the parents of a young person who goes to the park with their friends most nights. What do you worry about?



7. You are a local fire officer. What sort of problems do you have when young people drink alcohol? Do they do stupid things?



Did you know?



The alcohol we drink is a clear liquid called **ETHANOL**. We drink it in beers wines and spirits. There are other types of alcohol which we cannot drink. They are used to make things such as shoe polish and car de-icer sprays.

Alcohol is made when a fungus called **YEAST** is mixed with sugary things. Alcohol is a **POISON** which can harm your body if you drink too much of it.



QUIZ	True	False	Don't Know
1. Alcohol is a poison			
2. You can drink a lot of alcohol without harming your body			
3. Alcohol is found in things like shoe polish and car de-icer sprays			
4. In British hospitals one in every three injured people brought in to casualty departments has been drinking alcohol			
5. Road accidents after drinking alcohol are the biggest cause of death in young men.			

Did you know?



Drinking alcohol is not a modern pastime... Carvings on Egyptian tombs, dating back to 1500BC, show drinking scenes!

In the Bible, the book of Genesis records that “Noah planted a vineyard; and he dranketh of the wine and was drunken”



In 1914, The Government led by Lloyd George, introduced a law to cut down drunkenness in factories that made bombs!

Between 1720 -1750 there was a “Gin epidemic” in England. Making people “Diseased, not fit for business, poor and a burden to themselves”



Write down the good and bad things about drinking alcohol.



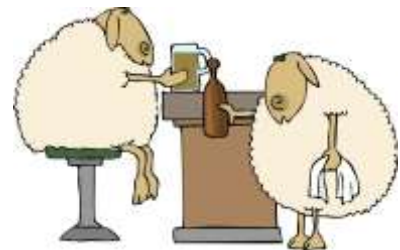
TRADE SECRETS

Here are some of the tricks that advertisers will use to sell you their products...



Using famous people to promote their product.

The “Follow like sheep approach”
Everyone is doing it!



Sponsoring sporting events and clubs.



Humour

Look through some magazines or watch television, can you find any adverts for alcohol? What is being used to promote and sell it?

**Choose an advertisement. Watch / listen / look at it closely.
Use the advert to complete this activity.**

1. Make a sketch or notes about the advert that you have chosen. You could draw a comic strip to explain a T.V. advert.

4. What do the advertisers want you to think about this product?

2. What is the advert trying to sell?
(This is called the product)

3. What kind of people do you think this
advert is aimed at?

5. What don't the advertisers tell you about this product?

You are the management team of a company making and selling alcoholic drinks.

1. You want to start a company but you don't have enough money to buy everything you need.
2. Other people want to "share" your great ideas and be part of your company.
3. You said they can but they need to pay some money. This is called "investment"
4. You use their money to buy everything you need to start a company.
5. The company makes money each year this is called "profit" and you divide it between the people who are sharing the company with you.
6. The more profit the company makes, the more money each person gets.
7. The people who are sharing the company with you are called "share holders" the more money they invest in the company the more shares they will have.
8. The share holders can sell their shares to other people if they wish.
9. The money you pay out to the shareholders is called a "dividend" the more shares you have the bigger the dividend will be.

You will try to manage the company to sell as much as possible and make as much money as you can.

**Make a story board of how you will advertise your product.
What messages do you want to give about your product?**

Decision Making

Do you think you will
drink alcohol when you
are older?

Yes

Because...

No

Because...

Sometimes

Because...

MY DECISION

Some decisions in your life will be very easy to make, others will be more difficult. Sometimes other people will try to change your mind or even make it up for you!

Think carefully about your everyday decisions. Do any of these people or things influence you?

(Tick the ones that do)

1. Mum and dad



2. School



3. TV or radio



--	--	--

4. Friends



5. Newspapers or magazines.



6. Myself



--	--	--

Which of the people or things above would help you to make these decisions?
(Write the numbers in the box next to the statements)

- If you do your homework
- If you throw litter on the ground
- The music you like
- If you care about where you live
- If you save money
- Your hairstyle
- The clothes you wear
- The friends that you go around with
- The food you eat

Who do you think has the most influence on your decisions?

.....

Alcohol Quiz

(Please answer True, False or Don't know)

Question	Answer
1. You only have to be five years old to legally be given alcohol in this country.	
2. One unit of wine is stronger than one unit of beer.	
3. Alcohol causes more arrests than any other drug.	
4. Alcopops are O.K. for kids and young people under the age of 18.	
5. Alcohol affects your brain.	
6. Young people (under 18) can drink alcohol as long as it is not in a licensed pub.	
7. People were drinking alcohol before Jesus was born.	
8. You have to be 21 years old to buy alcohol.	
9. Cider isn't very strong and is O.K. for children and young people to drink	
10. Alcohol is a safe drug.	

Alcohol Quiz Answers

1. **True** - It is illegal to give a child under the age of 5 alcohol, except for teething purposes. However there are lots of other laws which mean that until you are 18 you can only drink a very small amount on private property with your parents' permission and supervision.
2. **False** - all units of alcohol are the same, 6 gms. Some drinks are more diluted than others.
3. **True** - drunk and disorderly, disturbing the peace, indecent exposure, offending public decency, murder, assault, criminal damage and many more!
4. **False** - they are very strong drinks and a small bottle can contain the same amount of alcohol as a double measure of spirit such as whiskey or vodka.
5. **True** - alcohol slows your brain down and in turn affects the rest of your body.
6. **True and False** - there are lots of laws around alcohol. Can you find out about them?
7. **True** - there is evidence that the ancient Egyptians drank alcohol
8. **False** - You have to be 18 to buy alcohol
9. **False** - Cider can be a very strong drink and is often much stronger than beers and lagers
10. **False** - Alcohol is a very strong and potentially dangerous drug

Learning outcomes	Citizenship	Financial Capability	Emotional Health and Well being	Health Education / N.C. science/
<ul style="list-style-type: none"> Understand that a big proportion of anti-social behaviour and crime is alcohol related and that it costs a lot of money to deal with the issues. 	<p>To realise the consequences of anti-social and aggressive behaviours such as bullying and racism on individuals and communities.</p>	<p>* I know that resources can be allocated in different ways and that these decisions have individual, social and environmental consequences.</p>	<p><u>Good to Be Me:</u> I know myself and my feelings can manage them using chosen strategies and taking risks</p>	<p>School rules about health and safety, basic emergency aid procedures and where to get help (Drug education)</p>
<ul style="list-style-type: none"> Understand that alcohol has an impact on the lives of individuals, families and communities. 	<p>To research, discuss and debate topical issues, problems and events.</p> <p>That there are different kinds of responsibilities, rights and duties at home, at school and in the community and that these can sometimes conflict with each other</p>	<p>* I know that people have different values and attitudes regarding money .and how they spend it</p>	<p><u>Relationships:</u> I have developing social skills, and understand when my own and others feelings need to be managed due to uncomfortable or embarrassing situation</p> <p>That their actions affect themselves and others to care about other people’s feelings and to try to see things from their points of view.</p>	<p>To recognise the different risks in different situations and then decide how to behave responsibly. (Drug education)</p>

<ul style="list-style-type: none"> • Know that alcohol is a dangerous and powerful drug and that guidance must be followed to keep us safe. 			What makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health and how to make informed choices.	Which commonly available substances and drugs are legal and illegal, their effects and risks. I understand that there is support available on a local and national level and I know how to access it. I am aware that there are certain laws surrounding drugs.
<ul style="list-style-type: none"> • Be aware of the laws relating to themselves and alcohol. 	What democracy is, and about the basic institutions that support it locally and nationally			
<ul style="list-style-type: none"> • Be aware of the methods that advertisers use in promoting the image of their products and influencing the decisions of young people 	To recognise and challenge stereotypes			
<i>Ref Documents</i>	<i>Citizenship = QCA programmes of study</i>	<i>Financial Capability through personal financial education - Guidance for schools ks 1 & 2 July 2000</i>	<i>Primary SEAL units SRE Guidance for schools 2010</i>	<i>Drugs, guidance for schools 2010</i>