

## SECTION 1

# ASSESSING KNOWLEDGE - HOW MUCH DO YOU KNOW ABOUT ALCOHOL?

This session of icebreaker and baseline activities is important to help you assess the knowledge, experience and behaviour of your class when you introduce alcohol as a topic. A model PowerPoint lesson and guidance is included at the start of this chapter.

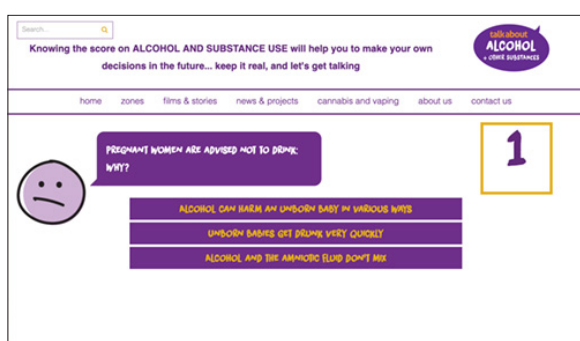
The aim is to give you a better understanding of your students' knowledge and attitudes towards drinking before you start giving information about units, guidelines and responsible drinking. It will help break the ice and allow students to express thoughts about alcohol and why some young people start drinking alcohol and some don't.

The session gives students the opportunity to reflect on their knowledge and opinion of alcohol and to begin to discuss what responsible behaviour entails. It gives you the flexibility to take the discussion to areas that need exploring further. We've included full answers to some questions that may arise.

We suggest you use an ice breaker game and quick fire questions to help overcome reluctance to talk about attitudes to drinking. If you have online access, please visit our Online Learning Zone, [talkaboutalcohol.com](http://talkaboutalcohol.com) for activities for the class, such as **Fact or Fiction** or **Test your knowledge** and [talkabouttrust.org](http://talkabouttrust.org) to download any of the resources in this workbook.

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

Do remember that in 2018, 65% of 13 year-olds in Scotland hadn't drunk alcohol. There are no statistics available for 11 year-olds in Scotland, but in England only 14% of 11 year-olds have had a whole drink. In Scotland in 2018, just 6% of 13 year-olds and 20% of 15 year-olds reported drinking in the last week.



Test Your Knowledge activity on [talkaboutalcohol.com](http://talkaboutalcohol.com)



Fact or Fiction activity on [talkaboutalcohol.com](http://talkaboutalcohol.com)

# MODEL LESSON PLAN 1

## ASSESSING KNOWLEDGE: HOW MUCH DO YOU KNOW ABOUT ALCOHOL?

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

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

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

AGE RANGE: 12-14

LESSON LENGTH: 50 minutes



[talkabouttrust.org/resources/schools/assessing-knowledge-model-lesson/](https://talkabouttrust.org/resources/schools/assessing-knowledge-model-lesson/)

### BEFORE COMMENCING THESE LESSONS

#### Talk About Alcohol: Fact or Fiction activity

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

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

### PREPARATION:

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

### RESOURCES REFERENCED WITHIN THE POWERPOINT:

Decision whether to drink or not  
[talkabouttrust.org/resources/schools/decision-on-whether-to-drink-blank/](https://talkabouttrust.org/resources/schools/decision-on-whether-to-drink-blank/)

Decision on whether to drink or not  
[talkabouttrust.org/resources/schools/decision-on-whether-to-drink-completed/](https://talkabouttrust.org/resources/schools/decision-on-whether-to-drink-completed/)

How well do you know your age group? (questions)  
[talkabouttrust.org/resources/schools/how-well-do-you-know-your-age-group-questions-scotland/](https://talkabouttrust.org/resources/schools/how-well-do-you-know-your-age-group-questions-scotland/)

How well do you know your age group? (answers)  
[talkabouttrust.org/resources/schools/how-well-do-you-know-your-age-group-answers-scotland/](https://talkabouttrust.org/resources/schools/how-well-do-you-know-your-age-group-answers-scotland/)

Talk About Alcohol - Personality quiz  
[talkaboutalcohol.com/personality-quiz/](https://talkaboutalcohol.com/personality-quiz/)

### LEARNING OBJECTIVES:

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

### INTENDED LEARNING OUTCOMES:

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

### RESOURCES:

For this lesson you will need:

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

### Icebreaker

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

### Activity 1 - The Decision on whether to drink or not

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

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## MODEL LESSON PLAN 1

### ICEBREAKER ACTIVITIES: (10 mins)

Crossing the circle or a show of hands


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

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

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

**ICE BREAKER: Crossing the circle /Show of hands**

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



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

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

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

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

### ACTIVITY 1: (20 mins)

The Decision on whether to drink or not - Worksheet

**The decision on whether to drink or not**

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

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



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

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

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

**ACTIVITY 1**

**Prompt questions**

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


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


**Think about whether you would rank your reasons as low risk, medium risk or high risk and why.**


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

**ACTIVITY 1**

 **HIGH RISK**

 **MEDIUM RISK**

 **LOWER RISK**

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

# SECTION 1 ASSESSING KNOWLEDGE - HOW MUCH DO YOU KNOW ABOUT ALCOHOL?

## MODEL LESSON PLAN 1

### The Decision on whether to drink or not - Discussion



Use the completed answer sheet to stimulate further discussions and to encourage students to think of the reasons why most teenagers choose not to drink.

In turn, take reasons from the completed answer sheet for why people drink or use an example of a place where people drink and decide where these go on the risk scale and have a discussion as to why. e.g., drinking alcohol in the park with mates would be higher risk than at home with parents.

Look at why most under-16s choose not to drink, the reasons why this might be and why adults and teenagers tend to overestimate both the proportion of teenagers who are drinking and also the proportion of teenagers getting drunk – This is true about smoking and trying drugs too.

Post discussion, ask students to quickly update their own version of the sheet with what they have learnt, using a different colour pen, in order to demonstrate learning.

#### Key points

Don't presume your students are all drinking. Gauge the knowledge and experience of your students and be careful not to let more experienced students dominate.

In the latest SALSUS survey (conducted in 2018) Just over a third of 13 year old pupils (36%) and 71% of 15 year olds have ever had an alcoholic drink.

Only a small proportion had drunk alcohol in the 7 days prior to completing the survey: 6% of 13 year olds and 20% of 15 year olds.

Just over half of 13 year olds (53%) and around two-thirds of 15 year olds (70%) who had ever had alcohol, had been drunk at least once.

The mean age that 15 year olds first had a drink was 13.3 years.

The most common drinking location among both 13 and 15 year olds was at their own home.

Among 13 year olds, 52% of those who had ever had a drink had experienced one (or more) negative effect as a result of drinking alcohol in the last year, compared with over half of 15 year olds (63%).

### ACTIVITY 2: (10 mins)

#### How well do you know your age group?

**ACTIVITY 2**  
**HOW WELL DO YOU KNOW YOUR AGE GROUP? (Scotland)**

How do we compare with other teenagers in Europe?

1. In Scotland, what percentage of 13 year-olds have tried alcohol?  
a) 85% b) 66% c) 36%
2. In Scotland, how many 15 year-olds will have consumed alcohol in the past week?  
a) 17% b) 20% c) 34%
3. Are young people in Scotland drinking more or less than 10 years ago?  
a) Less b) More
4. Do you think that we drink more than other teenagers in Europe?  
a) Yes b) No

**ACTIVITY 2**  
**HOW WELL DO YOU KNOW YOUR AGE GROUP?**

5. What percentage of 15-year-olds drink at least once a week in the UK?  
a) 50 - 60% b) 30 - 40% c) 10 - 20%
6. Across Europe what proportion of 16-year-olds have been drunk over the last month?  
a) 34% b) 43% c) 17%
7. On the last drinking occasion, which of the 3 countries below reported the highest consumption?  
a) Denmark b) Poland c) Romania
8. Do you think...  
a) Teenagers drink in different ways in different countries? YES / NO  
b) Girls re drinking as much as boys? YES / NO  
c) Boys drink to get drunk than girls? YES / NO

As a class work through the social norms quiz allowing students to put their hands up to vote for each of the option and giving the answers after each question. This activity is intended to give an insight into the drinking habits of young people in the UK and how this compares to peers in other European countries. N.B. The question and answer resource files referenced at the start of this lesson plan include versions for England and Wales and also for Scotland.

### PLENARY: (5 mins)

**WHAT HAVE WE COVERED TODAY?**

**WE HAVE.....**

- Considered the myths and facts around how many people drink alcohol
- Tried to understand the reasons why people choose to drink or not
- Compared our own attitudes to around alcohol with the behaviour of other young people.

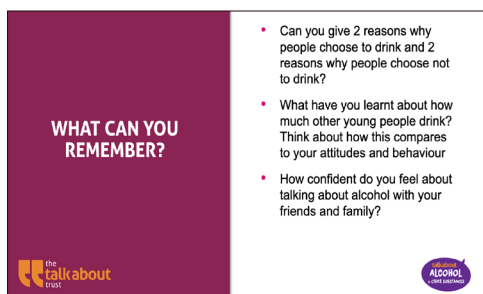
Briefly recap what has been covered in the lesson using the Learning Objectives

Signpost students to staff in school and external agencies where they can go for additional support around alcohol issues.

Promote [talkaboutalcohol.com](http://talkaboutalcohol.com) as a source of further information, resources and activities.

## MODEL LESSON PLAN 1

### ASSESSMENT FOR LEARNING: (5 mins)



**WHAT CAN YOU REMEMBER?**

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

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ALCOHOL + OTHER SUBSTANCES

Ask students to:

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

### EXTENDED PROJECTS:



**EXTENSION ACTIVITY**

Go to the personality quiz on [talkaboutalcohol.com](http://talkaboutalcohol.com) to work out what type of person you are

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

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ALCOHOL + OTHER SUBSTANCES

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

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

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### Alternative Icebreaker and base line activities suitable for alcohol education

#### The Four-corner method

In 'four-corner methods', the supervisor gives the group four alternatives for a specific situation. You can construct examples for these exercises from daily life, from newspaper articles, conflict situations, etc. Examples of situations may include: "The worst thing about drinking too much alcohol is..."

- that you can easily make a fool of yourself
- that you can end up in a fight
- that it's bad for you
- open corner: When... (a different alternative).

Ask each participant in the exercise to make a note on a piece of paper indicating the corner they choose before going to sit in 'their' corner. These pieces of paper will serve as a 'map' of the room. This method also makes it more difficult for peer pressure to lead everyone to follow the majority's choice of corner. After making their choice on paper, each person goes to the corner in the room that corresponds to their own opinion. Allow the participants to discuss with each other their reasons for choosing that particular corner. The supervisor then initiates a dialogue between the corners. You may consider asking if anyone would like to change corners after having listened to the others.

#### 4 hoops with different options or scenarios within

A variant on this method is to use 4 hula hoops and have different scenarios or pieces of information in each hoop. Divide the group into four and ask them to go to each hoop in turn and discuss the information within. Ask them to make a decision as to whether the information is true or false. For example, one hoop could say alcohol is a stimulant, the other alcohol is a depressant a third that it is a pain killer (analgesic) and a fourth that it is hallucinogenic. The group can then sit in a circle and each sub group discusses what they thought and why. This activity can be used for different types of drinks and the number of units in them, or different laws, to discuss misconceptions and to build knowledge in a exploratory way.

#### Opposites

Create a range of laminated cards featuring 'opposites', such as healthy and unhealthy, safe or unsafe, legal and illegal, high risk and low risk, true or false. (These cards are included in our games and activities pack) Place them at opposite ends of the room. Prepare different statements

to read out and ask students to stand where they think the correct answer is: they can stand in the middle of the room if they are unsure, or towards one end if they are inclined to think one thing or another. So for legal or illegal you can read out "Someone under 18 can ask a friend over 18 to buy alcohol on their behalf". For high risk or low risk, "Peter has a bowl of pasta at home before heading off to his classmates 18th birthday with two friends. They head off to the party and have a couple of beers..." You can also build a story, according to your aims - How did they get home? How many units did they drink? Did they eat? Did they stick together? Were parents there? Were they of legal drinking age? What type of drinks did they choose? Did they break any laws?

Ask the students to respond by moving to their chosen 'opposite' at relevant breaks in the story. (Was this legal/illegal? Was this healthy/unhealthy, etc). You will need to adapt this activity according to the age and experience of the group. You can also ask students to come up with their own scenarios and rank them using the 'opposites cards'.

#### Crossing the circle (as in the model PowerPoint lesson plan in this chapter)

Crossing the circle or a show of hands are carried out as follows: All participants stand in a circle. The supervisor reads out clear and simple statements and the participants assess them. Those who agree with the statement or have experienced the question cross the circle. Those who do not agree or are uncertain of their response remain in the same spot. Sometimes students can show a lack of interest and remain still. If you notice this happening, you can change the statement to its opposite - Those who do not agree or are uncertain change seats. The most important thing is that the supervisor provides clear instructions.

One of the advantages of 'crossing the circle' or 'show of hands' exercises is that participants must physically display their stance and position. It is not always possible to justify or explain their answers, but they can at least show what they think. Taking a stance in front of others is an important element in all democratic learning.

The questions should be asked so quickly that the hierarchy of opinions does not have time to break down personal standpoints. With this in mind, it could be a good idea to practice hot seat exercises now and then with 'harmless' questions. Eventually, you can slow things down a bit and take time to discuss the various standpoints. Developing rules is also important

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in this exercise so that everyone dares to take a stance. Students should not be permitted to comment on one another's standpoints with boos or laughter. All participants must therefore ask permission from the supervisor to explain his or her standpoint.

Statements must be prepared before the lesson. Write down statements for the students to take stances on and rearrange the room to give a clear space.

For an example of the hot seat show of hands methodology, see the Crossing the circle - How we are influenced by alcohol game on [page 18](#).

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

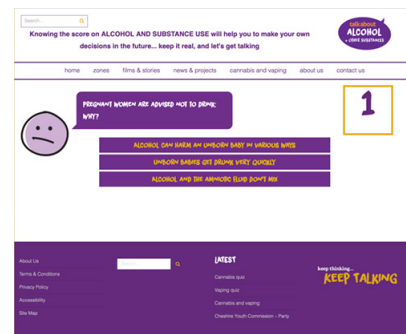
This activity is suggested for ages 11- 14 as older children may find too many persuasive answers to try a risk taking behaviour. Divide the group equally into two and ask them to face each other about a metre apart and ask for a volunteer to walk down the alley. One side can be called 'greens' and the opposite side 'reds'. Ask the volunteer to read out a prepared statement such as "You're at the party and an older boy offers you some alcohol to try" or "You plan to go to a 16th Birthday party and a friend's older sister has offered to buy a bottle of vodka for you to take." You give the group five minutes to think about what advice they would give the volunteer and then ask them to walk down the alley with a 'green' or 'red' alternatively giving them advice as to what decisions they should make. Hence a 'green' may say "Don't do it, because you're asking them to break the law," or "your parents would go crazy if they found out" and the 'red' might say "Go on, I'm taking some from home too", or "Yeah, it'll be much more fun if you do". This activity reflects the true peer pressure that young people can face and offers an excellent opportunity to talk about risk taking and planning answers to resist peer pressure.

## The Talk About Alcohol Online Learning Zone [talkaboutalcohol.com](http://talkaboutalcohol.com)

Ask students to visit the [personality quiz](#) in our Online Learning Zone, [talkaboutalcohol.com](http://talkaboutalcohol.com) to work out what type of person they are - Do they lead or follow the crowd? What would they do in certain situations? There is also [Test Your Knowledge](#) where you can see how much students know - See what they score out of 10 and identify what questions they are confused or unsure about and use this information to plan your lessons.



Personality Quiz from [talkaboutalcohol.com](http://talkaboutalcohol.com)



Test Your Knowledge Quiz from [talkaboutalcohol.com](http://talkaboutalcohol.com)

## The decision on whether to drink or not

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

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

Five empty speech bubbles for writing answers to question 1.

Five empty speech bubbles for writing answers to question 2.

Five empty speech bubbles for writing answers to question 3.

Five empty speech bubbles for writing answers to question 3.



One empty speech bubble for writing an answer.

## The decision on whether to drink or not

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

**? Special occasion**  
Parties or celebrating a birthday

**? Cost**  
Is it affordable?

**? Taste**  
Does it taste nice?

**? Curiosity**  
What's it like?

**? Health harms**  
More risks when underage

**? Belonging**  
Can it make someone feel part of a group

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

**? Side effects**  
Combination with other drugs / medications?

**? Who with**  
Family/ friends/ strangers?

**? Responsibility**  
Looking after the safety of others

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

**? Romance**  
Will it make someone attractive or embarrassing?

**? Allergy**  
Possible intolerance to alcohol?

**? Fitness**  
Will it affect sporting performance?

**? Calories**  
Effect of extra calories in an existing diet?

**? Pregnancy**  
Does it increase the risks?

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

**? Boredom**  
Is there anything else to do?

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

**? My age**  
Breaking the law and the potential impact

**? Trust**  
Keeping promises to parents /carers

**? Getting hurt**  
Accidents, fights

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



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

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

Do you know what alcohol is?

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

The amount of alcohol in drinks can be increased by a boiling process called distillation. This makes spirits such as gin, vodka, whisky and rum, which usually contain about 40% pure alcohol. (For more information see [page 128](#)). Alcohol is a legal drug. A drug is defined by the UN as something you take that changes how you think feel or act. Alcohol is a depressant, in that it slows down your nervous system and alters your mood, behaviour, judgement and reactions. If abused, it can lead to dependency or addiction.

What is your general attitude towards alcohol?

Good (e.g. celebration, relaxation, sociable, etc.)

Bad (e.g. health risks, personal risks such as accidents, violence and disorder, addiction).

Think about how much, with whom and where.

Have you ever come into contact with alcohol?

(e.g. had some, seen adverts, seen it in the shops, parents drink at home, etc.)

Who do you listen to in alcohol-related issues?

(e.g. parents, siblings, friends, adults, peers, etc.)

What do you know about the dangers of alcohol, especially when underage?

(e.g. alcohol poisoning, accidents, becoming violent, underage sex, in trouble with police and parents).

### Crossing the circle ice breaker activity - 'How we are influenced by alcohol' game

This activity can be done through a rapid fire 'hot seat format'. You can adjust the statements according to the age group.

Get students to stand in a large circle around the room

1. Read out the statements listed below one at a time.
2. If students feel that the statement applies to them, they should cross the circle to the other side.

3. By the end of the statements most students are likely to have moved at least once – most more than that.

4. Ask them what they think this game demonstrates.

*Almost all of us, even if we don't drink are affected by alcohol at some point.*

### Statements

For younger students:

You've seen adverts for alcohol on TV
You can name 5 different kinds of alcohol
You can name 5 different brands of alcohol
You can describe what a pub looks like inside
You know someone who has tried alcohol
You've read seen articles or features on binge drinking or drink drive?
You know what a hangover is
You've seen health adverts on the dangers of drinking too much
You know someone who has been drunk in the last month
You feel confident in resisting peer pressure around drinking

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

You've been to a house party with alcohol there
You have been to, or are planning to go to a festival
Regular heavy drinking can effect long term health
Drinking too much can affect school work and chances of getting good grades
There is the same amount of alcohol in a pint of beer, a double shot of vodka and a medium glass of wine
You feel confident in resisting peer pressure around drinking
You know of someone your age who's been drunk in the last month
It's against the law for an adult to a buy alcohol on your behalf of someone who is under 18 years old
You know someone who's needed help to get home safely when they have had too much to drink

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### The decision on whether to drink (answers for pictorial worksheet)

We advise you to download or photocopy the [decision on whether to drink or not blank sheet](#), (page 16, or online via [talkabouttrust.org](#)) and ask pupils to write down or say what they think. You can draw a spidergram as a class or in small groups and then compare answers with the [completed answer sheet](#).

You will notice that the answers given on the answer sheet (page 17, or online via [talkabouttrust.org](#)) are subtly different from what will be written down by the class, this is to encourage your pupils to think beyond the obvious motivations for drinking.

### Activity

If you just ask 'Why do people drink?' most students will write down some of the following:

to celebrate, to have fun, to feel grown up, to fit in – it's difficult to say no, to rebel, to get a buzz, nothing else to do, to feel cool (bravado – especially among boys), to relax and unwind, its sociable, to get plastered, it stops me feeling stressed/ I feel more relaxed, it gives you confidence.

Instead we recommend that you:

- o Divide the class into groups and ask each group to think about one of the questions below.
- o Ask them to rank the reasons as high or low risk. You can ask pupils to use post-it notes, and then to come up and place them on a low/ medium/ high risk continuum.
- o Discuss these motivations.
- o Introduce the notion of how the decision to consume alcohol is associated with different reasons: where you drink (safety issues – home re secretly), speed of drinking (with food, pacing with soft drinks).

The answer sheet will help you expand some of the motives to extend the discussion beyond the more positive reasons your students will give for drinking or not.

- o Summarise the feedback from the class, note areas where they have confused ideas, are curious, accurate or have the wrong impressions and use this detail to tailor the approach of your future lessons.

### Question 1: Why do you think most 11 - 15 year-olds choose not to drink?

Answers might include: my religion, don't like the taste, don't feel the need, health reasons, scared parents will find out, might lose control and do something stupid, wait 'til old enough to

handle it, it's fattening, it's against the law, know that if you get caught drinking underage you can get a police record (can't go to the US, can't get affordable insurance etc.)

### Question 2: Do teenagers give different reasons for drinking to adults

Example answers: rebel, feel grown up, cool, peer pressure, curiosity - Talk about why this could be risky.

Adults drink for some of the same reasons (e.g. to relax, socialise, stress, confidence).

Alcohol consumption and age

Those 13 - 14 year-olds who drink do so out of curiosity and to feel what it's like to be drunk. It becomes an exciting game – planning how to get hold of alcohol, hiding it from parents, drinking on the sly and then discussing and commenting on everything that happens.

For 17 - 18 year-olds, drinking is more of a social activity, part of going out and meeting friends.

### Question 3: Why do many adults choose to drink?

Answers may include: to relax, be sociable, unwind, forget worries, stress, to feel more confident to cope.

### Question 4: Where do people choose to drink?

At this point you can use the risk continuum, whereby you ask children to rank the reasons for drinking and places where people might drink as high risk, medium risk or low risk. Hence drinking in the park might be chosen as 'high risk', whereas drinking as an adult to relax might be categorised as 'low risk'. The class can discuss why a child has opted for a particular choice and you can help lead the discussion and debate.

### Expanded answers to questions that may arise

#### Calories?

Alcohol is fat free but high in calories. A standard half litre of beer has approximately 130 calories, as does a 150ml glass of dry wine. Alcohol can also make someone feel hungry, it stimulates the appetite while reducing self-control, so someone is more likely to binge eat if they binge drink.

#### Allergy?

Some people, especially Asians lack the gene that breaks down alcohol, which makes alcohol consumption lead to feeling very sick and facial flushing.

## SECTION 1 ASSESSING KNOWLEDGE - HOW MUCH DO YOU KNOW ABOUT ALCOHOL?

### Supply?

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

### Stress?

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

### Pregnancy?

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

Drinking heavily when pregnant can lead to birth defects called Foetal Alcohol Syndrome, which can include developmental abnormalities and learning difficulties.

### Sport?

Alcohol and sport are not good mixers. Alcohol slows down reaction times, increases body heat loss and reduces endurance. It is also dehydrating.

### Combination?

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

### Why is it against the law to buy alcohol for under 18s or to be served alcohol if you can drink at home?

Laws regulate the purchase and consumption of alcohol in most countries around the world. In America, the Legal Drinking Age (LDA) is 21, here in the UK it is 18, unless you are under parental supervision or at home.

### Health risks

LDAs exist because the same amount of alcohol has a much greater effect on the body of a young person than on an adult as the body is still growing and developing. The brain and liver are not fully formed either, so binge drinking in particular will cause even more harm than for an adult. Alcohol, when it is broken down by the body, makes toxins (poisons). Drinking too much too fast, especially when young, can lead to alcohol poisoning, coma or even death.

The earlier the age at which young people drink, and the more they drink, the greater the risk of injury and trying other risky things... exam results and attendance suffer too.

### Getting hurt - accidents, fights

As alcohol affects judgement, coordination, mood, reactions and behaviour, someone who has been drinking is more likely to harm either themselves or somebody else, especially if underage. According to the 'latest SALSUS survey, 52% of 13 year olds and 63% of 15 year olds who had ever had a drink had experienced one (or more) of the negative effects as a result of drinking alcohol in the last year.

The proportion of 13 year olds experiencing at least one effect increased from 45% in 2015 to 52% in 2018. Effects included having an argument (26%); being sick (29%); doing school work badly (18%); posting something online that you wished you hadn't (14%); sending a text/email you wish you hadn't (22%); and doing something you later regret (30%).

A similar pattern emerged among 15 year olds. This included increases in the proportion who ended up in a situation where they felt threatened/unsafe (17%), stayed off school (12%), had been sick (40%), has done school work badly (15%), posted something online they wished they hadn't (17%); sent a text/email they wish they hadn't (30%); and did something they later regretted (41%).

Girls were more likely than boys to have an argument due to drinking alcohol, to have been sick, posted something online they wished they hadn't, sent a text/email that they wished they hadn't and done something they later regretted. Boys were more likely to have had a fight and to have tried drugs.

It is legal to drink under parental supervision from the age of 5 to allow parents or carers to make the right choices – they may decide no alcohol before the age of 18 is the right policy, or they may think a small amount at a wedding or celebration is appropriate for older teenagers. It is a parent or carer's responsibility to keep young people safe until they are adult.

See PSHE/PSD 14 - 16 worksheet 2 **Why are young people advised not to drink**, if you want to take this discussion further, [page 41](#).

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

# SECTION 1 ASSESSING KNOWLEDGE - HOW MUCH DO YOU KNOW ABOUT ALCOHOL?

## TEACHER NOTES

### Emoji Quiz

Target age group: 11 - 14 year-olds

Structure: 1 lesson

Preparation: Download/photocopy Emoji quiz questions and answers.

Access to the Internet: [talkaboutalcohol.com](http://talkaboutalcohol.com)

#### Objectives

- o To consider some of the myths and frequently asked questions about alcohol.

#### Notes

This could be done in small groups or as a whole class with people calling their answers and inviting challenges from others.

Alternatively, the [How much do you know? quiz](#) on [page 109](#), could be a good way of getting students to research the answers by looking at the information in Online Learning Zone, [talkaboutalcohol.com](http://talkaboutalcohol.com).

Question 12: What is the safe limit for alcohol consumption for under 15s?

a) One drink  
b) Two drinks  
c) Four drinks  
d) There is no safe limit

The quiz

### How well do you know your age group? (PSHE 14 - 16 worksheet 5)

Target age group: 14 - 16 year-olds

Structure: 1 lesson

Preparation: Download/photocopy [How well do you know your age group?](#) sheet and [accompanying answers](#).

#### Objectives

- o To dispel myths about alcohol and young people.
- o To allow young people to compare their own behaviour with the norm.
- o To encourage young people to understand that they are not in the minority if they choose not to drink.

#### Notes

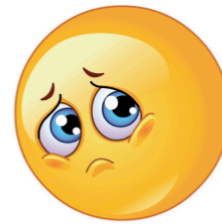
Young people often think that most of their peer group drink more alcohol than they actually do, perhaps because people tend to exaggerate how much they drink when telling others. By looking at the results as a class and not just individual's answers, it will reinforce for students what normal behaviour actually is and highlight whether they have unrepresentative notions of alcohol consumption. It may also help them feel more comfortable about drinking less or not drinking at all.

# SECTION 1 ASSESSING KNOWLEDGE - HOW MUCH DO YOU KNOW ABOUT ALCOHOL?

## TRUE OR FALSE EMOJI QUIZ - QUESTIONS



1. Alcohol affects people in different ways depending on their age, height and size



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



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



7. Drinking alcohol reduces stress



3. It is illegal to buy alcohol under 18



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



4. Drinking too much alcohol can affect health badly



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



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



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

# SECTION 1 ASSESSING KNOWLEDGE - HOW MUCH DO YOU KNOW ABOUT ALCOHOL?

## TRUE OR FALSE EMOJI QUIZ - ANSWERS

**1. Alcohol affects people in different ways depending on their age, height and size..... True or False?**

True. Alcohol affects people in different ways. Small amounts of alcohol have more effect on a young person's brain and body. Blood alcohol rises more slowly in a larger adult, but it will also depend on whether they've eaten (food slows down the absorption of alcohol), stay hydrated or if they are on medication, for example.

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

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

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

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

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

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

**4. Drinking too much alcohol can affect health badly .....True or False?**

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

In Great Britain, most young people drink responsibly, but for those aged 16-24, 15% of men consume more than 8 units on one occasion and 9% of women consume more than 6 units. This can lead to short term personal risks such as accidents and alcohol poisoning. 22% of accidental deaths are alcohol-related and in 2021, 568 people died from alcohol poisoning in the UK.

Just 6% of all men over 16 drink more than 50 units a week and 4% of women drink more than 35 units a week in England. Drinking at this level increases the risk of addiction and health issues such as cancers (colon, breast, upper digestive tract), of heart attack and irregular heart beat (atrial fibrillation) and alcoholic liver diseases long-term. In Scotland prevalence of hazardous or harmful weekly alcohol consumption was around twice as high for men (31%) as for women (16%) in 2021 and 13% of women and 17% of men reported binge drinking (6/8 units of alcohol in a day). That's why in the UK in 2022, there were 10,048 deaths from alcohol-specific causes registered in the UK, mainly from alcoholic liver disease. The rate of alcohol-specific deaths for males in 2022 was around double the rate for females (22.3 and 11.1 deaths per 100,000 people, respectively)

Source: Alcohol-specific deaths in the UK: registered in 2022, Scottish Health Survey, Health Survey for England

## TRUE OR FALSE EMOJI QUIZ - ANSWERS

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

**True.** As well as inflammation, many of the effects of a hangover come about because alcohol dehydrates the body.

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

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

**6. People who drink lots of alcohol regularly may become addicted to it..... True or False?**

**True.** Someone who regularly drinks an excessive amount of alcohol may have to drink more to get the same effect, and this can lead to addiction.

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

They may need a drink as soon as they wake up or feel the need to have a drink in the morning. If they don't have access to alcohol they suffer from withdrawal symptoms, such as sweating, shaking and nausea, which stops if they drink alcohol again. Many organisations can help someone struggling with addiction (see [talkabouttrust.org/resources/schools/where-to-go-for-help-and-advice/](http://talkabouttrust.org/resources/schools/where-to-go-for-help-and-advice/)).

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

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

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

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



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

**False.** Eating before drinking slows down the absorption of alcohol into the bloodstream and will stop someone from getting drunk as quickly - It also gives the liver more of a chance to break down the alcohol in their body, as alcohol is held in the stomach for longer. It's therefore a good idea to eat before drinking, but this doesn't reduce the amount of alcohol or units that are consumed– so if someone drinks a lot, they'll still get drunk. Remember, the liver can only break down 1 unit an hour and nothing can speed this up. If someone consumes 10 units (i.e., 5 pints/ 4 glasses of wine/ 5 double measures of spirits) it will take 10 hours to break down the alcohol. This is important to know re. the risk of drink driving the day after consuming alcohol.

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

**False.** Hangovers can last for a lot longer than just the morning after. Advice for adults is that after a lot of alcohol has been consumed, they shouldn't drink alcohol for another 48 hours. Hangovers are best avoided in the first place by limiting drinking to be within the responsible guidelines, pacing drinks with non-alcoholic ones, eating before or when drinking, or not drinking at all.

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

#### QUESTIONS

Do you know how many young people drink regularly in the UK and around the world? Or how much they drink on average?

Two international studies look at youth drinking every 4 years. The 'Health Behaviours in School Aged Children' (HBSC) study follows trends among 11-15 year-olds in 45 countries and the 'European School Survey Project on Alcohol and other Drugs' (ESPAD) has followed 15-16 year-olds in 36 countries since 1995.

The Scottish Schools Adolescent Lifestyle and Substance Use Survey (SALSUS) is conducted on a biennial basis, targeting secondary school pupils and providing an insight into young peoples' smoking, drinking, and drug use behaviours.

- Answer these questions by yourself, then compare your answers with a friend. Discuss any answers where you disagree. Change your mind if you want, but stick to answers if you think you're right.
- Your teacher will then give you the correct answers.
- Look at the questions at the end.

#### ACTIVITY ONE

1. In Scotland, what percentage of 13 year-olds have tried alcohol?  
a) 85%                                      b) 66%                                      c) 36%
2. In Scotland, how many 15 year-olds will have consumed alcohol in the past week  
a) 17%                                      b) 20%                                      c) 34%
3. Are young people in Scotland drinking more or less than 10 years ago?  
a) Less                                      b) More
4. Do you think that we drink more than other teenagers in Europe?  
a) Yes                                      b) No
5. What percentage of 15 year-olds drink at least once a week in the UK  
a) 50 - 60%                                      b) 30 - 40%                                      c) 10 - 20%
6. Across Europe what proportion of 16 year-olds have consumed five or more drinks at least once in the last 30 days?  
a) 34%                                      b) 43%                                      c) 14%
7. On the last drinking occasion, which of the 3 countries below reported the highest consumption?  
a) Denmark                                      b) Poland                                      c) Romania
8. Do you think...  
a) Teenagers drink in different ways in different countries?    YES / NO  
b) That girls drink as often as boys?    YES / NO  
c) That more boys drink to get drunk than girls?    YES / NO

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

#### ANSWERS

1. In Scotland, what percentage of 13 year-olds have tried alcohol?

**c) 36%**

63% of 13 year-olds in Scotland haven't tried alcohol. (SALSUS 2018)

2. In Scotland, how many 15 year-olds will have consumed alcohol in the past week

**b) 20%**

20% of 15 year-olds reported that they had drunk some alcohol in the past week. (SALSUS 2018)

3. Are young people in Scotland drinking more or less than 10 years ago?

**a) Less**

Alcohol consumption among young people has been declining since the early 2000s. Overall, the proportion of 13 year-olds reporting ever having a drink has fallen from 49% in 1990 to 36% in 2018, and for 15 year-olds from 84% in 1990 to 72% in 2018.

Large decreases in the proportion of children reporting drinking in the last week have also been seen over time. For 13 year-olds this has fallen from 23% in 2002 to 6% in 2018 and for 15 year-olds from 46% in 2002 to 20% in 2018. (SALSUS 2018).

4. Do you think that we drink more than other teenagers in Europe?

**a) Yes**

Teenagers who drink in the UK don't drink any more frequently than the average for countries across the EU, but the percentage of 15 year-olds who have been drunk at least twice in England (25% of girls and 28% of boys), Scotland (34% of girls and 29% of boys) and Wales (35% of girls and 31% of boys) is well above average for the EU (18% of girls and 22% of boys). By comparison in Iceland only 7% of 15 year-old girls and boys report having been drunk at least twice and in Sweden the figure is 12% for girls and 10% for boys). (HBSC 2017/18)

5. What percentage of 15 year-olds have consumed alcohol in the past month in the UK

**c) 40-50%**

At least 85% of 15 year-olds don't drink weekly or get drunk despite what the media might say. The HBSC study published in 2021/22 found that 50% of girls and 42% of boys in Scotland reported drinking in the past month. The figures for Wales were 54% of 15 year-olds girls and 54% of boys, and for England 53% of girls and 39% of boys. The average across the European countries studied was 38% for girls and 36% for boys. (HBSC 2021/22)

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

**c) 14%**

13-14% of 16 year-olds in Europe reported heavy episodic drinking during the last 30 days. This drinking pattern was found more often in Denmark, with more than 40% of students reporting heavy episodic drinking. The lowest figures were found in Norway (8.6%) and Iceland (3.8%) and Kosovo). (ESPAD 2019)<sup>1</sup>

## SECTION 1 ASSESSING KNOWLEDGE - HOW MUCH DO YOU KNOW ABOUT ALCOHOL?

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

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

**a) Denmark**

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

8. Do you think...

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

The HBSC survey found that across the European countries studied, the country average for the number of 13 year-olds who have ever consumed alcohol. England is the highest with 57% of girls and 50% of boys saying they have tried alcohol at this age, this compares to Wales (46% and 42%) and Scotland (45 and 36%). Hungary is second highest (51% and 47% and Ireland and Iceland are among the lowest (around 16% for both boys and girls). Among 15 year olds, those who have consumed alcohol in the past 30 days varies from 68% in Denmark to <1% in Takikistan. The averages for England, Scotland and Wales are around 40-50% (HBSC 2021/2022).

**b) That girls drink as often as boys? YES**

In Scotland, at 13 years of age, girls are more likely than boys to report drinking in the past 30 days. (19% compared to 13% of boys). At age 15, 50% of girls report drinking in the past 30 days compared to 42% of boys.

**c) That more boys drink to get drunk than girls? NO**

Girls aged 15 are more likely than boys to have been drunk at least twice in their lifetime (35% of girls and 26% of boys in Wales, 32% of girls and 26% of boys in Scotland and 34% of girls and 22% of boys in England). HBSC

More girls also end up in hospital due to drinking alcohol than boys. (LAPE)

Sources:

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

HBSC A focus on adolescent substance use in Europe, central Asia and Canada. Health Behaviour in School-aged Children international report from the 2021/2022 survey

Scottish Schools Adolescent Lifestyle and Substance Use Survey 2018 (SALSUS).

Monitoring and Evaluating Scotland's Alcohol Strategy (MESAS): Monitoring Report 2021.