

SAMPLE PACK



Exploring alcohol

A scheme of work for Year 9



If you would like to order the full copy of this resource, please email healthandwellbeing@islington.gov.uk

Contents

Introduction	3	Appendix 1	
		Content of PowerPoint presentation (Lesson 1)	29
Contacts	6		
		Appendix 2	
Overview of scheme of work	7	Content of PowerPoint presentation (Lesson 2)	32
Lesson 1		Appendix 3	
Alcohol knowledge	10	Games and activities used in Lesson 3	33
Lesson 2		Appendix 4	
Attitudes, effects and risks	11	Games and activities used in Lesson 4	36
Lesson 3		Appendix 5	
Pressure and persuasion	15	Assessment	37
Lesson 4		Appendix 6	
Attitudes, effects and risks	21	Self assessment reflection sheet	38
Lesson 5		Appendix 7	
Assessing risk, assertiveness	24	Risk assessment	39
Lesson 6		Appendix 8	
Risk reduction	26	Results for alcohol survey for Year 9	41

SAMPLE



Background

- The 2008 Ofsted Tellus survey revealed that only 53% of Year 8 and 10 students in Islington thought they got good enough advice about alcohol (compared to 67% nationally), and 35% said they needed better information and advice (compared to 25% nationally).
- It also suggested that although the proportion of Islington young people who drink is below the national average, those who do, drink more heavily than average.
- Schools have a statutory duty to promote wellbeing.
- In 2009, the DCSF published new medical guidance for parents on young people's alcohol consumption.

In the light of these announcements, Islington Healthy Schools team worked with The Annexe (Islington's drugs and alcohol service for young people) and Futures Theatre Company to plan and carry out a major consultation exercise with Year 9 pupils in Islington, about their alcohol use and the education and advice they would find useful.

Findings of the consultation

Despite the media headlines, the results of our survey and consultation were that although the majority (about two-thirds) of pupils surveyed had tried alcohol, many were having only small amounts on special occasions. Nonetheless, even though the majority said they had had lessons on alcohol in the past year, the vast majority said they thought schools should do more to give young people information, advice and guidance about it.

Additionally, the range of what they wanted to learn was very broad, reflecting the range of experiences within the age group. The most popular were: first aid skills; how to say no to alcoholic drinks without losing friends; and safer sex while under the influence of alcohol. They also said they wanted to learn how to access support – who to talk to; phone numbers, addresses, of local services; how to talk to a friend about their drinking; and skills to keep their drinking within safer limits.

Some of the findings are incorporated as Appendix 8. The full report is available by contacting Janine Killough (see contacts on page 9). Schools' individual results have been made available to them.



Scheme of work

These lessons have been planned to address some of the range of alcohol issues identified by pupils. They should enable the PSHE education teacher to approach the topic with confidence and use a range of engaging activities and approaches, including drama-based work. All the games, activities and ideas have been successfully used in the classroom, but individual teachers may feel that they have other strategies which they can use to achieve the same outcomes. Teachers can be flexible with the lessons as long as they take account of the key messages, learning intentions and outcomes.

Inevitably, the scheme of work does not address all of the issues raised by pupils. It will be best taught as part of a planned and progressive drugs education programme within a school's overall PSHE education provision. Support to develop this is available from the Islington Healthy Schools team and from Islington's Drugs and Alcohol Service for Young People (see contacts on page 9).

A large number of pupils identified first aid skills as something they would like to learn. Please see the contacts on page 9 for sources of support to plan or teach first aid skills (Saving Londoners Lives, Barts City Lifesavers).

Planning and preparation

It will be useful to order sufficient copies of the following resources which are available from www.drinkaware.co.uk (click on Resources):

- Unit calculators
- Factsheets

Islington's Drugs and Alcohol Service for Young People can also provide leaflets and Oyster card holders to give pupils contacts in their service.

Future Theatre Company can assist by providing an actor and workshop leader to run lessons 3 and 4. This offer was funded by Islington Healthy Schools team in summers 2009 and 2010.

Contact Flair May on [020 7928 2832](tel:020 7928 2832) or flair@futurestheatrecompany.co.uk to enquire about costs and/or book sessions.



Assessment

Assessment activities are incorporated within lessons 5 and 6; the Key Stage 3 non-statutory end of key stage statements for PSHE education relevant to this unit of work are attached in Appendix 5.

Timings

Lessons are intended to be 50 minutes to 1 hour long. Timings within lessons are given as a guide to suggest the relative emphasis to be placed on the various activities rather than as a prescriptive lesson plan. Lengths of activities may vary greatly depending on the pupils' prior knowledge and the questions and discussions that arise.

Using drama in PSHE education teaching

These lessons have been developed in partnership with Futures Theatre Company. It is important, when exploring a potentially sensitive subject, for the group to feel comfortable together and ready to work. Drama games and activities allow a group to practise non-verbal communication, sharing ideas in front of one another and having fun and being relaxed together. The games have been selected as helpful tools in preparing a group to explore issues around alcohol. The instructions in Appendices 3 and 4 provide a clear breakdown of each game included in the scheme of work and the reasons for using each activity.

Confidentiality

As with any other lesson, there are issues of confidentiality which are likely to occur when pupils are talking about feelings and situations around alcohol. The teacher must ensure that pupils know that if anything is brought up in the class which could suggest a child protection issue then the teacher will have to pass this information on to the school's child protection officer.

If something comes up that the teacher is concerned about then it would be advisable to speak to the pupil individually after the lesson. The teacher might suggest another appropriate person to go and talk to inside or out of school if they aren't in a position to offer support themselves.

One way of avoiding inappropriate disclosures of personal information in a whole class setting is by using 'distancing techniques', whereby pupils (and the teacher) never talk about themselves or a named person but instead speak in the third person, eg: 'Someone I once knew was...' or 'A friend of mine said that...' The activities in the scheme facilitate this approach and enable pupils to explore the issues, using case studies and fictional situations. Teachers should also establish (or reinforce) ground rules before beginning these lessons.



Contacts

Islington Healthy Schools team

T: 020 7527 2928

Or:

PSHE education and citizenship advisory teacher

(secondary): Janine Killough

E: janine.killough.camb-ed@islington.gov.uk

T: 020 7527 5137

Islington Young People's Drug and Alcohol Service

E: drugs@islington.gov.uk

T: 020 7527 5099

Pulse, 164 Holloway Road, London, N7 8DD

Pupils can also text 'drugs' and their first name to 60777

to get free, confidential advice about drugs and alcohol.

Futures Theatre Company

Flair May

E: flair@futurestheatrecompany.co.uk

T: 020 7928 2832

Bart's City Life Saver

T: 020 7606 3669

St Bartholomew's Hospital, West Smithfield London EC1A 7BE

Contacts: Niamh Whelan missniamhy@gmail.com or Jenny

Jeyarajah jenny@bcls.org.uk

As well as providing first aid training, BCLS can provide medically trained volunteers to support first aid teaching in schools.

St John's Ambulance in London

E: info@sja.org.uk

T: 020 7258 3456

W: www.sja.org.uk/sja

Edwina Mountbatten House, 63 York Street, London, W1H 1PS

Saving Londoners' Lives

Mary Smith, SLL Schools Officer

E: mary.smith@london.sja.org.uk

T: 020 7258 7075

W: www.savinglondonerslives.org.uk

Alcohol Concern

W: www.alcoholconcern.org.uk

Alcohol Concern is the national agency on alcohol misuse.

Drink Aware

W: www.drinkaware.co.uk

Drinkaware aims to increase awareness and understanding of the role of alcohol in society.

Al-Anon

W: www.al-anonuk.org.uk

Al-Anon Family Groups provide support for anyone whose life is, or has been, affected by someone else's drinking.

FRANK

W: www.talktofrank.com

T: 0800 77 66 00

Advice and information on drugs and alcohol.

SAMPLE



Overview of scheme of work

	Title	Delivery by	Learning outcomes Pupils:	NC links PSHE education: personal wellbeing	
Lesson	1	Alcohol knowledge	Teacher	<ul style="list-style-type: none"> know some short term and long term effects of alcohol know the strengths of different alcoholic drinks and how many units they contain know some laws relating to alcohol use understand the importance of making informed decisions about drinking 	<p>Key concepts Healthy lifestyles 1.2a, b</p> <p>Key processes Decision-making and managing risk 2.2a</p>
	2	Attitudes, effects and risks	Teacher	<ul style="list-style-type: none"> can explain their own attitude towards alcohol use understand that people's attitudes towards alcohol are shaped by different influences, are complicated and may not always be consistent can describe ways that the amount, the individual and the situation can influence the effect of alcohol on someone 	<p>Key concepts Personal identities 1.1c Healthy lifestyles 1.2a Risk 1.3a, b, c Diversity 1.5a</p> <p>Key processes Critical reflection 2.1a Decision-making and managing risk 2.2c, d</p>
	3	Pressure and persuasion	Teacher and Futures Theatre (or alternative drama input)	<ul style="list-style-type: none"> feel comfortable to express their ideas and listen to others identify direct and indirect pressure and analyse where it comes from and why can identify risks and effects of alcohol use 	<p>Key concepts Risk 1.3b, c</p> <p>Key processes Critical reflection 2.1a, e Decision-making and managing risk 2.2d Developing relationships and working with others 2.3b, c</p>
	4	Attitudes, effects and risks	Teacher and Futures Theatre (or alternative drama input)	<ul style="list-style-type: none"> can identify situations that may result in them being subject to pressure can describe different attitudes towards alcohol use feel confident giving useful advice 'in role' in situations relating to alcohol use 	<p>Key concepts Healthy lifestyles 1.2b Risk 1.3a, b, c</p> <p>Key processes Decision-making and managing risk 2.2c, d, e, f Developing relationships and working with others</p>



Overview of Scheme of Work

	Title	Delivery by	Learning outcomes Pupils:	NC links PSHE education: personal wellbeing	
Lesson	5	Assessing risk; assertiveness	Teacher	<ul style="list-style-type: none"> can demonstrate effective ways of resisting negative pressure, including peer pressure reflect on what they have learnt about alcohol and consider how it might influence their risk taking behaviour develop some strategies and skills to enable them to drink wisely and stay healthy and safe are able to assess different responses to situations involving alcohol 	2.3d Key concepts Risk – 1.3a, b, c Key processes Critical reflection – 2.1e, f Decision-making and managing risk 2.2b, c, d Developing relationships and working with others 2.3b
	6	Risk reduction	Teacher	<ul style="list-style-type: none"> can suggest ways to reduce the risk in some situations involving alcohol know when, where and how to get help if they or a friend has an alcohol problem reflect on what they have learnt about alcohol and consider how it might influence their risk taking behaviour 	Key concepts Healthy lifestyles 1.2b Risk – 1.3a Key processes Critical reflection – 2.1a, b Decision-making and managing risk 2.2a, c, d, e, f

NC links running throughout the scheme

Range and content

3e – facts and laws about drug, alcohol and tobacco use and misuse, and the personal and social consequences of misuse for themselves and others

Curriculum opportunities

4c – use case studies, simulations, scenarios and drama to explore personal and social issues and have time to reflect on them in relation to their own lives and behaviour

4d – take part in individual and group discussion to consider personal, social and moral dilemmas and the choices and decisions relating to them



Key messages

The following are key messages that underpin the entire scheme of work.

It is important to bear these in mind and review them when teaching the scheme.

- Alcohol comes in various forms and strengths. It is important to understand about units of alcohol.
- There are physical, emotional and social effects from drinking alcohol.
- There are laws regarding people under 18 years of age buying and using alcohol.
- Many young people do not drink, or only drink moderately with their parents.
- Many people are able to drink alcohol moderately and safely. It is important for young people to understand what is safe for them.
- Knowledge about alcohol is important but it is important to be aware of differing attitudes towards alcohol and have some strategies and skills to resist unhelpful pressure.
- Peer pressure can be a strong influence but it is important to recognise whether the pressure is positive or negative.
- It is important to be aware of the risks associated with alcohol and drinking.
- People are more likely to take part in risky behaviour, including sexual behaviour, whilst under the influence of alcohol.
- Criminal activities, accidents and unwanted pregnancies can all be the result of drinking too much alcohol.
- Developing skills such as being assertive and assessing risks helps young people to cope with difficult situations.
- When weighing up risks, young people need to be able to go through a decision-making process.
- It is important for young people to reflect on their own and other people's behaviour and understand the possible consequences.
- Young people often seek help from their peers in the first instance. It is important for them to be able to recognise potential problems in order to help their friends.
- It is important to know how to seek help and develop coping skills.



Lesson 2 • Attitudes, effects and risks

The order of lessons is optional depending on the prior knowledge of the group and the time available. This lesson could also be inserted after Lessons 3 or 4.

Learning intention

Pupils learn:

- about a range of attitudes towards alcohol use
- about trends in England and Islington relating to alcohol use
- about potential consequences from drinking and the factors that influence these.

Learning outcomes

Pupils:

- can explain their own attitudes towards alcohol use
- understand that our attitudes towards alcohol are shaped by different influences, are complicated and may not always be consistent
- can describe ways that the amount, the individual and the situation can influence the effect of alcohol on someone

Materials and preparation

- Powerpoint Attitudes Lesson 2 and projector
- Cards with the Alcohol consequences scenarios printed on them
- Large image of the Drug / Individual / Situation diagram

Introductory activity

Ground rules 5 minutes

Review ground rules set in Lesson 1, or set ground rules. See Lesson 1 for details.

SAMPLE



Lesson 2 • Attitudes, effects and risks

Main activities

Attitudes game 20 minutes

State that the centre of the room is 'Totally agree' and the outside edges of the room (or whatever boundaries you want to give the group) are 'Totally disagree'. Ask pupils to position themselves according to their own beliefs.

Once they have decided where to place themselves, invite them to discuss their point of view. Encourage them to use 'I statements' eg "I think... because..." rather than "Everyone thinks..." because no-one can possibly know for sure what others think or believe. Remind pupils to listen carefully to responses and not put down or laugh at others. They can disagree by saying "I think differently because..."

Following the discussion, give them a piece of 'real' information (facts and statistics about 'normal' behaviour, challenge myths or stereotypes) and give them a chance to move if it changes their opinion. The most powerful social normative messages tend to be those that relate to them most closely – the results of the survey of Year 9 pupils in Islington will be most relevant here.

The following statements are included in PowerPoint 'Attitudes Lesson 2' (and Appendix 2) interspersed with related facts/statistics:

- Alcohol is a drug.
- Alcohol is better than illegal drugs.
- Alcohol is OK to get drunk sometimes.

- It is OK for adults to drink alcohol.
- It is OK for young people to drink alcohol.
- It is OK for a parent to buy their teenager alcohol.
- Schools should do more to give young people information, advice and guidance about alcohol.

Others you may want to add include:

- Alcohol is OK in small amounts.
- It is OK for someone to drive after one drink.
- It is OK for a young person to drink on a school night.
- It is OK for a teacher to drink on a school night.
- It is OK for a young person to come into school hung over.
- It is OK for a teacher to come into work hung over.

Add any more that seem relevant to the group.

It can be best not to give any more detail about any of the scenarios if pupils ask – it is their decision (individually, and in their own minds).

Bounce the question back to them – what do they think?

Alternatively, you could play 'devil's advocate' once pupils have moved to their position. For instance, after the statement 'It is OK for adults to drink alcohol', ask 'What if they are looking after children? If they drink every day?' or ask 'Are there circumstances when it's *not* OK?'

Alternatively...

The game can be adapted to be a desk-based activity by giving pupils cards with the statements on and asking them to place them along a continuum drawn on a large sheet of paper or an imaginary one on their desks. Alternatively, pupils could stick large copies of the statements along a wall of the classroom or clip them to a washing line.

The most important thing is the discussion that arises.



Lesson 2 • Attitudes, effects and risks

Alcohol consequences 20 minutes

Introduce the **Drug / Individual / Situation** triangle as a tool to help identify the potential risks and effects in using drugs or alcohol.

Through exploring the different factors involved in drug use, the drug triangle can help think about simple ways to reduce risk.

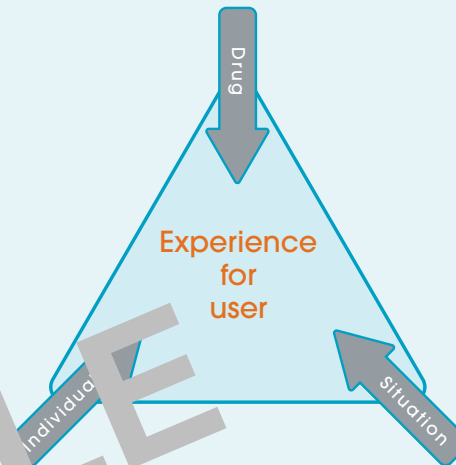
It is important to say that using drugs (including alcohol) does carry risks and, though reducing the risks, it does not take the risks away altogether.

'Drug' is to do with the drug taken (in this case the alcohol) – the type of drink, how strong it is, how much is taken, how quickly, how often, and so on.

'Individual' is to do with the person who is using drugs especially their mood, expectations, mental state and physical health, and also whether they are male or female.

'Situation' is to do with where people are when they drink, or are under the influence of alcohol, and what they are doing at the time.

Explain that the effects and risks of using any drug can vary greatly depending on drug, set and setting.

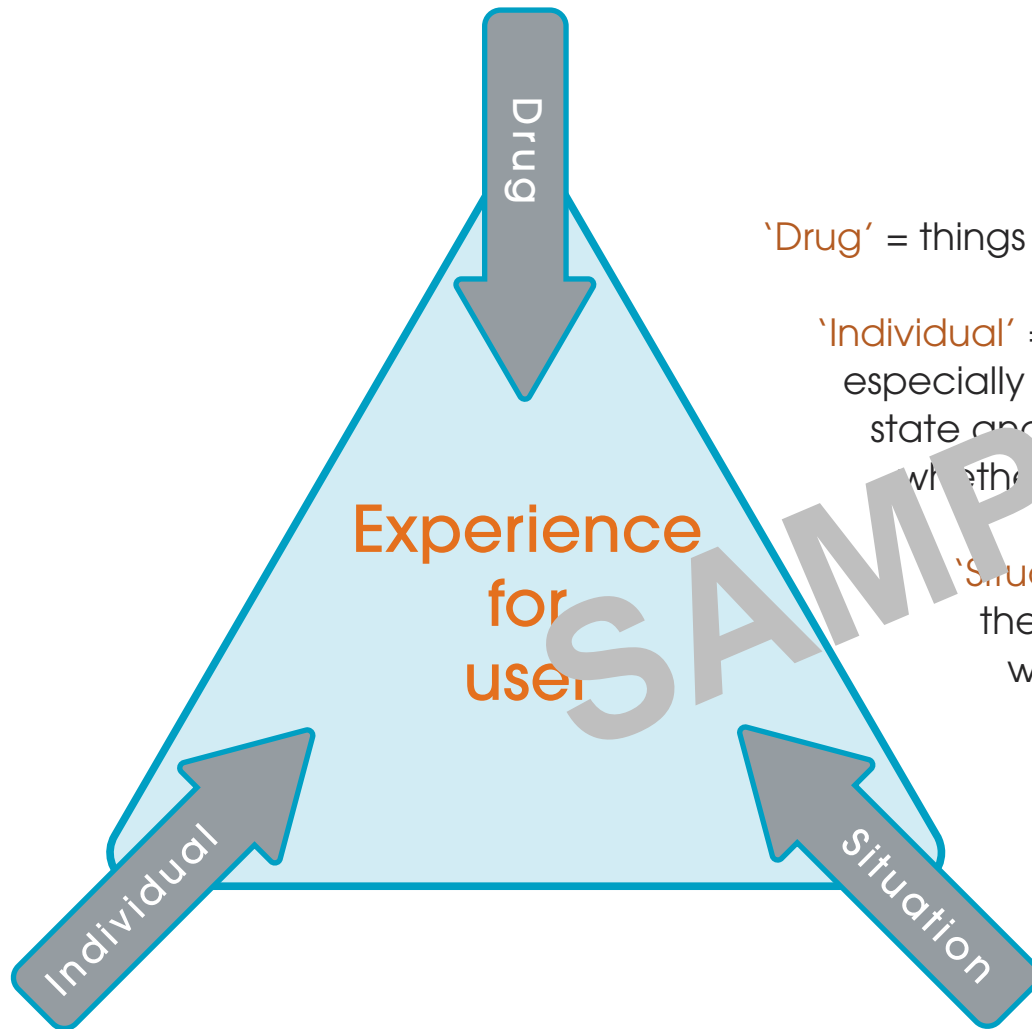


Give each group a card with one of the following scenarios and ask them to list as many potential consequences as they can. When they should discuss these follow-on questions:

- What would happen if the person decided not to drink alcohol? Would this be easy to do?
- What and who are the drug, individual and situation in the scenario given?
- What if the scenario was changed as given on the other side of the card?
- Does their attitude about the person affect the potential consequences they've identified?



The drug triangle



'Drug' = things to do with the drug taken.

'Individual' = things to do with the person, especially their mood, expectations, mental state and physical health, and also whether they are male or female.

'Situation' = things to do with where the person is, who they are with and what they are doing at the time.



1. A 13 year old boy is watching football on TV with his dad, who invites him to have a beer. What could happen if, during the course of the match, he has:
- a single can?
 - two cans?
 - several cans?



exploring alcohol

2. A 14 year old girl meets up with a group of friends in the local park. Between them they have 10 cans of cider. What might happen after:
- one person drank a can in 10 minutes?
 - one person drank a can in an hour?
 - one person drank three cans in an hour?



exploring alcohol

3. A van driver is having a hard day. He nips into his local pub at lunchtime. What could happen if he drank:
- a pint of beer?
 - two pints of beer?
 - three and a half pints of beer?



exploring alcohol

4. A young mum, at home all day with a couple of young children, feels stressed out. What could happen if, at lunchtime, she drank:
- a glass of wine?
 - two large vodkas?
 - four glasses of wine?



exploring alcohol

5. PE teacher goes to the pub at lunchtime on a school day. What could happen if he drank:
- a soft drink?
 - half a pint of lager?
 - two pints of lager?



exploring alcohol

6. A TV executive is entertaining a boy band over lunch. A couple of bottles of expensive wine are bought to share. What could happen if:
- the executive has a mineral water?
 - each of the band has one glass of wine?
 - each of the band drinks half a bottle of wine?



exploring alcohol



1. What if:

- the boy was 16?
- it was a girl rather than a boy?
- the dad had already had several drinks?



exploring alcohol

2. What if:

- the girl had a friend with her who wasn't drinking?
- she really fancied one of the boys there?
- a group from another school turns up and starts muttering insults?



exploring alcohol

3. What if:

- he met a friend who wasn't working?
- he went after work instead of at lunchtime?



exploring alcohol

4. What if:

- one of the children falls over in the garden and needs to go to A&E?
- she is feeling relaxed and her friend is round for lunch?



exploring alcohol

5. What if:

- he had been teaching football outside in the sun before lunch?
- he was feeling stressed?
- he went after work instead of at lunchtime?



exploring alcohol

6. What if:

- one of the band members doesn't drink for religious reasons?
- the band is out in a club to celebrate a new record deal?



exploring alcohol



Closing activity

Feedback 10 minutes

Get each group to read out their scenario and give the two most important things to come out of their discussion.

Potential discussion points from each scenario include:

1. students' perceptions of differing amounts of alcohol; different strengths of drinks; the speed of drinking and age/maturity of individual
2. speed and quantity of drinking; strength of drink; differing effects attributed to gender and safety aspects
3. accident and legal risks arising from drink-driving; safer options; employment issues
4. responsibility for self and others; reasons for drinking; possible alternative strategies; safer drinking options
5. role model; freedom of choice; employment/workplace policy; responsibility for others, especially safety of others
6. using alcohol to influence a situation; peer influence; image.

Alternative activities

Alcohol and the law

This is an important activity to clarify the law around alcohol for under-18s. See Lesson 1 for details.

SAMPLE



Appendix 2

Content of PowerPoint presentation (Lesson 2)

ALCOHOL IS A DRUG

FACT

One definition of "drug" is: any substance that, when absorbed into the body of a living organism, alters normal bodily function.

ALCOHOL IS BETTER THAN ILLEGAL DRUGS

FACT

In 2007, in England, there were

- 6,541 deaths directly related to alcohol, compared to
- 2,640 deaths due to (other types of) drug poisoning in England and Wales.

IT IS OK TO GET DRUNK SOMETIMES

FACTS

The government recommendation for adults is:

- No more than 2-3 units per day for a woman
- No more than 3-4 units per day for a man.

IT IS OK FOR ADULTS TO DRINK ALCOHOL

FACTS

- In 2007, 73% of men and 57% of women reported drinking an alcoholic drink on at least one day in the week prior to interview.
- 13% of men and 7% of women reported drinking on every day in the previous week.

IT IS OK FOR YOUNG PEOPLE TO DRINK ALCOHOL

FACTS

- Most young people do not drink frequently or get drunk
- The results from a survey of Islington Year 9 pupils are that about two-thirds have had an alcoholic drink, but the vast majority only drink every few months or less.

FACTS

The government's Chief Medical Officer advises that:

- under 15s should not drink at all
- those aged 15 to 17 should never exceed the adult daily limits (2-3 units for women, 3-4 for men)
- they should only drink infrequently (never more than once a week).

IT IS OK FOR A PARENT TO BUY THEIR TEENAGER ALCOHOL

FACTS

- Among 10-17 year olds, the main source of alcohol is from their parents (48%), with others getting it from friends (29%) and pubs and bars (22%)
- The majority of 11-15 year olds who have tried alcohol have got it from their parents.

SCHOOLS SHOULD DO MORE TO GIVE YOUNG PEOPLE INFORMATION, ADVICE AND GUIDANCE ABOUT ALCOHOL

- Results from a survey of Islington Year 9s: the majority of pupils answered yes to this question

