

Activity: The aims of alcohol education

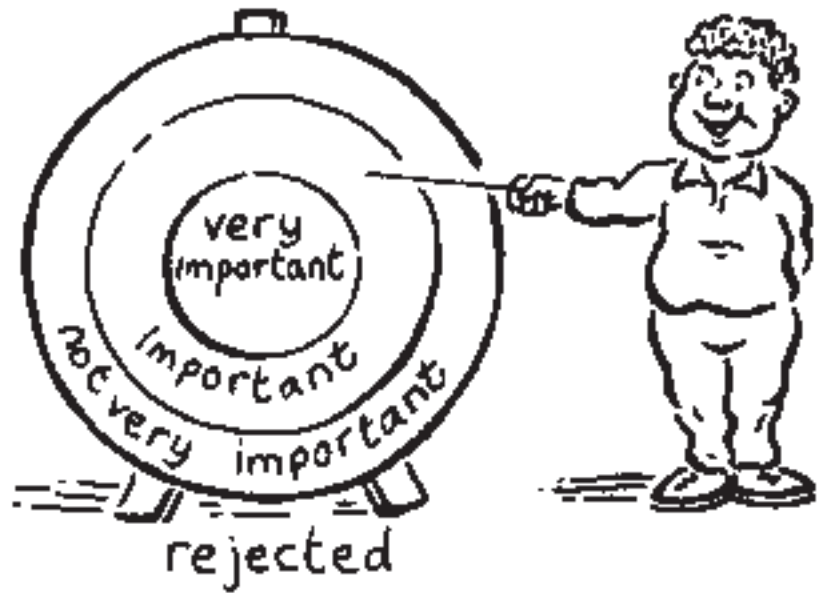
Purpose

To allow participants an opportunity to:

- discuss alcohol issues
- discuss their opinions on what alcohol education should be aiming to achieve
- provide a basis for the presentation on government guidelines.

Activity

- Divide the participants into groups of 4/5
- Hand each group copies of the 21 statements on alcohol education (see page 37), already cut up ready for use
- Provide each group with a large sheet of paper and some pens
- Ask each group to draw the target on the sheet of paper
- Hand out a number of statements to each participant
- In turn, ask each participant to place their statement on the 'dartboard' in the relevant section, and explain their reason



- The rest of the group discuss this, and agree where the statement should be placed
- When all the statements have been placed, ask each group to discuss the 3/4 most important statements that should remain in the 'bullseye'
- As a whole group, feedback on the 'very important' statements and discuss
- As a whole group, feedback on the statements that were 'rejected' and discuss
- Ask the group:
 - what does this tell us about the aims of alcohol education?

Activity: The role of peer educators

Diamond nine

Purpose

- For students to explore the role of peer educators

Activity

- Explain to students the purpose of the activity
- Ask students to work in small groups
- Provide each group with a set of statements. Ask students to discuss each statement and agree how important and accurate the statement is in relation to the role of peer educators
- Students place the statements in a diamond nine shape to indicate the level of importance and accuracy of each statement.

As a whole group ask students to feedback their three most important statements. Discuss the degree of consensus/disagreement.

Ask for feedback about the three statements placed at the bottom of the diamond nine. Discuss the degree of consensus/disagreement.

Most
important

X

[NB It is essential that students realise that their role as peer educators is to support other young people to make their own informed choices. If this is not the view of the peer educators then take time to discuss the issues drawing on the principles of effective alcohol education]

X

X

X

X

X

X

X

X

Least
important

Alcohol – what's in a unit?

- The scientific name for the alcohol that people drink is **ethanol** or **ethyl alcohol**.
- In small amounts alcohol may produce feelings of relaxation, happiness, fun, confidence and sociability. However, alcohol is a **depressant drug**. It depresses (or slows down) the way in which the brain works.
- In large amounts alcohol lessens self-control and may lead to a person taking risks without necessarily thinking of the consequences. Risks can include aggressive or argumentative behaviour, poisoning and even death.
- Most people respect alcohol and drink it safely without it causing them any harm.

What is this unit thing?

The strength of alcoholic drinks can vary a lot. The amount of alcohol in drinks is measured in **Units**.

1 Unit = 1/2 pint or a small can of ordinary strength beer, cider or lager or a small glass of wine, small sherry or a single pub measure of spirits.



So what is safer drinking?

For adults, there are daily **benchmarks** for safer drinking:

If a man regularly drinks more than 3 to 4 units of alcohol a day there is an increased risk to health. Below this amount there are no major risks.

Men

8 units
7 units
6 units
5 units
4 units
3 units
2 units
1 unit
0 units

Women

8 units
7 units
6 units
5 units
4 units
3 units
2 units
1 unit
0 units

If a woman regularly drinks more than 2 to 3 units of alcohol a day there is an increased risk to health. Below this amount there are no major risks.

Illustration 1

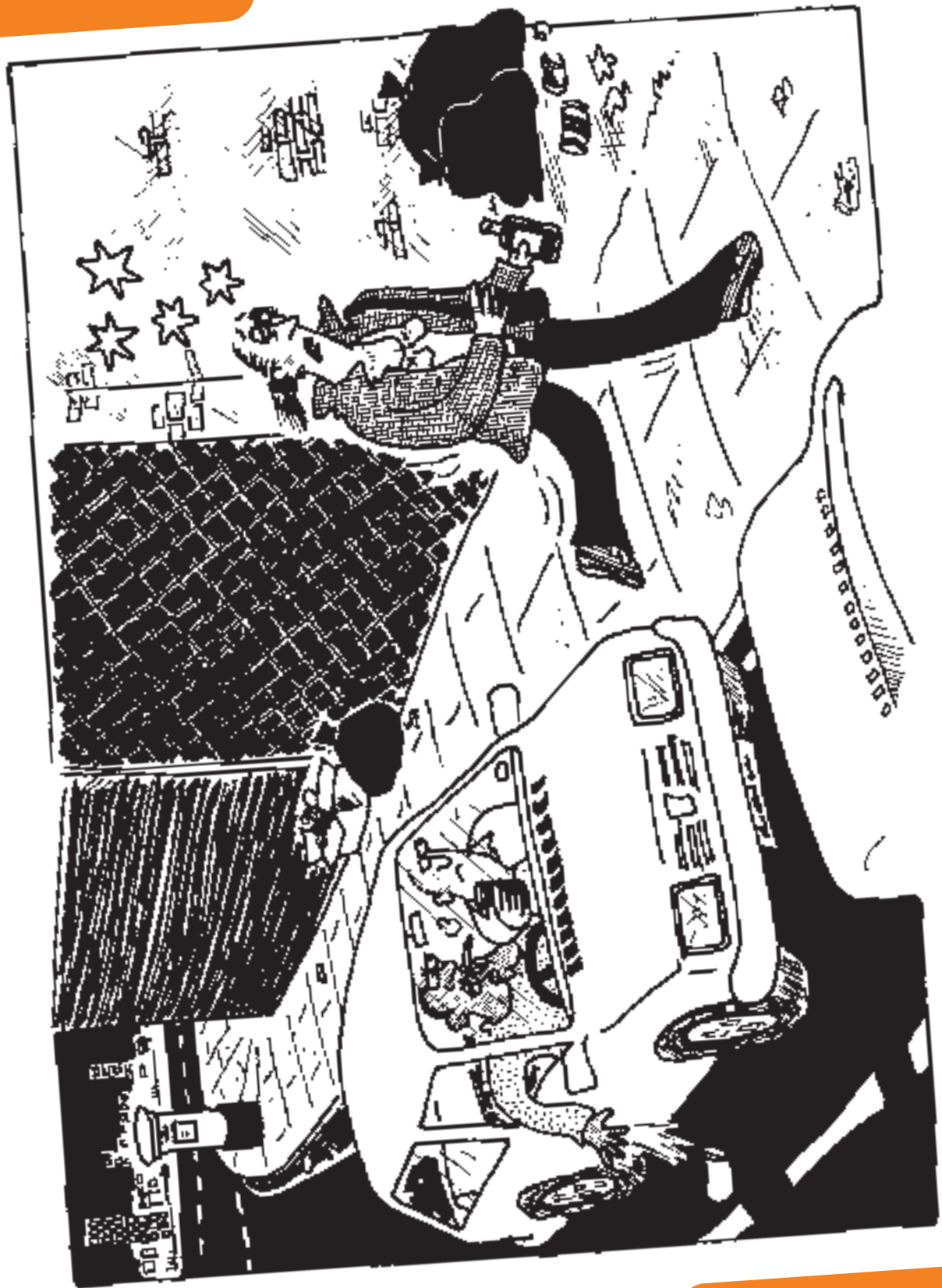


Illustration 3



My dream ...



'How would I like my community to be using alcohol in 10 years time?'

Alcohol and young people



Alcohol and young people

Please note that the data included here is drawn from a number of different sources. The surveys are not comparable, which explains why there are some differences between findings. However trends are generally similar.

European Schools Survey Project on Alcohol and other Drugs (ESPAD) 2003
Use of alcohol and other drugs – other countries and UK



- 100,000 students, average age 15.8 years, from 35 European countries took part in 2003 survey
- 90% of all students have drunk alcohol at least once



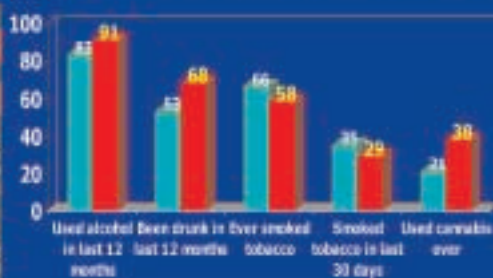
European Schools Survey Project on Alcohol and other Drugs (ESPAD) 2003
Use of alcohol and other drugs – other countries and UK



- Denmark (50%), Austria (48%), Czech Rep (46%), Netherlands (45%), Isle of Man (45%) and **UK** (43%) top the list for regular* consumption of alcohol (*use of alcohol more than 40 times)
- In UK, gender differences noted boys 47%, girls 39% whereas in other countries: either sexes are equal or boys just exceed girls in prevalence of alcohol use



European Schools Survey Project on Alcohol and other Drugs (ESPAD) 2003
Use of alcohol and other drugs – other countries and UK (%)



■ All countries ■ UK

UK above average (91%) compared to all ESPAD countries (83%)

