



Alcohol

In this lesson, students explore the reasons why some young people choose to drink alcohol and the impact this can have on their health, wellbeing and overall lifestyle.

Using peer-to-peer discussion, scenarios and videos, students will be encouraged to identify and assess the risks associated with underage or irresponsible drinking and how to deal with pressure from peers.



Recommended age: 11–14

Learning objectives

We are learning about why young people may choose to drink, the risks associated with underage drinking and how to make safe choices around alcohol.

Learning outcomes

Students can:

- describe the reasons why people drink alcohol and the impact it can have
- identify and assess the risks of underage drinking
- suggest strategies to manage peer pressure around alcohol misuse and identify sources of guidance and support.

Preparation

Before delivering the lesson:

- read through the [Every Mind Matters top tips](#)
- read through [Guidance for learning in a safe environment](#)
- read through the **teacher support sheet** and **classroom tips** included in the download pack.

>> Resources

- Teacher support sheet
- [Up to you, party edition](#) (film)
- NOTE: Familiarise yourself with this resource prior to the lesson, as the video can 'play-back' multiple times so students can experience a variety of different outcomes. It is a good idea for teachers to see these before the lesson to make sure they are suitable for your students.
- [Tyler James DMC on alcohol](#) (film)
- [Advice on pressure and role models](#) (film)
- Blank A4 paper and pens

>> Time

60 minutes approximately

>> Key vocabulary

Depressant, peer-pressure, family, friends, support, communication, units, incapacitated, risk



Lesson stimulus (5 minutes)

Write the following stimulus on the board:

What are the PMI's (Plus/Minus/Interesting) around alcohol?

- *Plus points (Why do some people drink alcohol? Socialising, relaxing, celebration etc.)*
- *Minus points (What are the possible negative effects of drinking alcohol? Not being in control, being sick, doing things that you might not remember, feeling silly the next day, etc.)*
- *Interesting points (What facts do you already know about alcohol? Laws, unit counts, decline in drinking among young people, etc.)*

Discuss students' responses to the stimulus question – if it hasn't been mentioned already, highlight that purchasing alcohol under the age of 18 is illegal.

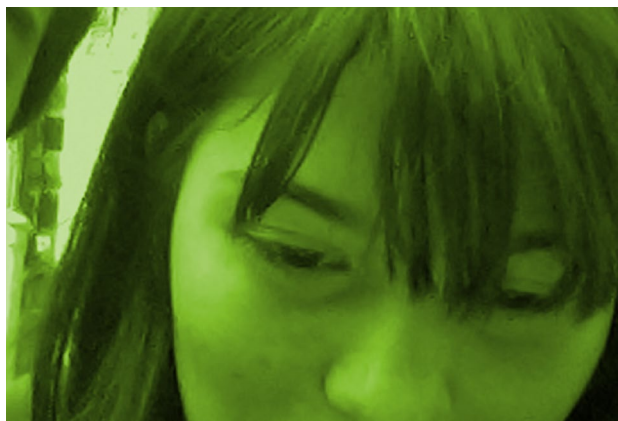
Baseline assessment



How do you feel? (5 minutes)

Students should answer the three baseline questions, on a confidence scale (0 = not confident, 10 = extremely confident) for each of the following questions:

- How confident are you at describing some of the reasons why people drink alcohol?
- How confident are you in knowing the risks of underage drinking and some ways to deal with them?
- How confident are you about knowing how to find support for yourself and friends?



Core activity 1



It's your choice... (5 minutes)

1. In pairs/small groups ask students to discuss the following questions:

- What are the reasons that some young people choose to drink?
- How can it make them feel?
- What are some of the risks associated with underage drinking?

Thoughts should be captured using an alcohol 'mind map', which is a good way to display thoughts and ideas in a clear and non-hierarchical fashion.



Play up to you – party edition (20 minutes)

2. In pairs, small groups or as a whole class play <https://www.youtube.com/watch?v=uGiZC3ivJ98>

(Hands up and eyes closed voting is recommended if carried out as a whole class.)

- Students should talk through each decision as a pair/group and reach a consensus.
- After playing 10 minutes' worth of the game, students to discuss the following questions as a class:

All

- What are some of the short-term side effects of drinking alcohol? (Physical/emotional/social)
- What are some of the long-term side effects of regularly drinking alcohol? (Physical/emotional/social)
- How did people respond when your character decided to drink?
- How did people respond when your character decided not to drink?

Further challenge

- Drinking alcohol can lower your inhibitions; why could this be a problem?
- Why do some people pressure other people into drinking?
- Why might it have been difficult for your character to resist the temptation to drink?
- What could someone do if they make a decision that has unforeseen dangerous or negative consequences?

Core activity 2



Every Mind Matters independent exploration activity: circles of support (15 minutes)

Using the video listed below, their experience of playing the interactive game 'Up to you – party edition' and their own ideas, students create a comic strip or storyboard featuring a young person who has experienced a pressurised situation relating to drinking alcohol. (Some students may prefer to create a piece of creative writing rather than a comic strip.)

If time permits groups can share their work and provide peer-to-peer feedback, discussing whether they would agree with the outcome or would have created an alternative ending.

Suggested resource to explore:

- Video (0 – 0:39): <https://www.youtube.com/watch?v=MgLsoD3VxNM>

Plenary



Now I know... (5 minutes)

Briefly recap the key learning covered in the lesson by asking students to do the following:

1. Add new ideas to their mind map in a different colour pen
2. Underline keywords on their mind map
3. Highlight or circle one 'takeaway' message from the lesson.

Emphasise the importance of speaking to a trusted adult if a student or someone they know needs help with alcohol or addiction. Signpost students to the [Every Mind Matters website](#), [Talk to Frank](#) and other sources listed on the teacher support sheet.

Assessment for learning



How do you feel? (5 minutes)

Ask students to think back to the confidence line that they shared at the start of the session and consider the same questions:

- A) How confident are you at describing some of the reasons why people drink alcohol?
- B) How confident are you in knowing the risks of underage drinking and some ways to deal with them?
- C) How confident are you about knowing how to find support for yourself, family and friends?

Ask students to consider why their scores have changed and give an example of something new they have learnt or thought about. They might have ideas about how to handle risks more safely, such as ensuring their phone is charged, being with friends that have not been drinking, and planning a way to get home safely.

This can be discussed in pairs or written on paper.



Extended learning projects

Tyler James

Groups watch <https://www.youtube.com/watch?v=600ZGaUagBc&list=PLJMbPgiGTDIdO b7ZhVu8 H4sN9SawPCMhk&index=14> (3:29-7:11 only)

In this video musician Tyler James talks about his experience with alcohol, including why he started drinking and the risks associated with it. After watching the video students should list nine possible risks of underage drinking, then rank them in order from most to least serious and provide justifications for why.

How to support a friend

Students can create 'How to support a friend' guides about alcohol and peer pressure.

Assembly

Design an assembly for school which raises awareness of underage drinking and its associated activities. This could include collaborating with the science department and creating displays.

Sharing advice

Write a letter to a young person to advise them to delay drinking until they are older.

