

# Alcohol Awareness through PSE

## Raising awareness of alcohol use and abuse with schoolchildren through the Personal and Social Education syllabus

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## Chapter 1

### Alcohol Awareness through PSE

Raising awareness of alcohol use and abuse with schoolchildren through the Personal and Social Education syllabus

#### Introduction – aims and objectives of the Initiative

##### Health Challenge Wales

1. The key themes of Health Challenge Wales have been selected because they are considered to be those issues that constitute a significant proportion of the ill health that could be avoided. Alcohol and other substance misuse is one of the key themes. This intervention works with children in school by teaching alcohol awareness and the risks of misusing alcohol as part of the Personal and Social Education syllabus.
2. There is evidence to suggest that school children regularly drink alcohol, notwithstanding the age restrictions that should prevent them from doing so other than in specific circumstances. In a survey carried out for the NHS in 2005<sup>1</sup> 22 per cent of pupils in England aged 11-15 reported drinking alcohol in the week prior to interview; the proportion doing so has fluctuated around this level since the mid 1990s. Average weekly consumption almost doubled between 1990 (5.3 units) and 2000 (10.4 units), fluctuating around this level since then.
3. Evidence suggests that children as young as 8 years old are able to understand the effects of alcohol on the body and are aware of the social acceptability of alcohol. Research shows 8 year old children are likely to interpret the words 'I want a drink' to mean 'I want an alcoholic drink'<sup>2</sup>. Children were very brand aware, at 8 years old they could name 46 brands of alcoholic drink, by 11 years old this had risen to 120. They were also aware of the short term effects of alcohol on the body, being dizziness, exuberant behaviour, being sick and suffering from hangover, but were not aware of the long term effects of alcohol on the body.
4. There is a considerable body of evidence that suggests that school children do not know how to use alcohol responsibly. In a report in 2002<sup>3</sup> it was reported that up to a quarter of 13 and 14-year-olds claimed to have "downed" at least five alcoholic drinks in a single session. The figure rose to half of all 15 and 16-year-olds. The report found that drinking amongst young teenagers is linked to anti-social behaviour and use of other drugs. Among 15 to 16-year-olds, 27%

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<sup>1</sup> Statistics on Alcohol : England 2006(NS) – [www.ic.nhs.uk](http://www.ic.nhs.uk)

<sup>2</sup> On the Brink: Growing up in an Alcohol using world' Smart S, Wetton N and Collins M. (2002) Surrey County Council

<sup>3</sup> Communities that Care : Joseph Rowntree Foundation 2002

reported three or more binges in the past month. The survey also found 9% of boys and 5% of 11 and 12-year-old girls described themselves as regular drinkers, rising to 39% of boys and 33% of girls aged 15 to 16. The majority of children said their parents would think it was wrong for them to steal or use illegal drugs. But the proportion who said their parents would object to under-age drinking declined from 91% of 11 to 12-year-olds to 56% of 15 to 16-year-olds.

5. It is clear that peer pressure has a strong influence on children<sup>4</sup>, and that peer pressure in relation to experimenting with tobacco and alcohol is particularly strong. Experimenting with both substances is seen by adolescents as being acceptable since both are legal, readily available and they usually have personal experience of seeing parents and older role models using both on a social environment.
6. It is therefore clear that children are getting mixed messages about alcohol, and whilst appreciating the short term effects it can have, have little appreciation of the long term harm that they could be inflicting on their bodies by inappropriate use. The desire to conform to their peers can overcome initial reluctance to try alcohol, and the perceived tacit acceptance of parents further encourages them. It is however clear that adolescents do not understand how to use alcohol properly, and are one of the groups most likely to binge drink, leading to damage to their health, criminal behaviour and experimenting with illegal drugs and having underage sex.
7. This intervention seeks to educate school children about the safe use of alcohol by including teaching of the subject in the Personal and Social Education curriculum. The advantage of raising the topic in school is that all of an age, and therefore peer group are taught together, which ensures consistency of knowledge and allows messages that are relevant to the age and nature of the group to be promoted in a 'safe' environment. The messages taught should help children to understand and enjoy alcohol without abusing it. This intervention therefore directly addresses one of the key themes of Health Challenge Wales, being alcohol and other substance misuse.

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<sup>4</sup> Peer influence in children and adolescents: crossing the bridge from developmental to intervention science. Gifford-Smith M, Dodge K, Dishion T, McCord J *Journal of Abnormal Child Psychology*. June, 2005

## **Chapter 2**

### **Alcohol Awareness through PSE - Raising awareness of alcohol use and abuse with schoolchildren through the Personal and Social Education syllabus**

#### **Running an Initiative**

##### **1. Initial considerations**

Initial considerations for this project have to be addressed, including;

- What is the target group?
- Will the outcome have the desired outcome?
- How can the target group be reached?
- Who are the key partners in the initiative?
- How will the initiative be evaluated
- Will the initiative deliver value for money?

##### **2. Target Group**

The target group for this initiative are school children. The syllabus to be taught will be different depending on the age group targeted, therefore it is suggested that it will be necessary to break the target group down into small sub groups, such as primary school children, secondary school children, and sixth form pupils. Messages can then be designed which are appropriate for each Key stage and year group.

##### **3. Achieving the desired outcome**

The desired outcome for this intervention is to teach the participants from the target group the safe and responsible way to use alcohol for older students( Key stage 3 +), and to make them aware of the health and other risks of failing to use alcohol in a safe and responsible manner.(all students) The important outcome for primary students is to ensure that they are aware of how dangerous alcohol is as a substance for their age group. The teaching has a short terms aim, to teach adolescents about the safe and proper use of alcohol and therefore not to misuse it and learn poor drinking habits when they are of an age to drink legally, and secondly to give them an understanding that can be used to inform their alcohol use habits for later life. Whilst the ultimate objective is to reduce death and ill health through alcohol abuse, this outcome is too remote in time to measure as an indicator of success. The desired outcome therefore can be crystallised as to raise levels of awareness of the risks from excessive and inappropriate alcohol consumption and to promote understanding of safe alcohol habits within the target group.

##### **4. Reaching the Target Group**

The target group for this intervention are relatively easy to reach, since they are school pupils and the interface is through teaching as part of the school curriculum.

The only decision that therefore needs to be taken is which schools will take part in the initiative.

## **5. Who are the key partners in the initiative?**

The key partners to the pilot project were the local authority Licensing Department and Education Departments, the Local Health Board, the National Public Health Service for Wales through the Local Director of Public Health and the Police Liaison Officer. Voluntary sector alcohol service (SUDDS) suggested partners are Alcohol Awareness charities and school governors, who may wish to have an input into the design of the curriculum.

## **6. How will the initiative be evaluated?**

As the initiative seeks to raise awareness of alcohol related issues it is suggested that it can be evaluated by undertaking pre- and post teaching questionnaires to ascertain levels of baseline knowledge and to determine how these have changed in consequence of the information provided in the teaching package. It is suggested that asking members of the target group to give details of how they behave with alcohol or for their subjective views as to how they will behave in the future is too unsophisticated and would be susceptible to responses offered for approval rather than true responses. It will be necessary to take the view that information can be given and, subject to its being understood by the recipients, may influence behaviour, hence the success of the initiative should be evaluated by determining whether the information given has been understood and retained by the members of the target group to whom it was given.

The evaluation questionnaires should be compared to determine information learned and retained. Pupil awareness of the issue of alcohol when it interfaces with other subjects, should also be assessed, although this will be a very subjective measure and will also vary from pupil to pupil.

## **7. Is the initiative value for money?**

The syllabus used for this intervention was drafted as part of the pilot project, as is attached as an appendix to this intervention. This was a one off cost, and those reproducing the initiative should not have to design and produce a syllabus, although some minor amendments may need to be made to the one used in the pilot, in order to ensure that it meets local needs. This may require a small input of time, but should not be a major cost.

Teaching of the syllabus is either by teachers from the school delivering the intervention or by staff from SUDDS (specialised under eighteen drink and drugs Service) Contact time is a minimum of three curriculum lessons within the school year of 36 week school year. Where a supply teacher is required to cover the contact time either by teaching the course or to cover for another member of staff doing so, this will be a project cost. The cost will come in the terms of supply cover when they are released for inset training. There will be an initial cost for productions of teaching materials. It is anticipated that all schemes of work and lesson plans will be downloadable from the County education portal.

As shown in Chapter 1 of the Steward Training Initiative (**[INSERT LINK HERE](#)**) the cost to the NHS of treating those with alcohol related health problems and the cost to the police of dealing with alcohol related crime are very considerable. This initiative, if successful reduces the likelihood of alcohol related life limiting illnesses and of alcohol related criminal behaviour. It is therefore suggested that it does represent good value for money.

## Chapter 3

### Alcohol Awareness through PSE

#### The Campaign

Promoting the safe use of alcohol and raising awareness of the risks of alcohol abuse with school children through the Personal and Social Education curriculum.

#### Preliminary Work

In some schools the safe use of alcohol and awareness of the risks of inappropriate use are already taught as part of the courses offered. If this is the case care must be taken to ensure that the suggested initiative does not repeat what is already in place, since this would be a waste of resources. Prior to commencing any work therefore it is suggested that an audit should be carried out to determine what, if anything is taught in respect of alcohol, and only where there is not already suitable and sufficient teaching in place should the partners to the initiative proceed. A suggested audit for is shown as Appendix 1.

The syllabus prepared for the pilot project runs for a school year. However the syllabus is intended to be run every year with updated information specific to the age range of the student. This ensures a spiral curriculum building on levels of knowledge and skills of participants each year. It is therefore necessary that all of the preparation work for this initiative is done before the commencement of the school year in September, to ensure that the syllabus can be completed within the year. Before commencing this initiative it is necessary to determine the target group. The curriculum, is universal however it is possible to have targeted information to vulnerable sub groups.

It will also be necessary to determine what teaching requirements attached to the course and whether it will be taught by teachers from the school running the project, or whether external teaching staff or others, such as the police liaison officer, voluntary groups, NPHS staff etc. will be brought in for parts of the course. There is a minimum of 3 lessons that need to be delivered in- house by teaching staff however there are added extras that can be bolted on and delivered by other external partners. There may be some advantage to asking individuals whose lives have been detrimentally affected by alcohol to provide some of the input into the teaching of the course. This will be a matter for local determination.

It is also necessary to determine the level of knowledge of the target group who will be participating in the project. To this end a pre-intervention questionnaire is recommended. A copy of the pre-initiative questionnaire as used in the pilot project is shown as Appendix 2

It may also be helpful to include material relating to the area in which the initiative is being run, to make it seem more 'real' to participants.

The syllabus as prepared for the pilot project is shown as Appendix 3. The syllabus can then be incorporated into the school time table for the year. A list of resources that can be used to supplement the teaching of the syllabus is shown also in Appendix 3

## **Running the Initiative**

The initiative is run during the school year as timetabled.

## **Following up the Initiative**

At the end of the syllabus it is useful to evaluate what has been learned by the participants. It is suggested that this is done by using a post-intervention questionnaire. The questionnaire used in the pilot project is shown as Appendix 5. Comparison can then be made with the data taken from the pre-intervention questionnaire and an assessment of what the participants have learned and retained for taking the course can be made. Parts of the course which were successful can then be strengthened, and those parts which did not appear to have any resonance with the participants can be amended to make them more relevant, or deleted.

It may also be possible to undertake some qualitative assessment by asking the police liaison officer to compare the number of drink related crimes committed prior to the intervention by those within the relevant years at school, to those committed afterwards. This is very crude, and the number of recorded incidents will be dependant on a large number of factors, however it may give some indication as to whether the initiative has had an impact. This will only be possible if the police operating in the local areas keep figures for such crimes, and the figures are broken down such as to demonstrate the age of those committing them.

## Appendix 1

### Alcohol Awareness Audit

School .....

Year Group .....

Question	Response
Does this year group receive information about alcohol use and abuse?	
Is the subject taught as a dedicated topic or as part of a wider subject?	
If as part of a wider subject, which subjects is it linked to?	
How much time is dedicated to this subject in the year?	
What internal teaching resource is used?	
What external teaching resource is used?	
What resources are used?	



Reading magazines/comics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Spending time with friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Going to discos/parties	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Watching T.V./DVDs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Going to church/chapel/place of worship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Playing sports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Spending time on hobbies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Family activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Going to the cinema/theatre	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Going on holiday	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Going shopping	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Part-time work (e.g paper round, weekend job)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Listening to music	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Playing computer games (e.g playstation/xbox)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Surfing the net/chatrooms (e.g MSN)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 'Alcohol' related questions

### Have you ever drunk alcohol?

Yes

No

### If you have drunk alcohol, what was your age when you first tried it?

Younger than 11yrs

15yrs

11yrs

16yrs

12yrs

17yrs

13yrs

18yrs

14yrs

### How often do you drink alcohol?

Every Day

Occasionally

2/3 times a week

On special occasions

e.g. Birthdays,

Christmas

Only at Weekends

### What do you drink (Please select all that apply)

Beer

Spirits

Lager

Alco - Pops

Cider

Other

Wine

*If "Other" please specify:*

### Where do you get the alcohol from? (Please select all that apply)

Home

Off Licenses

Pubs

Local Shop(s)

Night Clubs

*Please specify which type of shop:*

### If you do not get the alcohol yourself, who gets it for you? (Please select all that apply)

Brother/Sister

Stranger

Friend

Other

Other family Member  
If "Other", please specify who:

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**If you drink, how do you pay for the alcohol? (Please select all that apply)**

I get it for free	Sometimes steal to get money
Use Pocket Money	Regularly steal to get money
Use Job Money	

**Which of the following best describes why you first tried alcohol? (Please select all that apply)**

Curiosity	To be like someone I admire
Because my friends were trying it	To seem grown-up
My friends put pressure on me to take it	

**Have you drunk an alcoholic drink during the last week?**

Yes	No
-----	----

**Do you ever suffer from a hangover?**

Yes	No
-----	----

**Do you ever miss school because of the effects of alcohol?**

Yes	No
-----	----

**Which of the following best describes why you first tried alcohol? (Please select all that apply)**

Curiosity	To be like someone I admire
Because my friends were trying it	To seem grown-up
My friends put pressure on me to take it	

**Have you ever found yourself in an 'unsafe' situation when you have drunk alcohol?**

Yes	No
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## **Describe the situation**

### **What do you think is the safe limit to drink?**

Nothing

3-4 units a night

7-8 units a night

Nothing

3-4 units a week

7-8 units a week

1-2 units a night

5-6 units a night

More than 8 units a  
night

1-2 units a week

5-6 units a week

More than 8 units a  
week

**Appendix 3**  
Alcohol PSE Programme

Aim: To discuss Alcohol Education from Key Stage 1 to Key Stage 5

Objectives: To put together a sequence of lessons (content only) from KS1 to KS5  
 To consider resources  
 To consider the input from outside agencies

1. Time allocation: it is reasonable to assume that at each key Stage, 3 lessons could be allocated to alcohol education.
2. Resources: it was agreed to use “Talk Health” (WAG) for KS 1 & KS2  
 It was agreed to base KS3,KS4 & KS5 lessons on “Respect It” (Tacade)

	Content	Resources	Agencies/other resources
Year 7	<p>How much do students know?</p> <p>What influences decision Making?</p> <p>What’s in a unit?</p>	<p><b>Respect It</b>            pages 7/1            Sheets of A4            Down the hatch</p> <p>Pages 7/2            Handout 2 So many decisions            Large sheets of Paper            See lesson plans for method.            Pages 7/3            Handout            What’s in a unit            Risk Calculator</p>	<p>Crime of your Life</p> <p>ICT CLIC online  <a href="http://www.cliconline.co.uk/">http://www.cliconline.co.uk/</a></p> <p>Police lesson</p>
Year 8	<p>Why, where, when, why not Alcohol?</p> <p>Under the influence!</p> <p>Consequences</p>	<p><b>Respect It</b>            Pages 8/1            Handout 5 Effects of alcohol            Handout 3 What’s in a unit?            Handout 7 What happened next?            Handout 3 What’s in a unit?            What happened next?</p>	<p>Police Lesson</p>

Year 9	<p>Attitudes towards alcohol</p> <p>How to stay safe</p> <p>Resisting peer pressure</p>	<p><b>Respect It</b>  Pages 9/1  Handout 8 What do you think?  Handout 9 safer tips for drinking</p> <p>Produce a leaflet using ICT</p> <p>Scenarios</p>	<p>SUDDS: The Law  The effects on the body  The effects on the brain  Beer goggles  Blocks of wood</p> <p>Police lesson  Thinking about Drinking</p>
KS4	<p>In some schools Alcohol may be part of a longer module on substance misuse, before there is more content in the following Years</p>		
Year 10	<p>How many units?  How much how fast?</p> <p>Safe or Unsafe?</p> <p>What do we mean by drunk?</p>	<p><b>Respect It</b>  Pages 10/1  Handout 3 What's in a unit?  Handout 12 How much how fast?</p> <p>Handout 13 safe or unsafe  Handout 14 dealing with someone who is Drunk.  Handout 15 when is it a problem?  Handout 16 Agony Column  Handout 17 What to do in an emergency</p>	<p>Recap the effects on the brain</p>
Yr 11	<p>The law and alcohol</p> <p>Mixing drink and drugs  Gender:  Binge Drinking  Spiking  Media</p> <p>Have I or my friend got a Problem?</p> <p>Staying Safe  Safe Sex  Flashpoints</p> <p>What to do in an emergency</p>	<p><b>Respect It</b>  Page 10/3  Handout 18 legal bits</p> <p>Effects on males/females</p> <p>Government has a problem with young People drinking. What could they do?  Handout 19 Headline news</p> <p>Handout 13 When is it a problem?</p> <p>Trigger points recognising and controlling Your anger.</p>	<p>Baby foetal syndrome video  London Bus Company; Binge Drinking video</p> <p>Diamond Nine ranking</p> <p>Army video</p> <p>Emotional health</p>



**'Alcohol' related questions**

**Have you ever drunk alcohol?**

Yes No

**If you have drunk alcohol, what was your age when you first tried it?**

Younger than 11yrs 15yrs  
11yrs 16yrs  
12yrs 17yrs  
13yrs 18yrs  
14yrs

**How often do you drink alcohol?**

Every Day Occasionally  
2/3 times a week On special occasions e.g. Birthdays, Christmas  
Only at Weekends

**What do you drink (Please select all that apply)**

Beer Spirits  
Lager Alco - Pops  
Cider Other  
Wine

*If "Other" please specify:*

**Where do you get the alcohol from? (Please select all that apply)**

Home Off Licenses  
Pubs Local Shop(s)  
Night Clubs

*Please specify which type of shop:*

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**If you do not get the alcohol yourself, who gets it for you? (Please select all that apply)**

Brother/Sister Stranger  
Friend Other  
Other family Member

*If "Other", please specify who:*

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**If you drink, how do you pay for the alcohol? (Please select all that apply)**

I get it for free Sometimes steal to get money  
Use Pocket Money Regularly steal to get money  
Use Job Money

**Which of the following best describes why you first tried alcohol? (Please select all that apply)**

Curiosity To be like someone I admire  
Because my friends were trying To seem grown-up  
it  
My friends put pressure on me to take it

**Have you drunk an alcoholic drink during the last week?**

Yes No

**Do you ever suffer from a hangover?**

Yes No

**Do you ever miss school because of the effects of alcohol?**

Yes No

**Which of the following best describes why you first tried alcohol? (Please select all that apply)**

Curiosity To be like someone I admire  
Because my friends were trying To seem grown-up  
it  
My friends put pressure on me to take it

**Have you ever found yourself in an 'unsafe' situation when you have drunk alcohol?**

Yes No

**Describe the situation**

**What do you think is the safe limit to drink?**

- |                   |                           |
|-------------------|---------------------------|
| Nothing           | 1-2 units a night         |
| 3-4 units a night | 5-6 units a night         |
| 7-8 units a night | More than 8 units a night |
| Nothing           | 1-2 units a week          |
| 3-4 units a week  | 5-6 units a week          |
| 7-8 units a week  | More than 8 units a week  |

**As a result of the lessons you have you a better understanding how dangerous a substance alcohol can be?**

- |     |    |
|-----|----|
| Yes | No |
|-----|----|

**Have you changed your behavior concerning alcohol? If yes please tick the relevant box?**

- |                                    |                                  |
|------------------------------------|----------------------------------|
| Yes                                | No                               |
| Consumption amounts in one session | Where I consume                  |
| What type of alcohol I consume     | I have stopped consuming alcohol |
| Where I get my alcohol             | Times of the week I consume      |

**Any other comments you would like to make concerning alcohol or the lessons you have had?**