

Whose round is it anyway?

Training and discussion ideas for workers and young people, linked to this month's feature on alcohol awareness.

ABOUT THE MANUAL

The activities on this page are edited and adapted from Providing Alcohol Education to Young People by Andrew Cummings, a UK Youth publication. The publication is a manual designed to equip trainers with all the materials

they will need to deliver informative courses for those who work with young people – whether paid staff, adult volunteers or young leaders/peer educators.

The manual contains everything you need to deliver a one-day or two-day programme including:

- aims and objectives;
- easy to follow and detailed session plans;
- versatile activities, such as role play scenarios, discussion starters, games, poster-making, small and large group discussions, individual reflection and reading;
- evaluation methods and evidence ideas.

visit [▶](#) to the UK Youth storefront for Providing Alcohol Education to Young People and more.

1 Contentious statements

Ask participants to stand up. Explain that there is an imaginary line running across the room from one wall to the opposite wall. Choose one wall to represent the “totally agree” end of the line, with the opposite end representing the “totally disagree” end.

Explain to participants that you will be reading out a number of statements and for each statement each of them must choose somewhere to stand along the line, according to how strongly they agree or disagree with the statement.

Read out one of the statements, and ask people to choose where they wish to stand. When people have chosen their position, ask for comments firstly from those who agree with the statement and then from those who disagree.

Repeat this with as many statements as you have time for.

The statements

- The legal age of drinking in the UK should be lowered.
- All drugs - including alcohol and tobacco – should be classified by the law according to how much harm they do to people's health.
- Alcohol is more harmful than cannabis.
- Too much fuss is made about the dangers of alcohol, rather than recognising the positive effects it can have.
- Guys can handle alcohol better than girls.
- Advertising that uses shock tactics doesn't work with young people.
- Some alcoholic drinks are obviously marketed to appeal to young people under the age of 18.
- Countries where people learn to drink in moderation within the family have fewer problems with binge drinking

2 Alcohol and its effects – quiz

Prior to the exercise, write the letters A, B, C and D in large letters, each one on a separate A4 sheet of paper. Stick one letter on each of the four walls of the room.

Ask everyone to stand in the middle of the room. Explain that you will read out a series of questions, one at a time. For each question you will give four options – A, B, C and D. The participants must move to the wall that contains the letter that they believe is the correct answer for each question.

Read through the questions one at a time, allowing people a few moments to choose where they wish to stand. When everyone has chosen the letter they think is correct, read out the correct answer from the answer sheet.

At the end of the exercise, briefly discuss the issues raised in this activity.

The questions

1. In what proportion of marriage breakdowns is alcohol a factor?
a) 1/5 b) 1/4 c) 1/3 d) 1/2
2. How much money is spent on alcohol advertising, sponsorships and promotions in the UK each year?
a) £200M b) £400M c) £600m d) £800M
3. What percentage of people aged between 16 and 60 who are killed when crossing the road are drunk at the time?
a) 10% b) 25% c) 50% d) 75%
4. What percentage of household fires are linked to people who have been drinking?
a) 10% b) 20% c) 40% d) 60%
5. How many young people under the age of 15 are admitted to hospital each year in the UK for alcoholic poisoning?
a) 100 b) 300 c) 600 d) 1,000
6. How many people were found guilty or cautioned for drunkenness in 1994?
a) 22,000 b) 58,000 c) 74,000 d) 35,000
7. What proportion of people who attempt suicide have drunk alcohol excessively at the time?
a) 1/5 b) 1/3 c) 1/2 d) 2/3
8. Approximately how many 11 to 15 year olds are admitted to hospital in England each year with mental/behavioural disorders caused by alcohol?
a) 25 b) 250 c) 2,900 d) 29,000
9. In the five years from 1997 to 2001, how many young people between 13 and 19 died from alcoholic poisoning in England and Wales?
a) 1 b) 8 c) 13 d) 25
10. How many young people a week suffer serious facial injuries caused during drunken assaults?
a) 100 b) 500 c) 800 d) 1,000

see ► the answers.

3 Worker scenarios

Ask participants to form small groups, of between three and five people. It may be useful to briefly summarise the scenarios available, and to give people the opportunity to choose the scenario that is most relevant to their work, or of the most interest to them.

Give each small group the scenario they will be looking at. Ask the groups to spend time reading through the scenario, and then working together, first to discuss the scenario and then to develop a detailed plan of how they would address the situation. Ask the groups to be as specific as possible, listing specific activities they would use and so on, and recording these on the flip chart.

When the small groups have finished addressing their scenarios, ask the groups to come back together into the whole group. Ask each group to read out their scenario and then to explain the programme or plan they developed for dealing with this.

Once all of the groups have outlined their plans, spend a few minutes discussing the activity in the whole group.

The scenarios

You are working one-to-one with a young woman named Amy. Amy is 14 and you have met with her a couple of times before. She has mentioned that her father drinks a lot. She has also talked about drinking in the local park with her friends sometimes at weekends, and that she has taken alcohol from her parents without them knowing at times. From the things she has said you don't think she has a very good knowledge about the short and long term effects, potential dangers etc.

You are a group of workers in a pupil referral unit. You are currently working with a number of 14 and 15 year olds who regularly drink together in the local park and at each other's homes when the parents are out. Usually their drinking is limited to Friday and Saturday nights, although they occasionally talk about having been drunk during the week. They often complain about being bored at the weekends, having nothing to do etc.

You are a group of detached youth workers working on a local housing estate. In your conversations with young people recently, you have noticed an increase in the amount they seem to be drinking, and the strength of the alcohol they consume. You are also aware that it is common for older young people to buy alcohol for the younger ones, and the young people often talk about how easy it is to get alcohol at some of the local off licences.

You are a group of youth workers at a local youth club. You have a regular Friday night youth club for 11 and 12 year olds. Recently some of the young people have begun asking questions about alcohol and seem very curious about the subject. However, most of young people have never been drunk and some of them haven't even tasted an alcoholic drink.

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