

Lesson 1 — Influences

Aims:

To consider the influences of stereotypical language associated with gender on behaviour and relationships.

View the video - Section 1

(Approximately 22 minutes)

Ground Rules

Set ground rules for discussion based activities

Activity 1:

- Divide the class into single sex groups.
- Ask the boys to write down all the words they associate with the young women in the video.
- Ask the girls to write down all the words they associate with the young men in the video.
- Now ask each group to repeat the activity for their own gender.
- Display the sheets and compare. Emphasise stereotypical language, conflicting opinions and feelings of the males and females.

Activity 2:

- Divide the class into mixed gender groups and give out the photographs.
- Use the prompt sheet to discuss:
 - Who's who and what is their relationship to other people in the group?
 - Who influences who and how?
 - Two qualities which describe each individual.

Processing:

- How do gender stereotypes influence relationships and behaviour?
- How did the class feel about working in single sex and mixed sex groups?

Lesson 2 — Effects

Aims:

To consider young people's views about the effects of drug use and to assess the risks involved.
Recap the previous lesson

Activity 1:

- Divide the class into mixed gender groups and give each group the photograph and one of the Pizza Talk scripts.
- Within each group allocate roles of scribe, timekeeper and spokesperson for feeding back.
- Ask each group to discuss the characters' remarks using the prompt questions on each photograph.
- Ask each group to feedback by reading out their characters' remarks and their responses to the prompt questions. Comment as necessary on their responses.

Activity 2:

View the video — section 2

(Approximately 5 minutes)

- Ask each group to use the *Risk Assessment Sheet* to discuss ONE of the following issues:

Drinking alcohol

Spiking drinks

Ignoring parental advice

Sex and alcohol

Smoking cigarettes

Using illegal drugs

Ask each group to feedback giving ONE strategy to reduce the risk of harm and ONE source of help.

Processing:

- o Summarize the importance of weighing up potentially risky situations using a process such as **Stop - Think - Act - Reflect.**
- o Discuss the balance between individual responsibility and support provided by others.

PIZZA TALK 1

Characters' Remarks

- Bev Hi lads, look what I've found in the cellar
- Andrew Ah nice one
- Bev D'you want some?
- Andrew Go for it — yeah!
- Harry Can't be exciting unless you have a drink and drugs, can you Bev?
Have you any drugs on you? Cos then we can have a really good party.

Prompt Questions

1. Where might these attitudes have come from? (consider advertising media, friends, parents, etc)
2. Was Bev acting responsibly when she offered the vodka? Explain your answers.

PIZZA TALK 2

Characters' Remarks

- | | |
|--------|--|
| Katie | Do you take a lot of drugs? |
| Andrew | Well yeah, pretty much. |
| Bev | What sort of stuff? |
| Andrew | Soft stuff like Draw and on the odd occasion speed, cocaine when I can get it. |
| Bev | Bit expensive for you isn't it? |
| Andrew | Depends, when you're dealing just take some out of your shipment — doesn't matter. |

Prompt Questions

1. Do you think Andrew was telling the truth? Explain.
2. Is it only people like Andrew who take drugs? Explain your answer.

PIZZA TALK 3

Characters' Remarks

- Katie Don't you think it's a bit irresponsible of you? All those drugs?
- Andrew Not really, if someone wants to take drugs, let them take drugs.
- Katie If you go on taking drugs and stuff like that it's going to affect other people, passive smoking is a good example.

Prompt Questions

1. How might a young person's decision to use illegal drugs affect them personally.
2. How might a young person's decision to take drugs affect other people?

PIZZA TALK 4

Characters' Remarks

- Harry Danny and Mark were expelled on Wednesday for dealing to first years; then, if they're short of money, beating them up.
- Andrew Danny asked me for a load of tabs, that's what they got done for, selling.

Prompt Questions

1. How do you think a school should respond to pupils who 1) take drugs, 2) supply drugs?
2. How should young people who possess or supply drugs outside school be treated by the law?

PIZZA TALK 5

Characters' Remarks

Andrew If someone wants to take drugs, someone wants to drink, then let them.

Prompt Questions

1. An individual should be free to make their own decisions to take drugs, or not to take drugs without fear of the legal consequences.

Do you agree with this statement? Explain.

2. Who should be held responsible if a young person takes drugs? (eg parent(s), friends, media).

PIZZA TALK 6

Characters' Remarks

- | | |
|--------|---|
| Andrew | There's nothing wrong with alcohol. |
| Harry | Alcohol's not as bad, but it can be. |
| Andrew | The physical effects can make you sick. |
| Katie | It can change your personality, make you violent. |

Prompt Questions

1. Think about some alcohol advertisements — how are they designed to attract young people?
2. In what other ways can alcohol affect the people who use it?

Lesson 2 Activity 2

Risk Assessment:

Please tick the issue allocated to your group.

Drinking alcohol	Spiking drinks	Ignoring parental advice
Sex and alcohol	Smoking cigarettes	Using illegal drugs

What could be the risks for:

- a) the individual?

- b) other people?

Managing the risk situation:

What could the individual do to reduce the risk of harm?

Who else could help?

Lesson 3 — Image

Aims:

To consider the importance of assertive behaviour in developing positive relationships. Recap the previous lesson.

Activity 1:

Divide the class into groups.

Ask the groups to identify the behaviours of Bev and Andrew and to record them on the activity sheet.

Ask the groups to identify the other characters' responses to their behaviours and to record them on the activity sheet:- Acting and Reacting.

Decide whether these responses were appropriate or inappropriate.

Give alternative responses for those that were inappropriate.

Make the point that assertive responses are often effective.

Activity 2:

Explain to the class that this activity will enable them to identify the differences between aggressive and passive behaviours.

Use the activity sheet Assertive Reactions to Situation in pairs to contrast these behaviours.

Discuss some strategies for being less aggressive or passive and more assertive. (See background information sheet.) For example, when dealing with the shop assistant:

Aggressive people could practice anger management and calming techniques, passive people could prepare what they want to say beforehand.

View the video — section 3 (Approximately 6 minutes)

Ask students to watch the video and decide whether the characters' behaviours are aggressive, passive or assertive.

Processing:

Encourage students to think about their own responses in such situations and whether they can be assertive/manage their anger/cope with stress.

If time allows, ask students to rate their own skills using the "Five Skills" activity sheets or use them as a homework activity.

Lesson 3

Activity 1

Acting and Reacting:

Identify how Bev and Andrew acted and how the others reacted to them.

Bev

How she acted	How the others reacted	Were there reactions appropriate or not	Alternative reactions
She changed into a low-cut top.	Katie aggressively told her to change.	No. It was embarrassing and humiliating for Bev.	Take her aside and quietly give her advice.

Andrew

How he acted	How the others reacted	Were their reactions appropriate or not?	Alternative reactions
Saying to Matthew "Are you going to pull?"	Matthew was embarrassed and avoided saying how he felt.	No	Tell Andrew that he won't discuss his private feelings about a girl with him.

Lesson 3

Activity 2

Assertive reactions to situations:

Please decide whether these reactions are assertive, aggressive or passive.

SITUATION

You take an expensive pair of trainer's back to the shop as they have split after a few weeks. You ask for a new pair. The shop assistant says that's not possible and you should have taken more care.

POSSIBLE RESPONSES

Assertive, aggressive or passive

Accept the shop assistant's reply and leave the shop feeling embarrassed.

.....

Say angrily that you'll never shop there again and storm out.

.....

Insist politely on seeing the manager about your rights as a consumer.

.....

SITUATION

You belong to a community arts group and have been "volunteered" in your absence to act the leading role in a play. You are not at all confident and don't want to do it but there is a lot of pressure on you.

POSSIBLE RESPONSES

Assertive, aggressive or passive

Lose your temper at the next meeting saying angrily that you should have been asked first, then you resign from the group.

.....

Go along with it reluctantly then decide to fake illness on the day of the performance and not turn up.

.....

Contact the director immediately and say clearly that you have decided not to take the part and that you are giving as much notice as possible so that a replacement can be found.

.....

Lesson 3

Activity 2 cont.

SITUATION

A friend asks you to pay their entrance to the cinema saying they have left their money at home. This has happened several times before and in spite of promising to repay you, your friend never does.

POSSIBLE RESPONSES

Assertive, aggressive or passive

Pay for friend yet again, too embarrassed to mention the previous unpaid loans.

.....

Say clearly that you are not willing to pay for them and that you'll see them on another evening.

.....

Pay for them again, then moan about them behind their back to your other friends.

.....

FIVE SKILLS

5 ways to BE ASSERTIVE

Rate your skills

	Low			High	
1 Am I good at standing up for what I believe in, without getting angry?	1	2	3	4	5
2 Am I good at saying "No"?	1	2	3	4	5
3 Can I tell a person who has upset me how I feel, rather than bottle it up	1	2	3	4	5
4 Can I accept criticism?	1	2	3	4	5
5 Can I say that I am angry without losing my temper or being aggressive?	1	2	3	4	5

5 ways to COPE WITH ANGER

Rate your skills

	Low			High	
1 Do I take a deep breath and count to ten — s l o w l y— before I react?	1	2	3	4	5
2 Do I walk away if it is OK to do so? (Even if I might explode in private later.)	1	2	3	4	5
3 Can I pretend I'm somewhere else so that it doesn't affect me so much?	1	2	3	4	5
4 Can I stay calm and in control?	1	2	3	4	5
5 Can I use the "cool it technique? (See box below.)	1	2	3	4	5

Use the "cool it" technique to stay calm and combat anger
Take a deep breath.
Give a sigh and let your shoulders relax
Open your mouth to unclench your teeth
Breathe slowly and deeply.

5 ways to COPE WITH STRESS

Rate your skills		Low			High	
1	Do I know how to relax?	1	2	3	4	5
2	Am I organized and good at planning?	1	2	3	4	5
3	Do I use exercise to let off steam? (dancing/football/whatever you like)	1	2	3	4	5
4	Am I able to enjoy life, smile, laugh and be happy?	1	2	3	4	5
5	Can I keep things in perspective by talking to someone about my worries ?	1	2	3	4	5

5 ways to GIVE UP things I want to stop

1	Do I really, really want to give up? (eg smoking/biting my nails/gossiping about people/drinking too much)	1	2	3	4	5
2	Could I choose a good day to give up? (eg don't decide to give up cakes on your birthday)	1	2	3	4	5
3	Am I good at asking my family and friends to help me? (eg "please don't offer me chocolates/cigarettes")	1	2	3	4	5
4	Can I avoid tempting situations? (eg don't walk past the sweet shop — find another route)	1	2	3	4	5
5	Can I "stay stopped"? (keep telling myself why I'm better off now)	1	2	3	4	5

5 ways to MANAGE MY TIME

Rate your skills		Low			High	
1	Do I list the important things I have to do today/this week? (be realistic)	1	2	3	4	5
2	Do I choose the 3 things I must do each day? (start with the most important)	1	2	3	4	5
3	Do I use my best time of day to sort these?	1	2	3	4	5
4	For really hard tasks, do I think in bite sized chunks and make a start ? (even just 10 minutes)	1	2	3	4	5
5	Do I tick off what I have done? (take a break — go back to number 1)	1	2	3	4	5

Lesson 4 — I'm Sorted!

Aims:

To consider a range of personal and social skills for managing situations where alcohol is available.
To increase their knowledge about alcohol.

Recap the previous lesson.

View the video — section 4 (Approximately 5 minutes)

Activity 1:

© Divide the class into groups and distribute the photographs of the boat party.

© Ask the groups to compare the differences between:

the use of alcohol

how friends get on together at the boat party and at Bev and Katie's house

What factors, skills or strategies are making the difference?

Activity 2:

© Divide the class into pairs or small groups and distribute the "Alcohol Card Game".

© Ask students to sort the cards into Fact or Myth categories.

© Hand out the answer sheet and ask groups to rearrange their cards accordingly.

© Ask whether any of the answers surprised them. Take an example from each group.

Processing:

© Ask students to reflect on what they have gained from this course in terms of

Knowledge of drugs including alcohol

Assessing risks

Giving advice and support

Personal skills including assertiveness

© If time allows ask students to complete the self review sheet or use it as a homework activity.

<p>1</p> <p>GIN ACTS MORE QUICKLY THAN CHAMPAGNE</p>	<p>2</p> <p>THERE IS NO SAFE LIMIT FOR DRINK DRIVING</p>
<p>3</p> <p>IT IS AGAINST THE LAW TO GO INTO A PUB UNTIL YOU ARE 18</p>	<p>4</p> <p>ALCOHOL IS BROKEN DOWN BY THE KIDNEYS</p>
<p>5</p> <p>ALCOHOL IS A STIMULANT DRUG</p>	<p>6</p> <p>ALCOHOL ACTS AS AN ANAESTHETIC</p>
<p>7</p> <p>THE RECOMMENDED SAFE LIMIT FOR MEN IS 21 UNITS A WEEK</p>	<p>8</p> <p>ALCOHOL IS QUITE SAFE TO USE WITH ANY OTHER DRUGS</p>

<p>9</p> <p>ALCOHOL IS AN ADDICTIVE DRUG</p>	<p>10</p> <p>A LICENSEE CANNOT REFUSE TO SERVE A DRINK TO A PERSON OVER 18</p>
<p>11</p> <p>THE LIVER CAN PROCESS ONE UNIT OF ALCOHOL PER HOUR</p>	<p>12</p> <p>MOST CRIMES OF VIOLENCE INVOLVE THE USE OF ALCOHOL</p>
<p>13</p> <p>IF A REGULAR DRINKER AND AN IRREGULAR DRINKER BOTH CONSUME THREE UNITS OF ALCOHOL THE REGULAR DRINKER WOULD BE LESS EFFECTED</p>	<p>14</p> <p>AT THE LEGAL LIMIT A DRIVER IS FIVE TIMES MORE LIKELY TO HAVE AN ACCIDENT</p>
<p>15</p> <p>SOBERING UP CAN BE ACCELERATED BY DRINKING COFFEE</p>	<p>16</p> <p>WOMEN ARE MORE READILY EFFECTED BY ALCOHOL THAN MEN</p>

<p>17</p> <p>IT'S OK TO DRINK ALCOHOL IN A PUB WHEN YOU ARE UNDER 18 IF SOMEONE ELSE BUYS IT.</p>	<p>18</p> <p>SELF INDUCED DRUNKENNESS IS A DEFENSE TO MANY CRIMES</p>
<p>19</p> <p>ALCOHOL IMPROVES THE WAY YOU LOOK</p>	<p>20</p> <p>ALCOHOL BEGINS TO EFFECT THE BRAIN FIVE MINUTES AFTER BEING SWALLOWED</p>
<p>21</p> <p>IT'S OK TO BUY CIDER IN A SUPERMARKET AT 16</p>	<p>22</p> <p>YOU CAN BUY AND DRINK BEER OR CIDER IN APUB DINING ROOM WITH A MEAL AT AGE 16 YEARS OF AGE</p>
<p>23</p> <p>ALCOHOL IS A DEPRESSIVE DRUG</p>	<p>24</p> <p>VERY FEW CRIMES ARE CAUSED BY ALCOHOL</p>

<p>25</p> <p>THE LEGAL LIMIT FOR DRIVING IS 80MG OF ALCOHOL PER 100ML OF BLOOD</p>	<p>26</p> <p>CHILDREN'S PHYSICAL SIZE MAKES THEM MORE VULNERABLE TO ALCOHOL POISONING</p>
<p>27</p> <p>PEER PRESSURE EFFECTS ATTITUDES TO DRINKING</p>	<p>28</p> <p>THE RECOMMENDED SAFE WEEKLY LIMIT FOR WOMEN IS 14 UNITS</p>
<p>29</p> <p>DRINKING SMALL AMOUNTS OF ALCOHOL MAY HAVE SOME HEALTH BENEFITS</p>	<p>30</p> <p>CHAMPAGNE IS STRONGER THAN GIN</p>
<p>31</p> <p>THE LEGAL LIMIT FOR DRIVERS IS THREE UNITS OR ONE AND A HALF PINTS</p>	<p>32</p> <p>ONE LARGE CAN OF CARLSBERG SPECIAL BREW IS STRONGER THAN A DOUBLE GIN</p>

<p>33</p> <p>125ML, 25ML, AND 50ML ARE ALL STANDARD PUB MEASURES</p>	<p>34</p> <p>ONE UNIT OF ALCOHOL IS 10ML OR 8 MG OF PURE ALCOHOL</p>
<p>35</p> <p>ALCOHOL TAKES 12 HOURS TO BE BROKEN DOWN BY THE BODY</p>	<p>36</p> <p>ONE PINT OF BEER CONTAINS THE SAME AMOUNT OF ALCOHOL AS A DOUBLE WHISKY</p>
<p>37</p> <p>ALCOHOL WARMS YO UP</p>	<p>38</p> <p>THE RECOMMENDED SAFE LIMIT FOR MEN IS 28 UNITS PER WEEK</p>
<p>39</p> <p>A HIGH PROPORTION OF MURDERS INVOLVE THE USE OF ALCOHOL</p>	<p>40</p> <p>ONE UNIT OF ALCOHOL IS EQUAL TO A SINGLE MEASURE OF SPIRIT</p>

ALCOHOL FACTS & MYTHS ANSWER SHEET

- 1 MYTH The alcohol concentration in champagne and the fact that it contains bubbles means that the champagne will be more readily absorbed into the bloodstream.
- 2 FACT Blood/alcohol, breath/alcohol and urine/alcohol concentrations are dependent on body mass. The rate of absorption is dependent on whether or not a person has eaten and the type of drink consumed. There is no safe guide.
- 3 MYTH At the licensee's discretion 14 year olds can go into a public house, but may not buy or consume alcohol.
- 4 MYTH Alcohol is broken down by the liver.
- 5 MYTH The initial disinhibiting effect of alcohol makes some people feel stimulated for a short time, then the true depressant effect of the drug takes over.
- 6 FACT People who drink heavily often injure themselves without knowing. Years ago alcohol was used medicinally as an anaesthetic.
- 7 MYTH The recommended limits are now daily and have changed from 21 units per week to 4 units per day. This has been mistaken by some as an increase. It was an attempt to discourage binge drinking.
- 8 MYTH It discourages the safe use of other drugs and when mixed with other depressants can seriously worsen the overall effect eg alcohol/tranquilisers.
- 9 FACT In fact, one of the most addictive. It is both physically and psychologically addictive.
- 10 MYTH It is an offence for a licensee to serve alcohol to someone who is drunk. They have an absolute discretion to refuse to serve anyone.
- 11 FACT This is the approximate rate of breakdown of alcohol in an adult.
- 12 FACT Around 70% of violent crime is associated with the use of alcohol.
- 13 FACT A regular drinker develops tolerance to the effects of alcohol and may appear to be more in control. However, the body of a regular drinker is no more capable of processing alcohol.
- 14 FACT Even small amounts of alcohol greatly increase the likelihood of having an accident.
- 15 MYTH The stimulant effect of coffee may increase alertness temporarily, it does not speed up the breakdown of alcohol.
- 16 FACT Men's bodies contain a higher proportion of water, therefore alcohol is less concentrated and causes less damage.

- 17 MYTH It is an offence to consume alcohol on licensed premises whilst under 18 years of age.
- 18 MYTH It may constitute a degree of mitigation. The only intoxication which would be a defence would be that induced by someone else, eg spiking drinks.
- 19 MYTH Despite the best efforts of advertising campaigns!
- 20 FACT
- 21 MYTH The person needs to be 18 years old.
- 22 FACT This applies to rooms set aside from the bar in which meals are served and does not apply to the purchase or consumption of wine or spirits.
- 23 FACT It affects the central nervous system, slowing down reaction times, interfering with the judgement of speed and distance, affecting balance, co-ordination and vision.
Ultimately it affects essential functions such as breathing and can cause death.
- 24 MYTH The disinhibiting effect of alcohol makes people do things they wouldn't normally consider doing.
- 25 FACT
- 26 FACT A child's liver is not as large or as developed as an adults.
Many youngsters end up in casualty having overdosed on alcohol.
- 27 FACT We are all influenced by those around us. This includes the decision to drink or not and the type and quantity of drink consumed.
- 28 MYTH The limit is now calculated on a daily basis and is 3 units per day.
- 29 FACT It is believed that small quantities may have some protective benefits in the prevention of coronary heart disease.
- 30 MYTH Champagne is usually about 11 % alcohol whilst gin can be 40%.
- 31 MYTH There is no safe way of calculating how much alcohol can be consumed.
- 32 FACT A large can of Carlsberg Special Brew contains about 5 units, a double gin is about 2.
- 33 FACT
- 34 FACT
- 35 MYTH The liver can deal with about one unit of alcohol per hour.
- 36 FACT So long as the beer is 3.6% alcohol and the whiskey is 37%.
- 37 MYTH It makes you feel warm by dilating capillaries and increasing blood supply to the surface of the body. This makes you colder.
- 38 FACT Although this is based on a daily limit of 4 units.
- 39 FACT Around 50%.
- 40 FACT Assuming that the spirit contains 37% alcohol.

**I'm Sorted
Self Review Sheet**

Two things I liked about this course:

Two things I disliked about this course:

Probably the most important fact I learned from the course is:

Probably the most important fact I learned about myself is:

I discovered that I'm good at:

I discovered that I would like to get better at:

The one thing I'll remember is:



Please give two qualities which describe each character





Look at the picture above:- Who influences who and how?



Who's who and what is their relationship to other people in the group?