An Alcohol Education Resource for Lower-Middle Secondary Students
Harm minimisation is an approach to drinking that aims to reduce the harmful effects of drinking to yourself, your friends and family. It focuses on preventing the harms that might result from drinking, not on whether drinking is ‘right’ or ‘wrong’ or on whether you should do it or not.

This Student Workbook is part of the redeveloped Rethinking Drinking package.

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Whether or not you drink alcohol, you’re likely to have thoughts and expectations about drinking. You’ve probably already figured out that drinking alcohol affects others apart from the person drinking.

From an early age, people ‘learn’ things about alcohol, like …

• it’s for special events or parties
• it makes you sick if you drink too much.

Add your own thoughts about what a person might learn about alcohol from an early age.
The real picture

How much alcohol do young people drink? What do you think?

Q1 How many 14-year-old students in a group of 30 would say that they...
   a. have tasted alcohol?
   b. have drunk alcohol in the past week?
   c. have drunk alcohol in the past month?

A1 estimate real picture
   a
   b
   c

Q2 How many of these same students do you think would describe themselves as not drinking alcohol very often?

A2 estimate real picture

Q3 If the above were adults in a general population, how many do you think would say that they are non-drinkers?

A3 estimate real picture

Q4 If the above group were Indigenous adults, how many do you think would say that they are non-drinkers?

A4 estimate real picture
Why people drink

Choose the factors that you think influence a person’s decision to drink or not to drink alcohol. Add some of your own ideas.
Write your answers or draw arrows to show which column each factor belongs in.

<table>
<thead>
<tr>
<th>Why people choose to drink</th>
<th>Some of the factors that influence a person’s decision</th>
<th>Why people choose not to drink</th>
</tr>
</thead>
<tbody>
<tr>
<td>• stress</td>
<td>• stress</td>
<td>• religious reasons</td>
</tr>
<tr>
<td>• too young</td>
<td>• too young</td>
<td>• diabetes</td>
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<td>• allergies</td>
<td>• allergies</td>
<td>• to be able to talk to the</td>
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<tr>
<td>• experiment</td>
<td>• experiment</td>
<td>opposite sex</td>
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<tr>
<td>• depression</td>
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<td>• not allowed</td>
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<tr>
<td>• medication</td>
<td>• medication</td>
<td>• pregnancy</td>
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<tr>
<td>• to be cool, look good</td>
<td>• to be cool, look good</td>
<td>• driving</td>
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<tr>
<td>• next day commitments</td>
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<td>• workplace/school rules</td>
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<td>• bored</td>
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<td>• family expectations</td>
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<td>• previous bad experience</td>
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<td>• having an alcohol-free day</td>
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<td>• cost</td>
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<td>• because everyone else is</td>
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<td>• to celebrate</td>
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<td>• dieting</td>
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<td>• to enjoy the taste</td>
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<td>• to lose inhibitions</td>
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<td>• too young to buy it</td>
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<td>• to gain confidence</td>
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<td>• don’t like it</td>
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<td>• to get drunk</td>
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<td>• don’t want to embarrass</td>
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<td>• responsible for their friends</td>
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<td>himself or herself</td>
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<td>• because they’re addicted</td>
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Some myths about alcohol

Personal reflections

• Which myths did you believe were true?

• How do television, newspapers and radio influence what you believe?

• What about family and friends?
**Harms and strategies**

After viewing the video party scenario, record three situations where harm occurred, how alcohol was involved, and the consequences of the situation.

<table>
<thead>
<tr>
<th>Harmful situations at the party</th>
<th>How did alcohol play a part in this?</th>
<th>Consequences</th>
<th>Ways of preventing or reducing these harms</th>
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<tbody>
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Remember to think about emotional, physical and sexual harms.
What is a myth?

A myth is a collective belief that is created over time in response to the wishes of a group rather than on the basis of facts.

Myths about sobering up

The only thing that sobers up a drinker is the passage of time. You need to give your liver time to break down the alcohol in your blood.

The myths debunked

Record some other sobering up myths below:

- Only time will sober you up.
- Having food in your stomach doesn’t prevent you from getting drunk, it just slows down the rate at which alcohol is absorbed into the bloodstream.
- Eating food doesn’t soak up alcohol, so eating won’t help you sober up.
- Coffee is a stimulant so it might make you feel more awake but it won’t sober you up.
- Vomiting won’t work because your body may have already absorbed the alcohol through your stomach lining.
Alcohol belongs to the group of drugs called ‘depressants’. Depressant drugs do not necessarily make you feel depressed. Rather, they slow down the central nervous system, including the sending of messages to and from the **BRAIN** to the body. Tranquillisers and marijuana are also depressants.

Alcohol is a chemical concoction of ethanol: a collection of carbon, hydrogen and oxygen atoms.

**How alcohol gets into the blood**

When you drink alcohol, it enters the **STOMACH** and the **SMALL INTESTINE**. From there it passes through the wall of the stomach and small intestine into the bloodstream and is carried to the **BRAIN**, where it depresses the central nervous system.

If there is no food in the stomach, alcohol will be absorbed quickly. That’s why if you drink on an empty stomach you will feel the effects much faster. However, all the alcohol in the stomach will eventually be absorbed into the bloodstream, no matter how much food is in your stomach. This is why your **BAC** (blood alcohol concentration) will continue to rise for a while after you have finished drinking.

BAC is discussed in detail in Lesson Topic 6 and also on page 15 of this workbook.

**How alcohol leaves the body**

Ninety-one per cent of alcohol is broken down by the **LIVER**. The liver breaks down between seven and 10 grams of alcohol per hour, depending on the person.

Nine per cent of alcohol leaves the body via **BREATH** (3%), **SWEAT** (3%) and urine (from the **KIDNEYS**) (3%).

**Alcohol and other drugs**

Combining alcohol with other drugs such as tranquilisers, amphetamines, anti-depressants or marijuana can greatly increase the effect of all the drugs taken.

If you drink a lot at night, you may still have alcohol in your bloodstream the next day. People can be over 0.05 the morning after a binge drink. They can cause serious accidents or make mistakes at work or school because they are still affected by alcohol.
Some possible harms ... at which level do they best fit?

- lose self-respect
- damage reputation
- in trouble with parents
- have to lie
- get into a fight
- regret actions
- hurting others
- trouble with police
- worry, shame
- vomiting
- damage home
- being an ‘idiot’
- unsafe sex
- pass out
- theft, vandalism
- sexually vulnerable
- abusive behaviour
- hangover
- injury or death
- getting in car with drunk driver

Remember that everyone’s reaction to alcohol differs, but the effects listed below are common.

Drinking doesn’t necessarily = being drunk

List the possible harms at each level of drinking

deer happy and relaxed, less concentration, slow reflexes

1. after a drink or two ...

2. after a few more ...

fewer inhibitions, more confidence, slurred speech, intense moods
the short term effects of alcohol

3. and a few more ...
- confusion,
- blurred vision,
- poor muscle control

4. more still ...
- nausea,
- vomiting,
- sleep

5. even more alcohol...
- may cause coma
- or death

effects vary from person to person

- eg. unsafe sex

harms possible at this level of use

- eg. regretting actions

- eg. becoming unconscious
Long term effects and their harms

After viewing the video, write down any personal thoughts you have about issues or choices the video has raised. Alternatively, you can write your responses to the questions below.

Personal reflections

- What were the main mental, social, physical and financial harms?

- How did these harms affect people in the long term?
It's different for guys and girls
The sex of the drinker affects the amount of alcohol in the bloodstream (called blood alcohol concentration, or BAC). Most women do not know that their reactions to alcohol are different to men's in several important ways.

Physiological differences
If a man and a woman of the same body weight drink the same amount of alcohol over the same time, the woman will almost always have a higher BAC than the man will. This is because of differences in male and female anatomy and physiology.

• On average, women's bodies have less water and more fatty tissue than men's. The more water in a person's body, the more alcohol can be diluted, and alcohol is not absorbed into fatty tissue.
• Researchers have also found that men make 30% more use than women of a protective enzyme that breaks down alcohol in the stomach before it enters the blood.

Characteristic differences
• Women tend to drink more carbonated ('fizzy') drinks such as sparkling wines and spirits with mixers. The bubbles in these drinks increase the rate of alcohol absorption by the body.
• Women also tend to drink cocktails consisting of several spirits or liqueurs. Such drinks are higher in alcohol than the beer drunk by many men, especially the low-alcohol beers now available.

• Women often eat less than men (food in the stomach slows the rate of alcohol absorption).

Hormonal differences
• Alcohol breakdown is influenced by the stages of a woman's menstrual cycle. A woman drinking the same amount of alcohol at different stages of her menstrual cycle will have different BAC levels. BAC is likely to be higher just before a woman's period than at other times.
• Researchers have found that young women using the contraceptive pill may metabolise alcohol more slowly.

Pregnancy
• Pregnant women or women planning pregnancy need to take particular care as drinking may cause foetal alcohol syndrome (FAS) or foetal alcohol effects (FAE).
• FAS babies may have brain damage, abnormal facial features and be smaller and lighter than other babies. They may also have learning difficulties. Although it is not clear how alcohol affects unborn babies, any alcohol consumed by a pregnant woman will affect the unborn foetus much more seriously than the mother due to the magnified relationship of body size to amount of alcohol.
• It has been suggested that women should not drink alcohol at all before and during pregnancy due to possible foetal abnormalities, even with 'social' (low risk) drinking.
A standard drink
A standard drink is defined as one which contains 10 grams of alcohol.
The formula for calculating a standard drink is:
(volume of container in ml) x (alcoholic strength in ml/100ml) x 0.789 ÷ 1,000.

What is BAC?
The amount of alcohol in your bloodstream is called the blood alcohol concentration (BAC). Your BAC depends on how much you drink. However, the more you drink the higher your BAC. There are many other factors that also affect your BAC.

How is BAC measured?
BAC can be measured with a breathalyser or by analysing a sample of blood. It is measured by the number of grams of alcohol in 100ml of blood. For example, a BAC of 0.05 means that a person has 0.05 grams of alcohol in his or her body for every 100ml of blood.

Calculating BAC
The legal BAC limit in most States of Australia for driving a car or riding a motorbike is 0.05, although ‘P’ and ‘L’ plate drivers must maintain a BAC of zero. In order to stay safely below 0.05 drivers are advised to limit their drinking to:
men: no more than two standard drinks in the first hour and no more than one standard drink every hour after that.
women: no more than one standard drink in the first hour and no more than one every hour after that.

Guidelines for low risk drinking
The National Health and Medical Research Council of Australia’s (NHMRC’s) guidelines for safe drinking are based on standard drinks. The NHMRC recommends the guidelines for responsible low risk drinking (see page 17).

Each of the drinks above equals one standard drink. A standard drink is one which contains 10 grams of alcohol.
What is a standard drink?

**Regular beer**
(also called full-strength beer)

*Made out of:* fermented barley with hops and water. Comes in varieties such as lager, bitter and draught. These terms describe the flavour rather than the strength.

*How strong:* about 5% but can be up to 8% ALC/VOL.

*How many standard drinks in a container:* 375ml can = 1.5 standard drinks.

**Light beer**

*Made out of:* fermented barley with hops and water. Comes in varieties such as lager, bitter and draught. These terms describe the flavour rather than the strength.

*How strong:* ranges from 2.5% to 3.5% ALC/VOL. Some ‘superlight’ beers have less than 1% ALC/VOL.

*How many standard drinks in a container:* 375ml can = 1 standard drink.

**Cider**

*Made out of:* fermented apple juice.

*How strong:* usually around 5.5% ALC/VOL but can be around 4.7% or as high as 8.4% ALC/VOL.

*How many standard drinks in a container:* 375ml bottle = 1.6 standard drinks or a stronger brew can have 2.3 standard drinks in a 345ml bottle.

**Coolers**

*Made out of:* wine and fruit juices.

*How strong:* usually around 3.5% ALC/VOL.

*How many standard drinks in a container:* Varies, but usually a 330ml bottle = 1 standard drink.

**Pre-mixed drinks**

*Made out of:* spirits pre-mixed with soft drinks or fruit juices.

*How strong:* usually around 5.7% ALC/VOL but can be as high as 8% ALC/VOL.

*How many standard drinks in a container:* 375ml can = 1.7 standard drinks. A stronger mix can have 2.1 standard drinks in a 340ml bottle.

**Alcoholic lemonades, sodas or colas**

*Made out of:* spirits pre-mixed with soft drinks or fruit juices.

*How strong:* can range from 4.2% ALC/VOL to 8.4% ALC/VOL.

*How many standard drinks in a container:* varies enormously, but usually there are more than two standard drinks in a 375ml bottle or can.

**Wine**

*Made out of:* fermented grapes – red grapes for red wine; white grapes for white wine.

*How strong:* usually around 12.4% ALC/VOL, but can range from 9% to 14% ALC/VOL.

*How many standard drinks in a container:* 750ml bottle = 7.4 standard drinks.

**Cask**

*Made out of:* fermented grapes – red grapes for red wine; white grapes for white wine.

*How strong:* usually around 12.4% ALC/VOL, but can range from 9% to 14% ALC/VOL.

*How many standard drinks in a container:* 4 litre cask wine = approximately 30 standard drinks.
Champagne

*Made out of:* fermented grapes, carbonated (made bubbly) by a range of techniques.

*How strong:* usually around 12% ALC/VOL.

*How many standard drinks in a container:* 750ml bottle = 7.1 standard drinks.

Sherry and port

*Made out of:* wine fortified with the addition of extra amounts of alcohol.

*How strong:* usually ranging between 18% and 20% ALC/VOL.

*How many standard drinks in a container:* 750ml bottle = 11.8 standard drinks.

Spirits

*Made out of:* drinks such as whisky, rum, brandy, vodka, tequila and gin – alcohols distilled from a range of primary sources such as grains, sugar cane and potatoes.

*How strong:* usually around 37% ALC/VOL but can be as high as 43.4% ALC/VOL.

*How many standard drinks in a container:* 750ml bottle = 23.7 standard drinks.

Liqueurs

*Made out of:* concentrated spirits flavoured with substances like chocolate, coffee, melon, strawberry, coconut, orange. Often used in cocktails.

*How strong:* strengths vary from 21% to 40% ALC/VOL.

*How many standard drinks in a container:* very much depends what liqueur it is.

Summary of Guidelines

<table>
<thead>
<tr>
<th>Low risk (standard drinks)</th>
<th>Risky (standard drinks)</th>
<th>High risk (standard drinks)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Males up to 6 on any one day, no more than 3 days per week</td>
<td>7 to 10 on any one day</td>
<td>11 or more on any one day</td>
</tr>
<tr>
<td>Females up to 4 on any one day, no more than 3 days per week</td>
<td>5 or 6 on any one day</td>
<td>7 or more on any one day</td>
</tr>
</tbody>
</table>

Summary of guidelines for low risk drinking to minimise risk of harm in the short term

<table>
<thead>
<tr>
<th>Low risk (standard drinks)</th>
<th>Risky (standard drinks)</th>
<th>High risk (standard drinks)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Males up to 4 per day up to 28 per week</td>
<td>5 or 6 per day 29 to 42 per week</td>
<td>7 or more per day 43 or more per week</td>
</tr>
<tr>
<td>Females up to 2 per day up to 14 per week</td>
<td>3 or 4 per day 15 to 28 per week</td>
<td>5 or more per day 29 or more per week</td>
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</tbody>
</table>

Summary of guidelines for low risk drinking to minimise risk of harm in the long term

Labelling

Beverages of more than 0.5% ALC/VOL must now carry on the label the number of standard drinks contained inside. Look on the label.

Buying alcohol

Those under 18 are prohibited from drinking, possessing, buying, obtaining or attempting to obtain alcohol in a public place or on licensed premises. It is an offence to sell or supply alcohol to those under 18 in licensed or regulated premises. It is illegal to sell or supply alcohol to a drunken person.
Comparing drinks

Lesson Topic 6 Activity 3
Classroom Program page 49

Look on the drink label to see how many standard drinks are in the container, then complete the following questions.

How many STANDARD DRINKS in the following containers?

- Regular beer 375ml (5% ALC/VOL)
- Wine 750ml (12.4% ALC/VOL)
- Whisky 200ml hip flask (40% ALC/VOL)
- Homemade gin and squash 1250ml (15% ALC/VOL)
- Cooler cask 4,000ml (3.5% ALC/VOL)
- Cider 375ml (5.5% ALC/VOL)

Pouring drinks

It’s useful to see ‘hands on’ how many standard drinks there are in common containers.

1. When the same drink is poured into different sorts of glasses, what do you notice?

2. Compare a standard drink of different sorts of beverages. What do you notice?

3. Which drink would it be easiest to consume a lot of? Why is this?

4. How many standard drinks of spirits will fit into some of the glasses available?

5. What is the range of sip sizes amongst those who have measured sip sizes?

6. If you are drinking from a bottle or can, how many of those sip sizes would it take to equal one standard drink?

After completing the above activity, colour in what a standard drink would look like poured into these glasses. Refer to page 15 of this workbook to check your answers.
In this activity you will have the chance to be one of a panel of advisors. The panel will give advice about one of the scenarios below.

**Scenario 1**

You are at a party where a person keeps offering you drinks of unknown content. You really like the person and are feeling pretty relaxed but don’t know him or her very well. He or she asks you to go with him or her to a friend’s place.

**Possible positive solutions**

Panel: __________________________________________________________

_______________________________________________________________

Observer: _______________________________________________________

_______________________________________________________________
**Scenario 2**

You are one of a group who want to have a few drinks in the park to ‘loosen up’ before going out. You don’t want to drink but other members of your group are pressuring you and calling you names. What could you do?

**Possible positive solutions**

Panel: 

Observer:

**Scenario 3**

You are down by a creek ‘hanging out’ with a large group of friends. Although you are sober, some people are drinking heavily and start arguing. There is clearly jealousy between two girls over a boy and things are getting nasty. One of the girls is your cousin. The boy being fought over drags your cousin off towards his car. He is drunk too. What could you do?

**Possible positive solutions**

Panel: 

Observer:

**Scenario 4**

You are about to walk home from the local football final. It is getting dark. You and your best friend Jane are meant to stick together. Jane has been offered a lift home by car with Jason. Jason is 18 years old, a football player and has had some drinks after the game. What could you do?

**Possible positive solutions**

Panel: 

Observer:
The day after

After viewing the video, reflect on and record what happened.
Sexual vulnerability and taking risks

Respond to the following questions after watching the video.

1. What could have happened to Lisa at the party?

2. How might this affect her reputation?

3. How would Matt’s reputation be affected?

4. What could Lisa’s friends have done to prevent this from happening?

5. What could Lisa’s friends do now to minimise any harms?

6. Does a drunk male risk the same harms as a drunk female? Explain.

7. Write the end of the script. Try writing a positive (good) ending and a negative (bad) ending.
Making decisions about alcohol

After viewing the video, write down any personal thoughts you have about issues or choices the video has raised. Alternatively, you can write your responses to the questions below.

Personal reflections

Video Segment 7: Friends and alcohol

• How do friends help to keep you safe from the possible harms of alcohol?

Video Segment 8: Abstinence

• How easy do you think it is for people to say ‘no’ to alcohol?
Choose two situations from the scenarios listed on these two pages or invent your own. List the negative and the positive thoughts for each character. Tick the scenario you choose to use.

- **The decider game**
- **You have been talking to a really interesting person who you have just met. You have had quite a lot to drink. He or she suggests you go somewhere quieter to talk. This means leaving your friends.**
  - What decision do you think this character would make based on his or her thoughts?
  - Which thoughts were the most influential?
- **You have been invited to a party that you know will be pretty wild. You think that your parents won’t let you go if they know whose party it is.**
  - What will you do?
- **A friend (who you were going to walk home with) has accepted a lift home with someone who has had a few drinks. Your friend wants you to come too.**
  - Will you?
- **Your friends are getting drunk and talking about using other drugs.**
  - Will you join them?

negative

positive
What decision do you think this character would make based on his or her thoughts?

Which thoughts were the most influential?

scenario 1:

scenario 2:

invent your own situations

negative

positive
Role play: It happened like this

Write about or illustrate one of the role plays you observed or participated in that shows how a common harm could result from risky use of alcohol. Include the **Who?**, **Where & When?**, and **What happened?**

**Who?**

**Where & when?**

**What happened?**
Choose a television program or advertisement that refers to alcohol and complete the analysis.

### Analysis

**Advertisement or TV program**

__________________________________________

**Date**

__________________________________________

**Channel**

__________________________________________

**Duration**

__________________________________________

**Brief description**

__________________________________________

**People in the advert/program**

- [ ] family
- [ ] famous people
- [ ] cartoon characters
- [ ] animals
- [ ] sporting people
- [ ] actors
- [ ] Other

**Feelings shown**

- [ ] achievement
- [ ] happiness
- [ ] sadness
- [ ] affection
- [ ] aggression
- [ ] sexuality
- [ ] kindness
- [ ] dislike
- [ ] Other

**Message slogan**

__________________________________________

__________________________________________

__________________________________________

**Who is the target audience for the advert/program?**

- [ ] children
- [ ] young people
- [ ] students
- [ ] males
- [ ] females
- [ ] adults
- [ ] parents

**How does the advert/program you have chosen affect your attitude to alcohol?**

__________________________________________

__________________________________________

__________________________________________

__________________________________________

**What appeals to you about the advert/program?**

- [ ] relationship with friends/family
- [ ] healthy/fit
- [ ] good looking
- [ ] cool
- [ ] popular
- [ ] sexual
- [ ] wealthy
- [ ] successful
- [ ] Other
These are the lyrics accompanying the introductory theme of the *Rethinking Drinking* video.
Have a go at composing some lyrics for some more verses.

I am the voice
I make my choice
Go for the brake
Choose what you take

Every party and have a little fun
but remember keep your head and look out for number one

I am the voice
I make my choice
I play by feel
but keep it real

Every party and have a little fun
but remember keep your head and look out for number one

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### Individual
- 18-year-old male who is keen on basketball

### Alcohol
- 6 full-strength beers

### Situation
- alone

### Extra Risks
- using marijuana

### Harms
- excessive drinking before sport
- dehydration before sport
- mixing of drugs

### Strategies for reducing harm
- avoid drinking alcohol before or immediately after a game
- avoid poly-drug use
- have spacers (water/non-alcoholic drinks) when drinking

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**Risky business**

Combine the four risk cards given to you to create your own scenario. List the possible harms in your scenario and the strategies for reducing them. An example is provided below.
Lesson Topic 9 Activity 3
Classroom Program page 66

Safety first

**DO’S**
- **DO** make sure a very drunk person is in a safe environment.
- **DO** protect a very drunk person from extremes of hot and cold.
- **DO** remember that shock may result from excessive vomiting or heavy bleeding.
- **DO** be aware of the importance of applying first aid.
- **DO** consider undertaking first aid training.

**DON'TS**
- **DON'T** ignore someone who is vomiting continuously.
- **DON'T** try to prevent vomiting.
- **DON'T** give someone fluids (not even water) if he or she is in shock or unconscious.
- **DON'T** throw someone in the water to sober him or her up.
- **DON'T** give someone other drugs to either wake him or her up or calm him or her down.
- **DON'T** leave an unconscious person unattended. Stay with the person until the ambulance arrives.

If in doubt, phone the ambulance service on 000 (or 112 from a mobile phone) and ask them for advice.

What to do in a ‘crisis’

**First Aid**

7 points for attention

1. **Call an ambulance - 000 (or 112 from a mobile phone).** Don’t delay because you think that you might get your friend into trouble. Ambulance officers don’t have to involve the police.

2. **Attention to your own safety and bystander safety is essential.** Assess the situation using the DRABC formula: danger, response, airway, breathing, circulation.

3. **Stay with the person until the ambulance arrives.** Find out if anyone around has a first aid certificate.

4. **Loosen tight clothing if necessary.**

5. **If the person is unconscious, turn him or her onto his or her side in the recovery position.** Tilting the head back a little to keep the airway clear.

6. **If breathing has stopped, give EAR (expired air resuscitation).** If there is no pulse, apply CPR (cardio pulmonary resuscitation).

7. **Give the ambulance officers as much information as you can about what happened, eg any other drugs taken, other medical conditions.**
Complete the following Action Chart using the information from page 30 as a guide, or other knowledge or information you have gathered.

**What can you do if a friend:**

- passes out in the street on the way home?
- is feeling unwell and tells you he or she thinks his or her drink was spiked?
- is found lying in a pool of his or her own vomit, seemingly asleep?
- falls over after drinking and hits his or her head?
- wants to dance or play chicken in the street while drunk?
- wants to have a sculling competition with a large bottle of spirits?
- wants to sober someone up by putting him or her in the pool?
Go for your life!

After viewing the video, write down any personal thoughts you have about issues or choices the video has raised. Alternatively, you can write your responses to the questions below.

Personal reflections

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________

• What obstacles did the people in the video face?

__________________________________________________________________________________

__________________________________________________________________________________

• What are some of the biggest obstacles you think young people face in their lives?

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________
Danger ranking

Think about which situations need to be avoided by ranking them from most to least dangerous.

If you have done this activity with the whole class, choose and list your own top four and bottom four situations.

- Drinking alcohol if you’re pregnant
- Drinking alcohol while using other drugs
- Having a sip of your parent’s wine during dinner
- Drinking a whole bottle of whisky/cask of wine
- Driving home (without a licence) because a parent is too drunk to drive
- Binge drinking
- Not drinking alcohol when others around you are
- Drinking alcohol with strangers
- Walking home alone drunk
- Mixing alcoholic drinks
- Arriving home drunk
- Going to a party without a plan to get home
- Having a glass of champagne at a wedding
- Getting into a car with a drunk driver
- Gate-crashing a party
- Having a big party when your family is away
- Tasting a couple of drinks at your parents’ party
- Getting drunk with friends around a campfire

Can you ‘trust’ someone when they’re drunk?

__________________________________________
__________________________________________
__________________________________________
__________________________________________

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The predicament game

Choose one of the two 'predicaments' below and work out the best way to make sure your friend doesn't come to harm. You can choose to provide your own predicament.

- A close friend of yours seems to be too drunk to know what she's doing. She's about to go out the back with a guy she's just met.

or

- A friend of yours is really drunk. Now he wants to go and smash up someone who has had a go at him.

What could you do?

What could your friend do to avoid or minimise the harm in such a situation?
Changing the culture

Make up an imaginary club in the area that you live in and come up with a policy to encourage low-risk drinking. Think about the safety of players, supporters and families.

Using the list below as a starting point, fill in the details of your club.

- location
- type of sport/s
- age of club members (across players, spectators and administrators)
- your club policy
- alternatives to alcohol
- identified role models

What policies could your club introduce to encourage low-risk drinking?
Sport, alcohol and the media

AD BREAK

Design an advertisement, a slogan or a poster promoting safe alcohol use in a sporting club. This could be in print form or a web-based design.

An example of one used successfully in the past is: “Rehydrate before you celebrate”
Complete this form to review what new knowledge you’ve gained and the skills you’ve learned in the *Rethinking Drinking* program.

**During my participation in the group I was able to contribute by:**
- sharing my ideas with others
- listening to and considering the ideas of others
- supporting and encouraging the participation of others.

**How I would rate my competency to make sound decisions in life situations involving alcohol use. I can:**
- assess potential harms or risks in a range of situations
- identify options
- predict consequences for a range of choices
- make decisions that are right for me
- identify pressures or influences that may affect the decisions of others
- plan strategies to minimise harm to myself or to others
- identify situations in which young people can be at risk of sexual harm
- locate health or counselling services available to those in need
- assert my decisions or carry out actions needed for my own safety
- match drinking choices with the likely outcomes
- identify ways to take a harm minimisation approach in the hosting of a party
- identify circumstances and situations in which the consumption of alcohol is particularly risky
- plan for safe travel to and from a party
- identify my supports should I need help
- plan not to drink or calculate for a ‘safe’ level of drinking
- pour standard drinks

- estimate likely blood alcohol concentration (BAC) levels, understanding that they vary for males and females, and are influenced by many factors
- work out how much time sobering up might take.

**In the area of my knowledge about alcohol and its effects I can:**
- pour a standard drink of:
  - (a) beer
  - (b) light beer
  - (c) wine
  - (d) fortified wine (port or sherry)
  - (e) spirits
- estimate how many standard drinks there are in a bottle or container
- state the legal blood alcohol level for a ‘P’ plate driver
- state the legal blood alcohol level for a fully licensed driver
- identify myths about sobering up
- state approximately how many standard drinks the body can process in an hour
- outline appropriate first aid actions in common accidents involving alcohol
- list three factors that affect BAC levels.

**I know enough/need to know more about:**

**How I rate the level to which I applied myself to:**
- completing written work
- thinking about the issues or situations studied
- participating in class activities.
Assessor’s name:  

Group members’ name: 1. 2. 3. 4.  

<table>
<thead>
<tr>
<th>Group member</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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<tbody>
<tr>
<td>(a) Listening and considering the ideas of others</td>
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<tr>
<td>(b) Sharing their ideas with others</td>
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<tr>
<td>(c) Participating in the group</td>
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<tr>
<td>(d) Supporting and encouraging the participation of others</td>
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<td>(e) Comments</td>
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