
CITIZENSHIP EDUCATION AND ALCOHOL

FOR SECONDARY SCHOOLS



www.citizen.org.uk/education/resources.html

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Institute for Citizenship
62 Marylebone High Street
London W1U 5HZ
020 7935 4777

Authors: Lee Jerome and Helen Young

Please send any comments or suggestions to
feedback@citizen.org.uk

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Introduction

Where is this Resource from?

The Institute for Citizenship is an independent charitable trust that works to promote informed active citizenship and greater participation in democracy and society. It was established in 1992 by the then Speaker of the House, the Rt Hon. Bernard Weatherill MP. The Institute develops and pilots innovative citizenship education resources, undertakes research and seeks to stimulate debate around citizenship issues. The work of the Institute for Citizenship is made possible through a wide range of local and national partnerships.

Acknowledgements

The development of this resource has been supported by the Portman Group. The Portman Group is not a trade association, but a pan-industry organisation whose purpose is to help prevent misuse of alcohol and to promote sensible drinking. An independent company, limited by guarantee, The Portman Group was set up in 1989 by the UK's leading drinks manufacturers, which together supply the majority of the alcohol sold in the UK.

This resource aims to:

- encourage informed debate around issues related to alcohol
- cover a significant proportion of the citizenship education programme of study
- complement the QCA exemplar units of work for drugs, alcohol and tobacco education.

The development of this resource has benefited from consultation with young people at an event organised by the National Children's Bureau for the DfES Drug Education Forum in October 2002. The following schools participated in the event and trialled activities from this pack:

Ashton on Ribble High School

Carshalton High School for Boys

Ellis Guilford High School

Nailsea School

Ponteland Community High School

Wallington High School for Girls

Alcohol Concern provided advice for *Alcohol and the Law*.

Citizenship Education and Alcohol

Many schools are incorporating aspects of citizenship into their PSHE provision. On one level this makes sense, both because it consolidates the joint provision at key stages 1 and 2 and also because there are significant similarities and complementary areas of content and concern. Linking PSHE and citizenship helps to deliver these similarities and address the personal development of young people in a more holistic manner, improving their understanding and skills in interpersonal relationships, self esteem, developing a healthy lifestyle and participating in the wider community.

Whilst the link is strong between the two subjects, there are problems that emerge in the carousel model that is developing in many schools. If pupils encounter half termly modules in either PSHE or citizenship, it is unlikely that the holistic view of a particular issue will be developed. This pack is intended, in part, as an illustration of the links between PSHE and citizenship and provides some more citizenship focused activities to complement the work that is already likely to be happening in schools in relation to alcohol education.

Teaching about alcohol has traditionally been part of Science and PSHE. Citizenship education provides an important element that may have been missing in some programmes, and a unique way into education about alcohol, drawing out different aspects such as the role of the law and the media. We hope that in this way it will provide resources that will help teachers develop schemes of work in schools which draw out both the PSHE and the citizenship angles to specific topics.

Each of the five activities in this resource has been selected because of a link with the key stage 3 and 4 programmes of study for citizenship. They have also been selected so that they complement the suggested activities in the exemplar units of work developed by the QCA as part of the new guidance relating to Drugs, Tobacco and Alcohol education.

Useful Organisations and Websites

The following list contains some organisations and websites which both teachers and pupils may find useful. You may also wish to contact your LEA to find out about local support.

Advertising Standards Authority

The ASA is the independent, self-regulatory body for non-broadcast advertisements in the UK. It administers the British Codes of Advertising and Sales Promotion to ensure that adverts are legal, decent, honest and truthful.

The site has a guided tour for schools and colleges.
www.asa.org.uk

Alcohol Concern

Alcohol Concern is the national agency on alcohol misuse. It works to reduce the incidence and costs of alcohol-related harm and to increase the range and quality of services available to people with alcohol-related problems.

The site contains a range of information including factsheets.

www.alcoholconcern.org.uk

Campaign for Real Ale (CAMRA)

CAMRA's mission is to act as champion of the consumer in relation to the UK and European beer and drinks industry.

The site may provide you with alternative viewpoints to those put forward by organisations such as the Institute of Alcohol Studies, particularly in areas such as the debate over pub opening hours.

www.camra.org.uk

Department for Education and Skills (DfES): Schemes of Work

The citizenship schemes of work are available to download.

www.standards.dfes.gov.uk/schemes

There are exemplar units for alcohol education available on the **QCA website**:

www.qca.org.uk

Department of Health (DoH): Drugs Misuse Information Drugs

Education and Prevention Information Service (DEPIS)

This service is commissioned by the Department of Health and managed by DrugScope and provides information about drug education and prevention projects and resources for those working with children and young people and their parents/carers. DEPIS provides access to evaluations and reviews to support the development of good practice in the field.

www.doh.gov.uk/drugs/depis

DrugScope

General information on alcohol and on drug and alcohol education.

www.drugscope.org.uk

Eurocare - Advocacy for the Prevention of Alcohol Related Harm in Europe

Eurocare is an alliance of agencies set up to tackle problems associated with alcohol use at a European Level.

This webpage was produced by the Institute for Alcohol Studies. It provides information regarding alcohol in countries across Europe and is therefore useful for making comparisons on alcohol consumption, alcohol related problems and alcohol policies.

www.eurocare.org/profiles

Her Majesty's Stationery Office (HMSO)

You can look at Acts of Parliament on this site.

www.hmso.gov.uk

Institute for Citizenship

The Institute for Citizenship is an independent charitable trust that works to promote informed active citizenship and greater participation in democracy and society.

The site provides information about INSET and other services and contains a number of downloadable teaching resources.

www.citizen.org.uk

62 Marylebone High Street
London
W1U 5HZ
Tel: 020 7935 4777
Fax: 020 7486 9212

National Curriculum

The citizenship programme of study is available online.

www.nc.uk.net

Institute of Alcohol Studies

The IAS is an educational body with the basic aims of: increasing knowledge of alcohol and the social and health consequences of its misuse; and encouraging and supporting the adoption of effective measures for the management and prevention of alcohol-related problems. The Institute is financially independent of both government and the drinks industry.

The website includes extremely useful factsheets on a range of alcohol related issues.

www.ias.org.uk/factsheets/default.htm

The Portman Group

The Portman Group is not a trade association, but a pan-industry organisation whose purpose is to help prevent misuse of alcohol and to promote sensible drinking. An independent company, limited by guarantee, The Portman Group was set up in 1989 by the UK's leading drinks manufacturers, which together supply the majority of the alcohol sold in the UK.

The site has information about the Proof of Age Card and about sensible drinking. There is also an alcohol education resources directory.

www.portman-group.org.uk

7-10 Chandos Street
Cavendish Square
London
W1G 9DQ
Tel: 020 7907 3700
Fax: 020 7907 3710

Teachernet

This is a DfES website for PSHE and contains links to documents and resources.

www.teachernet.gov.uk/pshe

Wired for Health

This site has general information for teachers about the requirements for alcohol education. It has links to useful sites for pupils (one for each key stage).

www.wiredforhealth.gov.uk

A School Policy on Alcohol:

Teacher Notes

Overview

Through considering specific examples, pupils consider what is acceptable behaviour related to alcohol in school.

Learning Outcomes

Pupils will:

- consider dilemmas related to people and alcohol
- empathise with a headteacher
- consider the difference between what people do and what they think they should do
- consider how people's behaviour affects others in society
- jointly prepare a school policy.

Introduction

Schools are responsible for pupils' welfare.

A number of teenagers use and abuse alcohol.

This activity is to encourage pupils to think about how schools should respond to alcohol use.

Activity

Pupils form pairs. Hand out *Pupil Page 1* (outlining scenarios from a pupil perspective) to half the pairs and *Pupil Page 2* (outlining the same scenarios from a headteacher perspective) to the other half. Pupils discuss the scenarios.

Ask the pupils to move into larger groups of 'pupils' and 'headteachers' and compare their conclusions.

Plenary

Discuss why some of the scenarios were easier to deal with than others.

As a whole class, develop a school policy based on feedback from the groups. It may be difficult for some pupils to make the move from discussing the individual examples to whole school policy issues. This can be helped during the plenary period if the teacher tries to draw out the reasons behind pupils' judgements as they report back to the class. If opinions are being justified from the outset, it will be more apparent how the discussion can be linked to general statements about policy.

Possible Additional Activities

Does the school or LEA have a policy? If so how similar is it to the one developed in this lesson?

Resources

Copies of *Pupil Page 1* for half the class

Copies of *Pupil Page 2* for half the class

Background Information

The pupils will probably make distinctions between what they 'would do' and what they 'should do'. You may like to discuss the factors that prevent them doing what they think they 'should do'. However, very few 'shoulds' are absolute and we often do not do what we think we should if we consider that it would lead to more harm than good (the distinction between deontological and utilitarian ethics). Note: If you have a particular interest in this area of philosophy, see ed Honderich, T. (1995) *Oxford Companion to Philosophy* Oxford University Press. For a teaching resource, see Hayward, J. and Jones, G. and Mason, M. (2000) *Exploring Ethics: Activity-Centred Teaching to Develop Thinking about Values* John Murray.

Policies cannot be reactionary, they must suit all possible occurrences.

A SCHOOL POLICY ON ALCOHOL: PUPIL PAGE 1

Pupil Scenarios



1) Mary is 12. She has brought in a bottle of fizzy drink with vodka added to it. She and her friend Ashika drink the contents of the bottle at break time and begin acting in a silly way during the next lesson. The teacher is suspicious and when she approaches the girls realises that they are drunk. When challenged, Mary denies everything and says the teacher is imagining it.

As a friend of Mary and Ashika what would you do?

What should you do?

(2) James is in Year 10 and his parents own a mini-market with an off-licence section. He has taken six cans of beer from the shop and is selling them to younger pupils at lunch time for £3 a can. This has come to the attention of a teacher because a boy in Year 7 drank a can and was sick all over the toilets.

As James' best friend you hear that a teacher is looking for him. What would you do?

What should you do?

(3) An 18 year old, Peter, is appearing for the first time in one of the sixth form plays. He has been getting increasingly nervous as the first night approaches. On the day he is a nervous wreck and one of his friends takes him to the pub before the performance. He has had a couple of drinks to try to calm down and when he runs on stage in the final rehearsal that afternoon he trips over a prop and falls off the stage.

You are one of the other actors in the play and a friend of Peter. What would you do?

What should you do?

(4) Mr. McCluskey, the geography teacher, is a popular teacher who prepares his lessons well and generally helps his classes get above average exam results. He often smells of alcohol and occasionally leaves the classroom for a few minutes to get something from the stock room. When he returns he smells of whisky.

Mr. McCluskey arrives in your class swaying and smelling strongly of alcohol. What would you do?

What should you do?

ACTIVITIES



(5) Mr. Hastings, the father of a Year 7 pupil, arrives in school to pick up his daughter, Julie. She has been kept behind because she has been naughty in one of her lessons. Mr Hastings begins to shout at the teacher for keeping Mary behind. He says if it happens again there will be trouble. He has obviously been drinking and is slightly wobbly on his feet.

You have also been kept behind for detention. When Mr. Hastings leaves, your teacher looks quite shaken up. What would you do?

What should you do?

(6) Brian is in Year 11 and has started going out to nightclubs with his mates at the weekend. He arrives late for school on Monday morning, looking quite pale and sits at the back of the class. When his teacher asks him why he is not getting on with his work, he says he has got a really bad hangover and will catch up with it as homework later.

As one of Brian's drinking mates you know that he has been drinking more heavily recently. What would you do?

What should you do?

(7) Jack is 13 and is coming down with a bad cold. He went to bed early last night but really wanted to come to class today to finish off a project he has been working on with some friends. His mother has given him a flask with a 'hot toddy' to take at lunch time. It contains a mixture of whisky, hot milk and honey that his mum uses when the family gets ill.

You are having lunch with Jack and he tells you what is in his flask. What would you do?

What should you do?

A SCHOOL POLICY ON ALCOHOL: PUPIL PAGE 2

Headteacher Scenarios



- (1) Mary is 12. She has brought in a bottle of fizzy drink with vodka added to it. She and her friend Ashika drink the contents of the bottle at break time and begin acting in a silly way during the next lesson. The teacher is suspicious and when she approaches the girls realises that they are drunk. When challenged, Mary denies everything and says the teacher is imagining it.

A member of staff has reported this problem to you as headteacher. What would you do?

What should you do?

- (2) James is in Year 10 and his parents own a mini-market with an off-licence section. He has taken six cans of beer from the shop and is selling them to younger pupils at lunch time for £3 a can. This has come to the attention of a teacher because a boy in Year 7 drank a can and was sick all over the toilets.

This incident has come to your attention because the Year 7 boy's parents complained to the school. As headteacher, what would you do?

What should you do?

- (3) An 18 year old, Peter, is appearing for the first time in one of the sixth form plays. He has been getting increasingly nervous as the first night approaches. On the day he is a nervous wreck and one of his friends takes him to the pub before the performance. He has had a couple of drinks to try to calm down and when he runs on stage he trips over a prop and falls off the stage.

You are supervising the final rehearsal and as headteacher you are concerned that parents and governors do not see anything that is embarrassing to the school. What would you do?

What should you do?

- (4) Mr. McCluskey, the geography teacher, is a popular teacher who prepares his lessons well and generally helps his classes get above average exam results. He often smells of alcohol and occasionally leaves the classroom for a few minutes to get something from the stock room. When he returns he smells of whisky.

As headteacher you have been made aware of the situation by a pupil coming to see you. What would you do?

What should you do?

ACTIVITIES



- (5) Mr. Hastings, the father of a Year 7 pupil, arrives in school to pick up his daughter, Julie. She has been kept behind because she has been naughty in one of her lessons. Mr Hastings begins to shout at the teacher for keeping Mary behind. He says if it happens again there will be trouble. He has obviously been drinking and is slightly wobbly on his feet.

The member of staff involved has written up a report about the incident and copied it you as headteacher. You know Mr. Hastings has a violent past. What would you do?

What should you do?

- (6) Brian is in Year 11 and has started going out to nightclubs with his mates at the weekend. He arrives late for school on Monday morning looking quite pale and sits at the back of the class. When his teacher asks him why he is not getting on with his work, he says he has got a really bad hangover and will catch up with it as homework later.

The teacher involved mentions this incident to you in the staff room. As headteacher, what would you do?

What should you do?

- (7) Jack is 13 and is coming down with a bad cold. He went to bed early last night but really wanted to come to class today to finish off a project he has been working on with some friends. His mother has given him a flask with a 'hot toddy' to take at lunch time. It contains a mixture of whiskey, hot milk and honey that his mum uses when the family gets ill. A teacher smells the whisky as Jack pours out his drink at lunch time.

As headteacher you happen to be on lunch duty today and smell the whisky in Jack's flask. What would you do?

What should you do?

Alcohol and the Law: Teacher Notes

Overview

Pupils familiarise themselves with the law relating to alcohol through looking at case studies.

Learning Outcomes

Pupils will:

- learn about some of the laws relating to alcohol
- realise that the laws are complex and some are very old
- consider why we have laws.

Introduction

Discuss why there are laws relating to alcohol. The government mostly makes laws to protect citizens from each other but also makes laws to protect people from self-harm.

Activity

Give pupils, *Pupil Page 1* and ask them to guess which actions are illegal.

Give pupils, *Pupil Page 2* and ask them whether each scenario on page 1 is:

- a) legal
- b) illegal
- c) can't tell – need more information.

If they answer 'can't tell' they should state which further information they need.

Pupils may do this activity alone or in groups depending on their ability.

Plenary

Which law were they most surprised by?

Do they agree with all the laws? Why?

Possible Additional Activities

Summarise the law in a simple form for Year 7 or primary school pupils.

Resources

Each pupil needs a copy of:

Alcohol and the Law: Pupil Page 1

Alcohol and the Law: Pupil Page 2

Background Information

If you are reading this after July 2003, you will need to check whether the Entertainment and Licensing Bill has gone through Parliament and the law has been changed.

Scenario <i>(assume that these events happened in England)</i>	Guess	Answer	Further information needed
A five year old drank cider in a registered private club.		Legal	
A doctor gave medicine containing alcohol to a four year old.		Legal	
A police officer confiscated a bottle of wine from two 17 year olds who were drinking it in a park then told their parents. Did the police officer act legally?		Legal (for the police officer)	
A licensed pub stayed open till 11pm.		Can't tell	We need to know which day of the week it is.
A 13 year old was in the bar of licensed premises at 10pm with her father.		Illegal	
Two adults were drinking quietly on a train travelling to a football match.		Can't tell	We need to know whether it was a designated train.
A barman sold a pint of beer to a very drunk adult in his licensed pub during legal opening hours.		Illegal	
A 16 year old bought and drank beer on licensed premises.		Can't tell	We need to know if they were in an eating area and ate a meal.
A man, who was drunk but quiet, walked home with his son.		Can't tell	We need to know the age of the son.
A 17 year old was employed to work behind a bar of a licensed premises selling alcohol but did not drink anything herself (she is not part of the Modern Apprenticeship Scheme).		Illegal	

ACTIVITIES

ALCOHOL AND THE LAW: PUPIL PAGE 1

Activity 1

Read each scenario and in the 'Guess' column write whether you think what happened was legal or illegal.

Activity 2

Read *Pupil Page 2*.

For each of the scenarios, consider whether it is:

- a) legal
- b) illegal
- c) can't tell – need more information.

Write your answer in the third column.

If your answer was 'can't tell', indicate in the final column what further information you would need to make a decision.

Scenario <i>(assume that these events happened in England)</i>	Guess	Answer	Further information needed
A five year old drank cider in a registered private club.			
A doctor gave medicine containing alcohol to a four year old.			
A police officer confiscated a bottle of wine from two 17 year olds who were drinking it in a park then told their parents. Did the police officer act legally?			
A licensed pub stayed open till 11pm.			
A 13 year old was in the bar of licensed premises at 10pm with her father .			
Two adults were drinking quietly on a train travelling to a football match.			
A barman sold a pint of beer to a very drunk adult in his licensed pub during legal opening hours.			
A 16 year old bought and drank beer on licensed premises.			
A man, who was drunk but quiet, walked home with his son.			
A 17 year old was employed to work behind a bar of a licensed premises selling alcohol but did not drink anything herself (she is not part of the Modern Apprenticeship Scheme).			

**This exercise does not take specific bye-laws into account*

ALCOHOL AND THE LAW: PUPIL PAGE 2

The laws governing the consumption, sale and use of alcohol are extremely complex. This is a summary of the main points and should not be taken as a definitive statement.

Licensed Premises

The sale of alcohol has been regulated in Western nations for centuries. In the UK, the Licensing Act 1964 is the main control over where, when and to whom alcohol can be sold. Under it, licensing justices (magistrates) have discretion to grant a licence to sell alcohol to any person they think 'fit and proper'. Licences can be for consumption either on or off the premises. An opportunity is provided for anyone (including the police and local residents) to object to the renewal of a licence on a wide variety of grounds.

Licensing Hours

On-licences

Weekdays excluding Christmas Day
11am to 11pm

Sundays excluding Christmas Day
12 noon to 10.30pm

Christmas Day
12 noon to 3pm and 7pm to 10.30pm

Off-licences

Weekdays excluding Christmas Day
8am to 11pm

Sundays excluding Christmas Day
10am to 10.30pm

Different hours apply to registered clubs, and to premises with Special Hours Certificates, Supper Hours Certificates or Restaurant Licences.

Laws Governing Purchase and Consumption of Alcohol by Young People by Age

under 5 may not be given alcohol except on medical orders.

5+ may consume alcohol at home or in registered private clubs or in any public place (subject to local bye-laws).

under 14 may not be present in the bar of licensed premises unless accompanied by a person over 18, it is before 9pm and a children's certificate relating to the bar is in force.

14+ may be in the bar of licensed premises during the permitted hours.

16+ may purchase beer, porter, cider or perry with a meal in an eating area on licensed premises. In Scotland wine can also be bought.

under 18:

may not purchase or be supplied with or consume alcohol in a bar.

may not purchase alcohol from an off-license, supermarket or wholesaler.

may not be employed in a bar of licensed premises.

in Northern Ireland only, may not enter licensed premises.

any age may be present in registered private members' clubs.

Drunkenness

There are many laws, some going back to the 19th century, governing drunken behaviour.

1839 Metropolitan Police Act

Offence – being drunk in a street or public place in the Metropolitan Police area and being guilty of riotous or indecent behaviour.

A C T I V I T I E S

1872 Licensing Act

Offence – being drunk on a highway or other public place or on licensed premises.

1902 Licensing Act

Offences

being drunk in charge of a child under seven.

being drunk and incapable on any highway or other public place.

1964 Licensing Act

Offence for licensee to permit drunkenness on premises and to serve a drunken customer.

Offence of procuring a drink for a drunken person and of aiding a drunken person to obtain or consume alcohol in licensed premises.

Licensees given powers to refuse to admit to, or expel from, licensed premises any drunken person.

1967 Criminal Justice Act

Increased the penalty for drunk and disorderly offences.

1980 Criminal Justice (Scotland) Act

Increased the penalty for drunkenness offences in Scotland.

1980 Licensed Premises (Exclusion of Certain Persons) Act

Offence – any person convicted of any offence committed on licensed premises involving violence may be banned from entering licensed premises.

1985 Sporting Events (Control of Alcohol) Act

Offence – prohibits the possession of alcohol at specific sporting events, and on public transport travelling to and from these events.

1997 Confiscation of Alcohol (Young Persons) Act

Police have powers to confiscate alcohol from under-18s drinking in public and to contact their parents.

1997 Prisons (Alcohol Testing) Act

Power to test prisoners for alcohol.

Local bye-laws

May prohibit drinking in designated areas.

This is a summary of a detailed factsheet, which is available from the Information Unit at Alcohol Concern (See Useful Organisations and Websites). Many other factsheets are also available.

Drink Driving: Teacher Notes

Overview

Pupils consider the law around drink driving and the types of punishments imposed.

Learning Outcomes

Pupils will:

- consider what factors should be taken into account when sentencing, using drink driving as an example
- learn about the law around drink driving
- consider the purpose of punishment
- express, justify and defend a personal opinion
- contribute to class discussions.

Introduction

Why do people drink and drive? (They forget they have drunk so much; they think they are sober; alcohol can change people's perceptions of right and wrong etc.)

Activity

In groups, pupils place the cards from *Drink Driving: Pupil Page 1* on what they believe to be the appropriate box on *Drink Driving: Pupil Page 2*.

Show the pupils the 'answers'.

Discuss what punishments might be appropriate.

Discuss the difference between driving above the limit and getting home safely and driving above the limit and killing someone. The driver did the same thing – should punishments be for intention or actual consequences? (look at other examples: A mugged B and B had a heart attack).

Should punishments be designed to prevent the offender re-offending or to act as an example to prevent other people from offending?

How might punishments be designed to prevent re-offending?

Plenary

Discuss which parts of the activity pupils found easy and difficult and which issues they agreed or disagreed on.

Possible Additional Activities

Consider the different blood levels of alcohol allowed in different countries of the EU. Why are they different? Discuss the making of laws in the UK, the EU – look at the impact of lobby groups such as the drinks industry. The websites in *Useful Organisations and Websites*, particularly the Institute for Alcohol Studies factsheet, may be useful.

Pupils might read the Road Traffic Act 1988 (c. 52). Ask what surprises them about both the language and the content of the Act. For example, the first paragraph is: “Be it enacted by the Queen’s most Excellent Majesty, by and with the advice and consent of the Lords Spiritual and Temporal, and Commons, in this present Parliament assembled, and by the authority of the same, as follows:-” The act can be found on the website of Her Majesty’s Stationery Office (www.hmsso.gov.uk).

Discuss spot checks. Do pupils think it is an infringement of people’s rights to be stopped randomly or is it a price worth paying to enforce the law?

Resources

Each group needs:

the cards from *Drink Driving: Pupil Page 1*

one copy of *Drink Driving: Pupil Page 2*.

Background Information

The following is a guide to the sentence a person would probably receive. Sentencing always depends on a number of factors so a categorical answer is not possible. The following is where we would expect pupils to have placed the cards on *Pupil Page 2*.

A The information should not affect the sentence of the person caught drink driving

2. The driver had a previous conviction for shoplifting
3. The driver had a previous conviction for speeding
7. The driver was female
10. The driver was very repentant and sorry
14. The driver was very polite to the police
15. The driver was very rude to the police

B The information should lead to the driver receiving a much harsher sentence

4. The driver had a previous conviction for drink driving
8. The driver killed a pedestrian while driving
9. The driver injured a pedestrian while driving

C The information should lead to the driver receiving a slightly harsher sentence

- 5. The driver attempted to run away when the police stopped their car
- 6. The driver refused to take a breath, blood or urine test, even when taken to the police station
- 12. The driver was two times over the limit

D The information should lead to the driver receiving a much lighter sentence or no sentence

- 1. Driving was the only way for the driver to escape from a dangerous or violent situation
- 11. The driver was taking a pregnant woman, in the advanced stages of labour, to the hospital

E The information should lead to the driver receiving a slightly lighter sentence

- 13. The driver was only slightly over the limit

DRINK DRIVING: PUPIL PAGE 1



1. Driving was the only way for the driver to escape from a dangerous or violent situation	2. The driver had a previous conviction for shoplifting	3. The driver had a previous conviction for speeding
4. The driver had a previous conviction for drink driving	5. The driver attempted to run away when the police stopped their car	6. The driver refused to take a breath, blood or urine test, even when taken to the police station
7. The driver was female	8. The driver killed a pedestrian while driving	9. The driver injured a pedestrian while driving
10. The driver was very repentant and sorry	11. The driver was taking a pregnant woman, in the advanced stages of labour, to the hospital	12. The driver was two times over the limit
13. The driver was only slightly over the limit	14. The driver was very polite to the police	15. The driver was very rude to the police

DRINK DRIVING: PUPIL PAGE 2

Place cards on the appropriate pile

A

A The information should not affect the sentence of the person caught drink driving

B

B The information should lead to the driver receiving a much harsher sentence

C

C The information should lead to the driver receiving a slightly harsher sentence

D

D The information should lead to the driver receiving a much lighter sentence or no sentence

E

E The information should lead to the driver receiving a slightly lighter sentence

Pub Licence Hours: Teacher Notes

Overview

Pupils debate the motion that there should be no restriction on pub licence hours.

Learning Outcomes

Pupils will:

- take part in a formal debate
- consider the reasons why laws are made
- understand that there are differences in opinion on how much the state should influence our lives.

Introduction

Introduce the current law on pub licensing hours. It may be useful to ask the pupils what they think the law says so that you can focus on any misconceptions that they may have.

Explain that this legislation is under review and there are a number of parties with different viewpoints.

Activity

In pairs, pupils consider all the reasons for either side of the debate.

Divide the class in half to prepare their arguments. You might give them one or both of the pupil pages. Each team should choose three speakers.

Hold a formal debate:

- a) If the pupils are familiar with formal debates one of them could act as chair otherwise the teacher should take this role.
- b) Remind pupils of the motion, "There should be no restriction on pub licence hours" (it helps to write it on the board as a constant focus).
- c) The first speaker will speak for the motion, and then another speaker will speak against it. This continues until all six speakers have finished.
- d) Questions are invited from the floor.
- e) One speaker from each side sums up the main points.
- f) A vote is held on whether the motion should be carried.
- g) You may also hold a vote on which side presented its arguments most clearly and convincingly.

Formal language and modes of addressing each other can lead to a mood in which pupils listen to each other and wait their turn. All points should be addressed to the chair.

Plenary

Discuss what halfway solutions there might be such as local decisions on licensing hours, not in residential areas etc.

Possible Additional Activities

Pupils write up the debate as a balanced argument, maybe as a newspaper report.

Resources

For very able pupils you may not give them any resources. Otherwise, pupils should be given either *Pub Licence Hours: Pupil Page 1* or *Pub Licence Hours: Pupil Page 2* depending on which side they are on.

Pupils may use the Internet to look for further information from organisations listed in *Useful Organisations and Websites* or from searching newspaper websites for relevant stories and articles.

Background Information

Permitted Hours for on-licences in England and Wales:

Weekdays	11am-11pm
Sunday and Good Friday	12noon-10.30pm
Christmas Day	12noon-3pm & 7pm-12.30am

There are specific provisions for extending the permitted hours of on-licensed premises. Since 1 April 2002, premises with a restaurant licence can continue serving until midnight (11.30pm on Sundays, Christmas Day and Good Friday), provided the sale of alcohol is ancillary to a table meal. Premises with a Supper Hours Certificate, and which are providing live entertainment for diners, can apply to the Licensing Justices for an Extended Hours Order, granting a further extension of drinking hours to 1am on weekdays. There are also 'Special Extension Orders', which can be used to extend permitted hours to celebrate events of national or local significance.' (Institute of Alcohol Studies Factsheet, Alcohol and the Law)

There is a debate about whether magistrates or local councillors should make specific decisions. If elected councillors made the decision it is likely that neighbours complaints about noise would have more impact.

PUB LICENCE HOURS: PUPIL PAGE 1

Arguments for the motion that 'There should be no restriction on pub licence hours'

- If people all come out of pubs at different times, there will be less drunk people on the street at any given time.
- There would not be binge drinking half an hour before closing time.
- People should be free to decide when they want to drink.
- We are an increasingly 24-hour society with supermarkets open at all hours etc.
- In Scotland on-licence permitted hours are 11am to 11pm but this can be extended on a 'local need' basis, in some areas up to 4am.
- Shift workers are currently excluded from evenings in the pub when they are closed before they finish work.
- 'Lord Haskins said: *"There is evidence that a single closing time creates rather than controls nuisance and disorder."*
- Another of the task force's members, Allan Charlesworth, the assistant chief constable of West Yorkshire, said that varied hours could have an effect on alcohol-related crime and disorder. He said: *"People spill out on to the streets. These people have probably downed two or three beers rather rapidly. They want fast food, they are queuing for nightclubs and taxis - and it ends up with disorder."* *Experiments with 4am closing times in Manchester and Leeds during the Euro 96 football tournament had brought no rise in disorder.'* (Round-the-clock pubs proposed George Jones, Political Editor, 22 July 1998 *The Daily Telegraph*)
- *'We support the ending of standardised permitted hours. We believe that spreading the period during which customers leave premises will reduce binge drinking, drunkenness and disorder as outlined in the White Paper.'* (Response by the Portman Group to 'Time for Reform: Proposals for the Modernisation of our Licensing Laws' 27 July 2000)
- *'The current laws are based on legislation introduced by Lloyd George to ensure that first world war ammunition workers remained sober. This hardly meets the needs of today's consumers'* (Mike Benner, Campaign for Real Ale)
- A survey commissioned by the Campaign for Real Ale in 2000 found that 79% of all adults agree or agree strongly that *'A pub should be able to open when the landlord pleases, providing the local community is protected from excessive noise or nuisance.'*

PUB LICENCE HOURS: PUPIL PAGE 2

Arguments against the motion that 'There should be no restriction on pub licence hours'

- People would drink more which is bad for their health.
- It is bad for family life for people to spend too long in the pub.
- People would stay up too late and be unfit for work the next morning.
- Excessive drinking leads to increased violent crime.
- *'The 2000 British Crime Survey, a large-scale survey asking people about their experience of victimisation, found that in 40% of all violent incidents the victim described the assailant as being under the influence of alcohol at the time of the assault.'* (Institute of Alcohol Studies Factsheet, *Alcohol and Crime*)
- *'In parts of Australia and New Zealand ... [flexible opening hours] led to increases in drunkenness, violence and disorder'* (Institute of Alcohol Studies Factsheet, *Alcohol and Crime*)
- Noisy people leaving pubs at all times of the night would disturb residents.
- The police can make a focussed effort to reduce disturbances at a specific time of night when all the pubs close at the same time.
- *'Over half (59%) of the population think that in general it would be a bad thing to extend drinking hours at night. 41% think it would be a good thing.'* (IAS Press Release, Tuesday 22nd February 2000, *Majority Oppose Late Night Drinking*)
- *'Licensing continues to be needed to regulate the sale and consumption of alcohol because of its intoxicating and addictive properties, its potential to damage health and contribute to nuisance and disorder. Determining within a legal framework the ages, times and location of purchase and consumption, the three primary aims of licensing should be to protect the young, to prevent disturbance and disorder, and to control excessive consumption in the interests of health and safety.'* (Alcohol Concern website)

Marketing Alcohol: Teacher Notes

Overview

Pupils think about how sports sponsorship, advertising and promotions are used to encourage alcohol consumption, and consider the appropriate limits to such activities.

This lesson is about the ways in which young people interpret these messages. Pupils will first spend some time in three groups learning about different techniques:

(a) Advertising; (b) Promotions; (c) Sponsorship.

They will then formulate a marketing strategy that is designed to sell a new alcopop to a young market (18-25). Their presentations will be watched closely by others in the class, in the role of an advertising watchdog. This will lead to a whole class discussion about what rules are appropriate to regulate alcohol marketing strategies.

Learning Objectives

Pupils will:

- consider the range of strategies used to promote alcohol consumption
- consider the impact of these strategies on young people
- consider why there needs to be an advertising code and what it should include
- work collaboratively and present their ideas to the rest of the class
- provide feedback to each other
- justify their own opinion about appropriate guidelines and regulation.

Introduction

You might like to start by asking these questions:

- What alcohol adverts can pupils remember?
- What images do these adverts convey? How are people who drink portrayed, where are they, what are they doing?
- Where have they seen alcohol promotions or adverts?

Activity A

Divide the class into either three or six groups so there are one or two of each: Group A, Group B and Group C. Give each group a few copies of *Pupil Page 1: Youth Drinking Briefing*. You may decide to ask each group to organise a small quiz to see if members of the group can guess each statistic.

Give each group their resources and 20 minutes to work through the tasks on their task sheet, which should be self-explanatory

Group A – Advertising

Give this group *Pupil Page 2: Advertising Task; Pupil Page 3: Advertising Cards*; examples of alcohol adverts.

Each of the cards gives a suggestion for the kinds of approaches advertising might use to sell alcohol. As you circulate round the room you might check that students have spotted that the card about health warnings is unlikely to feature in most advertising and ask them why. The activities are self-explanatory and should enable pupils to think about the ways in which advertising works and the kinds of messages communicated through advertising to appeal to different groups.

Group B – Promotions

Give this group *Pupil Page 4: Promotions Task and Pupil Page 5: Promotions Cards*.

Adverts are just one of the elements in a marketing strategy. The tasks are straightforward and should help the pupils understand that promotions are varied and involve a whole range of techniques for promoting brand awareness, targeting particular groups and offering people the chance to try the product. Encourage pupils to focus on those promotional activities that are likely to attract people under 18 as well as young adults. They may well have their own experiences on which they can draw.

Group C – Sponsorship

Give this group *Pupil Page 6: Sponsorship Task and Pupil Page 7: Sponsorship Cards*.

This activity is equally straightforward and will give pupils the chance to reflect on all the occasions when they have seen alcoholic products and brands promoted through unrelated events. Encourage them to think about the effect of this coverage in terms of brand awareness, and also the opportunities offered by specific events to target very specific social groups. A sponsor's logo on a premier league club's football strip would reach a huge and varied group of viewers, whereas sponsorship of a yacht race might offer sponsors access to a relatively well off, adult group of participants and supporters.

Plenary

At this stage you may choose to bring all the groups together to discuss the ways in which producers try to sell their products. Alternatively you could progress immediately to Activity B, as pupils will exchange their ideas in their newly formed groups.

Activity B

Form new groups, ensuring that each group includes at least one person from groups A, B and C in the earlier activity. Each group will thus include someone who has thought about each of the three elements in a marketing strategy. If you have not had a plenary discussion, give each group three minutes to find out about each of the themes covered in the earlier activity.

Then set the whole class the following task. Pupils must imagine they are a producer about to launch a new alcopop on the UK market. Put up the following information on the board or an OHP for pupils to refer to (there is an additional *Pupil Page 8: Marketing Task* that you may hand out to groups):

Marketing Brief

Product: A range of coloured, sweet fruit drinks (10% vol.) Pink is Sherbet flavour; Blue is Chewing Gum flavour; White is Liquorice flavour.

Target group: 18-25 year olds.

Price: £2.50 recommended retail price.

Sales routes: Off-licences, supermarkets, bars and clubs.

Give a definite time to aim for. This may be half an hour to come up with a detailed plan and sketches, or another lesson to come up with drafts of adverts and strap lines.

Activity C

Handout the *Pupil Page 9: Watchdog Guidance* to the whole class and explain that this page is a summary of the guidance for advertising alcohol. It is not statutory, but most companies have agreed to abide by the rules. They are partly designed to ensure that advertising does not attract young people under 18 to drinking.

As each group presents their plans to the rest of the class, the audience should keep an eye on the guidance and think about whether any of the ideas would be likely to infringe the letter or the spirit of the guidance.

Plenary

Once the presentations have all been heard, hold a plenary in which pupils can offer feedback about presentations and reflect on the adequacy of the guidelines they have been using. They might like to think about how offending strategies could be tweaked to make them acceptable under the guidelines. The following questions may also help focus the plenary:

- Is the guidance clear enough to make sure young people under 18 are not attracted by alcohol marketing?
- Have pupils seen any real marketing that they think might come close to breaking these guidelines?
- What would happen if such guidelines were not enforced?
- Should such guidance become law?
- How could the guidance be improved?

Possible Additional Activities

Pupils will be able to find out more about the debate over whether the voluntary code is effective at these websites:

www.ias.org.uk

www.alcoholconcern.org.uk

Pupils could also undertake their own media survey of alcohol advertising and share their findings with the class and others, such as those groups involved in regulating marketing e.g. the Independent Broadcasting Authority, the Independent Television Commission or the Portman Group.

Resources

Pupil Page 1: Youth Drinking Briefing

Pupil Page 2: Advertising Task

Pupil Page 3: Advertising Cards

Pupil Page 4: Promotions Task

Pupil Page 5: Promotions Cards

Pupil Page 6: Sponsorship Task

Pupil Page 7: Sponsorship Cards

Pupil Page 8: Marketing Task

Pupil Page 9: Watchdog Guidance

Examples of alcohol adverts

Background Information

This activity requires care in its delivery. The aim is not to compete on how to sell alcohol so much as to consider how advertising works and persuades us to buy things.

In the year 2000, £227million was spent on advertising alcohol in the UK. Producers argue that there is little to be concerned about in this because this expenditure is mainly about attracting existing drinkers to different brands, rather than attracting new consumers to drinking. Others argue that because advertising presents a positive image of drinking alcohol it is also likely to encourage young people to drink. For producers, advertising is only one part of their marketing strategy and they use labelling, promotions and sponsorship of events to promote their product.

Before the launch of alcopops in 1996 there was already evidence to show that young people were starting to drink at an earlier age and that they were drinking more heavily. The strong taste of most alcoholic drinks put off many from drinking at too young an age but alcopops appeal to young people who are more used to drinking sweet, soft drinks. Research has supported this contention and concluded that young teenagers see alcopops as being more appealing than traditional drinks - more refreshing, better tasting, less likely to taste of alcohol, trendier and especially suitable for teenage girls.

Marketing has also had an impact on young people who are very aware of all new drinks. The drinks with the highest level of awareness are alcoholic lemonades: two thirds of 11-12 year-olds have heard of them, peaking at 91% by age 15-16. However, these young people are not aware of the alcoholic strength of alcopops and 63% of 15-16 year-olds wrongly believe they are less strong than beer or lager.

The Portman Group website contains the guidance and further information about the voluntary code for naming and advertising alcoholic drinks. It introduced the code in 1996 and it operates a system of tribunals and panels to consider complaints. The group has no power to apply sanctions however and whilst its recommendations are generally accepted, producers have ignored them in the past.

(For further details visit the Alcohol Concern website www.alcoholconcern.org.uk and download factsheets 1 *Young People's Drinking*, and 35 *Alcopops*. Also see the Institute of Alcohol Studies website www.ias.org.uk factsheet *Alcohol and Advertising*.)

PUPIL PAGE 1: YOUTH DRINKING BRIEFING

In the year 2000, £227million was spent on advertising alcohol in the UK:

£130 million was spent on advertising beer

£41 million on spirits

£25 million on alcopops

£21 million on wine

£6 million on cider

65% of young people were aged between 13 and 14 years old when they had their first whole alcoholic drink without their parents knowing. The most popular locations for such drinking are:

Friends' homes (69%)

Own home (50%)

Parks / streets (34%)

Pubs (30%)

Young people use alcohol for different reasons:

12-13 year-olds who drink are curious about the adult world and are likely to experiment with any available drinks.

14-15 year-olds are testing out their own limits and having fun. They prefer their drinks relatively strong, cheap and pleasant-tasting.

16-17 year-olds are anxious to show their maturity and experience by drinking more like adults. They want to appear adult and sophisticated. By this age many young people have already 'outgrown' alcopops.

66% of 11-12 year-olds and 91% of 15-16 year-olds have heard of alcoholic lemonade brands.

63% of 15-16 year-olds wrongly believe alcopops are less strong than beer or lager.

An investigation by the Alcohol Education and Research Council showed that 13-16 year-olds are rarely asked for proof of age in off-licences and can buy alcohol easily.

In 1999, 21% of 11-15 year-olds drank at least once a week

PUPIL PAGE 2: ADVERTISING TASK

Task 1 Analysing adverts

Look at a variety of alcohol adverts. Select one and answer the following questions. (You might repeat this with another advert and compare your answers):

- (a) What images are used in the advert?
- (b) Why do you think these images were used?
- (c) Who do you think the advert would appeal to?
- (d) How do you think young people under 18 would respond to the advert?
- (e) Why would people buy the product?

Task 2 How adverts work

The set of cards explains some of the elements you may see in an alcohol advert, including some of the messages they might try to communicate.

- (a) Match the cards to the adverts you have been looking at.
- (b) Can you think of any other messages adverts might use? Write them on extra cards.
- (c) Which messages do you think would appeal to:
 - (i) Girls aged 12-14 years?
 - (ii) Young men aged 21-25 years?
 - (iii) Professional women aged 25-35 years?
- (d) If a company were developing adverts to appeal to 18-25 year olds, which of these approaches (cards) do you think would be most effective?

PUPIL PAGE 3: ADVERTISING CARDS



Sex appeal	Focus on the exotic
Having fun	Provide health warnings
Drinkers are popular	Use humour
People look grown up drinking this product	This is a tough drink for tough people
People drink this product in trendy places	It tastes good
This drink is unusual and interesting	It's classy

PUPIL PAGE 4: PROMOTIONS TASK

Task 1 What are promotions?

Look at the cards showing the variety of promotional strategies used by alcohol producers:

- (a) List examples of any of these activities which you have seen?

- (b) Where are young people under 18 most likely to see these promotions for alcohol?

- (c) How are promotions different from advertising?

- (d) Can you think of any other ways in which alcohol is promoted?

Task 2 How effective are promotions?

- (a) Do you know anyone who has bought something because of a promotion?

- (b) Why do you think 'happy hours' are often very early in the evening?

- (c) What kinds of promotions would help to sell an alcopop to the following groups:
 - (i) 18 year olds?

 - (ii) 25 year olds?

 - (ii) 45 year olds?

- (d) Can you think of any ways in which young people under 18 might be tempted by these promotion strategies? Which strategies are most likely to encourage young people under 18 to drink?

PUPIL PAGE 5: PROMOTIONS CARDS



Point of sale material at the cash desk	Enter a competition for a holiday
Two for one special offers	A really funky bottle and label
Happy hour deals	Give out free samples at train stations or in the high street
Discounts in the supermarket	Buy a familiar drink, get a new sampler free
Loyalty card in a bar: 'buy 5 get one free'	Print beer mats with a picture of the product
Get a free sweatshirt when you send in four labels	Give bars equipment with the drink brand printed on, e.g. a mirror

PUPIL PAGE 6: SPONSORSHIP TASK

Task 1 Why sponsor events?

Look at the examples of sponsorship on the cards:

- (a) What other examples of alcohol sponsorship have you seen?

- (b) What advantages does sponsorship have over general advertising? Think about who is targeted. Where does the product get mentioned?

- (c) Pick three of the cards that illustrate different types of event:
 - (i) Think about what image each event gives the drink.

 - (ii) Who might find each event appealing? Think about age, social group, and gender.

 - (iii) Which alcohol types and brands might choose to sponsor this type of event?

Task 2 Targeted marketing

- (a) Think of an event a company could sponsor if it were trying to promote its drink to the following groups:
 - (i) 18-21 year old women

 - (ii) 18-21 year old men

 - (iii) Wealthy 25-35 year olds

 - (iv) Retired people.

- (b) If you were selling an alcopop to young customers what three events do you think would be the most effective to sponsor?

A C T I V I T I E S

PUPIL PAGE 7: SPONSORSHIP CARDS



Major horse race	Food and drink festival
Book awards	Golf tournament
Premier league football club	European football competition
Yacht race	Film festival
Rugby	Aerobatic planes displays
Basketball	Opera

PUPIL PAGE 8: MARKETING TASK

Marketing Brief

Product: A range of coloured, sweet fruit drinks (10% vol.) Pink is Sherbet flavour; Blue is Chewing Gum flavour; White is Liquorice flavour.

Target group: 18-25 year olds.

Price: £2.50 recommended retail price.

Sales routes: Off-licences, supermarkets, bars and clubs.

In your mixed groups you must design a marketing strategy in a format that you can present to the Managing Director of the company. It should include plans for:

(a) Adverts:

Decide the medium (TV, cinema, magazines, billboards etc.)

Decide the images that will communicate your 'message' about the product

(b) Sponsorship

Think about the kinds of events that will promote the right 'image'

Think about how to reach the target audience

(c) Promotional strategy

How will you reach your audience?

How will you convince them to buy the product and try these new flavours?

FIRST you must discuss as a group the image you want to create to reach your target group. Think about the following issues:

What name will you choose?

What image will attract the age group you need?

Where will they see your product and how will you stand out from the competition?

What is your main selling point?

PUPIL PAGE 9: WATCHDOG GUIDANCE (FROM THE PORTMAN GROUP)

The brand name, product description, packaging, labelling and point of sale materials of any alcoholic drink:

- (a) Should clearly communicate the alcoholic nature of the product and its strength
- (b) Should not portray the alcoholic strength of the drink as a positive thing
- (c) Should not suggest any association with violent, aggressive, dangerous or anti-social behaviour
- (d) Should not suggest any association with or acceptance of illegal drugs
- (e) Should not suggest sexual success
- (f) Should not encourage illegal, irresponsible or immoderate consumption such as binge drinking, drunkenness or drink-driving
- (g) Should not encourage purchase by or sale to under 18s
- (h) Should not be more likely to appeal to under 18s than adults through, for example, the use of:
 - (i) Imagery or ideas drawn from under 18s culture
 - (ii) Photos or drawings of people who are, or who look as if they are, under twenty-five years of age
- (i) Should include the word “alcoholic” as part of the name or description and this must stand out as clearly as the words describing the non-alcoholic element of the product.
- (j) Must not use any name associated with under 18s drinks, in particular, words such as lemonade and cola must be used with the utmost care.

(This guidance is voluntary. It is supported by 130 companies that produce alcoholic drinks. For more information visit www.portman-group.org.uk/code/. A number of other organisations such as the ASA have also produced similar codes.)