

## Double Trouble Teacher Follow-up Activities

The Double Trouble follow-up activities provide pupils with opportunities to achieve learning outcomes from the Curriculum for Wales - Area for Learning and Experience (AoLE): Health and Wellbeing

Curriculum for Wales Area for Learning and Experience (AoLE): Health and Wellbeing	
<b>1.Developing Physical Health and Well-being has lifelong benefits</b>	<b>AGREE</b>
a) Understand the factors that affect Physical Health and Well-being	✓
b) Develop positive informed behaviours	✓
c) Encourage them to lead healthy and active lifestyles	✓
<b>2.How we process and respond to our experiences affects our mental health and emotional wellbeing</b>	
a) Connections between experiences, mental health and emotional well-being. Feelings and emotions are neither fixed nor consistent.	✓
b) Develop empathy, strategies to regulate emotions	✓
c) Communicate their feelings	✓
<b>3.Our decision-making impacts on the quality of our lives and the lives of others</b>	
a) Understand how decisions and actions impact on self, and society, now and in the future. Understand factors that influence decision making	✓
b) Enable learners to develop the critical thinking skills necessary to consider their decision making in terms of possible implications – including risk - for themselves and others	✓
c) Collective decision making – understand their contribution	
d) Career pathways	
<b>4.How we engage with social influences shapes who we are and affects our health and well-being</b>	
a) Understand the role of social influences on their lives. Rules, social norms, attitudes and values. Interaction affects our identity, values, behaviours, relationships	
b) Learners engage critically with this social influence	
<b>5 Healthy relationships are fundamental to our wellbeing</b>	
a) Understand and value how feelings of belonging and connection that come from healthy relationships have a powerful effect on health and well-being	
b) Recognise when relationships are unhealthy and the need to be aware of how to keep safe and seek support	
c) Understand they will experience a range of relationships, nurture and maintain relationships how healthy relationships are vital for a healthy body and mind allowing us to thrive.	

### **1. Introductory activity**

**1.a.** By retaining and reiterating the flip chart results created in the previous police 'Double Trouble' lesson, teacher could review and connect previous learning to lead into the exercises outlined below.

**1.b. – My favourite drink.....**to recap on the officer's lesson.

Using the 'my favourite drink' picture cards ('water' 'alcopop' 'fruit juice' 'wine' 'fizzy drink' 'tea/coffee' 'vodka') pin each one up in different areas of the classroom. Ask the pupils to decide what drink they would choose in the following situations:

- Your older sister's wedding
- On a hot summer's day in the park
- At a friend's party
- First thing in the morning
- To relax in the evening
- After eating a big meal with your family
- A beach barbeque with friends

Ask the pupils to move to the area of the classroom with the picture card of their choice each time. This generates a lot of movement and discussion.

Next, ask a pupil volunteer to divide the picture cards into 'alcoholic' and 'non alcoholic'. Which are the drinks that have the most alcoholic content? Test the pupils' memory to see if they can tell you which has the most alcohol and so on.

Answers:

- Water, fruit, fizzy drink, tea/coffee – 0%
- Alcopops – 5%
- Wine – varies but 12% most commonly
- Vodka – 40%

Reinforce the message that everyone must be aware of the risks of drinking alcohol and that they can go out and enjoy themselves but REMEMBER:

- Don't drink to excess
- Know what you are drinking
- Know your level
- Alcohol units are intended as a guideline for adults.
- There are no safe limits for underage drinking.

### **2. Hidden risks activity**

**2.a.** Split the class into 6 groups of 5 pupils (class size of 30). Give each group a blank A4 hidden risk scenario worksheet (2) and pen. The group then study the scenario. Allow time for the group to read the scenario and then identify possible risks associated with the scenario. As a group, complete the worksheet - What are the risks? Ask one pupil from each group, to read out their scenario and the possible risks identified to the class. The class can then discuss the risk, threat and possible outcome of each scenario.

**2.b.** Keeping the same scenario the groups can repeat the exercise to discuss how they would reduce the risks they have identified in the previous exercise. The group should discuss the scenario and outcomes and agree possible ways to avoid and deal with, or solutions for the situations arising. Ask the group to write their answers on the A4 laminated scenario sheet under the Reduce the Risk heading. Ask one pupil from each group, to recap on their scenario, explain to the class the possible ways to reduce the risks identified. The teacher can

## Teachers Notes

then facilitate discussion on the practicalities of their suggestions. As a plenary ask a different student from each group to read out the solutions / strategies to avoid these situations. The plenary should involve inputs from the other pupils and the teacher to reinforce the safety messages and avoidance strategies.

### **3.Role play emergency services call**

This can be included in the lesson relating to the misuse and effects of alcohol if the class / or some of the class has had instruction on first aid or lifesaving skills.

The teacher will need to select volunteers to undertake the following roles (NB note the jogger needs to have knowledge of the recovery position)

#### **Volunteers:**

The casualty

The jogger (3a)

A passer-by (3.b)

Telephone operator (3.c)

The teacher can set the scene by explaining that the scenario is set in a local park. (3.d) A teenager can be seen lying on the grass and several other youths are running away. A jogger approaches this person, and the following occurs.

The teacher then allows the role players to act out the scenario.

The full scenario is below to assist the teacher.

#### **The scene**

The role-play is set in parkland. The jogger is in the park when he/she sees several young adults running away from a person lying on the grass.

The jogger approaches this person and sees that he/she is approximately 15 years of age; the casualty is lying on his /her back surrounded by several empty cider bottles. The jogger checks that the casualty is breathing and finds he/she is; however, the casualty is making gurgling noises.

Recognising that the casualty could be choking the jogger shouts for help whilst placing the casualty in the recovery position. Putting the casualty into the correct position stops the gurgling.

A passer-by hears the cry for help and ask if he/she can assist.

The jogger does not have a mobile phone. The helper does. This person contacts the ambulance service using the 999 emergency telephone services.

The helper then has the following conversation:

**Operator:** Which emergency service do you require?

**Helper:** Ambulance and hurry.

**O:** Connecting you now.

## Teachers Notes

**Ambulance Operator:** What is the nature of the emergency?

*The helper then describes what is happening (unconscious casualty in recovery position, persons who had run off, location of incident, possible reason for casualty's state - empty alcohol bottles). The operator will require as much information as possible.*

**AO:** Does the casualty have any visible injuries?

**H:** No

**AO:** Is there any further danger to the casualty or others?

**H:** What do you mean?

**AO:** Is there any broken glass around the casualty?

**H:** No

**AO:** Is there any sign of his friends returning?

**H:** No

*This might seem a strange question but if they did return and they were under the influence of alcohol their perception of the scene might be irrational. They may see the helpers as a threat and be hostile towards them. Your own safety is just as important as the welfare of the casualty.*

**AO:** An ambulance is on its way and will be with you in two minutes.

*The AO will then take details of the caller, which are logged on the incident.*

**End of role-play.**

**Plenary** - This incident can provoke several discussions with the group. Here are a few suggestions.

1. Was it right for the casualty to be left by his 'friends'?
2. How much does it take to become unconscious through alcohol?
3. Should they have been drinking in the park?
4. Does their behaviour affect anyone else using the park?
5. Should the jogger have become involved? Would you? What could have happened if they did not help?
6. Did knowing how to place the casualty in the recovery position help? What if no one knew how to do it?
7. Was it right to use the 999-emergency telephone number?

## Teachers Notes

8. Who else is affected by the incident? i.e.

- Ambulance crew
- The hospital staff – nurses, doctors, porters, receptionists etc
- Parents/Guardians
- Brothers and sisters (role model)
- Social services
- School
- The shopkeeper who sold the alcohol. (Does this person have a responsibility once the alcohol has been sold?)
- Council – Remove the bottles from the park.

9. Can you think of anyone else?

The teacher should refer to the police lesson and the video regarding 'Blackie' who died after drinking to excess in front of his friends. Praise should be given to the role-players who used their first aid skills to put the young person into the recovery position. This is a simple piece of knowledge that could have saved 'Blackie's' life.

## 4. Alcohol and the law - a card sorting exercise

Divide the class into groups. Give each group a set of alcohol and the law sorting cards (resource 4.a) and ask them to match the correct description with the correct penalty or age card to establish the law with regards to alcohol use and misuse. Ask the groups to feedback to the class enabling the teacher to correct any misconceptions.

### Sorting card answers

The Police have this power to stop youths gathering and causing a disturbance which might affect other people.	Dispersal Order
Children at this age can go anywhere in a pub as long as they are supervised by an adult but cannot have an alcoholic drink.	Under 16 years
Young people at this age can drink beer, wine, cider or perry with a meal if it is bought by an adult and they are accompanied by an adult. It is illegal for this age group to drink spirits in pubs even with a meal.	16 or 17 years

## Teachers Notes

<p>It is against the law for anyone under this age to buy alcohol in a pub, off licence supermarket or other outlet, or for anyone to buy alcohol for someone under this age to consume in a pub or a public place.</p>	<p>Under 18 years of age</p>
<p>It is an offence to drive with more than this amount of alcohol in your blood.</p>	<p>80 milligrams of alcohol in 100 millilitres of blood</p>
<p>It is an offence to drive with more than this amount of alcohol in your body.</p>	<p>35 micrograms of alcohol in 100 millilitres of breath</p>
<p>The maximum penalty for a first offence of drinking and driving.</p>	<p>Maximum £5000 and / or up to 6 months imprisonment and mandatory disqualification for at least 12 months.</p>
<p>To drink excessively in one session is called.....</p>	<p>Binge Drinking</p>
<p>Police can do this if young people under 18 are drinking in a public place and creating disorder or where the officer believes that the child will consume it.</p>	<p>Confiscate the alcohol.</p>
<p>Bar staff can receive this fixed penalty fine for serving someone who is under 18.</p>	<p>Bar staff will be cautioned and given a £90 fine. However, Licence can be taken from landlord for persistent offending.</p>

## Teachers Notes

<p>The time it takes for the body to get rid of 1 unit of alcohol is .....</p> <p>(1 unit = small glas of wine; 35ml measure of Spirits; 275ml bottle Alcopops; 250ml Lager).</p>	<p>1 hour</p>
<p>Any Social Behaviour that may upset someone or is against the Law is called ....</p>	<p>Anti Social Behaviour (ASB)</p>