As pupils get older, it is important that they understand the possible long term consequences of breaking the law.

In this section, the worksheets lay out laws that apply to alcohol in as simple a way as possible.

The lesson plans are based on different scenarios that avoid a preachy style. Key lessons include:

- You and the law
- Drinking and driving
- Drinking and driving don’t mix.

There are some good film clips via [alcholeducationtrust.org/teacher-area/the-law/](http://alcholeducationtrust.org/teacher-area/the-law/) and an interactive factsheet in our Online Learning Zone [talkaboutalcohol.com](http://talkaboutalcohol.com).

We have also included a hand out, ‘What you need to know about drinking and driving’ in Section 6 - Resources suitable for older students (16+).
MODEL LESSON PLAN 4
ALCOHOL AND THE LAW

This selection of activities is important to help students to understand fully the laws relating to alcohol and the consequences of breaking these.

The powerpoint offers the facilitator a choice of activities in this lesson. Slides/activities can be taken out of the powerpoint when the activities have been selected.

AGE RANGE: 12-14

LEARNING OBJECTIVES:

• To explore ways to resist alcohol use.
• To learn about the laws relating to alcohol.

INTENDED LEARNING OUTCOMES:

Students will be able to:

• Describe a strategy for avoiding alcohol use.
• Describe the laws relating to drinking and buying alcohol in pubs, bars and shops.
• Explain the laws around others supplying young people with alcohol.
• Explain why legality is not the only factor in decision-making.

RESOURCES REFERENCED WITHIN THE POWERPOINT:

Alcohol and the Law fact sheet - Full version

Alcohol and the law fact sheet - Simple version
(pictorial)

Worksheet 8 - You and the Law

Link to Alan’s story Just a few drinks film and Lesson plan
The film clip can be played from the Talk About Alcohol resources USB included in our full resource pack or via youtube.com/watch?v=RHsUazl78MQ

Lesson plan

Alcohol and the law activity
talkaboutalcohol.com/alcohol-and-the-law/

Want to learn more activity
talkaboutalcohol.com/fact-zone-want-to-learn-more/

PREPARATION:

See Getting started notes, Facts and figures and Commonly asked questions.

Look at instances in the lesson plan that offer options for alternative activities and select the ones that are most appropriate for the age and abilities of your class.

If you are choosing to use the ‘Just a few drinks’ film:

ensure that you can access the film clip either from the USB or online (see “resources referenced within the PowerPoint”).

Make sure you have adobe flash player loaded to be able to watch the film via the link.

Before the lesson, decide at which point you want to pause the film in order to give the pupils the opportunity to present their thoughts.

RESOURCES:

For this lesson you will need:

• Details of where students can go for support for alcohol-related concerns both within school and locally.
• An empty box for students to leave confidential questions in (the ‘ask it basket’) see ‘Getting Started’ chapter.
• For the ice-breaker activity and role play you will need a clear space for the students to move around freely.

For activity 1,

• Download the Alcohol and the law fact sheet most appropriate for your group and make enough copies to hand out for reference.

For activity 2,

• If you are choosing the option of the ‘You and the Law’ small group activity, photocopy enough copies for each group.

The guidance booklet ‘Alcohol And You’ can be downloaded from the AET website or you can order hard copies from kate@alcoholeducationtrust.org or from our store.
ICEBREAKER (10 mins)

Conscience alley activity

Follow the activity instruction on the PowerPoint notes, using either the suggested statements or your own as a stimulus. See also the guidance on page 17.

This activity reflects the true peer pressure that young people can face and offers an excellent opportunity to talk about risk taking and planning answers to resist peer pressure.

Fudging activity

Practice ‘fudging’ - a way to resist peer pressure and to potentially avoid or removing someone from unsafe, risky situations, and therefore avoiding harm and in some cases, from breaking the law.

ACTIVITY 1: (15 mins)

What does the law say?

Break into small groups for students to discuss and write down what they know about the law regarding the consumption, purchase and supply of alcohol. Allow each group to feedback to the whole class.

Ask the class to work in pairs or small groups to practice good ways of saying no thanks without feeling uncool.

Ask pupils to act out examples at the front of the class.

Depending on the scenarios that the students create, you could prompt them to think about the motivations as to why someone might offer young people alcohol. In this instance, how would choosing to drink affect their safety and decision making?

Would the person choosing to drink be breaking the law?

Ask the class to work in pairs or small groups to practice good ways of saying no thanks without feeling uncool.

Use either the simple or full version of the Alcohol and the Law fact sheets to go through the legal restrictions on the purchase and consumption of alcohol.

In particular highlight buying by proxy and drink driving.
ACTIVITY 2: (15 mins)
Choose to do either option A) You and the Law small group activity or option B) Watch the Alan’s story and identify through group discussion what the laws that have been broken.

Option A) You and the Law - small group activity

In small groups, look at the two case studies on the You and the Law worksheet (activities two and three).

Encourage students to work in groups that they feel comfortable in. Remind students of the ground rules. Be aware of any safeguarding issues or disclosure that might happen during these activities.

Ask groups to feedback to whole class and discuss.

Option B) Just a few drinks - Alan’s story

In Alan’s story the law is broken through buying alcohol by proxy, drinking in a public place and Alan risks getting a criminal record through being involved in a fight. Set the scene, the lads were skateboarding and having a good time. Then what happens?.. the class decides:

Play the film clip up to the point identified in the lesson preparation. Divide the class into two groups and then ask one half of the class to anticipate how the situation could end well, depending on the choices Alan makes. Ask the rest of the class to think about what less positive outcomes could happen*

Highlight in the discussion how being resilient and resisting peer pressure might affect the outcome. There are prompts on the lesson plan listed in the resources section.

In groups, plan an alternative scenario where Alan uses strategies for resist peer pressure and enjoys himself without getting drunk.

Each group can act or read out the scenario to the class.

* An alternative would be to split the class in half before watching the full film clip. Ask one half to think about and write down what else could have happened, and how things could have been worse. Ask the rest of the class to think about and write down alternative decisions Alan could have made that would lead to a better outcome.

PLENARY: (5 mins)

Briefly recap what has been covered in the lesson using the Learning Objectives.

Signpost students to staff in school and external agencies where they can go for additional support around alcohol issues.

Promote talkaboutalcohol.com as a source of further information, resources and activities.
Alcohol and the Law

The police can take away alcohol from under 18s in a public place.

Driving when above the drink-drive limit risks lives. Those who are caught may face fines and losing their licence and prison.

If someone is over 18, they will need to prove it!

It's against the law to sell alcohol to someone who is drunk or to buy alcohol for someone who is drunk.

No one can buy or be served alcohol if they are under 18 in a licensed premises.

It's against the law for anyone aged 18 or over to buy alcohol for under 18s (buying by proxy).
**Alcohol and the Law**

**Consuming alcohol in licensed premises**
It is against the law for someone who is under 18 to consume alcohol in a licensed premise, with the exception of 16 and 17 year-olds, who are allowed to drink beer, wine or cider during a meal with adults (but they may not buy the alcohol themselves).

**Alcohol restriction zones**
It is an arrestable offence to fail to comply with a police officer’s request not to drink alcohol in a designated Alcohol Restricted Area. The police also have the power to take away and dispose of any alcohol and containers in the persons possession.

**No ID no sale**
Even if someone is over 18, shopkeepers and licensed premises can refuse to serve them if they don’t have ID and look younger.

**Buying alcohol for yourself**
It is illegal for licensed premises to sell alcohol to someone under 18. It is illegal to sell alcohol to a person who is drunk.

**Buying alcohol for someone else**
Police have the power to charge anyone over 18 who knowingly buys alcohol for someone under 18 (buying by proxy).

**Underage drinking in public places**
Police have powers to confiscate alcohol from under 18s drinking in public spaces (e.g. on the street or in parks).

**Drinking and driving**
It’s against the law for an adult to drive with more than 80mg of alcohol per 100ml of their blood (or more than 50mg of alcohol per 100ml in Scotland). If they break the law, they could face a fine of £5,000, six months in prison and having their licence taken away for at least a year. Causing death through drink-driving can result in a maximum prison sentence of 14 years and a two-year driving ban. For more information, visit think.direct.gov.uk
TEACHER NOTES

You and the Law
(PSHE 11 - 16 worksheet 8)
Target age group: 11 - 14 year-olds and 14 - 16 year-olds
Preparation: Download/photocopy You and the Law sheet.
Structure: Depending on the ability of the students, they might complete activity 1 and either 2 or 3 in one lesson. 2 and 3 could be used for homework activities.
Objectives
To help students understand:
- the law as it affects them
- why laws exist
- what might happen in the absence of laws
- that problems with alcohol can occur even if the law isn't broken - personal responsibility.
Activity 1
Before being given the worksheet, students could be asked to state what they think the law says in relation to:
- drinking alcohol in pubs and bars
- buying alcohol in shops and supermarkets
- whether or not parents can give children alcohol.
Activities 2 and 3
One activity is about two boys and the other about two girls; students could choose which one to explore. The questions are similar in some instances but raise different issues, which often affect one sex more than the other.
Activity 2 Question 1
The police may consider Simon to be drunk in the street for which he could be arrested. However, they haven't purchased alcohol under age, even if they shouldn't have taken it from Simon's parents.
Activity 3 Question 1
The girls have purchased alcohol in a pub under the age of 18, which is illegal. There are no right answers for most of the other questions. Therefore, this is ideal for group work so students can work out what they think are the best responses and share them with other groups.
Extension activity
Direct students to the Fact Zone of the Online Learning Zone talkaboutalcohol.com.

Drinking and driving
(PSHE 14 - 16 worksheet 4)
Target age group: 14 - 16 year-olds
Structure: 1 lesson
Preparation: Download/photocopy Drinking and driving sheet.
Possible research using our Online Learning Zone, talkaboutalcohol.com
Objectives
- To help students work out for themselves why drinking and driving don't mix.
- To reinforce the effect of alcohol on the body and behaviour.
- To establish that the effects of alcohol on the body and on people's behaviour are different but both impact on driving.
Notes
Students could also prepare posters to educate people about not drinking and driving, or scripts for a short film, or radio or TV advertisement. Take a look at the think.direct.gov.uk website for inspiration.

Drinking and driving don't mix
(Science/environmental studies 14 - 16 worksheet 9)
Target age group: 14 - 16 year-olds
Structure: 1 written lesson
Preparation: Download/photocopy Drinking and driving don’t mix sheet.
Objectives
- To understand the effects of alcohol on the body in relation to legal restrictions on drinking and driving.
- To draw distance and speed graphs.
- To show the factors affecting stopping distances.
Notes
The calculations and graph could be finished at home. Students should use the think.direct.gov.uk for recent facts, figures and campaigns.
YOU AND THE LAW

PSHE 11-16 WORKSHEET 8

Read the summary below of the laws that apply to young people about drinking and buying alcohol in the UK

- It is illegal to give alcohol to under 5s. Children who are 5 years-old or over can drink at home if supervised by an adult.
- Under 14? It is at the Landlord’s discretion as to whether children are allowed anywhere in a pub. They cannot of course buy or drink alcohol on the premises.
- Under 18? Adults are not allowed to buy alcohol on behalf of under 18s in a licensed premise. The only exception is for 16 or 17 year-olds who are allowed to drink beer, wine or cider with a meal if with an adult (but they may not by the alcohol themselves).
- The restrictions apply to purchasing (i.e. you can’t buy alcohol if you are under 18) and location (i.e. you can’t drink in a licensed premises or in a public place if you are under 18).
- Police have the powers to confiscate alcohol from under 18s drinking in public spaces (e.g. on the street or in parks). They also have the power to stop someone over 18 knowingly buying alcohol for someone under age (buying by proxy).

Drinking and driving: it’s against the law for an adult to drive with more than 80 mg (milligrams) alcohol per 100 ml (millilitres) of their blood (or 50 mg of alcohol per 100 ml of blood in Scotland). They could face a fine of over £5,000, six months in prison and having their licence taken away for at least a year. Causing death through drink-driving can result in a maximum prison sentence of 14 years and a two-year driving ban.

It is illegal to buy alcohol for someone who is drunk. It is also illegal to serve alcohol to someone who is drunk.

ACTIVITY ONE

Answer the following questions.

1. Why might a parent allow their child to taste some alcohol even if they aren’t allowed to buy it themselves until they’re 18?

2. Why do you think the law says that people under 18 can’t buy alcohol from shops, off-licences and supermarkets?

3. Would it cause problems if children and young people were allowed to buy alcohol? If so, what would they be? And who would it be a problem for?

4. Look at the laws above. Would you change any of them or add new laws? Explain your answer.
YOU AND THE LAW
PSHE 11 - 14 WORKSHEET 8

ACTIVITY TWO
Simon’s ‘big’ night out
David and Simon are 14 years-old and are old friends. They’ve been in the same class since they were six. They supported the same football team and share the same group of friends. Simon’s parents arrange to go away for the weekend and Simon goes to stay with David. But Simon has a key to his house, and on Saturday night he invites a few mates back there to hang out in the empty house.

They soon find the cupboard containing a few bottles of alcohol and the boys have a glass each. Simon is nervous and drinks his glass very quickly, then David pours him another one. Before long, Simon is completely drunk. He gets very excited and rushes out into the street shouting his head off and charges off down the road. He knocks over some rubbish bins, starts yelling at his mates who have chased after him and gets into a scuffle with David. The police soon turn up and take Simon and David to the police station.

Read the case study above, and then discuss these questions.

1. Have any laws been broken?
2. Why do you think Simon behaved in the way he did? Why did David chase after him?
3. How do you think the police will react to their behaviour?
4. Will Simon’s and David’s parents get involved?
5. What do you think should happen next?

ACTIVITY THREE
Girls’ night out
Antonia and Sara are both aged 14, but people say they look 18 when they go out. Antonia and Sara meet a couple of 18-year old boys on their way into town and they go into a pub with them. Antonia and Sara both decide to have an alcoholic drink.

The two girls are enjoying talking to the boys and soon agree to another drink. Then Sara starts to feel the effects of the alcohol - her head is beginning to spin and she feels a bit sick. She tells Antonia she wants to go home, but Antonia is furious because she wants to stay with the boys and doesn’t want to leave.

Sara doesn’t know what to do next. Should she go home on her own? Or should she accept a lift from the boy she’s only just met, and who’s had a couple of drinks too?

Read the case study above, and then discuss these questions.

1. Have any laws been broken?
2. Why is Sara in a risky situation?
3. Is Antonia in a risky situation? Explain your answer
4. What do you think Antonia should do next? And what should Sara do?
5. If a young person is drunk, do you think they are more at risk than an adult who is drunk? Explain your answer.

2
DRINKING AND DRIVING
PSHE 14 - 16 WORKSHEET 4
ACTIVITY ONE

1. In the table below, write down some of the skills you think people need to drive a moped, motorbike or car well. There are some prompt words which might help you think about different aspects of driving. An example has been added to start you off.

Prompt words:
Pedestrians
Other drivers
Eyesight
Darkness
Speed
Road signs
Experience of driving
Coordination
Judging distances
Hearing

<table>
<thead>
<tr>
<th>Skills needed to drive a vehicle or motorbike well</th>
</tr>
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<tbody>
<tr>
<td>1. You need to judge distances so you keep a safe distance from other vehicles</td>
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<td>8.</td>
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</tbody>
</table>

2. Now fill in the table overleaf to show the main effects of drinking alcohol on the body. There are two columns - you don't have to fill all the spaces - just write down those you think are most important. In the first, add the main physical effects of drinking alcohol on your body (what happens in the short term, not the effects of long-term drinking). In the second column, write down how drinking alcohol can change people's behaviour.
**ACTIVITY TWO**

If there are some people who can drive among a group of friends it is a good idea to choose (designate) one person from the group who will not drink and will drive the others, ensuring they get home safely. It is important to designate a driver before going out.

Information on schemes can be found via [dft.gov.uk/think/](https://dft.gov.uk/think/)

Write a script of a short video or a create a poster to convince a group of friends to always designate a driver or to go in a car of a designated driver. Some important things to consider for your post or video script are:

- it should not always be the same person i.e. everyone has a turn
- your message should appeal to everyone
- the designated driver is the hero of the evening, bringing everyone home safely.
There are strict legal limits for the maximum amount of alcohol that can be in a person's blood when they drive. This is because drinking alcohol (even just one drink) affects a person's judgement and reduces their ability to see and hear things clearly. These effects make it much more likely that the driver will be involved in an accident.

Alcohol's effect on the brain slows down a person's reaction times - they take longer to respond to situations and hazards. If the person is driving a car (or riding a moped, motorcycle or bicycle), their ‘thinking distance’ is increased. For example, if a cat ran out in front of the car, there is a short delay between the driver seeing the hazard and putting their foot on the brake. The distance travelled by the car during this time is the ‘thinking distance’. It is estimated that just one alcoholic drink can increase a driver’s thinking distance by up to 20%.

In England, Northern Ireland and Wales it’s against the law for an adult to drive with more than 80 mg alcohol per 100 ml of their blood. The limit is now lower in Scotland at 50 mg of alcohol per 100 ml of blood. Because you can’t measure blood alcohol concentration (BAC) simply by the number of drinks you’ve had, people who are planning to drive should avoid drinking any alcohol beforehand. If they break the law, they could be facing a fine of £5,000, six months in prison and have their licence taken away for at least a year. Drivers who have drunk alcohol are also much more likely to have an accident. If they kill someone through drink-driving, they can face 14 years in prison followed by a two-year driving ban.

**ACTIVITY ONE**

Look at the table below. It shows the thinking distance and the braking distance - which together make up the total stopping distance - for cars at different speeds on a dry road with good brakes. Distances are given in metres (m) as well as car lengths (where 1 car = 4m long). The speed of the car is given in metres per second (m/s) and miles per hour (mph).

<table>
<thead>
<tr>
<th>Car speed</th>
<th>Thinking distance</th>
<th>Braking distance</th>
<th>Total stopping distance</th>
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<tr>
<td>m/s</td>
<td>Thinking distance</td>
<td>Braking distance</td>
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<td>96</td>
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</table>

1. Plot a graph to show how thinking distance, braking distance and total stopping distance are affected by the speed of the car. What conclusions can you draw?
2. Assuming that two alcoholic drinks add a total of 20% to the thinking distance of a driver, work out the new total stopping distance if the driver had consumed these drinks. Plot your results on a graph.
3. How does alcohol affect the stopping distance? How does this differ with the speed of the car?
4. Explain why it is not advisable to drink alcohol before driving a car, or riding a motorcycle, moped or bicycle. How might this risk increase as the driver’s BAC increases?
5. Why should pedestrians be careful about how much alcohol they drink?