

Level

F	1	2	3	4	5	6	B6
---	---	---	---	---	---	----------	----

Great party!

Strand

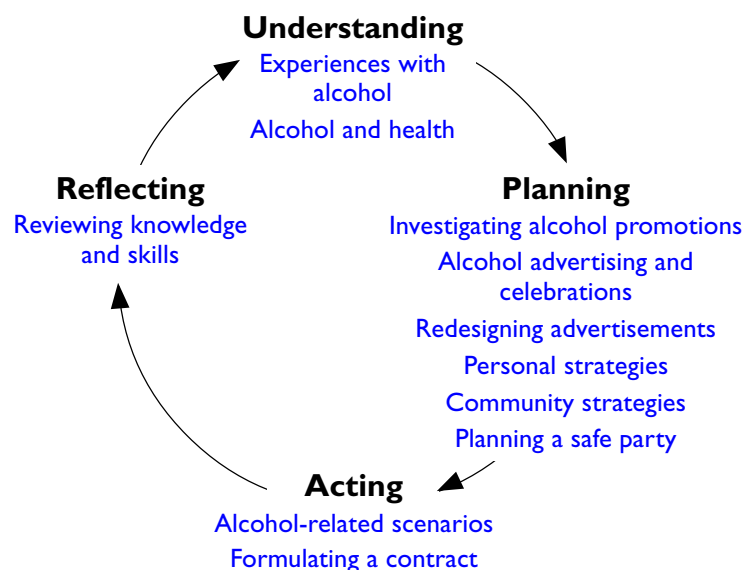
Promoting the Health of Individuals and Communities

Purpose

This module provides opportunities for students to explore information and practical strategies to assist them to plan safe celebrations and to minimise chances of unsafe situations occurring in relation to alcohol use. It develops understandings about how adolescents might negotiate a safe social and physical environment during celebrations where alcohol may be present. Students investigate alcohol as a health concern and deconstruct social and cultural images and messages about alcohol that are portrayed in the media.

Overview of activities

Activities in this module are based on a learner-centred approach with an emphasis on decision making and problem solving. As the following diagram shows, activities are sequenced in **understanding**, **planning**, **acting** and **reflecting** phases.



Core learning outcomes

Promoting the Health of Individuals and Communities

This module focuses on the following core learning outcomes from the Years 1 to 10 Health and Physical Education Syllabus:

- 6.1 Students investigate the social, cultural and environmental factors associated with a health concern of young adults in order to propose strategies that promote the health of themselves and others.
- 6.3 Students devise personal and community strategies to respond to potentially unsafe situations and behaviours.

Core content

Promoting the Health of Individuals and Communities

This module incorporates the following core content from the syllabus:

- health-promoting behaviours of individuals and groups related to alcohol use;
- strategies to promote personal health;
- the impact of rules, laws and policies in creating and maintaining environments that promote and protect health.

Assessment strategy

Promoting the Health of Individuals and Communities 6.1

The following are examples of assessment tasks that provide opportunities for students to demonstrate the core learning outcomes identified in this module:

- **Students investigate the influence of alcohol advertising on the health behaviours of young people at celebrations. Using this information they redesign an advertisement for alcohol indicating how they believe the advertisement could be used to promote the health of individuals. They outline the potentially harmful physical, social and cultural images portrayed.**
 - Can the student identify ways in which the media acts as a social and cultural factor associated with alcohol use?
 - Can the student describe how advertising influences alcohol use/misuse at celebrations?
 - Can the student redesign an advertisement as a strategy to promote the health of themselves and others?

Promoting the Health of Individuals and Communities 6.3

- **Students prepare and present a formal proposal to host a celebration in the family home, which may involve alcohol. Students should outline skills and strategies to ensure the celebration will be safe and enjoyable, and know how to respond to potentially unsafe situations and behaviours. Students justify the approach they have taken.**
 - Can the student identify potentially unsafe situations and behaviours that may occur at the party as a result of alcohol use/misuse?

- Can the student devise personal strategies to respond to potentially unsafe situations and behaviours that may occur as a result of their own or other’s alcohol use or misuse?
- Can the student propose community strategies to respond to potentially unsafe situations and behaviours that may result from alcohol use by young people at celebrations?
- Does the student demonstrate skills to successfully negotiate with their parents or carers for a safe celebration in the family home?

Background information

Adolescents and alcohol

Issues related to adolescents and alcohol are often cause for community concern. Under-age drinking, drink-driving, alcohol promotions and advertising targeted at this age group are some of these concerns. It is important to acknowledge that there are no ‘quick-fix’ solutions to these issues. However, there are strategies that individuals and communities can develop and implement to minimise harm associated with alcohol use.

The major alcohol-related harms identified by young adults are immediate and short-term consequences, rather than long-term effects (Australian Drug Foundation 1994, module 1). They nominate conflict with adults, personal injury or accident, and aggression and violence as consequences of alcohol misuse. An important indicator from the research suggests that females reported sexual vulnerability as a problem, either when they or their partners had been drinking.

It is estimated that the alcohol industry spends about a million dollars each day in Australia on promotion of its products (Burrows 1994), exerting a powerful influence on young people’s expectations about alcohol. Advertising through television, radio and print media, sponsorship of sporting and cultural events and various promotions in hotels, such as ‘happy hours’, are some examples of how alcohol is promoted within the community. Societal concerns have indicated that advertising and promotion of alcohol is often made glamorous and attractive to young people, but omits informing them about responsible levels of consumption.

Terminology

Activities in this module involve use of the following language in the context of Health and Physical Education:

alcohol	harm minimisation	risk behaviour
binge drinking	host	safe levels
ethics	intoxicated	standard drink
gatecrasher	responsible levels	vulnerable

School authority policies

Teachers need to be aware of and observe school authority policies that may be relevant to this module.

Social justice principles

This module provides opportunities for students to increase their understanding and appreciation of supportive environments and diversity. It includes activities that encourage students to:

- investigate gender differences, cultural beliefs and attitudes concerning alcohol, enforcement of rules and laws, and the consequences of actions for wellbeing;
- examine diverse beliefs about what constitutes a healthy social and physical environment;
- plan safe and enjoyable celebrations through consultation, interaction and cooperation within the home setting;
- maintain and enhance safe physical and social conditions for adolescents, particularly through more health promoting advertising.

Students with disabilities or learning difficulties may require some activities to be modified to optimise both their participation and their ability to demonstrate the outcomes. Teachers should consult with parents/carers and specialist support staff to determine whether modification is necessary.

Support materials and references

Advertising Federation of Australia 1996, *The Hard Facts Not the Hard Sell*, kit, North Sydney.

Australian Association of National Advertisers 1997, *Advertising Self-Regulation: the Facts, the Figures, the Future*, Sydney.

Australian Drug Foundation 1994, *Reducing the Risk: An Alcohol Action Program for Schools, Book 1*, Canberra.

Australian Drug Foundation 1996, *Hosting Better Parties: Practical Tips for Managing Alcohol at Parties*, Melbourne.

Australian Drug Foundation 1998, *Australian Drug Foundation*. Available URL: <http://www.adf.org.au> (accessed December 2000).

Burrows, C. 1994, *Clued Up Too: Helping Young People with Drug Issues*, Australian Drug Foundation, Melbourne.

Cahill, H. & Sheehan, M. 1995, *Rethinking Drinking: You're in Control*, Australian Brewers Foundation, Melbourne.

Centre for Education and Information on Drugs and Alcohol 1999, *Welcome to CEIDA*. Available URL: <http://www.ceida.net.au> (accessed December 2000).

Commonwealth Department of Health and Family Services 1996, *How Will You Feel Tomorrow?*, National Health Promotion and Protection Branch, Canberra.

Federation of Australian Commercial Television Stations 1993, *Commercial Television Industry Code of Practice*, Mosman, NSW.

Kick, T. 1991, *Thrills Without Spills*, Health Issues Section, Queensland Department of Education, Brisbane.

Media Council of Australia 1993, *Alcoholic Beverages Advertising Code*, Pyrmont, NSW.

Taylor, K. & Brazier, R. 1997, *Guardian Angels: Student-led Drug Education for Safer Student Celebrations*, Health Issues Section, Education Queensland, Brisbane.

Activities

Understanding

EXPERIENCES WITH ALCOHOL

Developing an understanding that alcohol is consumed by a range of people for a variety of reasons

► Students develop a concept map of the characteristics of an enjoyable celebration.

Focus questions could include:

- What characteristics contribute to making a celebration enjoyable?
- Was alcohol a part of this celebration? Why?
- How was alcohol used at the celebration?
- Who was using alcohol at the celebration?
- Were there differences in the way males and females used alcohol? Why?

Teaching consideration

The characteristics of an enjoyable celebration may include the presence of friends, family, music, alcohol, food and the location or venue.

► Students list different occasions where alcohol is used — for example, family celebrations, restaurant outings, New Year celebrations, festivals, holidays. They identify how alcohol is used in each on these occasions, and then consider its use in different cultures.

Focus questions could include:

- On what occasions is alcohol used in Australia?
- Why is alcohol used?
- How do people from other cultures view the use of alcohol?
- How does alcohol consumption in other countries compare with its consumption in Australia?

Teaching considerations

Discuss how alcohol is used in a wide variety of contexts in our community. It may be used to socialise with friends, family, strangers, at particular times, when stressed or bored, after an argument, with a particular group or at a particular venue, or as a ‘rite of passage’ to adulthood.

Ensure students are sensitive to the varying use of alcohol in different communities, and understand that alcohol is sometimes abused.

Explain that they should be careful not to use stereotypes on which to base their judgments about alcohol use and abuse.

ALCOHOL AND HEALTH**Understanding the relationship between alcohol and health**

► Students suggest reasons for changes in society, including legislative and attitudinal, that may have affected how young adults use alcohol.

Focus questions could include:

- What changes have occurred in Australia regarding the use of alcohol? What may have caused these changes?
- Is alcohol use accepted within your community?
- Is this the same in all communities? Why?
- Are these changes associated with social, cultural or environmental factors?
- How have these changes had an impact on the health of the community?
- What impact has legislation had on alcohol use?
- What impact has advertising had on alcohol use?

Teaching considerations

Changes students may suggest include:

- changing attitudes to alcohol use;
- greater acceptance of alcohol use;
- greater availability of, and access to, alcohol;
- legislation, such as zero blood alcohol levels for young drivers;
- advertising of alcohol;
- the trend for young people to begin drinking at younger ages;
- the attitude that alcohol is viewed as a 'rite of passage' to adulthood.

Health impacts students may suggest include:

- the effects of binge drinking at parties (It may be appropriate to discuss the harms and possible consequences of binge drinking at this point.);
- the possible consequences of drink-driving.

Planning**INVESTIGATING ALCOHOL PROMOTIONS****Investigating how alcohol is promoted and how it can influence behaviour**

► Students investigate how images and messages about alcohol are portrayed in the media, particularly in advertising material.

Focus questions could include:

- What images are associated with the consumption of alcohol?
- What messages are conveyed about alcohol use?
- To what section of the community are the images and messages targeted?
- Are the images and messages realistic? Why?
- What behaviours do the images and messages encourage? Are these responsible behaviours?
- How do images and messages about alcohol affect your expectations about its use at celebrations?

Teaching consideration

Discuss the following statement with students: 'Advertising is designed to influence and make people interested in a product because the advertiser wants people to buy the product. It uses emotions, words, images, sound and colour to attract attention. It tries to persuade as it informs, using various methods.' (*The Hard Facts Not the Hard Sell*, Advertising Federation of Australia 1996, p. 6)

► Students describe the different ways that alcohol use is promoted and/or discouraged within the community.

Focus questions could include:

- In what ways is alcohol use promoted in the community?
- Do any strategies exist in the community which discourage the use of alcohol?
- Who is the target of these promotions?
- Who benefits from the promotion of alcohol? Who does not benefit? In what way do they not benefit?

Teaching considerations

Students may suggest ways in which alcohol is promoted, such as advertising through television, radio and print media, sponsorship of sporting and cultural events, and various hotel promotions — for example 'Happy Hours'.

They may also suggest ways in which alcohol use is discouraged, such as community alcohol prevention strategies and advertising campaigns — for example, to prevent drink-driving.

Students might suggest that the product manufacturers, retail outlets and advertising companies benefit from alcohol promotion in terms of income, and that the consumer stands to lose in terms of health and social problems, and higher product costs.

► Students consider the extent to which social factors, including advertising, influence their alcohol-related behaviours.

Focus questions could include:

- How does advertising encourage/discourage the use of alcohol?
- What influence do peers and parents or carers have on patterns of alcohol use? Why?

ALCOHOL ADVERTISING AND CELEBRATIONS

Planning strategies to minimise the effect of alcohol advertisements

► Students consider the extent to which advertisements influence alcohol consumption patterns and expectations about its effects. They keep a tally or diary of all advertisements for alcohol appearing on television for a specified channel over an agreed timeframe — for example, Saturday afternoon, Wednesday evening. They then interview their peers to determine how the advertisements affected their thoughts and expectations about using alcohol.

Focus questions could include:

- Which advertisements appeared most frequently?
- What messages do these advertisements send to young people?
- Are the messages about alcohol socially or culturally constructed? Why may this be?
- How do the advertisements influence expectations of behaviour associated with alcohol use?
- What health information is given in the advertisements?
- How do the advertisements compare with real-life situations?

Teaching considerations

Suggest students work in groups to enable them to monitor all channels in their survey of television advertisements.

Note that the *Commercial Television Industry Code of Practice* (Federation of Australian Commercial Television Stations 1993, p. 23) states that commercials for alcoholic drinks may only be broadcast in M or MA classification periods or as an accompaniment to live sporting events on weekends or public holidays.

- ▶ Students analyse the data gathered in their survey to quantify the extent and timing of television alcohol advertisements.

Focus questions could include:

- Why are restrictions in place to limit alcohol advertising?
- How do the preferred viewing times of class members coincide with the restrictions on alcohol advertising?
- Do these restrictions prevent adolescents from viewing advertisements promoting alcohol?

- ▶ Students list and collect, where possible, images of alcohol use in advertisements from various sources — for example, television, other electronic media, outdoor billboards and posters, cinemas, transport (trains, buses, taxis) or print.

Focus questions could include:

- How are the images in newspapers and magazines similar to or different from those in the electronic media?
- Are these images representative of adolescent behaviour?
- Do any advertisements target young people? How? Why?
- What overt messages about alcohol are conveyed?
- What might be the hidden messages?
- What health information is conveyed in the advertisements?
- How do these images influence your expectations of celebrations?

Teaching consideration

This activity may be conducted by individuals or in small groups.

- ▶ Students select one advertisement from any medium and deconstruct it to detect any misconceptions or assumptions it may contain.

Focus questions could include:

- What physical, social and cultural images are developed in the promotion of alcohol through advertising — for example, males and females drinking, alcohol as an indicator of socioeconomic status?
- How are these images of alcohol related to health?
- Who is the audience for the advertisement?
- What physical images does the advertisement present — for example, the setting or location of the advertisement?
- What social images does the advertisement present — for example, the context of the advertisement, a party or gathering?
- What cultural images does the advertisement present — for example, in which country do you think the commercial was made? Why?
- What lifestyles are depicted?
- What do the depicted lifestyles indicate — for example, socioeconomic status, ethnic background, cultural background?
- Do the advertisements discriminate against certain groups?
- Do the advertisements use stereotypes to support their products?
- What influence might the advertisement have on a young drinker?

Teaching consideration

Students should be referred to the *Alcoholic Beverages Advertising Code* (Media Council of Australia 1993, pp. 2, 3), some rules of which are noted below.

The code stipulates that 'advertising shall be truthful' and 'shall not be misleading or deceptive' and 'shall not encourage dangerous behaviour'. It also directs that alcohol advertising shall 'not have a strong appeal to children or adolescents', 'be overtly directed to adults', 'depict the responsible and moderate consumption of alcohol' ... and ... 'not promote the offensive behaviour, excessive consumption, under-age drinking or the misuse and abuse of alcoholic beverages', 'not depict the consumption of alcohol as contributing to the achievement of person, business, social, sporting, sexual or other success', not suggest that 'consumption ... is a contribution to relaxation', and 'not challenge or dare people to drink because of its higher alcohol content'.

The Advertising Standards Board is responsible for receiving and evaluating complaints from any source about advertising. This board is made up of members of the public. Its role is to maintain standards of taste and decency in advertising. If complaints relate to matters outside taste and decency, in relation to advertising covered by specific product codes, like alcohol, complaints will be referred to the advertiser and then, if appropriate, to the relevant regulatory body.

REDESIGNING ADVERTISEMENTS

Redesigning an alcohol advertisement to prompt young people to use alcohol in a responsible manner

- ▶ Students share their findings from the analysis of the alcohol advertisement they undertook in the previous activity.

Focus questions could include:

- What is the purpose of alcohol advertising? Do any of the advertisements have a strong appeal to adolescents?

- What features of the advertisements appeal to you? Why?
- Do you think that alcohol advertising discourages people under the age of 18 to consume alcohol? Why?
- Do all commercials meet the guidelines?
- Do any of the advertisements contain health promotion messages — for example, responsible or safe use? Why?
- What action can be taken if advertisements do not meet guidelines?

► Students redesign the offending advertisement and prepare a storyboard for a new advertisement, which is aimed at discouraging underage drinking or inappropriate behaviours at celebrations.

Focus questions could include:

- What community groups or health agencies may assist in the development of health promotion messages in the redeveloped advertisement?
- What health promotion messages could be stated in the redesigned advertisement?

Teaching considerations

A storyboard is a sequence of sketches designed to outline the main elements of a commercial.

The redesigned advertisement should be aimed at young people and contain a health promotion message about responsible use of alcohol — for example, safe use of alcohol and information about standard drinks, and warnings about binge drinking and drink-driving.

PERSONAL STRATEGIES

Devising personal strategies to reduce risks associated with the misuse of alcohol at celebrations

► Students consider the risks and health consequences associated with alcohol misuse (for example, binge drinking) and consider how to discourage this misuse.

Focus questions could include:

- What are the health effects of alcohol misuse? (Consider the effect on all dimensions of health.) Are these short- or long-term health effects?
- Are there safe levels of alcohol consumption? If so, what are they? Do these ‘safe’ levels differ according to a person’s age, gender or previous experience? Why?
- How can alcohol use affect the health of others?
- What risks are involved with alcohol consumption at parties?
- How do the risks differ in the short term and the long term?
- How are the risks similar and different for males and females?
- What are the patterns of consumption for males and females?
- How are the risk behaviours similar and different for males and females?
- How are the risk behaviours similar and different for adults and adolescents?
- What can be done to discourage binge drinking?

► Students devise a range of scenarios which deal with potential risks arising from alcohol misuse, including situations involving negotiation and conflict resolution. Students identify the skills that would be necessary to deal with each situation.

Focus questions could include:

- What challenges are faced as a result of each scenario?
- What risks might be faced by host or guest in each scenario?
- What are the possible conflicts that could arise?
- How would you deal with these conflicts?
- What skills are necessary to effectively deal with this situation?
- What are the possible health consequences of behaviours in these scenarios?
- How would you minimise the health consequences of these behaviours?
- How do relationships change as different roles are adopted in these scenarios?

Teaching considerations

Students might consider the following scenarios: a host and drunken guest, a guest and a gatecrasher, a gatecrasher and the parent/carer of the party host, a host and a guest whose partner is intoxicated, a parent/carer and an intoxicated guest, a parent/carer and a police officer.

It is important to discuss safety considerations specific to each situation.

The skills students identify may include problem solving, decision making, negotiation, assertiveness and conflict resolution.

ADEPT is a framework for conflict resolution that students could use. It involves the following steps:

- **A**lways start with each party explaining what happened to cause the conflict.
- **D**efine the problem.
- **E**xplore possible solutions to the problem.
- **P**ropose a plan to implement one of these solutions.
- **T**est the plan by implementing it.

► Students develop a concept map indicating possible consequences for various alcohol-related scenarios. For each consequence identified they develop a strategy to minimise the impact of this behaviour on their own or others' health.

Focus questions could include:

- What are the potential consequences of alcohol misuse for yourself? For others?
- How can each consequence be minimised for yourself? For others?

Teaching consideration

Strategies for minimising the consequences of alcohol use could include:

- having a mutual agreement with friends to look after each other should either of you become intoxicated;
 - knowing when and how to get help — for example, whom to go to, telephone numbers of ambulance and police;
 - knowing how to get home safely;
 - being aware of poor decisions that can be made when under the influence of alcohol.
-

COMMUNITY STRATEGIES**Developing community strategies to reduce risks associated with the misuse of alcohol at celebrations**

► Students identify community strategies to minimise the risks of alcohol misuse at celebrations.

Focus questions could include:

- What are some ways of reducing alcohol consumption at celebrations?
- How can some of the health risks associated with alcohol misuse be reduced?
- What barriers or obstacles might already be in place to reduce alcohol-related harms at parties and celebrations?

Teaching consideration

Strategies students may consider:

- peer education;
- preparing a local media campaign dealing with celebrations — for example, schoolies week, school formals, end-of-season sporting parties;
- supplying alcohol-free drinks at celebrations;
- working with hotel licensees to encourage more responsible drinking;
- implementing designated driver programs to minimise the possibility of travelling with an intoxicated driver;
- finding out about local community alcohol-prevention strategies/programs;
- inviting a community health worker to visit to discuss prevention strategies.

► Students compile a list of organisations that may be able to offer assistance or advice about implementing community strategies to minimise risks of alcohol misuse at celebrations. They then investigate the assistance and advice offered by these organisations.

Teaching consideration

Students may consider organisations such as Queensland Transport, Royal Life Saving Society, St John Ambulance, Queensland Police Service, Drug Arm, Queensland Ambulance Service, Kids Help Line, local taxi companies, Drug Infoline, Lifeline, community health services.

PLANNING A SAFE PARTY**Planning and negotiating a safe, enjoyable celebration**

► Students develop a plan to hold a safe, enjoyable celebration, taking into consideration the issues associated with hosting a party and the skills required.

Focus questions could include:

- Who will host the party?
- What issues might arise as a result of hosting the party?
- Who will need to be consulted about the celebration?
- What impact on the family group may there be if the party is to be held at the family home?
- Who could help to make the celebration safe?

- Will alcohol be served?
- What negotiations will need to occur with parents or carers if alcohol is to be served?
- What legislation and licensing requirements may affect these decisions?
- If alcohol is to be served, what restrictions might have to be set?
- What skills will be required to negotiate the hosting of the celebration at the family home?
- What responsibilities accompany the role of host?
- Would a host and a guest behave differently? Why? If so, how might their behaviours differ?

Teaching consideration

This task could be undertaken in small groups, or specific issues could be addressed by individual members of the class or group.

Acting

ALCOHOL-RELATED SCENARIOS

Practising responses to unsafe situations that may arise at a celebration

► Students prepare and present a plan for a safe, successful celebration to be held at the family home. The plan should promote a health-enhancing social and physical environment and should contain personal and community strategies to respond to potentially unsafe situations as a result of alcohol misuse.

Focus questions could include:

- How will you present the plan to ensure as many people as possible will be able to attend?
- What strategies will be adopted in negotiation?
- How could the planning process carried out by you and your peers be best outlined to your parents or carers?
- What personal strategies are in place to minimise risks associated with alcohol use?
- What community strategies are in place to minimise risks associated with alcohol use?

FORMULATING A CONTRACT

Formulating a contract for a celebration to be hosted at home

► Students develop a contract to be entered into with their parents or carers to conduct a safe celebration in the family home. The contract could include time, date, duration, conditions, responsibilities of signatories and penalty clauses.

Focus questions could include:

- What aspects of the contract can be negotiated?
- What guidelines can be agreed upon?
- How can a healthy social environment be promoted?
- How can a healthy physical environment be promoted?

Reflecting

REVIEWING KNOWLEDGE AND SKILLS

Reflecting on the party-planning process and on the influence of alcohol advertising on behaviour at parties

► Students discuss the skills and strategies they developed as a result of planning and negotiating to host a safe party.

Focus questions could include:

- Which skills did you use in the planning process?
- Which skills did you use in negotiating to host the party?
- What strategies did you develop to cope with issues that may arise as a result of hosting the party?
- What would you do differently if planning a party again?

► Students reflect on their earlier analysis of the influence of alcohol advertising on personal health and alcohol-related behaviours at parties.

Focus questions could include:

- How efficient or effective was the process of the investigation?
- What implications are there for advertising alcohol?
- What has been learnt about the relationship of alcohol consumption and adolescent health?
- Have your attitudes changed about the advertising and promotion of alcohol?

This sourcebook module should be read in conjunction with the following Queensland School Curriculum Council materials:

Years 1 to 10 Health and Physical Education Syllabus

Years 1 to 10 Health and Physical Education Sourcebook: Guidelines

Health and Physical Education Initial In-service Materials

ISBN 0 7345 2013 1

© The State of Queensland (The Office of the Queensland School Curriculum Council) 2000

Queensland schools are permitted to make multiple copies of this module without infringing copyright provided the number of copies does not exceed the amount reasonably required for teaching purposes in any one school. Copying for any other purposes except for purposes permitted by the Australian *Copyright Act 1968* is prohibited.

Every reasonable effort has been made to obtain permission to use copyright material in all sourcebook modules. We would be pleased to hear from any copyright holder who has been omitted.

The State of Queensland and the Queensland School Curriculum Council make no statements, representations, or warranties about the accuracy, quality, adequacy or completeness of, and users should not rely on, any information contained in this module.

The State of Queensland and the Queensland School Curriculum Council disclaim all responsibility and liability (including without limitation, liability in negligence) for all expenses, losses, damages and costs whatsoever (including consequential loss) users might incur to person or property as a result of use of the information or the information being inaccurate, inadequate, or incomplete.

Any inquiries should be addressed to:
Queensland School Curriculum Council
PO Box 317
Brisbane Albert Street, Q 4002
Australia

Telephone: (07) 3237 0794
Facsimile: (07) 3237 1285
Website: <http://www.qscc.qld.edu.au>
Email: inquiries@qscc.qld.edu.au

PIP 996036
