

# Trouble with Alcohol – Resource Training Pack

## Trainer's Notes

### Alcohol Education – Introduction

The purpose of this training pack aims to give parents, young people and professionals the knowledge, awareness and skills around alcohol use to assist in addressing the negative impact alcohol may have on people's lives

This pack explores how excessive alcohol use may have a direct impact or contribute to offending or anti social behaviour and how people can go about addressing these issues to promote positive outcomes in the future

This training pack can be used for staff training, one to one sessions with young people and adults or for Professionals who are:

- working with adults and young people who are experiencing difficulties with their own alcohol use
- working with families who are supporting a relative experiencing difficulties with alcohol use
- working with young people who are living with parents/carers experiencing difficulties with alcohol use
- practitioners in training

The aim of the Programme is to:

- challenge perceptions of what kind of person has a problem with alcohol and end up in prison
- hear about the experience from the point of view of men and women who have ended up in prison through alcohol related crime
- raise awareness from these experiences for practice and policy and the wider implications of alcohol abuse

This DVD resource focuses on people's experiences of alcohol use and explores how they have faced many difficult challenges in their lives relating to alcohol issues. The DVD explores:

- Views of alcohol
- Early experiences of alcohol use
- The short term effects of alcohol use
- The long term use of alcohol and social consequences
- Relationships
- What Next

Session 6 of this training pack will enable Practitioners to explore what these issues mean for practice

Each Session should take approximately an hour to complete depending on the size of the group

## **Preparation**

In preparation of delivering this resource, it is highly recommended that:

- Facilitator/s familiarise themselves with all materials and films prior to use and that you are clear about which section of the DVD is most relevant to your client group. There is one additional filmed section within the DVD however this might not be appropriate for use in certain contexts
- Facilitator/s should raise the key questions with their client group after viewing the relevant DVD section
- All equipment being used to deliver this resource has been checked and is in working order
- You have access to other resources you may need to deliver some aspects of this training course i.e. Dialogue Youth and NHS Grampian Health Information Resources located at Summerfield House have a range of interactive alcohol related resources ([www.nhsghcpat.org](http://www.nhsghcpat.org))
- Ground-rules and confidentiality are discussed and agreed with the group/individual prior to delivering this resource
- All vulnerable adults/child protection guidelines are adhered to and if anyone divulges information that places themselves or another person at risk of harm then it must be reported through the relevant channels
- Time is built into the sessions for individual support which may be necessary in some cases

We would like to thank the young people and adults who have taken part in the interviews for the DVD. Without their input it would not have been possible to make this Resource Pack

## **Alcohol – The National Picture**

The Scottish Government (current estimate 2010) of all costs regarding alcohol misuse is around £3.5 billion. Those costs are broken down as NHS (Scotland) at around £270

million, Social Work Services around £230 million, Criminal Justice around £700 million and wider economic costs, such as absenteeism, health problems and deaths among the working age population around £1.4 billion with no estimates for the value of the reduced quality of life associated with alcohol-related conditions included (The Societal Cost of Alcohol Misuse in Scotland – 2007, Scottish Government 2010)

Deaths from liver disease have risen sharply in the 25-34 year old age group over the last 10 years. This increase is believed to be a consequence of increased drinking starting at an earlier age. Prolonged excessive alcohol use can also cause problems with mental development in adolescence leading to learning difficulties later on in life

It is estimated that this equates to around six alcohol-related deaths in Scotland every day

It is clear that everyone has a responsibility to ensure that those affected by alcohol related issues have access to factual information and that appropriate Services can be identified and accessed based on the needs of individuals

### **Alcohol and Young People**

From analysis of self-reported statistics regarding young people's alcohol use, the numbers of young people recorded to be drinking on three or more days per week have remained relatively static since 1995. Despite the figures reflecting reduced frequency, it is however concerning that the overall average of alcohol units consumed has increased, which is consistent with the increased "binge" pattern of drinking among young people and wider society as a whole. For a small number of young people – alcohol consumption has increased significantly

Much attention is given to the role of the media or 'peer pressure' in shaping young peoples' attitudes towards alcohol. However research clearly demonstrates that the influence and attitudes of family (including parental drinking behavior) are just as, if not more significant, in predicting young people's behaviour and attitude to alcohol

### **Alcohol related offences**

Although research has found that regular heavy alcohol consumption and binge drinking can be associated with crime and anti social behaviour, most alcohol-related offences are committed by a minority of those people who consume alcohol irresponsibly

The majority of people who drink alcohol don't commit offences or participate in anti-social behaviour or disorder but for those who do – crime and anti social behaviour can be exacerbated by excessive alcohol use

Being under the influence of alcohol can be a contributory factor in many crimes. Almost half of all prisoners in Scotland indicated they were drunk at the time of their offence with three quarters of young offenders reporting that they were drunk at the time of their offence compared to 41% of adult offenders – (Alcohol Statistics Scotland 2009)

## **Aberdeen City Alcohol Strategy 2009-2019**

Aberdeen City Alcohol & Drugs Partnership (ADP) launched a long-term ten year strategy to locally co-ordinate and focus resources effectively across the city to ensure that;

*“We aim to be a City that promotes a safe, healthy and responsible attitude to Alcohol”*

In relation to tackling alcohol related issues, the following drivers have been incorporated, building on national direction and guidance:

- Reduce Consumption
- Support Families and Communities
- Develop Positive Attitudes & Positive Choices
- Improve Support & Treatment

The production of this resource supports a number of actions within the strategy and action plan

A copy of the full strategy and action plan including a short summary are available at:

[www.aberdeencityadp.org.uk](http://www.aberdeencityadp.org.uk)

## **Detailed Preparation**

1. View all materials and films prior to use
2. Check equipment.  
Laptop, projector, flip chart, pens, handouts, DVD, options In / out DVD, questionnaires, scenarios
3. Learn how to pause DVD between chapters – probably will need to use mouse.  
Press “enter” for play and space bar for pause
4. Scrap-book – collect newspaper/magazine clippings over a short period of time - week - month of incidents involving alcohol. You will need to do this in the period just prior to delivering the course for maximum impact
5. Check timings

## **Course Programme:**

### **Introduction (one for trainers one for clients)**

- Refreshments.
- House rules – toilets, smoking, mobile phones, fire alarm, food & drink, breaks.
- Introduction of you as trainer/s.
- Introduction of participants to you and each other.
- Explanation of the film/s and how they will be used in an interactive way to promote discussion and effect change.
- Aims of programme

1. Challenge perceptions of what kind of person has a problem with alcohol and ends up in prison.
2. Hear about the experience from the point of view of men and women who have ended up in prison through alcohol related crime.
3. Raise awareness for practice and policy of the implications of alcohol abuse.
4. Motivate people whose alcohol use leads to risks of offending and harm, to gain control of their behaviour and reduce risks.

### **Client Preparation**

Social Work clients should have been through an assessment as will some younger people prior to taking part in this work. This will determine if alcohol use is at a level which could lead to risks of offending and harm to themselves and others. Further work will have to be undertaken to assess the emotional and psychological impact of some of the issues raised on certain individuals who take part in this exercise and space and time made to engage with these people after every session. This may likewise be necessary with trainees and professional staff using this resource.

## **Equipment**

### **Session 1 – Intro and background**

Clock  
DVD & TV  
Flip chart & pens  
Worksheets 1 / 2 / 3 / 4  
Alcohol info – packs, true/false cards  
Evaluation sheets

### **Session 2 - Early influences**

Clock  
Worksheets 5 / 6  
Pens  
Share effects and consequences  
Flip chart, DVD, DVD Player  
Evaluation sheets

### **Session 3 - Law, Risks and Safety**

Clock  
Worksheets 6 / 7 / 8  
DVD & player  
Child protection info – Childcare / GIRFEC  
Evaluation sheets

### **Session 4 – Harmful consequences**

Clock, DVD and player  
Community links  
Cycle of change info  
Worksheets 9 / 10 / 11 / 12 & scenarios  
Pens & paper  
Evaluation sheets

### **Session five – Options and rebuilding**

Clock, DVD & player  
Worksheet 1  
Community links and info  
Evaluation sheets for session & course

### **Session six – (Trainers only)**

Clock, Community links and info  
Flip charts & pens  
Evaluation sheets for session & course

## **COURSE BREAKDOWN**

### **Session 1**

- |           |   |                  |
|-----------|---|------------------|
| <b>1.</b> | Welcome                                     | ) 5 mins         |
|           | Aims of the course                          | )                |
|           | Rules                                       | )                |
| <b>2.</b> | DVD view Chapter 1 (SPS Introduction)       | ) 5 mins 17 secs |
| <b>3.</b> | Explore why people use or don't use alcohol | ) 15 mins        |
|           | What do you get from it?                    | )                |
|           | Positive & negatives                        | )                |
| <b>4.</b> | Questionnaire                               | ) 10 mins        |
| <b>5.</b> | Look at pointers                            | ) 20 mins        |
|           | True or false (corners)                     | )                |
| <b>6.</b> | Evaluation                                  | ) 5 mins         |



## **Session 2 - Early Influences**

1. Recap ) 5 mins
2. Early experiences of alcohol? ) 10 mins  
(Questionnaire?) )  
1<sup>st</sup> tried, 1<sup>st</sup> drunk, age, )  
where, who with, how, )  
positives and negatives )
3. DVD view Chapter 2 ('Early Experiences') ) 6 mins 34 secs
4. Discuss differences to those in film ) 10 mins  
What were they, what does this mean?
5. Small group discussions of short term ) 20 mins  
effects
6. Evaluation ) 5 mins

### **Session 3 - Law, Risks and Safety**

1. Recap ) 5mins
2. Long term concerns ) 20 mins
3. Social consequences ) 10 mins
4. DVD view Chapter 3 ('Consequences') ) 6 mins 25 secs
5. Discuss differences - in groups ) 10 mins
- 6a Trainers and adult groups version – GIRFEC child safety issues)
- 6b. Evaluation ) 5 mins

## **Session 4 - Harmful consequences**

1. Recap ) 5 mins
2. Questionnaire – how are Relationships effected? ) 5 mins
3. DVD view Chapter 4 ('Relationships') ) 4 mins 25 secs (video)  
- small discussion and feedback ) 10 mins
4. Effects and barriers to change ) 10 mins  
Why not stop? )  
Why stop? )  
Environmental issues )  
Positives and negatives
5. SMART ) 20 mins
6. Evaluation ) 5 mins

## **Session 5 – Options and rebuilding**

1. Recap ) 5mins
2. DVD view Chapter 5 ('What next?') ) 3 mins 19 secs
3. Small group discussion –  
Change, community links, access ) 15 mins
4. Feedback and discussion ) 10 mins
5. Recap of course ) 10 mins
6. Course evaluation ) 5 mins

## **Session 6 – Trainers session**

What can the individual do?

What can the system do?

What can you do as a professional?

How do you evaluate alcohol when doing a risk assessment?

What information and training do you need to understand and intervene more effectively?

What are you doing now?

Does it work?      Why?

DVD view Chapter 6 ('Hope')

) 7 mins 14 secs

## **Session 7 – Andy’s Story**

Questions for discussion: –

At what stages were problems happening to Andy?

What were the problems?

The risks of Poly-drug use?

Could he have stopped and looked at where there were problems?

Do you think he did stop and look?

What would he see?

How would you help him?

## **TROUBLE WITH ALCOHOL**

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### **INTRODUCTION**

#### **SESSION I INTRODUCTION**

At the start of the session the group should complete ATTITUDES TO ALCOHOL statements (Worksheet 1)

The first part of the DVD looks at some of the reasons why people use alcohol and the consequences their excessive alcohol use can have on their lives

The first interview features George Robertson, Prison Officer from the Scottish Prison Service, discussing the effects and the consequences of problematic alcohol use and the impact it can have on offending behaviour

Before viewing the INTRODUCTION CHAPTER, the following question should be discussed with the group for them to consider. The flipchart can be used to record views

- What is their perception of people who end up in the Adult Criminal Justice System for alcohol related offences

<p style="text-align: center;"><b>THEN PLAY CHAPTER I OF THE DVD – 5 MINUTES 17 SECONDS</b></p>
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After viewing the INTRODUCTION CHAPTER, the following questions should be discussed with the group (Worksheet 2):

- Why do you think people use alcohol
- Why do you think people choose not to use alcohol
- What do you think are the positives of using alcohol
- What do you think are the negatives of using alcohol
- Has their perception of people who end up in the Adult Criminal Justice System due to offences related to alcohol changed?

SESSION I concludes with the UNDERSTANDING ALCOHOL ISSUES (Worksheet 3) and the ALCOHOL QUIZ (Worksheet 4) to establish people's knowledge base of alcohol issues

Participants should then complete the Session Feedback Form

## **SESSION 2 EARLY INFLUENCES**

Session 2 of the DVD explores the early experiences of alcohol. Before viewing CHAPTER 2, complete the EARLY EXPERIENCES OF ALCOHOL questionnaire (Worksheet 5).

**THEN PLAY CHAPTER 2 OF THE DVD - 6 MINUTES 34 SECONDS**

After CHAPTER 2 of the DVD has been viewed, discuss the following questions with the group.

- What were the main reason people end up in the Adult Criminal Justice System for alcohol related incidents – were there commonalities between their experiences and those discussed in the DVD.
- What aspects of peoples lives were effected by entering into the Adult Criminal Justice System – were there commonalities between their experiences and those in the DVD.
- Are there any differences/similarities between your early experiences of alcohol use and those discussed in the DVD

Session 2 concludes with THE SHORT TERM EFFECTS OF ALCOHOL (Worksheet 6)

Participants should complete the Session Feedback Form



### **SESSION 3 CONSEQUENCES**

Session 3 explores the legalities of alcohol use and the consequences of excessive alcohol use

Before viewing Chapter 3 of the DVD the group should complete the LONG TERM EFFECTS OF ALCOHOL (Worksheet 7)

**THEN PLAY CHAPTER 3 OF THE DVD - 6 MINUTES 25 SECONDS**

After viewing CHAPTER 3 of the DVD, the following questions should be discussed with group (Worksheet 8):

- What are the effects and barriers to change
- Why stop
- Why not stop
- What are the environmental issues of changing behaviour
- What are the positives of changing behaviour

For professionals and adults, Session 3 concludes with GIRFEC and Child Safety issues

For young people, SESSION 3 concludes with the AM I A RISK TAKER (Worksheet 10)

Participants should complete the Session Feedback Form

## **SESSION 4 RELATIONSHIP WITH ALCOHOL**

Session 4 explores the how relationships are effected by excessive alcohol use

Before viewing CHAPTER 4 of the DVD, the group should complete the RELATIONSHIP WITH ALCOHOL questionnaire (Worksheet 9) and discuss the following questions with the group:

- How their relationship with alcohol affects their lives
- How their relationship with alcohol affects other

**THEN PLAY CHAPTER 4 OF THE DVD - 4 MINUTES 25  
SECONDS**

- Discuss similarities

The next section of Session 4 explores SMART Actions. The facilitator should explain to the group the concept of SMART – Worksheet 11

Session 4 concludes with the group completing a SMART ACTION PLAN (Worksheet 12) detailing 3 manageable actions

Participants should complete the Session Feedback Form

## **SESSION 5 WHAT'S NEXT AND OPTIONS**

Session 5 explores what services are available for people directly or indirectly affected by alcohol use

**THEN PLAY CHAPTER 5 OF THE DVD - 3 MINUTES 19 SECONDS**

After viewing Chapter 5 – What next?, discuss the following questions with the group:

- Is prison the best solution for alcohol related crime
- Whose responsibility is it
- Where to go for support with alcohol related issues
- What are their experiences of services
- Where do they find out what is available locally to support issues relating to alcohol use
- What are the community links and how accessible are these

**THEN PLAY CHAPTER 6 OF THE DVD – 7 MINUTES 14 SECONDS**

Session 5 concludes with completing the ATTITUDES TO ALCOHOL questionnaire (Worksheet 1) and discuss with the group if their attitudes have changed and their future SMART Action Plans

Participants should complete the Overall Evaluation Form

## **SESSION 6 PROFESSIONALS**

Session 6 explores the roles and responsibilities of Professionals in all sectors working with those directly and indirectly affected by problematic alcohol use. Before viewing CHAPTER 6 HOPE of the DVD, the following should be discussed with the group:

- What can the individual do
- What can the system do
- What can you do as a Professional
- How do you evaluate alcohol use when completing risk assessments
- What are you doing now – does it work why

**THEN PLAY CHAPTER 6 OF THE DVD - 7 MINUTES 14 SECONDS**

- What further information and training do you feel you need to understand and intervene more effectively
- As Professionals, how can we make a difference towards peoples attitudes towards alcohol

Session 6 concludes with FUTURE ACTIONS FOR SERVICES AND FOLLOW UP SESSIONS FOR CLIENTS

### **SUGGESTED ADDITIONAL TOPICS FOR DISCUSSION**

- Gender balance of alcohol related offences
- What age should alcohol education start

Participants should complete the Overall Evaluation Form

**TROUBLE WITH  
ALCOHOL**

**WORKSHEET I      ATTITUDES TO ALCOHOL**

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Please read each statement and circle one of the three options at the side of each statement

- |     |  |       |            |          |
|-----|--|-------|------------|----------|
| 1.  | You need alcohol to have fun                               | Agree | Don't know | Disagree |
| 2.  | It's daft to get drunk                                     | Agree | Don't know | Disagree |
| 3.  | Fourteen is too young to drink alcohol                     | Agree | Don't know | Disagree |
| 4.  | It's OK for girls to get drunk                             | Agree | Don't know | Disagree |
| 5.  | It's OK for boys to get drunk                              | Agree | Don't know | Disagree |
| 6.  | People who don't drink alcohol are missing out             | Agree | Don't know | Disagree |
| 7.  | Daily moderate drinking can be part of a healthy lifestyle | Agree | Don't know | Disagree |
| 8.  | It's embarrassing to refuse an alcoholic drink             | Agree | Don't know | Disagree |
| 9.  | Getting drunk is the whole point of Drinking               | Agree | Don't know | Disagree |
| 10. | Alcohol should be banned                                   | Agree | Don't know | Disagree |
| 11. | Any young person should be allowed in a pub                | Agree | Don't know | Disagree |

**TROUBLE WITH  
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**WORKSHEET 2**

**INTRODUCTION**

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1. What is your perception of people who end up in the Adult Criminal Justice System for alcohol related crimes?
  
2. What is your perception of people who **frequently** end up in the Adult Criminal Justice System for alcohol related crimes?

**After viewing the INTRODUCTION CHAPTER, please answer the following:**

1. Why do you think people use alcohol?
  
2. Why do you think people choose not to use alcohol?
  
3. What do you think are the positives of using alcohol?
  
4. What do you think are the negatives of using alcohol?
  
5. Has your perception of people who end up in the Adult Criminal Justice System for alcohol related crimes changed?

**TROUBLE WITH  
ALCOHOL**

**WORKSHEET 3      UNDERSTANDING ALCOHOL ISSUES**

1	Alcohol reaches every part of the body 5 minutes after starting drinking	True / False
2	Alcohol dehydrates the body	True / False
3	Drinking coffee will sober you up	True / False
4	Alcohol helps you think quickly	True / False
5	Alcohol is a stimulant	True / False
6	It takes the body about 1 hour to get rid of one unit	True / False
7	The darker the drink, the worse the hangover	True / False
8	Alcohol effects women more than men	True / False
9	You will get drunk more quickly on fizzy alcoholic drinks	True / False
10	A 750cl bottle of spirit contains about 30 units	True / False
11	Alco pops are weaker than other alcoholic drinks	True / False
12	The recommended guidelines for women are 14 units a week	True / False
13	The recommended guidelines for men are 21 units a week	True / False
14	90% of alcohol is broken down by the liver	True / False
15	Alcohol can cause and increase depression and anxiety	True / False

## ANSWERS

### WORKSHEET 3 UNDERSTANDING ALCOHOL ISSUES (cont.)

1 Alcohol reaches every part of the body 5 minutes after starting drinking **True** / False

---

2 Alcohol dehydrates the body **True** / False

---

3 Drinking coffee will sober you up True / **False**

---

4 Alcohol helps you think quickly True / **False**

---

5 Alcohol is a stimulant True / **False**

---

6 It takes the body about 1 hour to get rid of one unit **True** / False

---

7 The darker the drink, the worse the hangover **True** / False

---

8 Alcohol affects women more than men **True** / False

---

9 You will get drunk more quickly on fizzy alcoholic drinks **True** / False

---

10 A 750cl bottle of spirit contains about 30 units **True** / False

---

11 Alco pops are weaker than other alcoholic drinks True / **False**

---

12 The recommended guidelines for women are 14 units a week **True** / False

---

13 The recommended guidelines for men are 21 units a week **True** / False

---

14 90% of alcohol is broken down by the liver **True** / False

---

15 Alcohol can cause and increase depression and anxiety **True** / False

---



**TROUBLE WITH  
ALCOHOL**

**WORKSHEET 4 ALCOHOL QUIZ - QUESTIONS**

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1. Is alcohol more affordable in 2009 than in 1980?

True

False

2. In 2001, people in Scotland spent an average £5.97p weekly on alcohol

True

False

3. One in ten 15 yr old reported spending

Less than £5.97

More than £5.97

4. Attempts by 15 yr olds to purchase alcohol is most successful from

Friends/Relatives

Supermarkets/Shops

Pub/Bar

5. At 16, you can buy and consume beer, wine or cider with a meal in a restaurant at the manager's discretion

True

False

6. How many public houses are there in Scotland?

4,758

7,941

12,982

10,100

7. What are the most common alcohol related diagnoses?

Liver disease

Heart problem

Inability to stand up

Mental & Behavioural problems

Alcohol poisoning

**TROUBLE WITH  
ALCOHOL**

**WORKSHEET 4      ALCOHOL QUIZ – QUESTIONS (cont.)**

**8. Everyday in Scotland, the estimated alcohol related assaults were**

700       110       89       200

**9. People living in more deprived areas are more likely to die of alcohol related illnesses**

True                       False

**10. People who have died by suicide in the last 10 years have a history of Alcohol Abuse**

True                       False

**11. The number of Scottish children estimated to be living with a parent whose drinking is problematic**

11,000       85,000       65,000       207,000

**12. Half of children on the Child Protection register are estimated to be there due to parental alcohol or drug misuse**

True                       False

**13. The number of divorces which cite excessive drinking by a partner as a contributory factor is**

1 in 3       1 in 5       1 in 10       1 in 12

**14. A unit of alcohol is?**

10mls       100mls       75mls       175mls

**TROUBLE WITH ALCOHOL**

**WORKSHEET 4 ALCOHOL QUIZ - ANSWERS**

---

1. Is alcohol more affordable in 2009 than in 1980?

True  False

(69% more affordable in 2007)

2. In 2001, people in Scotland spent an average £5.97p weekly on alcohol

True  False

3. One in ten 15 year olds reported spending

Less than £5.97  More than £5.97

4. Attempts by 15 yr olds to purchase alcohol is most successful from

Friends/Relatives  Supermarkets/Shops  Pub/Bar

5. At 16, you can buy and consume beer, wine or cider with a meal in a restaurant at the manager's discretion

True  False

6. How many public houses are there in Scotland?

4,758  7,941  12,982  10,100

7. What are the most common alcohol related diagnoses?

Liver disease  Heart problem  Inability to stand up

Mental & Behavioural problems  Alcohol poisoning   
(Relate to DVD)

**TROUBLE WITH ALCOHOL**

**WORKSHEET 4 ALCOHOL QUIZ – ANSWERS (cont.)**

8. Everyday in Scotland, the estimated alcohol related assaults were

700  110  89  200

9. People living in more deprived areas are more likely to die of alcohol related illnesses

True  False   
(5 times more likely)

10. People who have died by suicide in the last 10 years have a history of Alcohol Abuse

True  False

11. The number of Scottish children estimated to be living with a parent whose drinking is problematic

11,000  85,000  65,000  207,000

12. Half of children on the Child Protection register are estimated to be there due to parental alcohol or drug misuse

True  False

(¼ of children on Child Protection register 2006)

13. The number of divorces which cite excessive drinking by a partner as a contributory factor is

1 in 3  1 in 5  1 in 10  1 in 12

14. A unit of alcohol is?

10mls  100mls  75mls  175mls

(Volume 175ml x 13% ÷ 1,000)

**TROUBLE WITH**  
**ALCOHOL**

**WORKSHEET 5      EARLY INFLUENCES**

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1. What early views did you have about alcohol?

2. Who/what was a major influence on these views?

3. How old were you and in what circumstances did you first experience alcohol?

**TROUBLE WITH  
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**WORKSHEET 5**

**EARLY INFLUENCES**

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4. How old were you and who were you with when you first experienced being drunk?

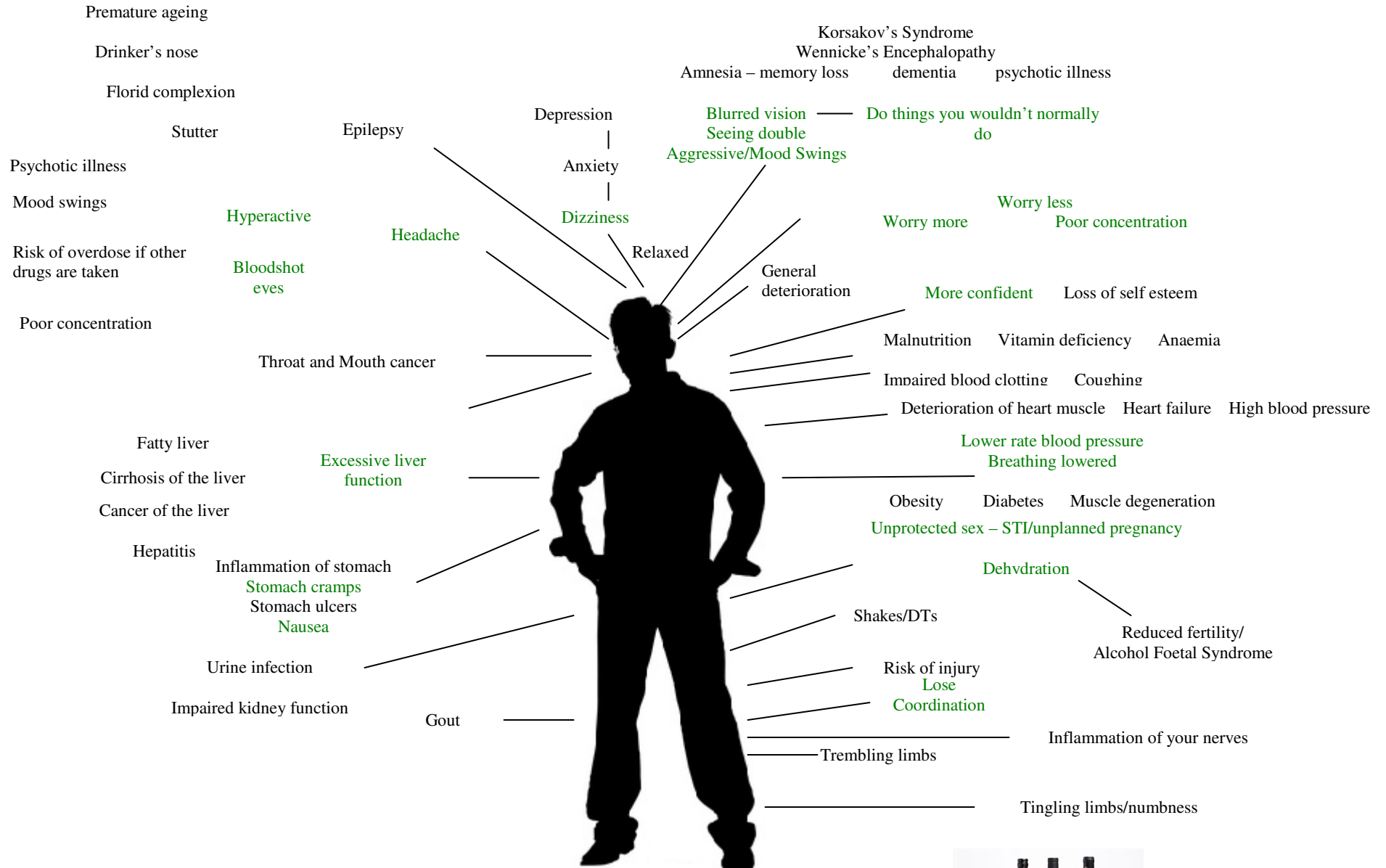
5. What were the positives of your early experiences with alcohol?

6. What were the negatives of your early experiences with alcohol?

# THE TROUBLE WITH ALCOHOL

## WORKSHEETS 6 AND 7

## THE EFFECTS OF ALCOHOL



- Short term effects
- Long term effects

### SOCIAL CONSEQUENCES

Breakdown of relationships  
 Problems at work/college  
 Criminal behaviour  
 Social Disintegration







**TROUBLE WITH  
ALCOHOL**

**WORKSHEET 9**

**RELATIONSHIP OF ALCOHOL USE TO OFFENDING**

Which of the following are true of you? Please tick all that apply

I have committed offences while under the influence of alcohol	<input type="checkbox"/>
I have committed offences while not under the influence of alcohol	<input type="checkbox"/>
I am more likely to offend while under the influence of alcohol	<input type="checkbox"/>
I am less likely to offend while under the influence of alcohol	<input type="checkbox"/>
I commit more serious offences while under the influence of alcohol	<input type="checkbox"/>
I commit less serious offences while under the influence of alcohol	<input type="checkbox"/>
If I am under the influence of alcohol I am more likely to get caught when I offend	<input type="checkbox"/>
I spend most of my income on alcohol	<input type="checkbox"/>
I steal/shoplift/commit fraud/housebreak to get alcohol	<input type="checkbox"/>
I take alcohol to give me confidence and calm my nerves	<input type="checkbox"/>
I take alcohol to give me confidence and calm my nerves before I offend	<input type="checkbox"/>
I deliberately take alcohol to allow me to commit certain kinds of offences	<input type="checkbox"/>
I drink alcohol as an excuse for offences I commit	<input type="checkbox"/>
I use my alcohol use as an excuse for my offending	<input type="checkbox"/>

**TROUBLE WITH  
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**WORKSHEET 10**

**AM I A RISK TAKER**

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Introduce the session by exploring what is risk, are all risks bad? Can the young person give examples of good risks and bad risks?

Ask the young person to complete the risk taker scale

On a scale of 0 to 10 (0=never take risks and 10 =always take risks) where would you place yourself?

**0    1    2    3    4    5    6    7    8    9    10**

---

Why did you place yourself at this number?

Play the Dare Game. Mix up the cards and let the young person choose one and place it on the YES, NO or MAYBE card.

Once all the cards have been placed, ask the young person why they have made these choices

Ask the young person if they would be more likely to do a dare they placed under NO if they are under the influence of alcohol or peer pressure

Does mood and mental state affect risks? If yes why?

Ask the young person if they still agree with their original choice on the risk scale and discuss why they changed their minds and point out where **you** feel they are a higher or lower risk taker than they perhaps recognise

**0    1    2    3    4    5    6    7    8    9    10**

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**TROUBLE WITH  
ALCOHOL**

**WORKSHEET 10      AM I A RISK TAKER (cont.)**

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**EXPLORING RISKY BEHAVIOUR**

The aim of this session is to further explore Risky Behaviour in a non threatening manner using scenarios that allows the person to think about the risks associated with excessive alcohol use

**RESOURCES**

Flipchart/Pens

Dice

'Am I a Risk Taker' worksheet and Scenarios

'Am I a Risk Taker' Scenarios

Yes, No and Maybe cards

Time - 15 minutes for 'Am I a Risk Taker' worksheet and Scenarios

20 minutes for Dice Game – Scenario 1 (Instructions p38)

20 minutes for Dice Game - Scenario 2

Evaluation of Session

**YES**

**NO**

**MAYBE**

## **DARES**

**Set fire to a bin in the park**

**Do a parachute jump**

**Swim in the sea at midnight**

**Steal money from parent / carers  
purse**

**Drink a litre of vodka**

**Shoplift**

**Keep a friend's cannabis at your house**

**Put a drug into someone's drink at a  
party**

# ALCOHOL

Dice Game Instructions – roll dice for each heading to build a scenario and discuss the questions below:

## WHO WITH?

- |                  |                                      |
|------------------|--------------------------------------|
| 1. CLOSE FRIENDS | 4. GIRL/BOYFRIEND                    |
| 2. ALONE         | 5. IN A GANG                         |
| 3. STRANGERS     | 6. PEOPLE YOU DON'T KNOW REALLY WELL |

## WHERE?

- |                   |                  |
|-------------------|------------------|
| 1. AT A PARTY     | 4. IN A PARK     |
| 2. AN EMPTY HOUSE | 5. RAILWAY TRACK |
| 3. AT HOME        | 6. AT THE SHOPS  |

## HOW YOU ARE FEELING?

- |               |           |
|---------------|-----------|
| 1. RELAXED    | 4. LONELY |
| 2. SAD        | 5. ANGRY  |
| 3. FRIGHTENED | 6. HAPPY  |

## HOW YOU RATE THE SITUATION?

- |                                    |             |
|------------------------------------|-------------|
| 1. EVERYONE SEEMS TO BE HAVING FUN | 4. WORRYING |
| 2. DANGEROUS                       | 5. SAFE     |
| 3. DODGY                           | 6. LETHAL   |

Discuss the Following:

1) What are the dangers? 2) What could happen to make this situation worse? 3) How can the risk of harm be reduced?

## **TROUBLE WITH ALCOHOL**

### **WORKSHEET 11**

### **SMART Objectives**

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#### **Description**

SMART is an acronym that can be used to help ensure that effective objectives or goals are set

#### **Specific**

Specific objectives are clear and well-defined. This helps both the person and the Professional, as the person knows what is expected of them and the Professional is able to monitor and assess actual performance against the specific objectives

#### **Measurable**

Progress towards objectives often requires to be monitored whilst the Action is under way. It is also very useful to know when that Action has been done and the objectives are completed. A measurable objective achieves this end

#### **Achievable**

When giving objectives, the person may not be able to achieve it for various reasons, including a lack of skill, not having enough resources, not having access to key people and not having support. Achievable objectives ensure that everything is in place and that if the person does not reach the goals they cannot reasonably point the finger elsewhere

#### **Realistic**

Objectives should also add useful value within the context where they are being set, being aligned with strategies and higher goals

#### **Time Limited**

Descriptions of objectives should also include timescales of what is required by when. This may also include details of delivery, stating (if relevant) where objectives are to be completed. Giving a time scale adds appropriate sense of urgency and ensures that the objectives do not dribble out over an unreasonably long timescale

## **TROUBLE WITH ALCOHOL**

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### **SMART Objectives (cont)**

#### **Discussion**

SMART is a common acronym that is widely used, although the meaning of the letters used sometimes varies.

**These criteria may be used both to set and assess objectives, acting as a checklist to assure quality. Other criteria may also be used, including: Clear, Challenging, Customer-focused, etc.**

#### **Setting goals**

Goals provide specific objectives and target that a person is trying to achieve, and should be clear, challenging and achievable.

Useful concepts when considering goals include:

- *Goal specificity*: The specification and clarity of the goal.
- *Goal difficulty*: The level of performance required to achieve the goal.
- *Goal intensity*: Process of setting the goal or of determining how to reach it.
- *Goal commitment*: The effort used to achieve a goal.

Goals may be set in a formal context where all activity is agreed for a specific period. They are often set informally and sometime very unclearly -- every time you ask somebody for something that will require them to take time, you are setting goals.

#### **Monitoring progress**

Once goals are set, progress towards achieving them may be monitored on a regular basis. This may be done formally, with reporting of specific achievements and showing of quantitative metrics. It may also be done informally, for example through conversation and simple meetings.

#### **Feedback**

Feedback is important to enable the person learn where they are relative to their goals. This may be given in alignment with monitoring. It is important for motivation that feedback is presented in a way that leaves the person with a positive motivation to achieve the goals.



**TROUBLE WITH  
ALCOHOL**

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**ACTION PLAN**

**Name:**

---

**Date:**

---

<b>Baseline:</b>			
<b>What needs to change</b>	<b>How will you know</b>	<b>What will you do</b>	<b>When and Who</b>
<b>1.</b>			
<b>2.</b>			
<b>3.</b>			

**TROUBLE WITH**  
**ALCOHOL**

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**EVALUATION FORM – SERVICE USER (CONFIDENTIAL)**

This evaluation form will be used to improve the use of this resource

All information will be treated in the strictest of confidence. You will NOT be identified and your comments will be kept anonymous

**EVALUATION FORM – SERVICE USER (Continued)**

DATE \_\_\_\_\_

VENUE \_\_\_\_\_

1. Please CROSS the Session/s you have completed

Session 1 Introduction

Session 2 Early Influences

Session 3 Consequences

Session 4 Relationships

Session 5 What Next

Session 6 Professional

Andy's Story

2. On a scale of 1 – 10, please rate how thought provoking you found the content of the DVD?

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Not very thought provoking Thought provoking Very thought provoking

In what way: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

3. Has this had an impact on how you view your alcohol use?

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

No impact some impact definite impact

Please explain: \_\_\_\_\_

4. Has this had an impact on how your alcohol use contributes to your offending behaviour?

1	2	3	4	5	6	7	8	9	10
No impact			some impact				definite impact		

Please explain: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. Has this had an impact on how your alcohol use is affecting your health?

1	2	3	4	5	6	7	8	9	10
No impact			some impact				definite impact		

Please explain: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Please tick box if you agree to any of your comments being used (anonymously) in the Project Annual Report and or Evaluation.

**Thank you for taking time to fill in this Evaluation Form, your views will help us develop the Sessions. Please email completed forms to the ADP at: [info@aberdeencityadp.org.uk](mailto:info@aberdeencityadp.org.uk)**

**TROUBLE WITH**  
**ALCOHOL**

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**TRAINING FOR TRAINERS – EVALUATION FORM**

This Evaluation Form will enable us to monitor and review the Trouble with Alcohol-  
Training for Trainers Course

All information you provide will be used to improve the course and will be treated in  
the strictest of confidence

## TRAINING FOR TRAINERS EVALUATION FORM (Continued)

Please CROSS the appropriate boxes and add any other comments

1. Please state:

Name \_\_\_\_\_

Organisation \_\_\_\_\_

Address \_\_\_\_\_

\_\_\_\_\_

E mail \_\_\_\_\_

Job Title \_\_\_\_\_

2. Please state the age range of your client group:

Under 12's

12 -15

16- 20

21-24

25 +

3. Did you feel the aims of the Training were met? Please Circle:

5	4	3	2	1
Totally				Not at all

Please state:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. What did you find most useful about the training?

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5. What did you find least useful about the training?

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6. Please CROSS the Session/s that you would find helpful working with your client group:

Session 1 Introduction	<input type="checkbox"/>	Session 4 Relationships	<input type="checkbox"/>
Session 2 Early Influences	<input type="checkbox"/>	Session 5 What Next	<input type="checkbox"/>
Session 3 Consequences	<input type="checkbox"/>	Session 6 Professionals	<input type="checkbox"/>
Andy's Story	<input type="checkbox"/>		

7. Is there anything else that you feel should be included in this training? Please state:

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8. Did the Training help with any of the following? Place a CROSS against all that apply:

Increased my knowledge of the effects of alcohol

I feel confident about delivering this training to the people I work with

Raised awareness of other relevant services

Increased my understanding of alcohol related issues and the associated risks

I found the Worksheets user friendly and would use them with the relevant people

I found the interactive exercises useful and would use them with the relevant people

I found the DVD relevant to the training

9. Would you use the Resource with the following people? Place a CROSS against all that apply:

One to one sessions with young people directly affected by their own alcohol use

Group sessions with young people directly affected by their own alcohol use

One to one sessions with young people indirectly by alcohol use

Group sessions with young people indirectly affected by their own alcohol use

One to one sessions with adults directly affected by their own alcohol use

Group sessions with adults directly affected by their own alcohol use

One to one sessions with adults indirectly affected by alcohol use

Group sessions with adults indirectly affected by their own alcohol use



Professionals in Training

Other, please state

10. Do you have any other comments about the training or have any suggestions on how we can improve future training?

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Please CROSS box if you agree to any of your comments being used (anonymously) in the Annual Report and or Evaluation:

**Thank you for taking the time to fill in this evaluation form, your views will help us develop the Training. Please email completed forms to the ADP at: [info@aberdeencityadp.org.uk](mailto:info@aberdeencityadp.org.uk)**