

# The 3 R's <sup>plus</sup>

**Recognise / Respond / Risk**

## Alcohol

# The 3 R's

**Recognise / Respond / Risk**

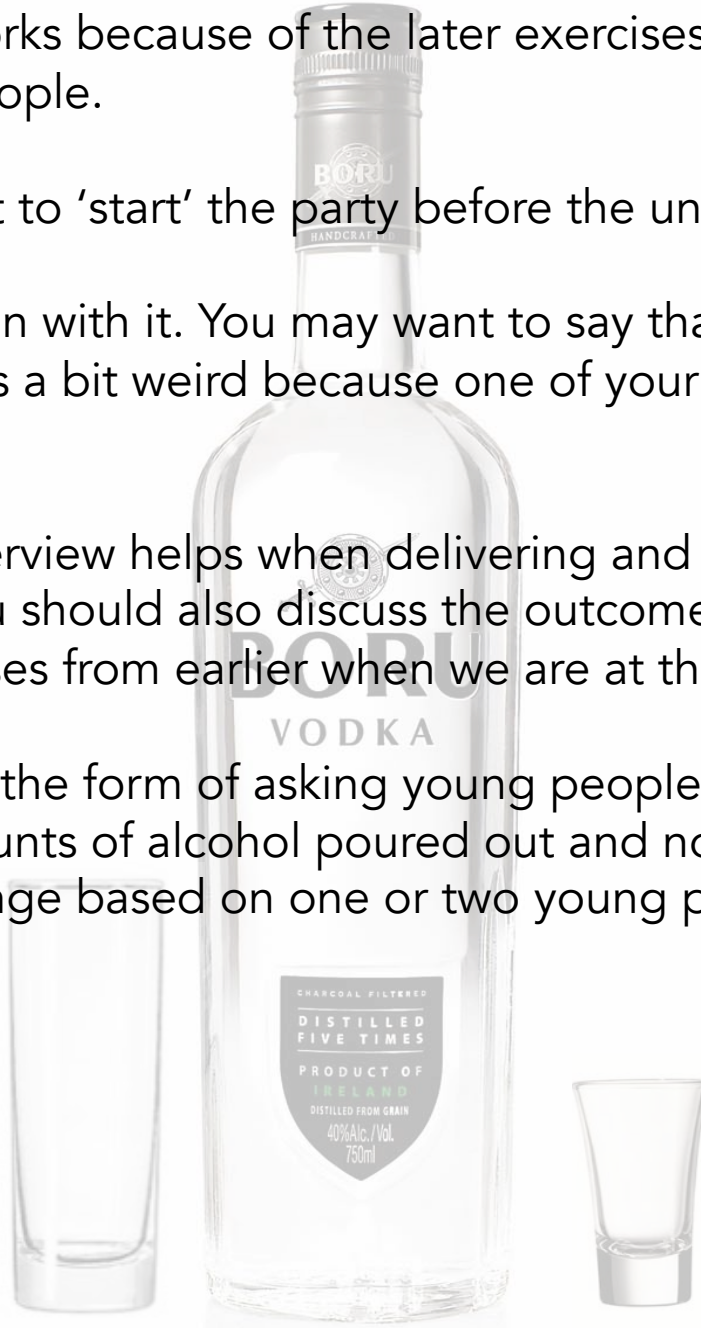
It can be useful to theme the alcohol session in terms of a party. This works because of the later exercises delivered to the young people.

You may want to 'start' the party before the unit exercise.

Have some fun with it. You may want to say that we are all at a party but it's a bit weird because one of your teachers is there!

The party overview helps when delivering and discussing the exercises. You should also discuss the outcomes of the social norms exercises from earlier when we are at the 'party'.

This can take the form of asking young people if they agree with the amounts of alcohol poured out and noticing if opinions change based on one or two young people's feedback.





## Aim of the Exercise

The session is not necessarily determined with role-modelling safe amounts of alcohol to drink with young people. There is not a recommended safe amount for under 18's to drink. The aim of the session is to demonstrate how much alcohol can be consumed and stimulate discussion on drinking patterns.

## Objectives

This purpose of this session is to introduce units of alcohol, why they are used and how young people can use this information to stay safe around alcohol.

## Outcomes

- Participants are aware of alcohol units
- Participants discuss their own experiences of alcohol
- Participants can explain steps they can take to manage alcohol use.

## Materials Required

- Empty Vodka bottle (filled with water)
- Regular glass (hi-ball style)
- Larger glass or bowl
- 50ml shot glass / measuring glass
- 25ml shot glass / measuring glass

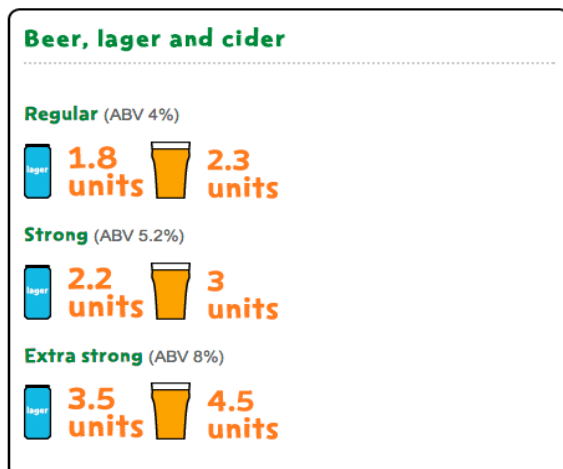
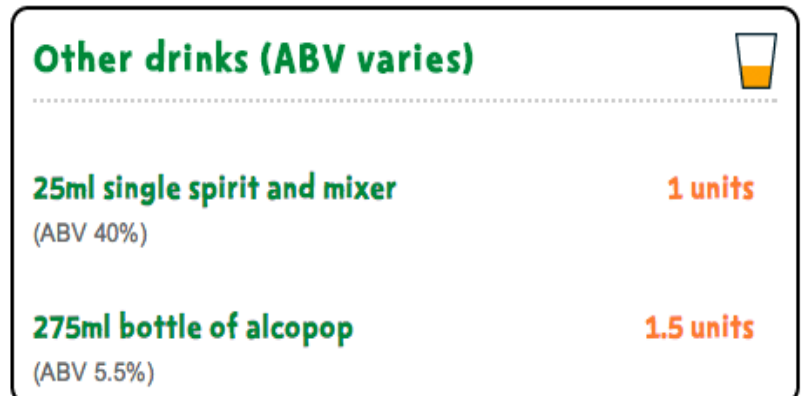
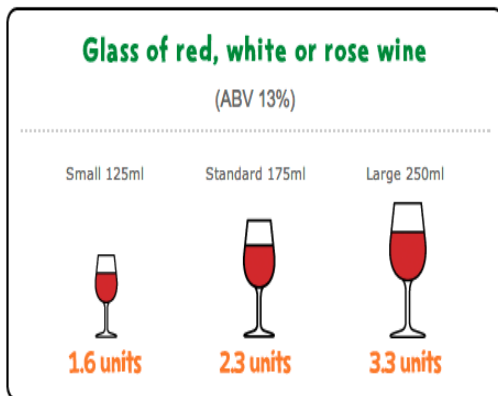
# The 3 R's

Recognise / Respond / Risk

1

Begin by asking young people if they know what a unit is and why we use these as a system of measurement for alcohol. Units are used to measure alcohol across a range of drinks. The measurement of a unit is 10ml of alcohol. This differs dependent on the strength and type of the drink, hence the differences in amounts of alcohol, which equal 1 unit.

The official guidance on alcohol units is as follows:





## 2

Ask a young person to pour a drink into the glass. They should be guided to pour what they think is a normal or regular amount.

Young people should be asked how many units they think are in the drink.

Facilitator then measures the amount of 'vodka' in the glass using the 50ml shot glass. Count the units as you pour them into the shot glass.

Engage the young people in conversation about how many units there were. Less or more than they thought?

Measure the 'vodka' again using the 25ml shot glass (the correct measure of 1 unit of alcohol)

Engage the young people in conversation that it is in fact twice as many units than they originally thought.

# The 3 R's

## Recognise / Respond / Risk

### 3

#### Key Messages

- There are loads of calories in alcohol. If you drank 4 pints of Stella for example you would consume 976 calories (244 per pint) to put this into context that is roughly the same as 4 mars bars. Would you eat 4 mars bars in a row?
- Alcohol affects the the way you think, act and feel. It can make you do things that you normally wouldn't. Have you seen someone do something they wouldn't normally when they have drunk alcohol?
- Alcohol takes time to get out of your system. The body processes alcohol at about a unit an hour. So if you drink 12 units over a 3 hour period it will still be another 9 hours before the alcohol has completely left your system.
- It is recommended that no-one drinks any alcohol before the age of 15. This is because it can be especially harmful for younger people to drink. It is also recommended that no one drinks before the age of 18.