

The impact of alcohol on young people 16/07/2026

Instructions for Every Lesson:

1. Get your equipment out and write the title and date
2. Underline both with a ruler
3. Silently start working on the task below without having to be asked
4. If you have completed all of the above to a good standard, you deserve a house point for metacognition



Under your title:

List or spider diagram the reasons why people choose to drink alcohol.



The impact of alcohol on young people 16/07/2026

Key Vocabulary: Metacognition, self-regulated learning, growth mindset
Alcohol, impairment, coordination, cultural capital, ethanol, toxic, limbic system, nervous system, cerebrum, Cerebellum



How far is it true that young people are at risk of impacting their cultural capital with short term risky behaviour



How may a young person's future career prospects be impacted by alcohol use?



How might young peoples reasons for trying substances change as the go through their teenage years?

Instructions:

1. Check that you have written and underlined the title and date.
2. Assess the learning task you will be aiming for during the lesson.
3. Reflect on the progress questions and plan and monitor your approach to answering them by the end of the lesson.

Metacognition phases



Socialising with friends

Peer pressure, the emotional need to feel part of a group



Curiosity, experimentation or wanting to take risks

Changing self esteem.



What % of Y8 students in
2018-19 had drank
alcohol without adult
supervision?

26%



Structured Talk Instructions:

1. Read and consider the above.
2. Discuss with a neighbour, ensuring you both participate.
3. No hands for feeding back, random name picker will choose you.

It's **estimated** that around **1 in 5** **young people** may be **experiencing** or **are at risk** of **emotional health difficulties**:



As **young people** get older they feel **less confident** about **their future**



Number of young people who do not have a **clear idea** about their **future**:

	Year 8	Year 9	Year 10
	24%	28%	34%

As **young people** age they become **less confident** about their **appearance**



Number of **young people** who said they **weren't happy** with their **appearance**:

	Year 8	Year 9	Year 10
	25%	31%	32%

Almost **TWICE** as many **young people** have **tried an e-cigarette** when compared to **traditional smoking**




15% of year 8's **32%** of year 9's **45%** of year 10's

Engagement in risky behaviours increases as young people get older

The number of young people who have:

	Year 8	Year 9	Year 10
 drunk alcohol without adult supervision	26%*	44%*	45%†
 ever tried a cigarette	9%	17%	26%
 ever smoked cannabis	2%	8%	13%

*In the past year †In the past month

The survey **identified** some **key protective factors** that can **help young people** with their **emotional health**:



Physical activity is associated with **increased emotional well-being**



Participating in **additional activities outside of school** can **increase emotional health** and **builds support networks**



Having **parents and friends** who they **may talk to about their worries and concerns** can be important for young people to **cope with their problems**



 **Contact us** 

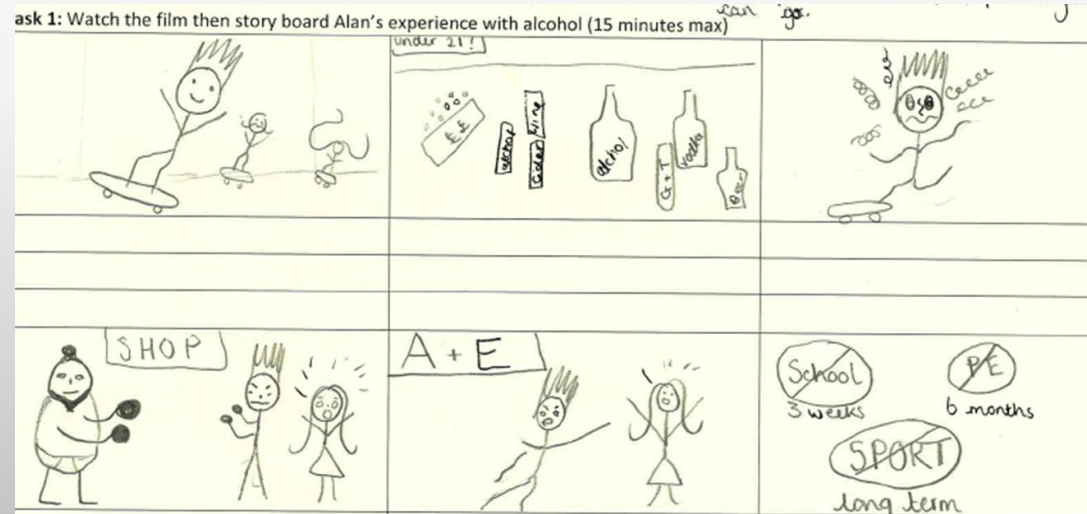
For more information about the survey and how you can get involved please contact us via:

Telephone:
01233 626424

Email:
Tania@thetrainingeffect.co.uk

Alan

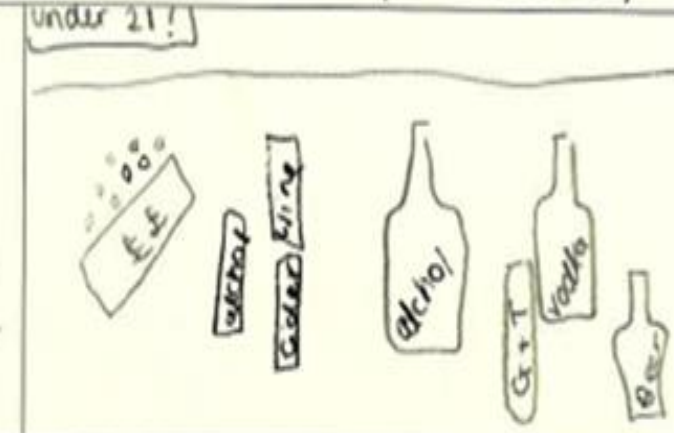
<https://www.bbc.co.uk/programmes/p02ck5w5>



Instructions: After watching the film-storyboard what happened to Alan-

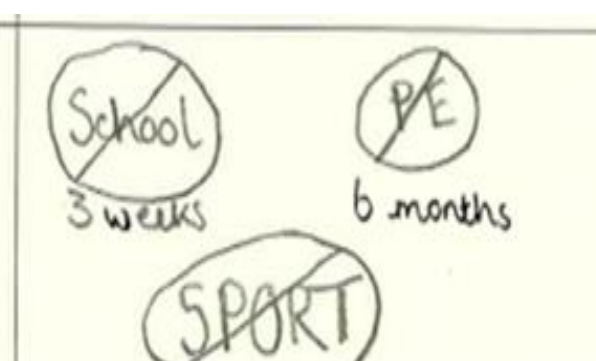


Task 1: Watch the film then story board Alan's experience with alcohol (15 minutes max)



Alcohol is absorbed from the stomach in to the blood supply where it travels to the brain.

Alcohol interacts with your **nervous system**, slowing down messages from your ears /eyes.



Alcohol affects the **Cerebellum** which can make you become uncoordinated and find it difficult to balance.

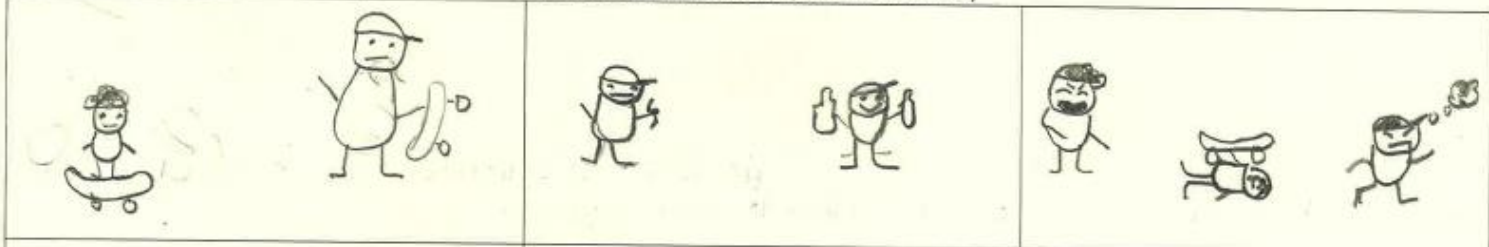
Alcohol affects the largest part of the brain, the **Cerebrum**. Drinking too much can lead to overconfidence.

Alcohol can damage the cells in the **hippocampus**, which is why some people experience 'blackouts' after drinking.

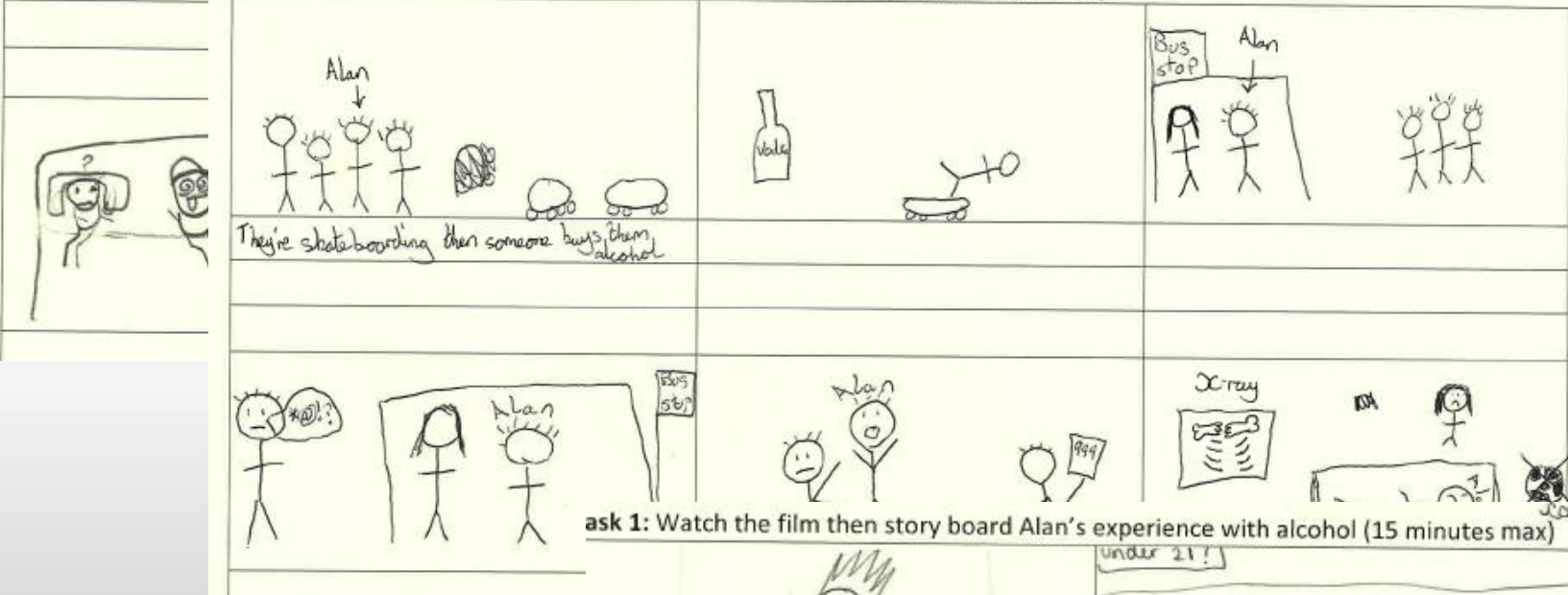
Alan's experience of drinking alcohol

1. Alan (14 years old) and two friends meet up in town- did some skating- got bored
2. They finds someone over 18 to buy them some vodka and some cans of beer/cider- they wanted to drink because 'that's when all the fun begins'
3. They drink the booze, mess around a bit, then Alan gets on his skate board.
4. He falls off of the skate board and his friends laugh at him. He starts to get angry with them.
5. They drink the rest of the vodka and decide to go off to the shops to get some food.
6. Alan stays outside with a friend and girl. They are sitting at a bus stop.
7. Three older men come along and start being rude to the girl.
8. Alan thinks one of them is going to hit him, so throws a punch at him. The man blocks the punch.
9. The man grabs him by the throat and throws him in to the wall of the bus shelter, hits him and he falls to the ground.
10. He gets up and he has broken his collar bone.
11. His friends phone 999 and he goes to the hospital
12. His parents are called and his mum come to the hospital.
13. He has 3 weeks off of school and six months off of PE lessons and sports training

Task 1: Watch the film then story board Alan's experience with alcohol (15 minutes max)



Task 1: Watch the film then story board Alan's experience with alcohol (15 minutes max)



Task 1: Watch the film then story board Alan's experience with alcohol (15 minutes max)



Fac

What impact did
Alan's drinking
have in the short
term?

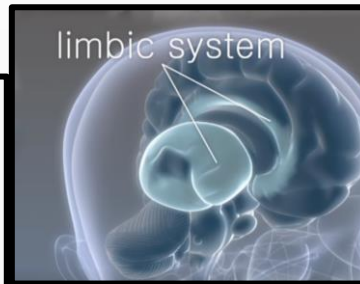


Structured Talk Instructions:

1. Read and consider the above.
2. Discuss with a neighbour, ensuring you both participate.
3. No hands for feeding back, random name picker will choose you.



Alcohol is absorbed from the stomach in to the blood supply where it travels to the brain



limbic system

Excess alcohol also affects the **limbic system** which controls your emotions inducing sadness, tearfulness or aggression.



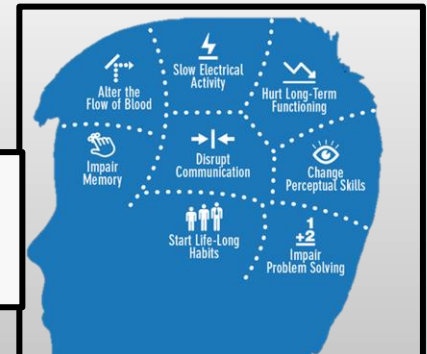
Alcohol interacts with your **nervous system**, slowing down the messages from your ears and your eyes. You become less aware of your surrounding are more likely to do yourself harm.



Alcohol affects the largest part of the brain, the **Cerebrum**. Drinking too much can lead to overconfidence. This overconfidence causes young people to take greater risks leading to greater risk of accidents and injury.



Alcohol is broken down by the body and **ethanol is a toxin**



Alcohol affects the **Cerebellum** which can make you become uncoordinated and find it difficult to balance.

Alcohol can damage or even destroy the cells that make up the hippocampus, which is why some people experience fuzzy memories or 'blackouts' after drinking. Because an adolescent brain is still developing, this damage can be particularly dangerous.

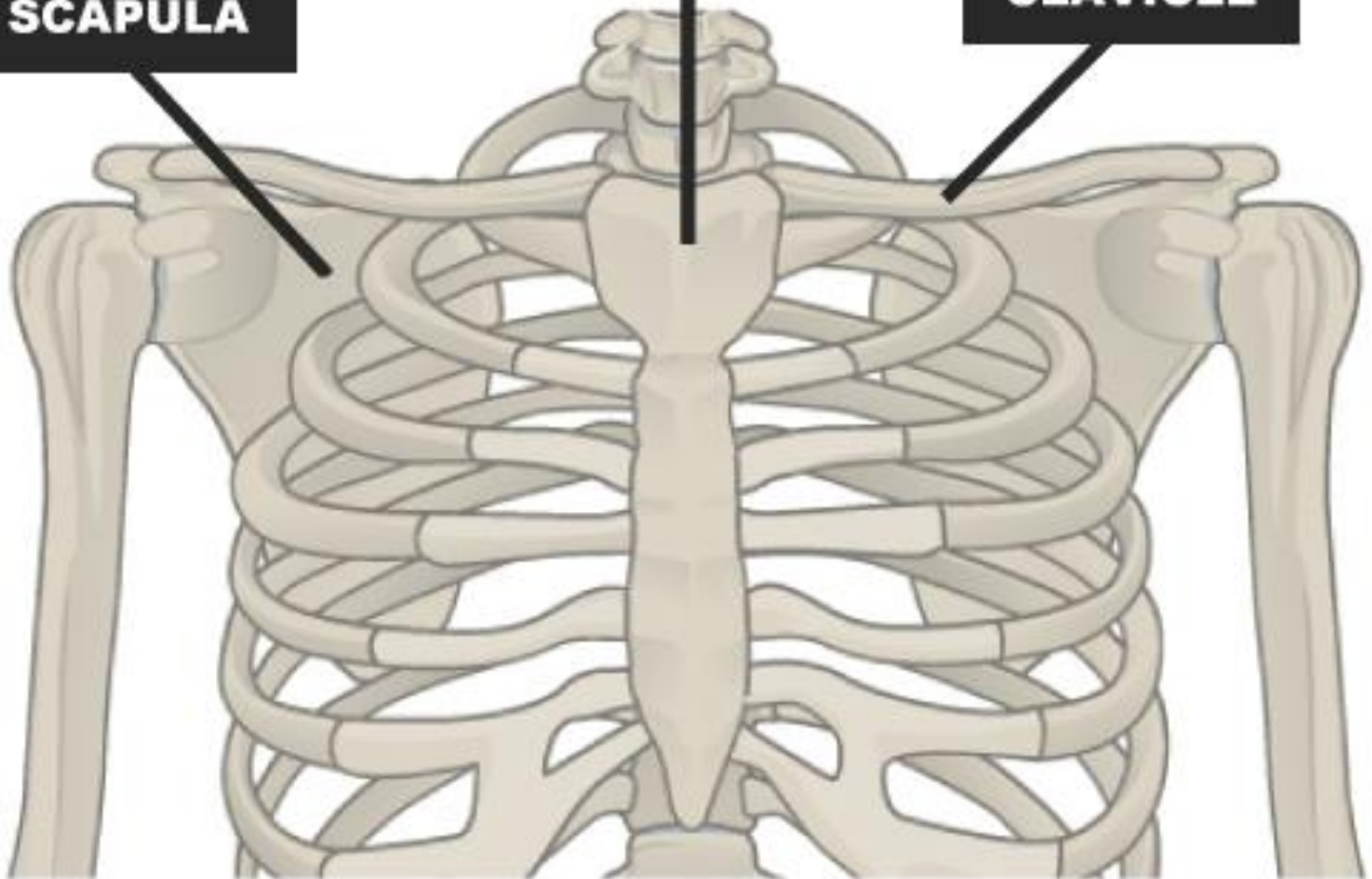


Instructions: use the knowledge organisers to help you **EXPLAIN** how the alcohol was affecting Alan- give **five examples**

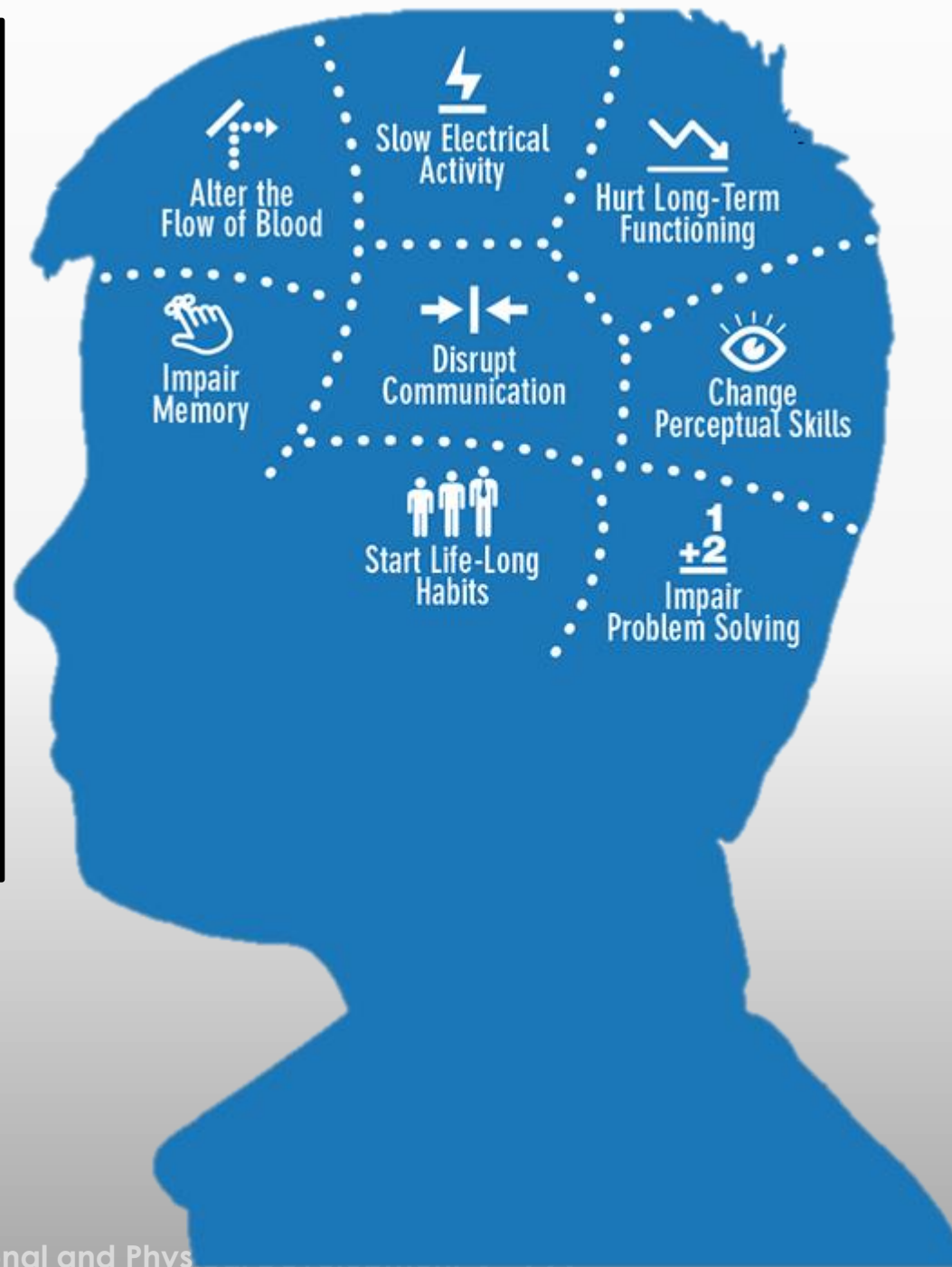
STERNUM

SCAPULA

CLAVICLE



Alcohol can damage or even destroy the cells that make up the hippocampus, which is why some people experience fuzzy memories or 'blackouts' after drinking. Because an adolescent brain is still developing, this damage can be particularly dangerous.





Personal and Physical Development

The impact of alcohol on young people 16/07/2026

Key Vocabulary: Metacognition, self-regulated learning, growth mindset
Alcohol, impairment, coordination, cultural capital, ethanol, toxic, limbic system, nervous system, cerebrum, Cerebellum



How far is it true that young people are at risk of impacting their cultural capital with short term risky behaviour



How may a young person's future career prospects be impacted by alcohol use?



How might young peoples reasons for trying substances change as the go through their teenage years?

Instructions:

1. Check that you have written and underlined the title and date.
2. Assess the learning task you will be aiming for during the lesson.
3. Reflect on the progress questions and plan and monitor your approach to answering them by the end of the lesson.

Metacognition phases





Welcome to Safe Speak

Safe Speak is here to listen...

At Relate Safe Speak, we recognise the importance of the emotional health of Children and Young People. We have been providing counselling and other emotional health services to thousands of young people from our Relate offices and in Secondary and Primary schools across Derbyshire for 17 years.

Our experienced counsellors are qualified to work with children and young people between 5-18 years both through face-to-face and online.

Alcohol and substance abuse

Helping families overcome problems
caused by alcohol and drugs

