

Substance Use Education

Stage: Senior	Lesson: Alcohol and Marketing
<p>Resources Required for Lesson: Newspaper / magazine adverts, social media adverts, (gather over week or so before lesson). Koosh ball. Scraps of paper (if voting).</p>	
<p>Main Activities: Divide young people into small groups and ask each group to think of as many any adverts for alcohol that they have seen or remember.</p> <p>Next, use a range of examples to discuss how alcohol is presented. Consider the images used, who are they trying to appeal to? Why? Where? Have they seen any alcohol adverts on their social media feeds? What is the implication of this? Is this appropriate? Do differences exist in between drinks? Times of the year? This could be done in small groups or in plenary.</p> <p>Ask the young people to discuss how marketing and advertising can affect our attitudes to drinking alcohol. How does advertising and marketing affect our behaviour? Think of recent purchases you have made – what made you buy what you bought?</p> <p>Next, think about tobacco packaging. Ask the young people write down all the reasons plain packaging has been introduced. Do you think the tobacco companies were happy about this? Why not? (income, last place to advertise product, restrictions here can lead to restrictions elsewhere)</p> <p>What do the young people think about having plain packaging for alcohol? Have a group discussion about this.</p> <ul style="list-style-type: none"> • Get everyone to stand in a circle. • Have a koosh ball to randomly throw between the young people. • The first person to start says one comment in favour of plain packaging for alcohol. • They then catch the eye of someone else in the circle and throw the koosh ball to them. • This person then says one comment against plain packaging for alcohol, catches the eye of someone else and throws the koosh ball to them. • They give one comment for plain packaging, etc until everyone has given a comment. (Remember the discussion re tobacco packaging if stuck). <p>Ask the young people if they have heard enough to make a decision if they were asked to vote on this topic? What more might they need to know?</p> <p>[If time, a vote could be held. Ask pupils to vote 'for' or 'against' plain packaging on paper. Votes to be counted and re-counted by pupils]</p> <p>Close with a round of: "One thing I have learnt from this session is ..."</p>	