

## Alcohol and the Community [Impact of alcohol on the community]

### **Curricular Area: Social Studies**

CfE Level(s): Third & Fourth

CfE Experiences & Outcomes: HWB 3-43b, Soc4-16b

Learning Intention: To explore the impact of alcohol misuse on local communities.

Success Criteria: Young people will begin to understand how alcohol misuse can have a negative effect on the local community.

Duration: 50 minutes

### **Background**

'Like the ripple effect created by a pebble in a pond, the 'ripple' effect of alcohol is thought to go far beyond the individual and their immediate family'. The Ripple Effect survey was carried out in various communities across Glasgow to gauge the perceived impact that alcohol has on local communities. The research highlighted that the vast majority of people felt alcohol affected their communities in a multitude of harmful ways. These included:

- Antisocial behaviour and violence
- Vandalism and litter
- Increased noise at night
- Decreased sense of safety
- Gang fighting and territorialism
- Damaged reputation of community
- Sustains the poverty cycle
- Agent purchase was highlighted as a particular issue in The Ripple Effect

Recommendations to tackle the issue included:

1. The cultural nature of the problem has to be considered to challenge the long term attitudes and expectations surrounding alcohol;
2. Greater support and intervention targeting the family to improve the outcomes for young people;
3. More prevention and education for young people and a focus on resilience approaches so young people can resist peer pressure;
4. More tailored diversionary activities for young people, which they are consulted on, to provide an alternative to alcohol consumption;
5. Provide more opportunities for young people in the form of volunteering, training or employment;
6. Consider the range of factors impacting on quality of life when developing interventions and approaches;
7. Interventions tackling agent purchase should be undertaken, e.g. Community Alcohol Campaigns;
8. Parks and waste ground, secluded areas and shopping centres should be a focus for interventions;

9. There should be more community events and wider opportunities for people to be involved in shaping the future of their community;
10. Increased promotion and awareness raising of community facilities and youth provision that exist in communities;
11. Community members, particularly young people, are consulted about improvements and details of service and youth provision.
12. Actions are taken to change the stereotypical view of an individual experiencing alcohol addiction;

## **Suggested Activities**

### **How does alcohol affect communities?**

In small groups, discuss the variety of ways in which alcohol can impact on the local community and/or wider society. Answers can be written or drawn onto flip chart paper to then feedback to the wider class. Suggestions can include: health impacts, cost to society, cost to NHS, Police, Fire and Rescue Services (due to traffic accidents, fires in the home, accidents at home, anti social behaviour, domestic abuse) and negative impacts on relationships and friendships.

### **What could you do to tackle the issues?**

In small groups, discuss the recommendations and what you would you do to tackle the problem. Answers can be written or drawn onto flip chart paper to then feedback to the wider class.

The recent Glasgow Schools Health & Wellbeing Survey (2014 /15), reported that of those who ever drank alcohol, 36% said they drank alcohol outside with friends.

Ask the young people to consider how this may affect their local environment? e.g. broken bottles, increased noise levels, vandalism, gangs of people drinking in the street or park which may intimidate others.

Pupils could thereafter explore the findings from the Glasgow Secondary Schools Health and wellbeing survey results further by accessing results for their school, the local area and city wide reports (web link provided below). Individual school reports are available from your health and wellbeing coordinator/head teacher.

## **Further information**

### **The Ripple Effect**

<http://www.ripple-effect.org.uk/ripple-reports/>

### **Glasgow Secondary Schools Health and Wellbeing Survey 2014 / 2015**

#### **Alcohol information: p80**

<https://www.nhsggc.scot/downloads/>

[nhsggc\\_ph\\_glasgow\\_city\\_schools\\_health\\_wellbeing\\_survey\\_2014-15-2/](https://www.nhsggc.scot/downloads/nhsggc_ph_glasgow_city_schools_health_wellbeing_survey_2014-15-2/)

### **East Dunbartonshire Schools Health and Wellbeing Survey 2014 / 2015**

#### **Alcohol information: p28**

[http://www.nhsggc.org.uk/media/237007/nhsggc\\_ph\\_east\\_dunbartonshire\\_schools\\_health\\_wellbeing\\_survey\\_2014-15.pdf](http://www.nhsggc.org.uk/media/237007/nhsggc_ph_east_dunbartonshire_schools_health_wellbeing_survey_2014-15.pdf)

**Inverclyde Child and Youth Health and Wellbeing Survey 2013**

**Alcohol information: p24**

[http://www.nhsggc.org.uk/media/232366/nhsggc\\_public\\_health\\_inverclyde\\_child\\_and\\_youth\\_health\\_and\\_wellbeing\\_survey\\_2013.pdf](http://www.nhsggc.org.uk/media/232366/nhsggc_public_health_inverclyde_child_and_youth_health_and_wellbeing_survey_2013.pdf)

**Renfrewshire**

[http://www.nhsggc.org.uk/media/232369/nhsggc\\_public\\_health\\_health\\_and\\_wellbeing\\_survey\\_of\\_young\\_people\\_in\\_renfrewshire\\_2013.pdf](http://www.nhsggc.org.uk/media/232369/nhsggc_public_health_health_and_wellbeing_survey_of_young_people_in_renfrewshire_2013.pdf)

**East Renfrewshire**

No schools survey  
undertaken

**West Dunbartonshire**

No schools survey  
undertaken

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