

The logo for the University of Bordeaux features a blue diagonal stripe in the top-left corner. The text 'université de BORDEAUX' is centered. 'université' is in a dark brown sans-serif font, with blue accents on the 'u', 's', and 'é'. 'de' is smaller and positioned below 'université'. 'BORDEAUX' is in a larger, bold, dark brown sans-serif font.

université
de **BORDEAUX**

Alcohol and Public Health

M1 ISPED
CLASS 7

Mingling

- You are going to get a number.
- Read the question corresponding to your number and ask your question to as many students as you can.

<p>How often do you drink alcohol?</p> <p>1</p>	<p>Do you drink alcohol? Why/Why not?</p> <p>2</p>	<p>How much money do you spend on alcohol on average on a weekend?</p> <p>3</p>	<p>Do you think that your generation drinks as much alcohol as your parents?</p> <p>16</p>
<p>Who do you think are the biggest drinkers in Europe?</p> <p>4</p>	<p>Can you name the large organ that eliminates alcohol from the body?</p> <p>5</p>	<p>How old were you when you had your first drink?</p> <p>6</p>	<p>How many body organs can you name?</p> <p>17</p>
<p>Do the rich or poor of society consume more alcohol?</p> <p>7</p>	<p>Do you think French people drink more responsibly than British people?</p> <p>8</p>	<p>What can be done to reduce alcohol abuse?</p> <p>9</p>	<p>What do you call the addiction to alcohol?</p> <p>18</p>
<p>Can you tell me what binge drinking means?</p> <p>10</p>	<p>What are the short-term dangers of drinking?</p> <p>11</p>	<p>What are the long-term dangers of drinking?</p> <p>12</p>	<p>What do you call somebody who drinks alcohol in large amounts everyday?</p> <p>19</p>
<p>Do men or women drink more?</p> <p>13</p>	<p>Do you know anyone who doesn't drink alcohol?</p> <p>14</p>	<p>Alcohol is more dangerous than cocaine or heroin... do you agree?</p> <p>15</p>	<p>What verb can be used to refer to drinking too much alcohol? It starts with A</p> <p>20</p>

What you heard in the video

- Can you complete these sentences?
- The reason why people can r_____ from alcohol binges is the liver.
- It has a tremendous capacity to h_____ after it is injured.
- U_____ it is irremediably damaged it can grow back.
- Because of its capacity to regenerate, we can now r_____ a portion of the liver and give it to somebody who needs it.
- Significant binge-drinking contributes more to d_____ of the liver than steady drinking.

ANSWERS

- The reason why people can **recover** from alcohol binges is the liver.
- It has a tremendous capacity to **heal** after it is injured.
- **Unless** it is irremediably damaged it can grow back.
- Because of its capacity to regenerate, we can now **remove** a portion of the liver and give it to somebody who needs it.
- Significant binge-drinking contributes more to **damage** of the liver than steady drinking.

What motivates young people to drink?

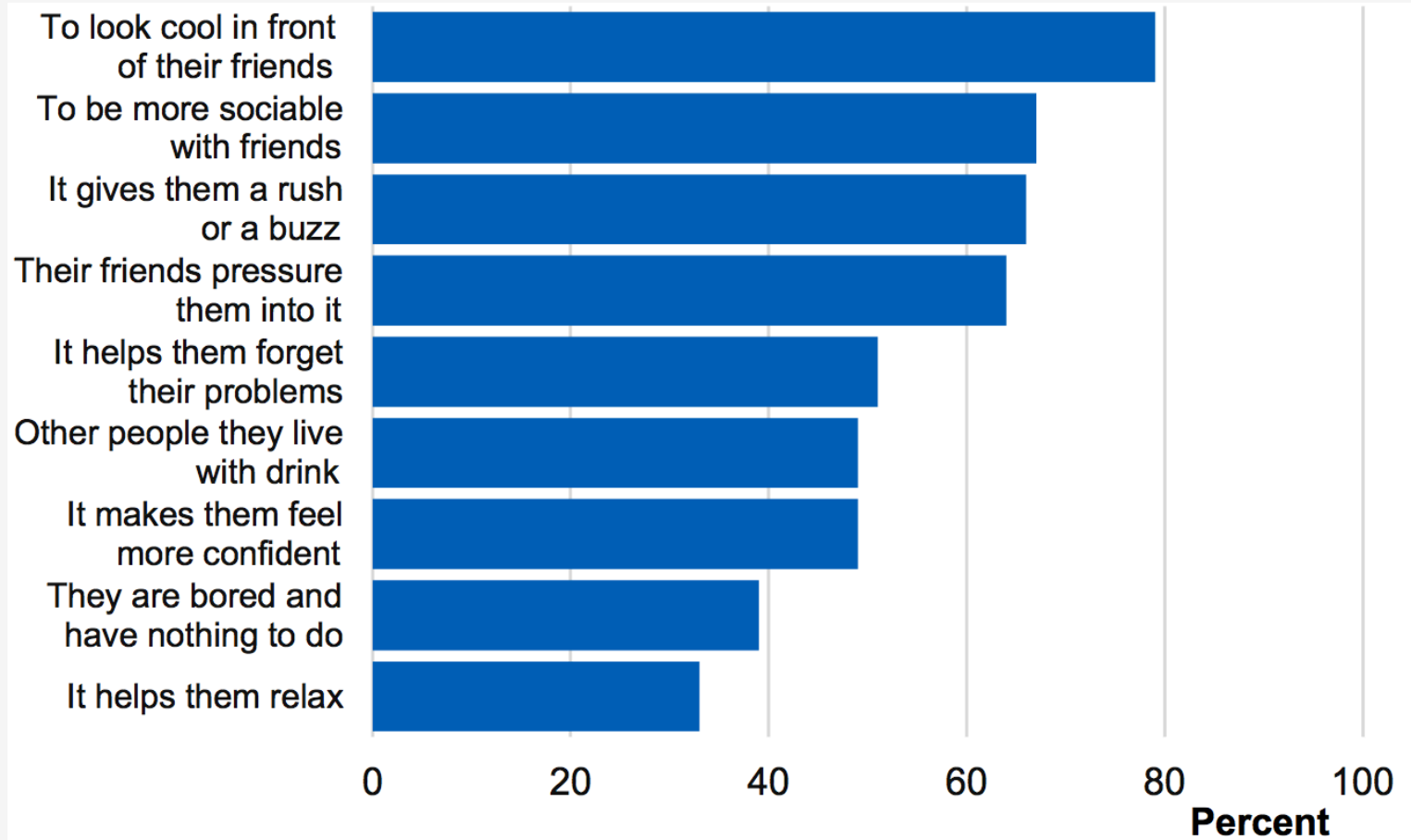
- Brainstorm possible reasons why young people consume alcohol.
- Get ready to rank the reasons listed on the next slide.

<p>To look cool in front of their friends</p>	<p>It makes them feel more confident</p>	<p>It helps them forget their problems</p>
<p>To be more sociable with friends</p>	<p>They are bored and have nothing to do</p>	<p>Other people they live with drink</p>
<p>It gives them a rush or a buzz</p>	<p>It helps them relax</p>	<p>Their friends pressure them into it</p>



Reasons why school pupils drink

The most common reason pupils thought people of their own age drank alcohol was to look cool in front of their friends (79%).



What policies are needed?

- With your partner, brainstorming: what policies can help reduce alcohol consumption?
- Read your text (What needs to happen) and add to your list.

SOME ANSWERS

- Need to target the whole pop (increase price + decrease availability)
- Use of legislation to tighten regulations of the drinks industry and retailers (concerning marketing, promotion, minimum pricing and deep discounting)
- Greater consideration of public health and levels of alcohol-related harm when processing licensing applications
- Easy to understand system of alcohol content labelling
- Further above inflation increases in prices
- Enforcing existing laws around high risk behaviour (drink-driving) more effectively (increased random breath testing, reduction of the legal blood alcohol limit for driving)
- Effective social marketing campaigns to change public attitudes to excessive alcohol consumption

Impact

- How effective are these policies, in your opinion?
- In groups, one student reads the cards they have been handed one by one. Together, decide how you would rank these measures. Choose your top 3 and be ready to defend your choices.

Raising alcohol prices.	Installing breathalysers in all cars.
Restricting opening times for pubs and bars.	Public health campaigns (posters etc.).
Better prevention from healthcare professionals.	Better education in schools.
Reducing social inequality.	Reducing the volume of alcohol servings in pubs and bars (smaller glasses, bottles).
Raising the legal age.	Reducing the legal age.
Bigger penalties for pubs and bars who serve underage drinkers.	Reinforcing ID checks.
Prohibiting happy hours.	Criminalizing drunkenness in public.

Debriefing

Quiz

- Before you read **Evaluating alcohol policy options**, what would you expect? Choose LOW, if you believe the impact of the policies below is low, and HIGH when you think their impact is high.
- Drinking-driving policies including (random) breath testing, lowered blood concentration (BAC) level, license suspension, and lower BAC levels for young drivers.
- Designated driver and safe drive programmes.
- Alcohol locks.
- Policies supporting education, communication, training and public awareness.
- Mass media programmes.
- Policies regulating the alcohol market.
- Restricting the volume and content of commercial communications.
- Strategies altering the drinking context.
- Brief advice in primary care settings.

Read the text: Evaluating alcohol policy options.

→ Does it match your expectations?

Quiz answers

- Drinking-driving policies including (random) breath testing, lowered blood concentration (BAC) level, license suspension, and lower BAC levels for young drivers. **Highly effective**
- Designated driver and safe drive programmes. **Little evidence/ no impact**
- Alcohol locks. **Effective as a preventive measure/ if measure with drink driving offenders, only works as long as they are fitted with a vehicle**
- Policies supporting education, communication, training and public awareness. **LOW**
- Mass media programmes. **Role to play in reinforcing community awareness and to prepare the ground for specific interventions**
- Policies regulating the alcohol market. **Effective (alcohol taxes in particular) / more violent harm if opening hours for the sale of alcohol are extended**
- Restricting the volume and content of commercial communications. **Likely to reduce harm**
- Strategies altering the drinking context. **Growing evidence it reduces the harm done by alcohol (relies on adequate enforcement in bars and restaurants)/ passing a minimum drinking age will have no impact if there is no credible threat to remove the licenses of outlets selling to the under-aged**
- Brief advice in primary care settings. **Impact (extensive evidence)**

Question forming

Find the right order and form correct questions

1. needs what happen to
2. reduction consumption is a alcohol in needed
3. does at what national level action by need supported to be
4. restricting likely reduce is the and volume communications content commercial of harm to
5. these are strategies what to applicable primarily
6. record it does track have good a

LANGUAGE WORK Subordinate conjunctions

→ UNLESS EVEN THOUGH WHEREAS OTHERWISE
IN SPITE OF/ DESPITE PROVIDED

- The liver will regenerate _____ it was not irremediably damaged.
- _____ his liver was repeated injured, it eventually healed.
- He recovered a few years later _____ his years of alcohol binges.
- You should get a liver transplant, _____ you will die.
- He accepted donating part of his liver _____ his sister refused.
- _____ they cancel the surgery, she should get operated today.

HOMEWORK Module 8

- Before coming to class, watch Videos 1, 2, 3 and read text 1. Make notes on the One Health approach.

Ask the right question – student A

→ Ask your partner a question or give a definition/explanation so that they say the words given below. You have 5 minutes to get them to say as many words as possible.

- Screening
- Diagnosis
- Income
- Floods
- Inequality
- Deprived
- An earthquake
- Life expectancy
- Bats
- To bleed

Ask the right question – student B

→ Ask your partner a question or give a definition/explanation so that they say the words given below. You have 5 minutes to get them to say as many words as possible.

- Measles
- Antibiotics
- A rural setting
- A vaccine
- Malaria
- A bias
- An occupational hazard
- Childhood
- Antibodies
- housing