



Discussing the Data:
Health Attitudes to Being
Online and Alcohol Use

PART C.

Attitudes about... alcohol



There are seven inquiries in Part C focused on health attitudes to alcohol use.

To support the development of capabilities for inquiry in health and wellbeing contexts, the inquiries this section of the resource are framed using the Action Competence Learning Process (ACLP). Links to the statistical inquiry cycle (PPDAC) are included where relevant and as appropriate.

To assist teachers with the selection of inquiries, the table below describes the inquiry, identifies the CensusAtSchool data used, and indicates the nature of the data-related tasks – specifically whether students need to download and analyse their own data, collect their own data, and/or if samples of data are provided in tables and graphs ready for interpretation.

PART C. Attitudes about ... alcohol	CensusAtSchool VARIABLES used for the inquiry	Data provided for the inquiry; data needs to be downloaded and analysed; and/or own data collection	Suitable for learning mainly in
Inquiry 14. Impacts of alcohol use on hauora and wellbeing	Alcohol effect	Students download and analyse a sample of qualitative data	Health Education
Inquiry 15. Influences on teenagers' use of alcohol	Alcohol reason	Students download and analyse a sample of qualitative data	Health Education
Inquiry 16. Teenage attitudes towards alcohol use	Alcohol OK	Data provided, with the option of downloading own dataset	Health Education & Statistics
Inquiry 17. Own school survey about alcohol-use attitudes	NA	Own data collection	Health Education
Inquiry 18. Looking after/out for friends who use alcohol	Alcohol problem	Data provided, with the option of downloading own dataset	Health Education & Statistics
Inquiry 19. Help seeking and support for wellbeing in alcohol-related situations	NA	Health promotion materials	Health Education
Inquiry 20. Online advertising of alcohol to teens	NA	Own data collection	Health Education

The inquiries in this section of the resource use the CensusAtSchool alcohol attitudes questions:

- **Alcohol reason.** *In five words or less, what do you think is the main reason why teens drink alcohol? If you don't know, type I don't know.*
- **Alcohol effect.** *In five words or less, what do you think is the main effect on teens who drink alcohol? If you don't know, type I don't know.*
- **Alcohol OK.** *Do you think it is okay for teens your age to drink alcohol? Yes, No, It depends, I don't know*
- **Alcohol problem.** *Alcohol can be a problem for some teens I know. Strongly disagree, Disagree, Agree, Strongly agree, I don't know*

These survey items are used in conjunction with demographic data (year level and gender).

Videos

There are two videos that support the activities in this section. **Specific activities have been included with a selection of the inquiries**, although teachers may choose to make use of the videos with other inquiries.

Video 1. Discussing data from CensusAtSchool: Questions for young people (4.56 min)

Questions for young people

1. Nearly 40% of Year 9–10 students said “it depends” when asked if it is okay for teens their age to drink alcohol. What kinds of situations could teens think it is okay to drink alcohol?
2. Over half of Year 9–10 students said alcohol is a problem for some teens they know. What do you think they mean by a “problem”?
3. The most common reason Year 9–10 students gave for why teens drink alcohol was to be cool. Why do you think students see drinking alcohol as cool?
4. How do you think alcohol is shown in advertising? Prompt: Do you think it is shown in a positive way, or a negative way?

Video 2. Alcohol: Impacts and what young people can do – Discussing data from CensusAtSchool (4.35 min)

Questions for subject-matter experts

1. Over half of Year 9–10 students said alcohol is a problem for some teens they know. What can a young person do if they're worried about a friend's drinking?
2. What are some things that could influence a young person's drinking?
3. The most common reason Year 9–10 students gave for why teens drink alcohol was to be cool. Why do you think students see drinking alcohol as cool?
4. What are some marketing strategies alcohol companies use to target people online?
5. What should people be aware of when they see alcohol being advertised?
6. What resources exist to help young people take action on alcohol marketing?
7. Where can young people go if they want support or advice around alcohol?

Inquiry 14.

Impacts of alcohol use on hauora and wellbeing

Overview

This inquiry aims to develop students' understanding of the way alcohol use—and non-use—can be directly or indirectly linked to all dimensions of hauora and wellbeing. Using the alcohol **opinion** question *In five words or less, what do you think is the main effect on teens who drink alcohol?* students will learn how to:

- code data to summarise the wellbeing themes in a dataset
- apply these themes to Te Whare Tapa Whā model of health (or another selected health model)
- draw conclusions about the main effects on teens who drink alcohol, as linked to ideas about hauora and wellbeing.

This inquiry helps develop students' understanding of the health and physical education concept of hauora as a holistic understanding of health and wellbeing. It is expected that students will have prior learning about the concept of hauora and Te Whare Tapa Whā as a model of health to explore the concept. They may have also learned about other Indigenous or cultural models of health.

Note that there is a parallel activity in Inquiry 7 using online attitudes data. To build on these ideas and develop students' understanding of the health and physical education concept, the socio-ecological perspective is applied in an alcohol context in Inquiry 15.

Background

The patterns and trends of alcohol consumption by New Zealand youth have been extensively documented by the Youth 2000 project. The most recent publications subsequent to the collection and analysis of the Youth19 data show:

Youth19 survey question	Age					Sex	
	< 13	14	15	16	> 17	Male	Female
Drink alcohol at least once a week n = 494 (9.1% of the whole sample, n = 7,114)	2%	3.4%	8.3%	11.7%	17.7%	10.2%	8.1%
Binge drinking at least once in past four weeks n = 1,314 (21.8% of the whole sample, n = 7,053)	4.1%	7.7%	19.4%	29.3%	42.1%	22.9%	20.8%

The overall summary of the 2001–19 data in the Youth19 report shows that:

- *There were very large declines in cigarette smoking and binge drinking for New Zealand secondary school students from 2001–19.*
- *Most students do not smoke, vape, drink alcohol, or use marijuana or other drugs.*
- *Binge drinking is still prevalent, especially among older students.*

- For many health risks, risks are higher in poorer communities, for example smoking and cannabis use are more common in higher-deprivation areas. However, vaping and binge drinking do not operate this way. Rather, binge drinking is common in all socioeconomic groups. (Fleming et al., 2020, p. 1)

This and other online-accessible examples of New Zealand research can be found on the Youth19 website (see references below).

Additional data related to the impact of alcohol use can be found with Ministry of Health reporting such as [Youth SLM Data – Youth alcohol related Emergency Department presentation](#) – (i.e., the number of youth presenting at hospital emergency departments for alcohol-related reasons). This data can be accessed by region.

Safety considerations

Alcohol (and other drug) education is a common context in junior secondary-school health education programmes. Although data shows that the majority of teens in Years 9 and 10 are not using alcohol regularly and many have limited or no personal experience of its effects, many more may use alcohol infrequently or come into contact with it through use by others such as older teens and adults. As the most commonly used psychoactive substance in New Zealand, and the one that still causes the most widespread harm by far, it remains a significant cause for concern for all New Zealanders, regardless of personal decisions about (non)use. Teachers will need to ensure that the classroom is a safe environment for discussing a diversity of matters about the way alcohol impacts wellbeing. Key to this will be to make no assumptions about, or pry into, students' personal use of alcohol, or to reveal own experiences. See the introductory section in [Mental health education and hauora: Teaching interpersonal skills, resilience and wellbeing](#) (Fitzpatrick et al., 2018, pp. 14–23).

This activity is a parallel use of the same process as [Inquiry 7 on social media use and wellbeing in Part B](#). This activity could link with [Inquiry 16 in Part C](#).

Contributes to:

Health Education

Students will learn how to:

- identify ways effects of alcohol use is linked with all dimensions of hauora and wellbeing
- identify ways to minimise harm from alcohol use by self or others.

Key Competencies

(Critical) Thinking; Using language, symbols and texts; Participating and contributing

Expected timeframe

- 2–3 hours.

Data for the inquiry

CensusAtSchool data to download

- Alcohol opinion question *In five words or less, what do you think is the main effect on teens who drink alcohol?*

Note that students wrote answers in their own words for these items. The maximum download of a sample of 1000 generates a lot of data that needs to be read. For this activity students will only need about 100–200 items. For coverage, it is suggested that students **individually** download a random sample of 100–200 items. Then, **working in groups** to complete the activity, students can share responses to check they have a range of ideas. Depending on the nature of the inquiry questions, demographic data may also be specifically selected (this is optional). It may be useful to include demographic data from the outset, in case students decide to later explore differences for year levels or gender.

The focus for this activity is on what students said in response to the question. They do not need to quantify responses for this activity.

Optional: Note that students answering this survey question were given the option of, *If you don't know, type I don't know*. It is recommended that students note how many students state "I don't know" for their sample. There is an optional question asking why they thought this many students answered this way.

Resources required

- Access to a digital device and the internet.
- Resource sheet for Inquiry 14 – template for recording positive and negative impacts on hauora and wellbeing.

Other useful resources and references that could support the inquiry

- Access to information about the health model [Te Whare Tapa Wha \(or other models, such as Fonofale\)](#) – note there are many online sources for this information. Other holistic models of health and wellbeing can be used for this task. Note that this version of the activity uses Te Whare Tapa Whā.
- Access to websites such as [Amohia te Waiora \(alcohol.org\)](#) and [The Lowdown](#)

Teaching process to guide the learning inquiry

Identifying an issue

Developing knowledge and insight

- Ask students as a class or working in small groups to discuss what they think are the main effects of alcohol use on teenagers' wellbeing.
- As a class, make some initial connections between these effects and the dimensions of Te Whare Tapa Whā.
- Ask students to recall learning about Te Whare Tapa Whā or refer to prior learning about this to remind students about the dimensions and the sorts of ideas that relate to each dimension of wellbeing.
- Ask the class if they think these effects could differ between males and females or across different year levels and give reasons why/why not.

Developing a vision – Key inquiry questions

- Explain to the students that they are going to be using the CensusAtSchool data that focuses on what other students have said are the main effects of drinking alcohol on teens and connecting these ideas with the dimensions of Te Whare Tapa Whā (or another selected model of health).

- Working in groups, ask students to develop 2–3 inquiry questions related to the effects of alcohol on teenagers and the dimensions of wellbeing. Use the previous discussion as a source of ideas. *E.g., will most ideas relate to physical wellbeing? How does alcohol use impact spiritual or wellbeing? In what ways does drinking alcohol impact social wellbeing positively and negatively? Do the CensusAtSchool ideas about the effects of alcohol appear to be in similar proportions for each dimension of hauora, or does one dimension dominate?*

Understanding – Data

Data can be selected and analysed individually or in pairs.

- Direct students to the CensusAtSchool database and supervise students to locate the **Opinions – Alcohol effect** data.
- Demonstrate to the students how to locate the [Random Sampler](#) tool (see Getting data from CensusAtSchool) and select the **Specific variable** needed for the investigation (locate **Alcohol effect** under **Opinions**), **Random sample**, and a **sample size**. **Download sample** to an Excel spreadsheet.
- How to code qualitative (descriptive) data: See the process in Inquiry 7.
- Presenting findings: Instruct students to select some of the more popularly recorded ideas to complete a wellbeing grid (see resource sheet). Encourage the students to redesign this, but make sure they include the four dimensions. They can add visual imagery if they wish.

Using data to answer the inquiry questions:

- Once the data is analysed and understood, support students to answer their inquiry questions. Practice writing (or digitally recording) the answer to the inquiry questions, supported by examples of data that they are using as evidence to justify their claims.
- [If **Year level** or **Gender** are selected] As a class (or in small groups) compare and contrast the **Year level** and **Gender** data—look for major similarities and differences.
- If any dimension is absent from the samples of data analysed, ask students to contribute their own ideas to the summary. If a dimension appears to be missing from the analysed data, ask why they think this may be the case (*the likely answer being that if students were only allowed five words to answer the question, then they will tend to go for the more obvious and familiar answers associated with an issue or situation*).
- Optional: If students noted how many responded “I don’t know” to this question, ask why they thought students answering the survey said this. Do they think it is a concern that this many students said “I don’t know”? Why or why not?
- Reach an overall conclusion about the way teenage alcohol use impacts their hauora and wellbeing. Add this summary to the answer(s) to the inquiry question(s).

Planning

Acting

- Ask students working in small groups to brainstorm all the ways they think people their age could minimise harm from alcohol use. Get them to think about a range of ways they could keep themselves safer, ways friends and whānau could help, and how the school or wider community supports students to be safe around alcohol. Make use of online sites such as [Amohia te Waiora](#), or [The Lowdown](#) if students need more ideas.

- As a class, collect these ideas together, grouping them into actions a teenager could take responsibility for themselves, actions they need support with from another person, and actions that need some sort of systems support (like a school or an agency that promotes safe use of alcohol). Record an image of the class summary of ideas.

Note:

These ideas about safety around alcohol are repeated across all the alcohol attitudes inquiries. Depending on the activities selected, support students to keep adding to these ideas with each successive activity to reinforce this learning.

Evidence of student learning / learning artefacts

Students document:

- their inquiry questions, the summary chart of the way teenage wellbeing is impacted by alcohol use, and their overall conclusions
- a summary of the ways harm from alcohol use can be minimised.

Teacher reflection

- How readily were students able to develop basic inquiry questions based on their own knowledge of the effects of teenage alcohol use? How much, if any, additional information was needed to help develop these questions?
- How readily were students able to grasp the idea of coding qualitative data to help summarise it? *I.e., deciding which dimension of Te Whare Tapa Whā responses related to, and filtering all responses with that word, then 'coding' those items so lots of ideas could be included in the summary without having to read each one individually. In what other learning contexts could this approach to data analysis be useful?*
- How readily could students link ideas about the effects of teenage alcohol use with the dimensions of hauora?
- What are the implications of the above when considering future learning in different wellbeing contexts?

References

See the range of Youth19 reports related to alcohol and other substance use at <https://www.youth19.ac.nz/publications/tag/Alcohol+use>

Specifically see: Fleming, T., Ball, J., Peiris-John, R., Crengle, S., Bavin, L., Tiatia-Seath, J., Archer, D., & Clark, T. (2020). *Youth19 Rangatahi Smart Survey, initial findings: Substance use*. Youth19 Research Group, The University of Auckland and Victoria University of Wellington. <https://www.youth19.ac.nz/publications/2020/8/12/youth19-rangatahi-smart-survey-initial-findings-substance-use>

Resource sheet for Inquiry 14

The effects of alcohol use on hauora and wellbeing

You can redesign this template to include four dimensions and positive and negative effects with each dimension.

<p>Taha tinana <i>Ideas related to physical wellbeing</i></p>	<p>Taha hinengaro <i>Ideas related to mental and emotional wellbeing</i></p>
<p>Taha whānau <i>Ideas related to social wellbeing</i></p>	<p>Taha wairua <i>Ideas related to spiritual wellbeing</i></p>

Inquiry summary

My main inquiry question related to the effects of drinking alcohol.

My conclusion(s) based on the CensusAtSchool data.

Use examples of survey responses from your analysis to support your conclusions.

How many students in your sample said "I don't know"? xx students/total sample size – convert this to a %.

Do you think this is a concern? Why or why not?

Inquiry 15.

Influences on teenagers' use of alcohol

Overview

This inquiry aims to develop students' understanding of the factors that influence alcohol use. Using the alcohol opinion question *In five words or less, what do you think is the main reason why teens drink alcohol?* students will learn how to:

- code data to summarise the influences on alcohol use from a dataset
- analyse these ideas in consideration of the socio-ecological perspective (personal, interpersonal and societal factors that influence teenage alcohol use)
- draw conclusions about the influences on teenage alcohol use.

Background

Understanding how to promote wellbeing in relation to teenage alcohol use requires understanding the factors that influence this use in the first place. In Health Education students learn to recognise how an interconnected combination of personal, interpersonal and societal influences (the socio-ecological perspective) contribute to teenage alcohol use.

- **Personal factors** (things individuals have some control over) include: attitudes, values, beliefs, and behaviours or personal habits; personal (mental health) status; tastes — likes and dislikes; personal experiences and opportunities; personal knowledge and skills for managing situations involving alcohol, etc.
- **Interpersonal factors** (things that are the result of interactions with others) include: family norms, values, behaviours; peer pressure and friends' behaviours, etc.
- **Societal (or community) factors** include: the nature and the effectiveness of alcohol legislation and policies; media, advertising and marketing; social and cultural norms, including historical factors, etc.

Not all teenagers drink alcohol, but alcohol use remains an issue for everyone. Even if a person chooses not to drink alcohol, the use of alcohol by others can impact their safety and wellbeing. See also the background section in Inquiry 14.

Safety considerations

See Inquiry 14.

This activity uses the same process as [Inquiry 8 in Part B](#). This activity could link with [Inquiry 14 in Part C](#) and be used as a source of ideas for most inquiries in this part of the resource.

Contributes to:

Health Education

Students will learn how to:

- analyse personal, interpersonal and societal factors that influence teenage alcohol use
- identify ways to minimise harm from alcohol use through understanding what influences teenage alcohol use in the first place.

Key Competencies

(Critical) Thinking; Using language, symbols and texts; Participating and contributing

Expected timeframe

- 1-2 hours.

Data for the inquiry

CensusAtSchool data to download

- Alcohol opinion question *In five words or less, what do you think is the main reason why teens drink alcohol?*

Note that students wrote answers in their own words for these items. The maximum download of a sample of 1000 generates a lot of data that needs to be read. For this activity students will only need about 200 items. For coverage, it is suggested that students **individually** download a random sample of 200 items. Then, **working in groups** to complete the activity, students can share responses to check they have a range of ideas about the personal, interpersonal and societal reasons why they think teens drink alcohol. It may be useful to include demographic data from the outset in case students decide to later explore differences for year levels or gender.

Depending on the nature of the inquiry questions **demographic data may also be specifically selected** (this is optional).

Optional: Note that students answering this question were given the option of *If you don't know, type I don't know*. It is recommended that students note how many students stated "I don't know" for their sample. There is an optional question asking why they thought this many students answered this way.

Resources required

- Access to a digital device and the internet.
- Resource sheet for Inquiry 15 – template for recording influences on teenage alcohol use and actions to reduce harm in situations where there is alcohol use. Note there are two versions of this (resource sheets 15A and 15B). Either select one or leave students to choose.
- Health Attitudes videos – *Discussing data from CensusAtSchool: Questions for young people* (4.56 min). and *Alcohol: Impacts and what young people can do – Discussing data from CensusAtSchool* (4.35 min).

Teaching process to guide the learning inquiry

Identifying an issue

Developing knowledge and insight

- Ask students to provide some initial responses to the questions: What do they think influences teenagers their age to drink or not to drink alcohol? What do they think the main influence is for people their age to drink or not to drink alcohol?
- Ask the class if they think these reasons might differ between males and females or across different age groups/year levels and give reasons why/why not.
- Ask students to recall what they understand personal, interpersonal and societal factors are. If needed, include some deliberate teaching about these distinctions – see background section above.

Developing a vision – Key inquiry questions

- Explain to the students that they are going to be using the CensusAtSchool data that focuses on what other students have said are the main reasons why teens drink alcohol to connect these ideas with personal, interpersonal and societal factors.
- Working in groups, ask students to develop an inquiry question related to the main reasons why teenagers choose to drink alcohol. Use the previous discussion as a source of ideas. *E.g., most teenagers just drink to be cool or have fun; boys think the main reason they drink alcohol is because they want to look cool, but girls say it's because they are pressured by their friends, etc.*

Understanding – Data

Data can be selected and analysed individually or in pairs.

- Direct students to the CensusAtSchool database and supervise students to locate the **Opinions – Alcohol reasons** data.
- Demonstrate to the students how to locate the **Random Sampler** tool (see Getting data from CensusAtSchool) and select the **Specific variable** needed for the investigation (locate **Alcohol reasons** under opinions), **Random sample**, and a **sample size**. Selecting for **specific demographic data** (e.g. **Gender** or **Year level**) needs to be added if relevant to the inquiry. Download the sample to an Excel spreadsheet.
- How to code qualitative (descriptive) data: See Inquiry 7.
- Presenting findings: Instruct students to record their summary using one of the templates (resource sheet 15A or 15B). See detailed instructions with the similar activity in Inquiry 8.

Using data to answer the inquiry questions:

- Once the data is analysed and understood, support students to answer their inquiry questions. Practice writing (or digitally recording) the answer to the inquiry questions, supported by examples of data that they are using as evidence to justify their claims.
- Where applicable (based on inquiries), ask the class compare and contrast the year level and gender data – look for major similarities and differences.
- If any of the personal, interpersonal or societal levels are missing from the sample of data analysed, ask students to contribute their own ideas to the summary. If a P-IP-S level appears to be missing from the analysed data, ask why they think this may be the case (*the likely answer being that if students were only allowed five words to answer the question, then they will tend to go for the more obvious and familiar answers associated with an issue or situation*).
- Reach an overall conclusion about the reasons for teenage alcohol use. Add this summary to the answer(s) to the inquiry question(s).

Screen the video *Discussing data from CensusAtSchool: Questions for young people* (4.56 min)

Discussion question: *The most common reason Year 9–10 students gave for why teens drink alcohol was to be cool. Why do you think students see drinking alcohol as cool?* (2.57 min)

Discuss as a whole class or in small groups:

- Did your data also show that 'being cool' was the most common response? Why do you think this was the case? *Note that this summary was from all of the CensusAtSchool data, not just a sample.*
- The young people on the video mostly talked about ideas related to wanting to be like older teenagers. Why is it that being seen to do something that older teenagers do is 'cool'?
- In what other ways might teenagers think drinking is 'cool'?
- In what ways could some of these ideas about being cool cause harm?
- What do you think a teenager could do to challenge the attitude that drinking alcohol is 'cool'? How easy (or hard) is it to challenge these ideas? What sustains these attitudes across generations?
- Why do you think some teenagers don't think drinking alcohol is cool? Where do you think they get their ideas from?
- This information (*that the most common reason Year 9–10 students gave for why teens drink alcohol was to be cool*) was summarised from the entire dataset. The data this inquiry uses is only a small sample. Why are big population samples better than small ones for statistical investigations?

Planning Acting

Screen the video *Alcohol: Impacts and what young people can do – Discussing data from CensusAtSchool* (4.35 min)

Discussion questions: *The most common reason Year 9–10 students gave for why teens drink alcohol was to be cool. Why do you think students see drinking alcohol as cool?* (1.29 min)
And what are some things that could influence a young person's drinking? (0.45 min)

Discuss as a whole class or in small groups:

- What are the main points the experts make about the attitude that drinking is cool and factors influencing teenage attitudes about alcohol?
- What do they highlight is missing from these situations where alcohol use is seen as cool?
- Name any sports people or celebrities you know of that promote alcohol in some way, e.g., sponsorship, promoting own brand, social media promotion, etc. Do you think it is responsible of these people – especially if they have a young fan-base or following – to promote alcohol this way?
- What do you think a young person could do to challenge celebrities about the way they promote alcohol use, or, alternatively, how could they avoid being influenced by these celebrities?

If students have completed the Planning/Acting section of Inquiry 14, the first two instructions do not need to be repeated.

- Ask students working in small groups to brainstorm all the ways they think people their age could minimise harm from alcohol use. Get them to think about a range of ways they could keep themselves safer, ways friends and whānau could help, and how the school or wider community supports students to be safe around alcohol. Make use of online sites like [Amohia te Waiora](#) or [The Lowdown](#) if students need more ideas.
- As a class, collect these ideas together, grouping them into actions a teenager could take responsibility for themselves, actions they need support with from another person, and actions that need some sort of systems support (such as a school or an agency that promotes safe use of alcohol). Record some of the ideas with resource sheet 15A or 15B.

Note:

These ideas about safety around alcohol are explored across all the alcohol attitudes inquiries. Depending on the activities selected, support students to keep adding to these ideas with each successive activity to reinforce this learning.

- Support students to make links between these actions and some of the factors that influence teenage drinking. Note, for example, that a personal influence does not necessarily require a personal action. In some cases, it might require an interpersonal or a societal action to address a personal influence, etc. *E.g., an action might be to provide better alcohol education (a societal action) to support individual teenagers to learn knowledge and skills to manage situations involving alcohol.* Add these ideas to the data summary in the resource sheet.

Evidence of student learning/learning artefacts

Students will:

- file their completed data summary (resource sheet 15A or 15B) and inquiry (resource sheet 15C) in their learning journal.

Teacher reflection

- How readily were students able to interpret survey responses as personal, interpersonal and societal ideas? What further learning is needed to develop this, and which future learning contexts will provide opportunity for this?
- How readily were students able to work through the steps of coding and summarising qualitative data? In what other contexts might this approach be useful for analysing data?

Resource sheet 15A

Influences on teenagers' use of alcohol

Option 1

On a piece of paper draw a model like this (note: once complete, photograph the image and file it in your learning journal). Or you can create this digitally if you have access to a suitable application. In the left-hand side of each circle write examples of personal, interpersonal and societal factors that influence teenage alcohol use using ideas from the CensusAtSchool survey question *What do you think is the main reason why teens drink alcohol?*

In the right-hand side of the circles write examples of fair, inclusive and respectful actions that could be taken at each level to reduce harm in situations related to teenage alcohol use.



Resource sheet 15B

Option 2

Use the table below to record examples of personal, interpersonal and societal factors that influence teenage alcohol use using ideas from the CensusAtSchool survey question *What do you think is the main reason why teens drink alcohol?*

In the right-hand side of the table write examples of fair, inclusive and respectful actions that could be taken at each level to reduce harm in situations related to teenage alcohol use.

Influences on wellbeing	Fair, inclusive and respectful actions to promote wellbeing
Personal influences on teenage alcohol use	Link these to the influences in the left-hand column. Note that a personal influence does not necessarily require a personal action. In some cases, it might require an interpersonal or a societal action to address a personal influence, etc.
Interpersonal influences on teenage alcohol use	
Societal influences on teenage alcohol use	

Resource sheet 15C

Inquiry summary

My main inquiry question related to reasons why teenagers drink alcohol.

My conclusion(s) based on the CensusAtSchool data.

Use examples of survey responses from your analysis. Where possible use % to further justify your conclusion.

How many students in your sample said "I don't know"? xx students/total sample size – convert this to a %.

Do you think this is a concern? Why or why not?

Describe any evidence provided in the videos that could be used to help answer your inquiry question.

Inquiry 16.

Teenage attitudes toward alcohol use

Overview

This inquiry aims to develop students' understanding of teenage attitudes to drinking alcohol, using data from the survey question *Do you think it is okay for teens your age to drink alcohol?* Using data from this survey question, students will learn how to:

- interpret data from tables and graphs to talk about patterns in the data
- draw on knowledge about alcohol use and wellbeing to suggest reasons for these patterns of responses about teenage attitudes to drinking alcohol.

Background

'Reading' tables and graphs is a learned skill that takes practice. Many people find the visual representation of graphs easier to interpret as it presents a picture of the greater and lesser values, for example. Graphs are useful for showing overall patterns or trends, but they are harder to read precisely. Tables are useful when there are a lot of numbers to be presented and the important information is in the detail of the numbers.

As students progress through their teenage years, their exposure to alcohol and opportunities for drinking alcohol increase. Consequently, attitudes about alcohol use tend to change over time. Also, as young people take on more complex understandings of the world they realise that many things in their social world are seldom as simple as yes or no, this or that, agree or disagree, etc. Through an increased capacity for critical thinking, they increasingly demonstrate understanding of multiple perspectives of social issues that impact them and other people.

See also the extended background statement with Inquiry 14.

Safety considerations

- Not all young people use alcohol. Even if young people do not use alcohol themselves, use by others can still impact their wellbeing, making learning about alcohol important for everyone. This learning about alcohol use needs to be done in a non-judgemental, health promoting way that focuses on minimising harm from their own and/or others' alcohol use. See also Inquiry 15.
- Please review the information about using gender data in Section 5 of Overview of the Resource.

This activity could link with [Inquiries 4 and 5 in Part A](#), and [Inquiries 19 and 20 in Part C](#).

Contributes to:

Health Education

Students will learn how to:

- interpret patterns in data about teenage alcohol use and suggest reasons for these.

Statistics

Students will learn how to:

- pose investigative questions
- source data from existing databases
- use representations to analyse and visualise data
- communicate findings using evidence from analysis and provide possible explanations for findings.

Key Competencies

(Critical) Thinking; Using language, symbols and texts; Participating and contributing

Expected timeframe

1 hour if using prepared data summaries (or 2 hours if students are to download, analyse and interpret their own sample of data).

Data for the inquiry

- A summary of data, presented as tables and graphs, has been provided in the resources for this activity. These data summaries were generated by specifically selecting for each of **Year levels** and/or **Gender** along with the 'alcohol okay' question responses. Each sample size is 1000, generated using the CensusAtSchool **Random sample** function. That is, for each year level and/or gender response, it is not the same students.
- If required, students can generate their own samples of 1000 by selecting the specific population variables of interest.

Resources required

- Access to a digital device (and the internet if downloading own sample of data).
- Resource sheets for Inquiry 16 – data summaries and discussion questions.
- Health Attitudes video *Discussing data from CensusAtSchool: Questions for young people* (4.56 min).

Teaching process to guide the learning inquiry

Identifying an issue

Developing knowledge and insight

PPDAC – PROBLEM: Introduction to the situation

- Ask the class the survey question: *Do you think it is okay for teens your age to drink alcohol?* Get the students to share their responses anonymously, e.g., using a simple polling form. Do not ask for a show of hands. Ask students, regardless of their personal answer, what they think will be reasons why/why not.
- Ask the class if they think their views would be the same as or different from other groups of teens their age. Again, ask why or why not.
- Make a note of the more common viewpoint(s) and a range of reasons that support and don't support this view.

Developing a vision – Key inquiry questions

PPDAC – PROBLEM: Pose investigative questions

- Explain that to test out their assumptions they are going to be using CensusAtSchool data that asked exactly this question.
- In groups, ask the students to take a stand one way or the other, e.g., *We think teens in our year level will have similar/different view about the survey question 'Do you think it is okay for teens your age to drink alcohol?'* to our class responses OR students may prefer to frame this as *We think most students in our year level do (OR don't) think it is OK to drink alcohol.*

Understanding – Data; Using data to answer the inquiry questions

PPDAC – DATA: Source data; ANALYSIS: Create data visualisations and summaries

- A sample of summarised data is provided in the resource sheets (16A and 16B) for this activity, presented as tables and graphs. *Note that students can add other demographic variables such as gender if they wish, but they will need to select and download their own dataset, analyse and present this in a table or graph.*
- Provide students with the summarised tables and graphs in the resource sheets, along with the discussion questions (resource sheet 16C).
- Support students to interpret the data and answer the questions.
- Provide opportunity for sharing responses.

Screen the video *Discussing data from CensusAtSchool: Questions for young people (4.56 min)*

Discussion question: *Nearly 40% of Year 9–10 students said "it depends" when asked if it is okay for teens their age to drink alcohol. In what kinds of situations could teens think it is okay to drink alcohol? (0.51 min)*

Discuss as a class or in small groups:

- Summarise the 'it depends' situations given by the young people in the video about whether it's okay for teenagers to drink alcohol. Record these on the board/digital curation app/large sheet of paper. For each reason, mind map the thinking leading to these 'it depends' ideas – what exactly does it depend on – be specific.
- Ask the class for more 'it depends' (on the situation) ideas and add these to the summary sheet. Again, mind map the thinking involved in saying 'it depends'. Reuse ideas from the investigation where possible.
- To what extent do you think a teenager saying 'it depends' is thinking about their safety and wellbeing? From your mind mapping, can you identify safety and wellbeing thoughts and considerations?
- Overall, what seem to be the main ideas sitting behind why teenagers say 'it depends' in response to the question *Is it okay for teens their age to drink alcohol? E.g., is it about the specific type of situation they are in, the people they are with, the amount of alcohol being drunk, the type of alcohol, or something else?*
- This information (*that nearly 40% of Year 9–10 students said "it depends" when asked if it is okay for teens their age to drink alcohol*) was summarised from the entire dataset. The data this inquiry uses is a smaller sample. How similar were the findings from your investigation? Why are big population samples better than small ones for statistical investigations?

Planning
Acting

- Select one or both of Inquiries 19 and 20.

Evidence of student learning/learning artefacts

Students will:

- file a summary of their responses to the questions in the resource sheet.

Teacher reflection

- How confident are students in interpreting tables of numerical data versus graphs? Where else in the learning programme is there opportunity to practise interpreting data presented in tables and graphs?
- If the evidence is available, do students seem to make better sense of tables and graphs if they have prepared these themselves, or tables and graphs summarised and presented in another source—such as these resource sheets or in a research report? If there is an apparent difference, what further learning is needed for developing students' capacities and confidence in interpreting data summarised in tables and graphs?

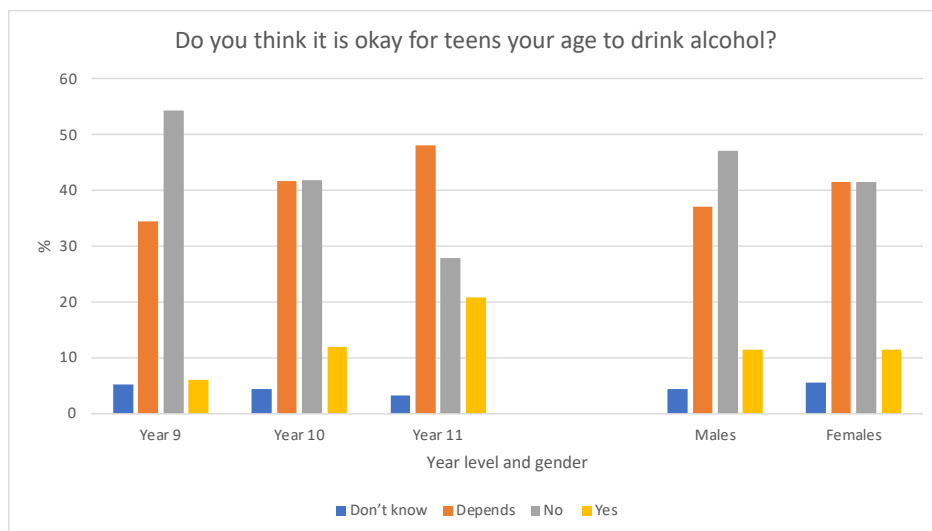
Resource sheet 16A

Table 16a.
Attitudes about teenage alcohol use by Years 9–11 and by gender

% who think it is OK for teenagers to drink alcohol	Year 9	Year 10	Year 11	Males	Females
Don't know	5.2	4.5	3.2	4.4	5.5
Depends	34.5	41.6	48.1	37.1	41.5
No	54.3	41.9	27.9	47.0	41.5
Yes	6.0	12.0	20.8	11.5	11.5

Note: that a random sample of 1000 responses was used for each of these year-level and gender summaries.

Graph 16a.
Attitudes about teenage alcohol use by Years 9–11 and by gender



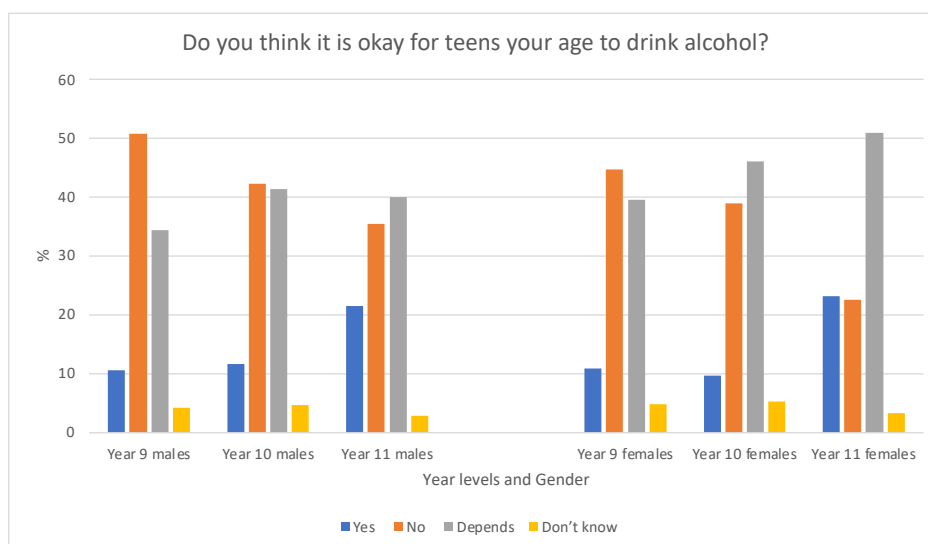
Resource sheet 16B

Table 16b.
Attitudes about teenage alcohol use by year level and gender

% who think it is OK for teenagers to drink alcohol	Year 9 Males	Year 9 Females	Year 10 Males	Year 10 Females	Year 11 Males	Year 11 Females
Don't know	4.2	4.8	4.6	5.2	2.9	3.3
Depends	34.4	39.6	41.4	46.1	40.0	51.0
No	50.8	44.7	42.3	39.0	35.5	22.6
Yes	10.6	10.9	11.7	9.7	21.5	23.1

Note: that a random sample of 1000 responses was used for each of these summaries.

Graph 16b.
Attitudes about teenage alcohol use by year level and gender



Resource sheet 16C

Data interpretation questions

Overall, what do you notice about the patterns for:	Table 16a and Graph 16a
Year levels saying YES to the survey question is it OK for teens their age to drink alcohol.	
Year levels saying NO to the survey question is it OK for teens their age to drink alcohol.	
Year levels saying IT DEPENDS to the survey question is it OK for teens their age to drink alcohol.	
Year levels saying DON'T KNOW to the survey question is it OK for teens their age to drink alcohol.	
Overall, what do you notice about the patterns for:	Table 16a and Graph 16a
Genders saying YES to the survey question is it OK for teens their age to drink alcohol.	
Genders saying NO to the survey question is it OK for teens their age to drink alcohol.	
Genders saying IT DEPENDS to the survey question is it OK for teens their age to drink alcohol.	
Genders saying DON'T KNOW to the survey question is it OK for teens their age to drink alcohol.	
When this data is disaggregated (broken down) further, what do you notice about the patterns for:	Table 16b and Graph 16b
Male attitudes to drinking alcohol across Years 9-11	
Female attitudes to drinking alcohol across Years 9-11	

Summary questions

1. Did you find the graphs or the tables easier to understand when answering the questions above? Why do you think this is the case?

2. Graphs and tables each have their uses. What do you think are the benefits of graphs as distinct from the benefits of tables?

3. Why do you think the % of teens saying YES it's OK to drink alcohol increases, and why do you think the % of teens saying NO to this survey question decreases across Years 9-11?

4. Many students say IT DEPENDS. Make a list of situations where teens might say it is OK and where it is NOT OK to drink alcohol. Try to give at least five examples for each.

Situations where it is OK to drink alcohol:

Situations where it is NOT OK to drink alcohol:

5. Why do you think there is a difference between the male and female responses? In particular:

- Why do you think more and more students, especially females, say IT DEPENDS across Years 9-11?
- Note any other observations about gender you think are interesting.

6. Do you think parents share the same attitudes about alcohol use as their teenage children? Why or why not?

Optional:

This data was a random sample from the CensusAtSchool database. Do you think another random sample would show the same patterns? Why or why not?

If you have time, select one aspect of the data shown in the summary, download a sample, analyse and interpret what it shows. Are the patterns the same?

Inquiry 17.

Own school survey about alcohol-use attitudes

Overview

This inquiry aims to develop students' understanding of student attitudes about alcohol and how this can be used to inform learning programmes and/or school policy on the use of alcohol at school events. Through the design and administration of the survey, students will learn how to:

- identify features of a learning programme and/or school policy that responds to attitudes about alcohol use.

Background

Collecting student voice in various forms to inform learning-programme design is a key feature of planning in Health Education. There are a number of educational benefits when students are able to collect data that helps to inform what they will learn.

Schools generally have some form of alcohol-use policy that stipulates the circumstances and requirements for if/when alcohol is being consumed on school premises or at school-supported events, e.g., fundraisers and social events on school grounds; school balls when students are 18 years and over; after-work drinks in the staffroom; adult/parent helpers' and staff use of alcohol on school trips; and so on. School rules will tend to dictate non-use by all students regardless of age, and no supply of alcohol to teams or groups by coaches and other leaders appears to be widely understood and observed. However, stipulated non-use of alcohol by staff on school trips — sporting, cultural, overseas — seems less well defined in school policy.

Note that under the Sale and Supply of Alcohol Act 2012, an adult can only supply alcohol to a person under the age of 18 years if:

- they are their parent or legal guardian; or
- they have express consent from their parent or legal guardian*; or
- the young person is married, in a civil union or living with a de facto partner.

[Ministry of Justice](#)

*Typically this does not happen in school situations and local school regulations may override any such consideration.

Such school policies are intended for the safety of everyone, and if adults have responsibility for students then it seems fair that students should have a say in what goes into their school policy on such matters.

Safety considerations

See Inquiry 14.

This activity links with [Inquiry 2 in Part A](#), designing your own survey.

Contributes to:

Health Education

Students will learn how to:

- use survey data about attitudes about alcohol use to identify features that should be included in a learning programme and/or school policy.

Statistics

Students will learn how to:

- Pose investigative questions
 - pose a question for investigation
- Plan to collect data for observational studies, including selecting valid and reliable measurements for variables
 - plan an investigation pathway
- Use multiple representations to analyse and visualise data
 - suggest connections between different representations
- Communicate findings using evidence from analysis, provide possible explanations for findings
 - make sense of outcomes or conclusions in light of a given situation and context
 - make statements and give explanations inductively based on observations or data
- Critique the findings and claims of others by interrogating all phases of the statistical inquiry cycle

Key Competencies

(Critical) Thinking; Relating to others; Using language, symbols and texts; Participating and contributing

Expected timeframe

- 2 hours–1 hour to design the survey, including preparing the questionnaire (with administration of the survey out of class time), and 1 hour to analyse the data.

Data for the inquiry

- Students will collect their own data through an online survey – see Inquiry 2 for ideas about developing a class survey.
- Note that the intent is that other students will be surveyed, but if there is opportunity to survey staff and/or parents, consider extending this inquiry to include them.

Resources required

- Access to a digital survey platform.
- Access to a digital device and analysis software, e.g., Excel or CODAP.
- A copy of the school's alcohol-use policy or other guidelines; any reference to alcohol use by students in the school rules.
- Optional: Item bank of survey question ideas – see resource sheet 17.

Teaching process to guide the learning inquiry

Note:

Teachers can decide if students will be given a choice as to whether the focus for the survey will be on collecting data to inform the design of the learning programme and/or data to inform school policy. If both, this can be done as two separate surveys or all in one. Or if there are multiple classes there may be opportunity to do different surveys across classes and share the findings. Negotiate this with the students.

Identifying an issue

Developing knowledge and insight

PPDAC – PROBLEM: Understand and define problem; Introduction to the learning/scene setting

- Building on Inquiry 6, and/or Inquiry 16 (if used), or by asking in general, what do you think teachers take notice of when designing Health Education learning about alcohol use? Do you think if we asked students what they wanted to learn about alcohol use it would be similar or different to what the teachers think is important – why or why not?

School-policy focus:

- Ask students what they understand about their school rules and alcohol use at school or school-related events out of school? What do they think the rules for teachers are? What about coaches and other leaders? What about when their parents come to a school function? What about the school ball when students are over 18? What do they know/not know?
- Provide students with copies of any school policy or other documentation related to alcohol use. Guide students through the main points and ask questions like: Do you think this is fair? Why do you think the school has this stated in the policy? What surprises you about what is/is not in this policy?

Developing a vision – Key inquiry questions

PPDAC – PROBLEM: Pose investigative questions

- Based on decisions made about the focus for the survey, develop an overall inquiry question(s) related to what the survey data will be used for.

Understanding – Data

PPDAC – PLAN: Measures: what, why, when, where, “who”, how and ethics

- Students will co-design a survey. Use the framework for survey design, administration and analysis provided with Inquiry 2 in Part A.
- An optional item bank of survey question ideas is provided in resource sheet 17.

Using data to answer the inquiry questions PPDAC – ANALYSIS: Make tables, graphs, summaries; Describe and reason from data:

- Support students to interpret the survey data in relation to the original inquiry question(s).
- Through class discussion, decide how the findings of the survey should be used to:
 - a. inform the design of the part of the Health Education learning programme focused on alcohol use (including at which year levels certain knowledge and skills should be taught); and/or
 - b. inform school policy related to alcohol use.

Planning

Acting

- Discuss with the students how they want to present the findings and recommendations to:
 - a. the teacher(s) responsible for designing the Health Education programme; and/or
 - b. the principal and board responsible for overseeing policy review.
- Effective communication: Be aware of your chosen **audience** (adults in a position of authority) and your **purpose** (to inform them of your findings and to persuade them to act on your recommendations), and shape your findings (either in writing or orally) accordingly. The information will need to be clear, concise and accurate.

Reflecting and evaluating

- Action whatever is possible and provide feedback for students on what happened with their ideas.

Evidence of student learning/learning artefacts

Students will:

- file any materials generated from the survey process – a copy of the survey, any data analysis and any notes about the interpretation, along with a copy of the class summary of ideas about what to include in their learning programme and/or in a school policy.

Teacher reflection

- How readily were students able to link the findings of the survey to what needs to be included in a learning programme and/or school policy?
- What other topics offer an opportunity for students to collect their own data to inform their learning programme and/or contribute to a whole-school approach to an aspect of wellbeing promotion?

References

Ministry of Justice interpretation of the Sale and Supply of Alcohol Act 2012: <https://www.justice.govt.nz/justice-sector-policy/key-initiatives/sale-and-supply-of-alcohol/key-points-for-the-public/#not-your-kid>

Resource sheet 17

Item bank of possible survey questions (replace, add to, or adapt these)

Think about:

- A balance of questions that are quick to answer but give meaningful information.
- Responses that are quick to process and easy to analyse using a digital application.

Reusing the CensusAtSchool survey questions	Participants answer
In five words or less, what do you think is the main reason why teens drink alcohol?	Own five words If you don't know, type I don't know.
In five words or less, what do you think is the main effect on teens who drink alcohol?	Own five words If you don't know, type I don't know.
Do you think it is okay for teens your age to drink alcohol	Yes / No / It depends / I don't know
Alcohol can be a problem for some teens I know.	Strongly disagree / Disagree / Agree / Strongly agree / I don't know
Survey questions to inform programme design	
<i>For safety, keep these focused on attitudes rather than students' own behaviours.</i>	
Peer pressure is a major reason why teens drink alcohol. <i>Other questions could replace peer pressure with advertising, social media, social norms, sports culture, etc.</i>	Strongly disagree / Disagree / Agree / Strongly agree / I don't know
Teens have a good understanding of alcohol laws that relate to them.	Strongly disagree / Disagree / Agree / Strongly agree / I don't know
Teens understand the long-term implications of alcohol harm.	Strongly disagree / Disagree / Agree / Strongly agree / I don't know
Teens have the skills to resist pressure to use alcohol.	Strongly disagree / Disagree / Agree / Strongly agree / I don't know
Teens who choose to drink alcohol have the skills to drink in moderation.	Strongly disagree / Disagree / Agree / Strongly agree / I don't know
Teens know how to keep their drinks safe from being spiked with other substances.	Strongly disagree / Disagree / Agree / Strongly agree / I don't know
Binge-drinking culture is a problem for some teens in New Zealand.	Yes / No / I don't know OR Strongly disagree / Disagree / Agree / Strongly agree / I don't know
Parents of teens [or other adults] know the law about supplying alcohol to people under the age of 18.	Strongly disagree / Disagree / Agree / Strongly agree / I don't know

School policy-related survey questions	
Everyone in our school knows the school rules and regulations about the use of alcohol at school or school events.	Strongly disagree / Disagree / Agree / Strongly agree / I don't know
Teachers supervising students should never use alcohol while on they are on school trips.	Yes / No / It depends / I don't know
Teachers supervising students on school trips should never provide alcohol for students.	Yes / No / It depends / I don't know
Coaches of sports teams or cultural/performance groups should never provide alcohol for students.	Yes / No / It depends / I don't know
It is okay for a friend's parent to provide a teen with alcohol.	Yes / No / It depends / I don't know
Parent helpers should never use alcohol while on they are on school trips.	Yes / No / It depends / I don't know
Students caught in possession or under the influence of alcohol at school (or at school events) should not be expelled from school. <i>This question could also ask about being stood down.</i>	Yes / No / It depends / I don't know
Students caught in possession or under the influence of alcohol at school (or at school events) should receive support for their wellbeing rather than being punished.	Strongly disagree / Disagree / Agree / Strongly agree / I don't know
Students who are 18 or older should be allowed to drink at school events where alcohol is being served. <i>E.g., fundraisers, school ball, after-match functions.</i>	Yes / No / It depends / I don't know
Our school should be alcohol free at all times <i>Including social, celebratory or fundraising events held at the school.</i>	Strongly disagree / Disagree / Agree / Strongly agree / I don't know
Teachers should leave the school grounds and go to a bar or someone's place for after-work drinks.	Strongly disagree / Disagree / Agree / Strongly agree / I don't know

Inquiry 18.

Looking after/out for friends who use alcohol

Overview

This inquiry aims to develop students' understanding of ways people can safely manage situations where alcohol is being used. Using the survey question *Alcohol can be a problem for some teens I know* students will learn how to:

- graphically represent simple ratings scale/Likert scale data
- use ideas from data to think about ways situations involving alcohol use can be managed safely for everyone.

Background

Managing situations involving alcohol safely is the responsibility of everyone, whether they use alcohol or not. Alcohol is still the most widely used psychoactive substance in New Zealand and, because of its widespread use, causes more harm than any other drug, by far.

The CensusAtSchool survey specifically asked about teenagers' alcohol attitudes, which in this case required them to reflect on their social experiences with other teens to respond to the statement *Alcohol can be a problem for some teens I know* on a Likert scale of *Strongly disagree, Disagree, Agree, Strongly agree, I don't know*. Given the popularity of Likert scales for social-science research, students are encouraged to download their own sample of data and decide the most appropriate way to present their findings before making some suggestions about actions needed to keep everyone safe in situations involving alcohol, especially the population group that the data focuses on.

Safety considerations

- See Inquiry 14.
- Please review the information about using gender data in Section 5 of Overview of the Resource.

This activity could link with [Inquiry 3 on formatting and presenting data](#); [Inquiry 6 in Part A](#), which looks at the misuse of data from this question; and with [Inquiry 19 in Part C](#).

Contributes to:

Health Education

Students will learn how to:

- identify personal and interpersonal skills and actions to manage situations involving alcohol use safely.

Statistics

Students will learn how to:

- pose summary and comparison investigative questions about populations
- make predictions or assertions about what they expect to find
- source data from existing databases
- use multiple representations to analyse and visualise data
- communicate findings using evidence from analysis, provide possible explanations for findings, and reflect on predictions or assertions.

Key Competencies

(Critical) Thinking; Relating to others; Participating and contributing

Expected timeframe

- 1–2 hours (the longer time will be needed if students download and analyse their own dataset, which is suggested).

Data for the inquiry

- For this activity students are encouraged to download their own sample of data, thinking about year level or age, gender and/or region, and decide the most appropriate way to present their findings. They will then use the specific nature of their selected data to focus their actions for supporting wellbeing for the group the data relates to.
- A summarised sample of data is provided in a table and as a graph to prompt some ideas (resource sheet 18B).

Resources required

- Access to a digital device and the internet
- Resource sheet 18A – task instructions and discussion framework
- Optional: Prepared data summary in resource sheet 18B
- Health Attitudes videos *Discussing data from CensusAtSchool: Questions for young people* (4.56 min) and *Alcohol: Impacts and what young people can do – Discussing data from CensusAtSchool* (4.35 min)

Teaching process to guide the learning inquiry

Identifying an issue

Developing knowledge and insight

PPDAC – PROBLEM: Introduction to the situation

- Ask students what they know about the sorts of problems alcohol use can cause. Reflect on some of the findings in Inquiries 14 and 15 if these were completed. Think about problems related to all aspects of hauora and wellbeing, personal problems, problems with relationships, and problems alcohol use can cause in communities and for wider society.
- Ask how widespread they think alcohol-related harm is in New Zealand? Why do they think this? How do they know this?

Screen the video *Discussing data from CensusAtSchool: Questions for young people* (4.56 min)

Discussion question: *Over half of Year 9–10 students said alcohol is a problem for some teens they know. What do you think they mean by a 'problem'?* (1.33 min)

Discuss as a class or in small groups:

- How similar or different were ideas from your discussion (above) to the responses from the young people in the video?
- What sorts of ideas dominated the responses from the young people in the video – what were they saying was the 'problem' of alcohol use by others?
- What further ideas does this add to your previous list?

Note that some of these ideas will be used later in the investigation.

Developing a vision

Understanding – Key inquiry questions; Data

PPDAC – PROBLEM: Pose investigative questions

- The data-analysis stage of the inquiry can be completed individually or in pairs or groups.
- Explain that they will be using data from the CensusAtSchool survey question *Alcohol can be a problem for some teens I know* and analysing data from a Likert scale response – *Strongly disagree, Disagree, Agree, Strongly agree, I don't know*.
- They will need to select their own population data for this inquiry. The basic inquiry question will be "What proportion of students [from an identified group of one – or a combination – of year level, age, gender, region] say alcohol is a problem for some teens they know?"

PPDAC – DATA: Source data; ANALYSIS: Create data visualisations and summaries

- The resource sheet 19A provides step-by-step instructions for this, and contains a worked example along with some questions to practice interpreting a table and graph.
- If time is limited for this activity, students can use just the sample of data provided in a table and graph (resource sheet 19B).

Planning Acting

Screen the video *Alcohol: Impacts and what young people can do – Discussing data from CensusAtSchool* (4.35 min)

Discussion question: *Over half of Year 9–10 students said alcohol is a problem for some teens they know. What can a young person do if they're worried about a friend's drinking?* (0.45 min)

Discuss as a class or in small groups:

- What are the main messages given by the subject experts about *what a young person can do if they are worried about a friend's drinking?*
- What are the dominant ideas or themes among their responses? Why do you think this is the case (think of the organisations they represent)?
- What other ideas do you have that you would add to the what the experts say.

Note that as part of the investigation (following) you will also be looking at some different websites that provide online support.

- See the discussion questions in resource sheet 18A. Guide students through these and provide the opportunity to share responses.

Evidence of student learning/learning artefacts

Students will:

- file their summarised data table and graph along with summarised responses to the discussion questions.

Teacher reflection

- How readily were students able to download their own dataset and analyse the sample of data? How much more practice do they need completing tasks like this? Where else in the learning programme are there topics where this task could be repeated?

Resource sheet 18A

Alcohol-related problems for teenagers

POSE inquiry/investigative question

You will be using data from the CensusAtSchool survey statement *Alcohol can be a problem for some teens I know* and analysing data from a Likert scale response – *Strongly disagree, Disagree, Agree, Strongly agree, I don't know*.

You will need to select your own population group for this inquiry.

The basic inquiry/investigative question will be "What proportion of students [from an identified group of one – or a combination – of year level, gender, region] say alcohol is a problem for some teens they know?" If you wish, you can add a comparison between year levels, between gender or between selected regions to your inquiry.

- Decide your specific inquiry/investigative question and note this in the summary section.
- What do you predict the data will show and why do you think this? What knowledge are you basing this prediction on?

The resource sheet provides step-by-step instructions for the data analysis.

Instructions

Get DATA from CensusAtSchool

Go to the CensusAtSchool website and from the homepage select **Data**, click on the orange **Sample** link and then tick the agreement box.

Decide which population group your inquiry will focus on, e.g., **Year level**, **Gender** and/or **Region**.

Under 2. Select subpopulation decide which population data you are interested in. Some data you will leave as **All** and for others you will need to select **Specific** and then tick the boxes you are interested in for your inquiry.

If you want to compare (for example) males and females, you can do this comparison one of two ways.

1. *Under 2. Subpopulation* leave gender as **All** but then under 3. **Select variables** select **Gender**.
2. *You can get an even bigger sample by downloading data one sample gender at a time, e.g., for one download select only Females under 2. Subpopulation and then repeat for only Males, selecting 1000 samples each time.*

ALSO under 3. **Select variables** scroll down the list until you find **Alcohol problem** and tick this box.

Select **Sample type**, select **Random sample**.

Under 5. **Enter sample size**, it is suggested you download the maximum sample of 1000.

Generate the sample (orange box).

Download the sample (blue box). This brings up a .csv file and you should see a list of *Strongly disagree, Disagree, Agree, Strongly agree, I don't know*. If you select other population data from **3. Select variables** it will also show up in another column.

ANALYSIS

Your teacher will guide you as to which way you need to complete your analysis.

Using a spreadsheet such as Excel or Google sheets: If carrying on in Excel you can use the PivotTable function. On the top menu bar go to **Insert**. Make sure the cursor is somewhere in one of the data columns, then select **PivotTable**. If you have set this up correctly, you only need to click **OK** in the box that pops up. This brings up a new sheet. You then drag and drop the items you want into the rows and/or columns and the values boxes. Note that you may also need to click on the item in the values box to change it from **Sum** to **Count** (use the **Value Field Settings** option for this). You might like to play around with what data you want in columns and rows.

When your data is in the form you want it, copy and paste it to another Excel page. Note the alphabetical ordering of the *Strongly disagree, Disagree, Agree, Strongly agree, I don't know* data in Excel. Rearrange the rows/columns into a logical order. *Make sure all numbers are converted to % before creating a graph.*

Once the table is prepared, select and highlight only the cells in the table—go to **Insert—Charts**—select the **Bar Chart** option. Once the graph is generated, use the tools at the side of the graph to add a title and axis labels (**Chart Elements**). If you want to swap your x and y axes, use the **Chart Filters** function beside the graph—click on **Select Data** at the bottom of the box and then use the **Switch Row/Column** function.

[This video](#) shows how this can be done.

Using CODAP: Make a graph and put the variable **Alcohol problem** on the horizontal axis and any comparison groups on the vertical axis. You will need to rearrange the descriptors for **Alcohol problem** so they are in the same order as the survey question. Click and drag the words to move them along the axis.

You can add counts and percentages to the graph; decide if the percentages are by row, by column, or for the whole graph (by cell). The graph with the counts and percentages combines the requirements from the table and graph in Excel.

Copy and paste your table and graph into your learning journal (or add it to this resource sheet).

Inquiry summary

Practice question

Using the alcohol problem and gender table and graph provided in resource sheet 18B, what can you conclude about whether teens think alcohol is a problem for some other teens? Make your conclusions specific to gender.

Sometimes researchers will collapse related responses such as agree and strongly agree, or disagree and strongly disagree, into one result, as shown in the table. Why do you think they do this? Do you think it is OK to report data this way? Why or why not?

My inquiry question

What do you predict the data will show and why do you think this? What knowledge are you basing this prediction on?

From your data, what can you conclude about whether teens think alcohol is a problem for some other teens? Make your conclusions specific the demographic variables you selected for analysis.

Was your prediction supported by the data? If so, in what way, or if not, how did the results differ from your prediction?

Does anything surprise you about these results? If so, what was this and why is it a surprise?

Taking action

In the column below, list five reasons or ways that a teenager might say that *alcohol use by some teens they know causes problems* – what would they hear or see other teenagers do that makes them think this?

In the column below, suggest actions a teenager could take to support **their own** safety and wellbeing AND the **wellbeing of the other teenager** in the situation if they saw or knew alcohol use was causing a problem.

If you need ideas look online at [Amohia Te Waiora: We're stronger without alcohol](#) or [The Level](#) or [The Lowdown](#)

1

2

3

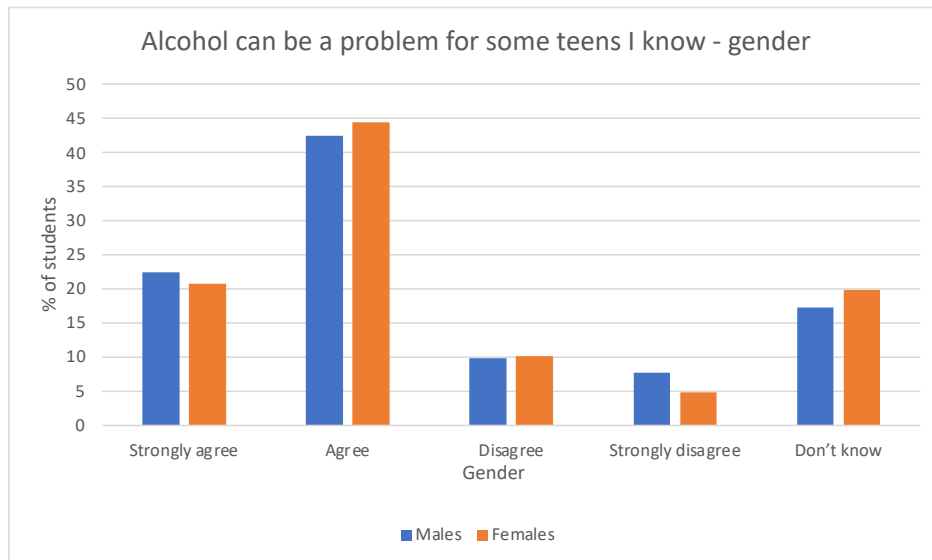
4

5

Resource sheet 18B

Alcohol problem for males and females (in Years 9-11)

Gender	Strongly agree %	Agree %	Disagree %	Strongly disagree %	Don't know %
Males N = 1000	22.5	42.5	9.9	7.8	17.3
	65%		17.7%		
Females N = 1000	20.7	44.4	10.2	4.9	19.8
	65.1%		15.1%		



Inquiry 19.

Help seeking and support for wellbeing in alcohol-related situations

Overview

This activity extends beyond the CensusAtSchool data and builds on the 'Taking action' section of Inquiry 18 to ask questions about organisations that provide support for young people whose wellbeing is impacted by the use of alcohol—either their own use, or alcohol use by others. Using information gathered from a range of organisations students will learn:

- where young people can seek wellbeing support for their own or others' alcohol use.

Background

Across New Zealand there are a number of national and regional health-promotion organisations that provide support and resources for people impacted by alcohol use. These organisations typically have easily accessed websites of information.

Safety considerations

Some young people have personal experience of the harms alcohol can cause, either their own use or alcohol use by people they live with or know. Be sensitive to this and avoid using language such as 'you' when referring to alcohol-related situations and the assumptions associated with this, and language that blames individuals for problematic alcohol behaviours; not only, but especially, alcohol use associated with mental health issues. See also Inquiry 14.

Links with [Inquiries 16 and 18 in Part C.](#)

Contributes to:

Health Education

Students will learn how to:

- find a range of organisations where young people can seek wellbeing support for their own or others' alcohol use (and related wellbeing matters).

Key Competencies

Participating and contributing

Expected timeframe

- 30 minutes–1 hour, depending on how many organisations groups are allocated.

Data for the inquiry

Nil

Resources required

- Access to a digital device and the internet.

- Resource sheet 19 to guide the investigation – add to the list the names of any known local organisations/agencies or programmes aimed at reducing alcohol-related harm and supporting young people’s wellbeing.
- Health Attitudes video *Alcohol: Impacts and what young people can do – Discussing data from CensusAtSchool* (4.35 min).

Teaching process to guide the learning inquiry

Identifying an issue: Developing knowledge and insight

- Ask students to recall any organisations (including websites) they know of that can help young people with wellbeing-related issues. [As far as they know] Which of these focus on alcohol-related issues?

Screen the video *Alcohol: Impacts and what young people can do – Discussing data from CensusAtSchool* (4.35 min)

Discussion question: *Where can young people go if they want support or advice around alcohol use?* (3.29 min)

Discuss as a whole class or in small groups:

- What advice do the subject experts give to young people if they want support or advice around alcohol? Was the advice focused on teens’ own alcohol use, or advice for situations where others’ alcohol use was causing an issue?
- One piece of advice given is not to wait until an issue turns into a crisis before asking for help. What makes it hard for some young people to ask for help before things get really bad? What helps young people to reach out and ask for help before things turn into a crisis?
- One thing that could help some young people is finding information and support online. Why might an online source be useful for some young people experiencing issues with alcohol use? What could be the limitations of relying on online-only sources for support?

Students will be explaining a range of these online support sources as part of their investigation.

Understanding (for Planning/Acting)

- The main inquiry – or investigation – question is to find out the names of agencies or organisations that support young people’s wellbeing, what sort of support they offer and how young people can access their resources/use their services.
- Direct students to resource sheet 19. Allocate specific organisations to groups to find out about.
- Set up a shared document that all students can contribute to, and which will leave each student with a compiled list of information about each organisation.

Evidence of student learning/learning artefacts

- Students download and file a copy of the class summary of organisations.

Teacher reflection

How efficiently were students able to find their allocated website using an online search and locate key information on the website(s) they were directed to?

References

See the list of key organisations at the end of this resource. Links to all organisations listed are generated with the activity.

Resource sheet for Inquiry 19

Your pair/group will be allocated one or more of the agencies or organisations in the list below. Using Google or another search engine, find the homepage for each organisation.

Your task is to find information that answers the following questions about your allocated organisation(s). Add your answers to the shared document prepared by your teacher, so that you end up with information about all these support organisations.

Name of organisation or agency	URL to the website homepage and, where relevant, any other useful information about contacting the organisation.	What sort of support they offer <u>young people</u> , e.g., website information and resources, phone counselling, in-person appointments, etc.
Organisations with an alcohol-support focus		
Amohia Te Waiora: We're stronger without alcohol		
Te Puna Whakaiti Pāmamae Kai Whakapiri, New Zealand Drug Foundation		
Community Action on Youth and Drugs (CAYAD)		
Odyssey		
The Level		
Alateen (NZ)		
Organisations with a general wellbeing and mental health focus that may contribute additional support for alcohol-related issues		
The Lowdown		
Mental Health Foundation		
Youthline		
What's Up		
Healthline		
What's Up		
Healthline		
Are You OK?		
Citizens Advice Bureau		
Youth Law Aotearoa		

Inquiry 20.

Online advertising of alcohol to teens

Overview

This inquiry aims to develop students' understanding of the way direct marketing to teenagers is common practice through online websites and social media. Using data generated by students, they will learn to:

- recognise how they are being targeted by advertisers and learn strategies to reduce exposure to and resist temptation to purchase products that will not support their wellbeing now and in the future.

Background

Internet websites and social media platforms have opened up a vast array of opportunities for advertisers to market products directly to target audiences. Sophisticated programming technologies enable targeted marketing based on a user's online behaviours that are often in response to their geographic location, age, gender and other factors.

The New Zealand Alcohol and Advertising Promotion Code has over recent years severely limited the advertising of alcohol in public spaces, and on national TV and in print advertising.

Research by the Australian Foundation for Alcohol Research and Education (FARE) in 2023 found that there is a copious amount of online advertising being placed by alcohol companies on social media platforms. The research also shows that advertisers use young people's data to make more targeted and personalised online alcohol ads. According to FARE, 93% of 16-17-year-olds have seen alcohol ads on Facebook and that platforms use algorithms to assign more alcohol ads to children who show an interest in this content.

This unit requires students to reflect on the ways they are marketed to, mainly with a focus on alcohol. If this is not relevant, then other youth lifestyle products, such as energy drinks, fast food, desired and popular-culture items, vape products and other branded merchandise, could be used. After reflecting on some aspects of the New Zealand Alcohol Advertising and Promotion Code and alcohol advertising in non-online situations, students draw conclusions about the possible impact that the lack of regulation of alcohol advertising in the online environment may have on health and wellbeing.

With a focus on online alcohol advertising, students will explore questions around contemporary approaches to alcohol advertising, such as: How aware are teenagers of the alcohol advertising that pops up when they are online? Are marketers trying to establish brand loyalty and product desirability early on, even before young people are old enough to buy alcohol, or are they just trying to direct sell regardless of current age, or something else?

Safety considerations

Not all students will use social media or the internet in a way that exposes them to this sort of alcohol advertising. Make alternative forms of data collection available for these students. Be aware that if students are actively seeking out these advertisements it will likely mean they receive even more examples of this type of advertising. Discuss this with students prior to the activity and encourage them to only take screenshots of an alcohol advertisement that pops up, and not to click on the link and screenshot the source of the advertisement. See *also Inquiry 14*.

Compliance matters

For compliance with cellphone bans in schools, any data collection involving cell-phone use will need to be completed as homework.

Contributes to:

Health Education

Students will learn how to:

- recognise how they are being targeted by alcohol advertisers
- identify strategies to reduce exposure to products and resist temptations to purchase them, to support their wellbeing.

Key Competencies

(Critical) Thinking; Using language, symbols and texts; Participating and contributing

Expected timeframe

- 2 hours, plus own time to collect screenshots and/or other advertising images.

Data for the inquiry

- Student-generated data collected as screenshots from social media and other online platforms where pop-up ads featuring alcohol appear.

Note:

If some students are not exposed to this sort of marketing through social media or other online platforms, or if they have an ad blocker installed on their device(s), an alternative is to collect the data in groups, not individually, and/or collect photos of shop fronts, billboards, etc. between home and school that feature alcohol advertising.

Resources

- Access to a digital device and internet

Prepared resources — see resource pages:

- Online advertising (introductory) discussion questions
- Extracts from the Alcohol Advertising and Promotion Code focused on adult audiences and not marketing to minors
- Discussion frame: How do alcohol companies use social media to advertise?

Access to digital materials:

- Health Attitudes videos— *Discussing data from CensusAtSchool: Questions for young people* (4.56 min) and *Alcohol: Impacts and what young people can do—Discussing data from CensusAtSchool* (4.35 min)
- The [Advertising Standards Authority complaints procedure](#)
- [If required] The [Alcohol Advertising and Promotion Code](#)

Teaching process to guide the learning inquiry

Identifying an issue

Developing knowledge and insight

- Ask the class (as a show of hands) who has seen advertising for alcohol products when they are on social media. *Acknowledge that Australian research (2023) shows that 90% of teenagers regularly see alcohol advertising online.*
- Ask the class to discuss these questions (or these questions can be discussed in groups— use resource sheet 20A):
 - What sort of alcohol advertising have you seen pop up when you've been on a social media platform? Is alcohol advertising more prevalent on any particular platform you use?
 - How does this sort of online advertising differ from advertising on TV and in print? *E.g., images of under-25-year-olds drinking; celebrating binge drinking; implication that alcohol is connected to social success, good feelings and friendship; option to buy alcohol from the link provided.*
 - Why do you think online alcohol advertising is cause for concern? *E.g., young people may not get the full picture about alcohol risks; people who have substance use issues are constantly being offered products they are trying to avoid; marketing to a young age group, which may normalise (heavy) use of alcohol and starting alcohol use younger.*
 - Why have so many alcohol advertisers taken to using social media to market alcohol products? *E.g., it gets around restrictive alcohol laws, cheaper than other forms of advertising, far greater reach to a much wider audience than most other forms of advertising.*

Screen the video *Discussing data from CensusAtSchool: Questions for young people (4.56 min)*

Discussion question: *How do you think alcohol is shown in advertising? Prompt: Do you think it is shown in a positive way, or a negative way? (3.31 min)*

Discuss as a class or in small groups:

- What insights do the young people in the video offer about alcohol advertising? How similar or different are their ideas to yours (see discussion above)? Did they have any ideas that were different to yours? If so, what were these?
- Obviously, an advertiser is going to want to market their alcohol product in the most positive way. What techniques and what sort of messaging feature dominantly in alcohol advertising? What methods are advertisers using to encourage people to buy their product? Have you ever seen an alcohol product ad that shows alcohol use in a negative way? If so, what was this? *(Make the distinction here between alcohol product advertising and health promotion advertising.)*
- What comments did the young people in the video have about online influencers who promote alcohol use or specific alcohol products? Have you had similar experiences to theirs? What experience(s) have some class members had with online influencers promoting alcohol?

Note for teacher:

Ensure students understand the difference between **influences** on young people's alcohol use— that is, factors contributing to teenage alcohol use/non-use (Inquiry 16), and **'influencers'** as people who promote views and opinions— and products— on social media and through other digital or in-person forums.

Developing a vision – Key inquiry questions

- Ask students to think about the number of alcohol advertisements a teenager sees in a day. Make a distinction between pop-up ads online, on billboards, advertising at liquor outlets, etc.
- Ask students to formulate inquiry questions that can be investigated. *E.g., How many pop-up ads for alcohol will I see during one hour online? Or How many advertisements for alcohol am I exposed to between home and school (or some other popularly used route)?*

Understanding – Data

- Instruct the students about the way they need to collect their data (individually or in small groups). Note that for compliance with the ban on the use of school phones during in school time, the data-collection part of the inquiry needs to be completed for homework. For example:
 - While online for a period of time (an hour is suggested), take a screenshot (or take a photograph of the screen on another device) of any alcohol ads that pop up and save these. Record the time and the platform(s) you were on when the ad popped up.
 - Alternatively, select a commonly used route where there are shops and billboards or other forms of publicly seen advertising. Take a photo or screenshot of every alcohol-related ad along this route. Record the route.
- Back in class, compile these images and associated information either in groups or as a whole class.

Using data to answer the inquiry questions:

- Can the inquiry question(s) be answered with the data collected by the group/class? If so, provide a conclusion. If not, what other data is needed to be able to answer the inquiry question? How would you collect this data?
- Provide groups with the resource sheet 20B for the summary discussion *How do alcohol companies use social media to advertise?* Allow groups to self-select three items to discuss or allocate items in a way to get coverage of the five examples of online marketing approaches.
- Provide opportunity for feedback of some ideas to the whole class to establish what students deem unfair and unethical about these advertising approaches. If needed, add prompts related to the potential wellbeing impacts of these advertising methods.

Screen the video *Alcohol: Impacts and what young people can do – Discussing data from CensusAtSchool* (4.35 min)

Discussion questions: *What should people be aware of when they see alcohol being advertised? What resources exist to help young people take action on alcohol marketing? What are some marketing strategies alcohol companies use to target people online?* (2.30 min)

Discuss as a whole class or in small groups:

- What advice and guidance do the subject experts give about what young people need to be aware of when they see alcohol advertising?
- Which of these ideas have you already discussed? Which ideas are new to your investigation?
- The whole purpose of product advertising is to get you – the consumer – to buy a product. What knowledge and skills are needed to resist advertising pressures to buy a (branded) product (whether that's alcohol or anything else). How easy/hard is it to resist advertising pressures? Why is this?
- Even if young people are not buying alcohol themselves (due to lack of money or they don't drink alcohol, or only drink a small amount when provided by a parent, etc.), and alcohol companies know they cannot legally market to young people (see following activity), why do you think alcohol advertisers still want their advertising to be seen by young people?

Planning

Acting

- Ask students if they have heard of the Alcohol and Advertising Promotion Code, and if they have, what do they know about it?
- Distribute one of the extracts from the Code to each group (there are three extracts – more than one group can be looking at each extract – resource sheets 20C, 20D, 20E).
- When each group has read and summarised their extract, ask them to share their findings with two groups who have different extracts – or do this as a whole-class discussion.
- Ask the question: Is online advertising covered by these regulations? Why do you think it is so hard to regulate online advertising?
- [If Inquiry 19 was completed] Ask why it is that, if you start clicking on, for example, alcohol ads, it is likely you will see more and more of them. Recall ideas from the inquiry or the video about the ways social media platforms and the internet recognise people's search histories and then provide links to more of the same or similar content.
- Acknowledge that in addition to changing social media settings, students can also report content and make an official complaint make an official complaint to the Advertising Standards Authority. Visit this website to find out what is included and what the complaints process involves.
- Ask students what they know about changing the privacy and other settings on their social media accounts. What do they know about turning off settings so they do not see some content, or how to choose 'see less (alcohol)', or use opt-out options? If unsure, carry out an online search about how to use some of these privacy and other settings. If students have their devices with them, consider changing some of these settings now.

Evidence of student learning / learning artefacts

Students will:

- file a selection of their collected images along with their response to three of the summary discussion questions.

Teacher reflection

- How well did students respond to collecting images as a source of data? Where else could this technique be used safely and ethically?
- How aware were students of the way they are being marketed to? In what other contexts could these ideas be revisited?

References

Advertising Standards Authority. (n.d.). Alcohol Advertising and Promotion Code. <https://www.asa.co.nz/codes/codes/alcohol-advertising-and-promotion-code/>

Foundation for Alcohol Research and Education (FARE). (2023). *Alcohol advertising on social media platforms—A 1-year snapshot*. <https://fare.org.au/alcohol-advertising-on-social-media-platforms/>

Resource sheet 20A

Group-discussion questions about online alcohol advertising

As a group, discuss these questions:

1. What sort of alcohol advertising have you seen pop up when you've been on social media platforms?
2. Is alcohol advertising more prevalent on any particular platform you use?
3. How does this sort of online advertising differ from advertising on TV and in print?
4. Why do you think online alcohol advertising is a cause for concern?
5. Why have so many alcohol advertisers taken to using social media to market alcohol products?

Resource sheet 20B

Summary discussion

How do marketers use social media to advertise alcohol?	
<p>Social media ads can reach more people than traditional media advertising, with research showing companies can get a 600% return on online advertising investment.</p>	<p>Discuss: Thinking about people under the age of 18, what is unfair or unethical about these forms of online alcohol advertising. Choose 3 for your group to focus on. (<i>Unethical means that something does not conform to a high moral standard, or it is morally wrong.</i>)</p>
<p>1. Sponsored ads These are the ads that 'pop up' in newsfeeds or stories, advertising specific drinks or bottle-shop promotions.</p>	
<p>2. Personal data Social media user data is collected and used to promote ads to people who look up alcohol content. These ads often encourage impulse buying.</p>	
<p>3. Engaging fans Alcohol brands create official social profiles to encourage 'fans' to engage with their posts through questions/polls, posting photos and memes, hosting competitions and sharing videos. This content is highly interactive and easily shared. In many posts, both page administrators and 'fans' post content that breaches the advertising code.</p>	
<p>4. Influencers Alcohol companies pay social media influencers to upload photos or videos of themselves with alcoholic drinks. Popular influencers have been found to show alcoholic drinks in their posts without revealing that the alcohol brand was actually paying them to do so. By using these influencers, alcohol companies bypass codes and can advertise directly to their young followers.</p>	
<p>5. User-generated content Companies encourage social media users to upload content of themselves drinking their alcohol products. This approach is highly attractive to the industry as it isn't recognised as a breach of advertising rules and it's free advertising for the industry.</p>	

These ideas are from the FARE research report. For more ideas see <https://fare.org.au/alcohol-advertising-on-social-media-platforms/>

Resource sheet 20C

Extract 1. Alcohol Advertising and Promotion Code (Updated July 2021)

PRINCIPLE 1: SOCIAL RESPONSIBILITY

Alcohol Advertising and Promotion must be prepared and placed with a high standard of social responsibility to consumers and society.

Rule 1 (a) Targeting Adults – Timing and placement

The timing and placement of Alcohol Advertising and Promotion must target Adult audiences.

Guideline 3. Age-restricted media

Alcohol Advertising and Promotion may be placed in age-restricted media only when appropriate tools are used to select Adult audiences and/or access is restricted to Adults only.

- Tools to select Adult audiences may include, but are not limited to:
 - a. selecting Adults using the registered age or date of birth of the device owner and/or the logged-in user;
 - b. platforms with terms and conditions that require Alcohol Advertising and Promotion to be restricted to Adults;
 - c. selecting nominated sites or pages based on content or audience data that demonstrates viewing by Adult audiences or exclusion of Minors.

- Tools that create a barrier to entry for Minors may include, but are not limited to:
 - a. age-gated access to online Alcohol Advertising and Promotion on brand websites, brand social media pages or apps where visitors are required to enter a date of birth before accessing Alcohol Advertising and Promotion;
 - b. age verification for entry to online Alcohol retail sites to confirm visitors are 18 years of age or over;
 - c. age verification required for entry into R18+ events and cinema movies classified R18.

Source: <https://cdn.asa.co.nz/wp-content/uploads/2023/03/Alcohol-Advertising-and-Promotion-Code-December-2020.pdf>

Resource sheet 20D

Extract 2. Alcohol Advertising and Promotion Code (Updated July 2021)

PRINCIPLE 1: SOCIAL RESPONSIBILITY

Alcohol Advertising and Promotion must be prepared and placed with a high standard of social responsibility to consumers and society.

Rule 1 (b) Targeting Adults – Content

The content of Alcohol Advertising and Promotion must target Adults.

- The theme, images, wording, music and language used in Alcohol Advertising and Promotion must only target Adults. Advertisers must take care when Alcohol Advertising or Promotion content may have appeal to Minors, including, but not limited to, the following examples:
 - a. i. content that creates confusion with confectionery, soft drinks or other non-alcoholic products; or
 - b. ii. use of names similar to those that primarily appeal to Minors; or
 - c. iii. animation, bright colours, toys, music, animals, cartoons, play scenes/playgrounds, juvenile or adolescent behaviour; or
 - d. iv. designs, motifs, items, colloquial words and phrases or activities primarily connected to youth culture; or
 - e. v. use of real or fictitious characters.
- Individuals, groups or teams, including, but not limited to: cultural and sporting heroes or icons, celebrities and social media influencers that are currently popular* with Minors, and/or have particular appeal to* Minors, may only be used in Alcohol Advertising and Promotion that is:
 - a. placed in media where appropriate tools are used to select Adult audiences and/or access to the advertising and promotion is restricted to Adults only (Rule 1 (a) Guideline 3);
 - b. placed inside premises whose primary purpose is to sell Alcohol, e.g. on-premise Alcohol outlets, cellar doors and single-permitted Alcohol areas in supermarkets and grocery stores, and provided:
 - the advertising and promotion is only visible after entry into the premises or single-permitted Alcohol area and it is not visible to passers-by, for example, through a window, entrance or end-aisle displays; and
 - people in the premises or single-permitted Alcohol area are likely to be 80% or more Adults.

Source: <https://cdn.asa.co.nz/wp-content/uploads/2023/03/Alcohol-Advertising-and-Promotion-Code-December-2020.pdf>

* Consumer research by Alcohol Advertisers may be appropriate to determine who or what is 'currently popular' or has 'particular appeal'.

Resource sheet 20E

Extract 3. Alcohol Advertising and Promotion Code (Updated July 2021)

PRINCIPLE 1: SOCIAL RESPONSIBILITY

Alcohol Advertising and Promotion must be prepared and placed with a high standard of social responsibility to consumers and society.

Rule 1 (b) Targeting Adults – Content

The content of Alcohol Advertising and Promotion must target Adults.

- Minors must not appear in Alcohol Advertising or Promotion.
- Women who are visibly pregnant or seen breastfeeding must not appear in Alcohol Advertising or Promotion.
- Adults in Alcohol Advertising and Promotion
 - a. Adults who are visually prominent in Alcohol Advertising and Promotion must:
 - be at least 25 years of age; and
 - appear to be at least 25 years of age with their behaviour and appearance clearly appropriate for people of that age or older.
 - b. The following exceptions apply where Adults who are 18 to 24 years of age may be visually prominent in Alcohol Advertising and Promotion
 - they are not a paid model or actor and are real people in real situations; or
 - they are employed by the Alcohol Advertiser or its agent for the purposes of serving, sampling or merchandising Alcohol; or
 - they are part of a crowd scene from an R18+ event with behaviour and appearance appropriate for people of that age and older.
- Influencers
Influencers with Alcohol Advertising and Promotion content must be at least 25 years of age and appear to be at least 25 years of age with their behaviour and appearance clearly appropriate for people of that age or older. Placement of Alcohol Advertising and Promotion with influencers is only permitted if Rule 1 (a) Guidelines 3 or 4 can be met.

Source: <https://cdn.asa.co.nz/wp-content/uploads/2023/03/Alcohol-Advertising-and-Promotion-Code-December-2020.pdf>