

# Drinking up and bottoming out

These teaching activities can be used to complement a teaching programme for:  
**(1.5) Conduct geographic research, with direction**  
**(1.6) Describe aspects of a contemporary New Zealand geographic issue**

## OBJECTIVES

### Achievement Objectives:

Geography

Understand how people interact with natural and cultural environments and that this interaction has consequences.

**Year Level:** 11 Geography

**Curriculum level:** 6

**Unit Duration:** 4-5 weeks

## NZ Curriculum

### Values:

Diversity  
Equity  
Integrity  
Respect

### Key Competencies:

Thinking  
Using language, symbols, and texts  
Managing self  
Relating to others  
Participating and contributing

### Principles:

Cultural diversity  
Learning to learn  
Community engagement  
Future Focus

### Key concepts:

Environment  
Perspectives  
Change  
Interaction

### Geographic Skills:

Mapping  
Application of concepts  
Interpretation of cartoons  
Interpreting and completing a value position

### Note:

Data about alcohol related harm in New Zealand can be accessed from this website [http://cphronline.massey.ac.nz/maps/maps\\_Alcohol.html](http://cphronline.massey.ac.nz/maps/maps_Alcohol.html)

### Unit Focus:

Students will investigate alcohol related harm as a contemporary geographic issue. This involves describing the nature, describing different viewpoints and later describing and assessing possible strategies to reduce alcohol related harm.

Alcohol related harm will be examined by the class as a global issue. Students will then apply their knowledge and understanding to a New Zealand context.

### Context:

Drinking up and bottoming out - New Zealand Drinking Culture and Second-hand Alcohol Related Harm

## LESSON 1: What is a contemporary geographic issue?

### Lesson focus: By the end of the lesson students will be able to:

- Describe a contemporary geographic issue

### Concepts:

Environment  
Change  
Location

## Suggested activities

### 1. Definition and photo interpretation

- a. Explain to students a contemporary geographic issue using the definitions:  
*Contemporary* means now or in the near future.

*Geographic issue* refers to a context that involves a concern, problem, debate or controversy related to a natural or cultural environment, which also includes a spatial dimension. The issue must be a local, regional or national issue within New Zealand.

- b. Think, pair, share

Using the definition above, students are to generate a list of characteristics to help identify contemporary geographic issues. Students will first come up with their own ideas, then share with their partner and later contribute their ideas to the class.

e.g.

- Something that is happening now or in the future.
- Effects people
- Effects the cultural and/or natural environment
- Unresolved

- c. Using a series of photographs, students decide whether the photographs represent a 'contemporary geographic issue' according to the class checklist.

Photographs could include images of:

- Climate change
- Previous pictures of a disaster e.g. 1931 Napier earthquake
- Marriage equality in Australia
- Dairy farming
- Child poverty

Students are to provide reasons for whether or not the photograph meets the definition of a 'contemporary geographic issue'.

### 2. Geographic Issue News Search

- a. Students visit a range of new websites and select three issues that they think best represents contemporary geographic issues based their definitions.

## Resources

### Suggestions:

Photographs could be either

- projected onto a whiteboard or smart board
- printed and given to students to discuss in pairs or groups.

## LESSON 2: Alcohol - a contemporary geographic issue?

### Lesson focus: By the end of the lesson students will be able to:

- Describe how alcohol and alcohol related harm is a contemporary geographic issue
- Identify the spatial variation of alcohol consumption and harm.
- Describe how different cultural environments can influence alcohol consumption.
- Describe how alcohol and alcohol related harm effects people and the environment.

### Concepts:

Environment

Change

Location

Pattern

## Suggested activities

### 1. Starter Activity – Who am I?

- a. Read through the statistics below. Pause between each statistic to give students the opportunity to guess what causes the issue. Students can change their answer between each guess.

Statistics

What is responsible for

1. 3.3 million death per year
2. 22% of interpersonal violence (violence between people)
3. 15% car injuries
4. 30% of mouth and throat cancers
5. 22% of suicides

- b. Afterwards, explain to students that -

Alcohol is the most commonly used drug around the world. Whilst the majority of people drink alcohol at low or moderate levels, alcohol consumption does increase the risk of negative consequences. In particular harmful, hazardous and risky drinking can have major effects on individuals, their families and friends, health care and the economy. Harm caused or attributed to alcohol is known as alcohol related harm.

### 2. Brainstorm - How is alcohol and alcohol related harm a contemporary geographic issue?

- a. Students use their checklist from yesterday to write ideas and thoughts about alcohol may be a geographic issue.
- b. Discussion – students are to share their ideas back to the class and come back to their brainstorm at the end of the lesson.

### 3. Alcohol – under the microscope (Worksheet 1)

- a. Students are to use the maps, video, and webpages provided to gather information regarding alcohol/ alcohol related harm and complete worksheet 1.

### 4. Revisiting the alcohol brainstorm

- a. Students are to use a different colour pen to add any new information and thoughts to their original alcohol related harm brainstorm.

- b. Use some of the following points in your explanation about the nature of the unit to your students:
- i. Hazardous drinking of alcohol has significant impact on people through their own drinking or other peoples' drinking.
  - ii. Hazardous drinking effects the cultural environment (cost of health care, crime, traffic incidents, negative impact on the economy)
  - iii. Alcohol consumption and drinking patterns vary across the globe, regions and within countries. On average more economically developed countries (MEDC) consume more alcohol per capita (per person) compared to less economically developed countries (LEDC). The groups that are more likely to experience the harm from alcohol are people living in LEDC countries or in more economically deprived areas.

## 5. Homework activity (Worksheet 2)

- a. Students will need a blank map to complete Worksheet 2. They are to define wet and dry cultures, map their location and describe the differences in drinking practices between two cultures.

## Resources

### Worksheet 1: Alcohol - Under the Microscope

Access to the internet is needed for students to access the maps, video and website listed on their worksheets.

#### Maps

Heavy episodic drinking among drinkers.

[http://gamapserver.who.int/gho/interactive\\_charts/gisah/episodic\\_drinkers/atlas.html](http://gamapserver.who.int/gho/interactive_charts/gisah/episodic_drinkers/atlas.html)

Total Consumption

[http://www.who.int/gho/alcohol/consumption\\_levels/total\\_adult\\_percapita/en/](http://www.who.int/gho/alcohol/consumption_levels/total_adult_percapita/en/)

#### Video

Alcohol: A global concern

<https://www.youtube.com/watch?v=6rnXnwkgMWA>

#### Webpage

Alcohol fact sheet

<http://www.who.int/mediacentre/factsheets/fs349/en/>

World Health Organisation (WHO) - Alcohol and Health

[http://www.who.int/substance\\_abuse/publications/global\\_alcohol\\_report/infographics\\_alcohol\\_report2014.pdf?ua=1](http://www.who.int/substance_abuse/publications/global_alcohol_report/infographics_alcohol_report2014.pdf?ua=1)

## LESSON 3: How did NZ get a binge drinking culture – a tour through history

### Lesson focus: By the end of the lesson students will be able to:

- Describe how natural and cultural environments can affect the consumption of alcohol.

### Key concepts:

Environment  
Change  
Interaction

## Suggested activities

### 1. Starter Activity: 5 minute think - To drink or not to drink?

- Individually, in pairs or as a group students are to write a list of reasons why some people choose to consume or not to consume alcohol.

E.g.

To drink	Not to drink
Celebrate an occasion	Religious reasons
Religious rituals	Dislike the taste or feeling of alcohol
Enjoy the taste and sensation of alcohol	Health

- Students feedback their thoughts to the class. Remind students that people often have many reasons why people choose to drink or not to drink alcohol.

### 2. History of alcohol in New Zealand – an investigation

- Have students fill in a 'KWL' (know, want to know, learned) chart about New Zealand's alcohol consumption and history.
- Watch the Newshub video as an introduction to New Zealand's drinking history.
- Using the Te Ara website students are to investigate a specific time period of New Zealand's alcohol consumption in greater depth by completing Worksheet 2.  
Create "expert" or "jigsaw" groups. Create groups of four with each student responsible for researching a different time period. Depending on your class students can research these independently or with others that are researching the same time period. Once finished, students are to feedback their information to the original group.
- In their original groups students are to discuss the impact of each time period on New Zealand's current drinking culture. Using a continuum, they are to place each time period from least influential to most important influential.

### 3. KWL – revision

- Students fill in the "learned section" of their KWL chart.

## Resources

### Worksheet 2: A History of Alcohol in New Zealand

#### Websites:

Newshub video – The birth of New Zealand’s binge drinking. For this video, explain that this video shows a historical context and that there are efforts to reduce binge drinking in New Zealand. Binge drinking is becoming much less common among young New Zealanders (Adolescent Health Research Group, 2013).

<http://www.newshub.co.nz/home/new-zealand/2016/11/the-birth-of-new-zealands-binge-drinking.html>

Te Ara website – Alcohol in New Zealand

<https://www.teara.govt.nz/en/alcohol/page-1>

## LESSON 4: Alcohol related harm

### Lesson focus: By the end of the lesson students will be able to:

- Identify the spatial variation of alcohol consumption and harm.
- Describe how different cultural environments can influence alcohol consumption.
- Describe how alcohol and alcohol related harm effects people and the environment.

### Concepts:

Environment

Location

Pattern

## Suggested activities

### 1. Starter Activity: NZ Alcohol Quiz – A Booze Nation?

- a. Individually, in pairs or in groups students are to answer a multi-choice question. The information below could be simply read out to the class, presented in a powerpoint or learning game (i.e. Kahoot - <https://kahoot.com/>)

Please tell the class these statistics were gathered from the 12/13 NZ Health Survey. Adults, in this context, refer to people over the age of 15.

#### 1. How many adult New Zealanders consumed alcohol in the past 12 months?

- a. **80%**                      b. 85%                      c. 90%                      d. 95%

#### 2. What is the most popular type of alcohol consumed on a typical occasion?

- a. RTDs                      b. Wine/ Sherry                      c. Spirits                      **d. Beer**

Note: Wine/ Sherry and Beer/ Cider are neck and neck accounting for 56% and 54% respectively.

#### 3. How many drinkers had hazardous drinking patterns?

(Remember hazardous drinking is a pattern of consuming alcohol that is likely to cause harm to themselves and those around them – e.g. drinking in large volumes or binge drinking)

- a. 15%                      **b. 19%**                      c. 45%                      d. 49%

#### 4. How many millions of dollars does New Zealand spend on alcohol per week?

- a. 65                      b. 75                      **c. 85**                      d. 95

#### 5. Which age group had the most hazardous drinking patterns?

- a. 15 – 19                      **b. 20 – 24**                      c. 25 – 29                      d. 30 - 34

#### 6. What percentage of 15 – 17 year olds drank alcohol in the past year?

- a. **55%**                      b. 65%                      c. 75%                      e. 80%



**b. Class discussion**

After the quiz ask students:

1. What statistic did you find surprising – why?
2. Who got the percentage of 15 – 17 years olds that had consumed alcohol in the past year correct?
3. Did anyone overestimate – why?
4. Why might males drink more heavily and frequently than females?

(Students can bring up discussions from historic reasons or even culturally that drinking is seen, and often marketed, as an integral part of 'matemanship'. However, this is changing. 8 out of 10 secondary school students do not binge drink regularly (Adolescent Health Research Group, 2013).

Sources: Adapted from SHARP

## 2. Alcohol related harm – graph interpretation

**a.** Students are to investigate the demographics of groups who are most likely to consume alcohol, drink hazardously and experience alcohol related harm. Get students to think back to the activity about the global patterns of alcohol consumption and harm. Ask the student about whether more economically developed or less economically developed were more likely to experience the following:

- alcohol consumption
- frequency of alcohol consumption
- hazardous drinking patterns
- harms related to alcohol

**b.** Students will interpret the graphs on Worksheet 3 to identify the pattern between deprivation and alcohol consumption and harm. Before they start, provide a quick explanation of deprivation:

*Deprivation is defined as a lack of the types of diet, clothing, housing and environmental, educational, working and social conditions, activities and facilities which are customary. There is a strong relationship between deprivation and health outcomes.*

Health Geography and Deprivation  
University of Auckland

### Why could more harm exist in some groups?

How alcohol is sold is different in different communities. These suggested activities let students explore why the layout and proximity of alcohol outlets could impact on alcohol-related harm in their community.

- a.** Some communities are saturated with alcohol outlets.
  - i. You may like to map alcohol outlets in your area to see where alcohol outlets are concentrated. Students can discuss what messages this gives to these communities about alcohol.
  - ii. Arrange the classroom as a pathway. Explain to students that this pathway is the common route for community members to get to school or work. Use a collection of items to represent alcohol outlets (e.g. photos of alcohol stores). Ask students to walk through the pathway with no alcohol outlets. Progressively introduce more alcohol outlets and ask students to walk around the pathway again. You might like to do this a few times. Discuss with students how their perception of alcohol use might differ as the number of alcohol outlets increases. As alcohol use increases, communities get used to tolerating higher levels of alcohol-related harm (e.g. a person experiencing a hangover may draw less concern from others).

Discuss with students what alcohol-related harm may be expected in communities with higher concentrations of alcohol outlets.

- b. Alcohol is sold in different ways in different communities.
  - i. Arrange the classroom to represent three different store layouts. For the first, place a group of desks together, in front of the entrance, which will represent a pallet filled with beer and cask wine – alcohol products that are more likely to be drunk in larger volumes during one setting. For the second, place desks in a line to the left of the entrance, which will represent wine and craft beer next to fruit and vegetables. For the third store layout, place a row of desks far away from the entrance, which will represent wine and craft beer away from the rest of general shopping. You will need to explain what each of the desks represent. Ask students to enter into each store, and think about what messages that layout gives about alcohol for that community.
- c. Some groups are already under strain, and have a smaller threshold until harms can be seen.
  - i. Explain to students that reducing harms takes effort. Communities who are already under financial or psychological strain tend to already be putting effort into other areas to keep their households functioning and this means they may not be able to put extra effort in to deal with harms from alcohol. This can mean that harms from alcohol arise quicker and are more visible in communities under strain than those that are not. You might like to introduce how over time this can lead to scapegoating communities differently for the same behaviour. For example, how drinking in lower socioeconomic deprivation areas may be perceived to be relief from pressure, social lubrication, or pampering/self care; whereas drinking in higher socioeconomic deprivation areas may be perceived as irresponsible, causing harm, and morally wrong.

### Mapping alcohol related harm

- a. Students are to use the CPHR website to complete Worksheet 4 and identify the DHBs with the highest rates of:
  - Hazardous drinking
  - Hospitalisations wholly attributed to alcohol
  - Fatal and serious crashes
- b. Students will compare demographic information to assess whether there is a clear pattern about the location of alcohol consumption and alcohol related harm.
- c. Students are to report their findings back to the class.

## Resources

### Worksheet 4

## LESSON 5 and 6: Alcohol – looking through the glass – different perspectives on the issue?

### Lesson focus: By the end of the lesson students will be able to:

- Identify the spatial variation of alcohol consumption and harm.
- Describe how different cultural environments can influence alcohol consumption.
- Describe how alcohol and alcohol related harm effects people and the environment.

### Concepts:

Environment  
Change  
Location  
Pattern

## Suggested activities

### 1. Starter Activity – Viewpoints

Using Worksheet 5, go through the techniques of cartoon interpretation including:

- a. The use of:
  - Captions
  - Visual metaphors
  - Symbolism
  - Caricature
- b. Description or understanding of the:
  - Context
- c. Cartoonist's viewpoints

Using the website links provided, use a selection of cartoons for students to practice cartoon interpretation skills.

### 2. Explanation of viewpoints.

Individuals and/ or groups often hold different viewpoints in relation to contemporary geographic issues. People's viewpoints are often influenced by their:

- Values
- Beliefs
- Perspectives

Use the TKI perspective website to explain these in greater depth

<https://seniorsecondary.tki.org.nz/Social-sciences/Geography/Pedagogy/Social-inquiry#exploring>

### 3. Perspectives Definitions:

Go through the following perspectives with the students:

Economic

Social \* Public Health

Political \* Libertarianism

Environmental

#### 4. Nigel Latta – Trouble with Booze

Students are to watch the documentary and select three people. They are to describe whether the person selected agrees or disagrees with the statement “New Zealanders should consume less alcohol.”

Students are to choose three people and:

- Identify their viewpoint
- Describe why they hold this viewpoint (reasons and specific information)
- Identify and describe their values, beliefs and perspectives that have influenced their viewpoint.

#### 5. Feedforward

Whether in pairs or individually, students are to assess their answers according to the standard. Give clear instructions on how students can improve their responses.

### Resources

#### Worksheet 6

Websites for cartoons

[https://natlib.govt.nz/records/35058919?search%5Bdirection%5D=desc&search%5Bil%5D%5Bcollection%5D=New+Zealand+Cartoon+Archive&search%5Bpath%5D=items&search%5Bsort%5D=sort\\_date&search%5Btext%5D=alcohol](https://natlib.govt.nz/records/35058919?search%5Bdirection%5D=desc&search%5Bil%5D%5Bcollection%5D=New+Zealand+Cartoon+Archive&search%5Bpath%5D=items&search%5Bsort%5D=sort_date&search%5Btext%5D=alcohol)

<https://teara.govt.nz/en/cartoon/40690/teen-drinking-cartoon>

<https://natlib.govt.nz/records/37118934>

[https://natlib.govt.nz/records/35403166?search%5Bdirection%5D=desc&search%5Bil%5D%5Bcollection%5D=New+Zealand+Cartoon+Archive&search%5Bpath%5D=items&search%5Bsort%5D=sort\\_date&search%5Btext%5D=alcohol](https://natlib.govt.nz/records/35403166?search%5Bdirection%5D=desc&search%5Bil%5D%5Bcollection%5D=New+Zealand+Cartoon+Archive&search%5Bpath%5D=items&search%5Bsort%5D=sort_date&search%5Btext%5D=alcohol)

[https://natlib.govt.nz/records/35058919?search%5Bdirection%5D=desc&search%5Bil%5D%5Bcollection%5D=New+Zealand+Cartoon+Archive&search%5Bpath%5D=items&search%5Bsort%5D=sort\\_date&search%5Btext%5D=alcohol](https://natlib.govt.nz/records/35058919?search%5Bdirection%5D=desc&search%5Bil%5D%5Bcollection%5D=New+Zealand+Cartoon+Archive&search%5Bpath%5D=items&search%5Bsort%5D=sort_date&search%5Btext%5D=alcohol)

<https://natlib.govt.nz/records/23503583?search%5Bil%5D%5Bcollection%5D=New+Zealand+Cartoon+Archive&search%5Bpage%5D=2&search%5Bpath%5D=items&search%5Btext%5D=alcohol>

<https://natlib.govt.nz/records/30628670?search%5Bil%5D%5Bcollection%5D=New+Zealand+Cartoon+Archive&search%5B>

## LESSON 7: Reduction harm – effective strategies

### Lesson focus: By the end of the lesson students will be able to:

- Describe and assess a possible solution.
- Justify whether or not to select the solution or stay with the status quo.
- Generate their own solutions to reduce alcohol related harm.

### Concepts:

Change  
Perspectives  
Environment

### Suggested activities

**1. Revisit when and why the alcohol purchase age was lowered in 1999 from 20 to 18 years of age.**

**2. Reflect – What would you think if tomorrow the alcohol purchase age raised to 20?**

Students are to spend 5 minutes writing down their personal feelings to the proposal.

Students are to feedback their viewpoints to the class and what might influence that viewpoint e.g. their age etc.

Discuss with students that everyone is has their own opinions that are based on values, belief and perspectives. When assessing options though it's important that students base decisions on a possible options strengths and weaknesses.

**3. Inquiry – Raising the purchase age for alcohol – what are the benefits and pitfalls?**

Explain to students what the law is around age of purchase and supply of alcohol. You may like to include an explanation of the legislation that applies to workplaces/schools about the sale and supply of alcohol.

Students are to inquire about the strengths and weaknesses of raising the purchase age for alcohol. Students will need access to computers to search for articles, resources and other forms of evidence.

Have students fill in the following

Strengths	Weaknesses

Using highlighters, students are to identify whether the strengths and weaknesses are either

- Major or minor
- Significant or insignificant

### Resources

# Worksheet 1: Alcohol – Under the Microscope

1. Use the resources below to list the effects on hazardous alcohol can affect. Remember to include specific details e.g. statistics, specific place names etc.

People	Environment

Extension Activity – classify each affect as social, economic or natural.

1. Referring to the maps and video provided, identify the regions that have the:
  - a. highest rates of alcohol consumption.
  - b. Highest rate of heavy episodic harm?
2. Why might more economically developed countries consume more alcohol?
3. Why might less economically developed countries experience more alcohol related harm?
4. Why might some countries have high rates of abstinence (people who never consume alcohol)?

## Resources

### Maps

Heavy episodic drinking among drinkers.

[http://gamapserver.who.int/gho/interactive\\_charts/gisah/episodic\\_drinkers/atlas.html](http://gamapserver.who.int/gho/interactive_charts/gisah/episodic_drinkers/atlas.html)

Total Consumption

[http://www.who.int/gho/alcohol/consumption\\_levels/total\\_adult\\_percapita/en/](http://www.who.int/gho/alcohol/consumption_levels/total_adult_percapita/en/)

### Video

Alcohol: A global concern

<https://www.youtube.com/watch?v=6rnXnwkgMWA>

### Webpage

Alcohol fact sheet

<http://www.who.int/mediacentre/factsheets/fs349/en/>

## Worksheet 2: Dry and Wet Drinking Cultures

There are many reasons why people may choose to consume or not consume alcohol. Equally, there are many factors that influence the way people drink alcohol. Information from Worksheet 1 showed that high income countries had higher rates of consumption than low income countries. There are, however, major differences in how people in these countries consume alcohol.

Activities:

1. Read the table below to write your own definition for:
  - a. Wet drinking culture
  - b. Dry drinking culture
  
2. Using the information provided, decide which culture would have to most:
  - a. Short-term harm
  - b. Long-term harm
  - c. Use information from the table to justify your answers.
  
3. On the blank map provided by your teacher – map the dry and wet cultures. What might influence the location of wet and dry cultures.



**Table 1: Wet vs. dry drinking cultures**

	<b>Wet drinking cultures</b>	<b>Dry drinking cultures</b>
<b>Alternate terms</b>	Southern European Mediterranean Moderate Integrated Non-temperance	Northern European Nordic Immoderate Ambivalent Temperance
<b>Consumption patterns</b>	Higher consumption per capita, lower abstinence rates	Lower consumption per capita, higher abstinence rates
<b>Type of alcohol</b>	Wine-based	Beer- or distilled liquor-based
<b>Availability</b>	Alcohol widely available and easily accessible	Access to alcohol more restricted
<b>Frequency</b>	Wine part of diet and consumed regularly with meals	Alcohol consumed less frequently but in larger amounts in a single session where intoxication is often the end in itself
<b>Integration</b>	Alcohol integrated into daily life and activities and consumed as part of regular family life	Alcohol consumption often pub-based and not as common during everyday activities
<b>Sanctions</b>	Strong informal sanctions against public drunkenness	Public drunkenness tolerated and even expected
<b>Personal control</b>	Alcohol is not seen as obviating personal control	Alcohol is seen as overpowering the individual's capacity for self-management
<b>Countries found in</b>	Italy, France, Spain, Portugal, many South American nations	New Zealand, Australia, UK, United States, Canada, Scandinavian nations

Source: A healthy drinking culture: A search and review of international and New Zealand literature

HPA

# Worksheet 3: A History of Alcohol in New Zealand

Using the Te Ara website <https://teara.govt.nz/en/alcohol> complete the table below:

## Task 1 – Find out ....

<b>Time period</b>	<b>Describe the pattern of alcohol consumption.</b>  E.g. age, sex, ethnicity of people who consumed alcohol. The type and quantity (amount) of alcohol consumed.	<b>Describe the natural/ cultural environment.</b>  E.g. population, access to alcohol, services and utilities (water, electricity, transport), number of bars, restaurants.	<b>Reason for change</b>  E.g. law change (new legislation), economic changes, cultural/ social changes.
Colonial drinking 1800 – 1880			
Prohibition movement 1880 - 1919			
The beer swirl 1919 – 1960			

The drink revolution 1960 -			

**Task 2 – Significance continuum**

Using the continuum below – place each of the time periods above from less influential to most influential in contributing to New Zealand’s current drinking culture.



Least Significant

Most Significant

# Worksheet 4: Deprivation and Alcohol Harm

*Deprivation is defined as a lack of the types of diet, clothing, housing and environmental, educational, working and social conditions, activities and facilities which are customary. There is a strong relationship between deprivation and health outcomes.*

Health Geography and Deprivation  
University of Auckland

1. Reflecting back on the global patterns of alcohol consumption and the alcohol harm statistics you have just seen, write a series of hypothesis by filling in the blank spaces with *high deprivation* or *low deprivation*.

a. Drinkers living in areas of \_\_\_\_\_ are more likely to drink with high frequency (3 – 4 a week).

b. Drinkers living in areas of \_\_\_\_\_ are more likely to drink to intoxication with high frequency (once a week).

c. Drinkers living in areas of \_\_\_\_\_ are more likely to experience specific harm from their own drinking.

Why do you think that may be?

Use the graphs below to find out whether you were correct or incorrect about the questions above. Circle correct and incorrect and provide evidence for each question. Make sure to compare the figures for high deprivation to low deprivation

a. Correct/ Incorrect

Statistic:

b. Correct/ Incorrect

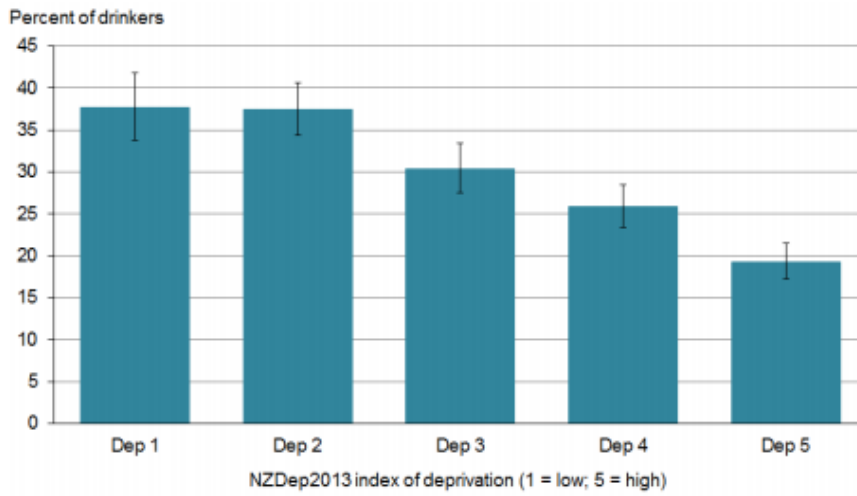
Statistic:

c. Correct/ Incorrect

Statistic:

**Resources:**

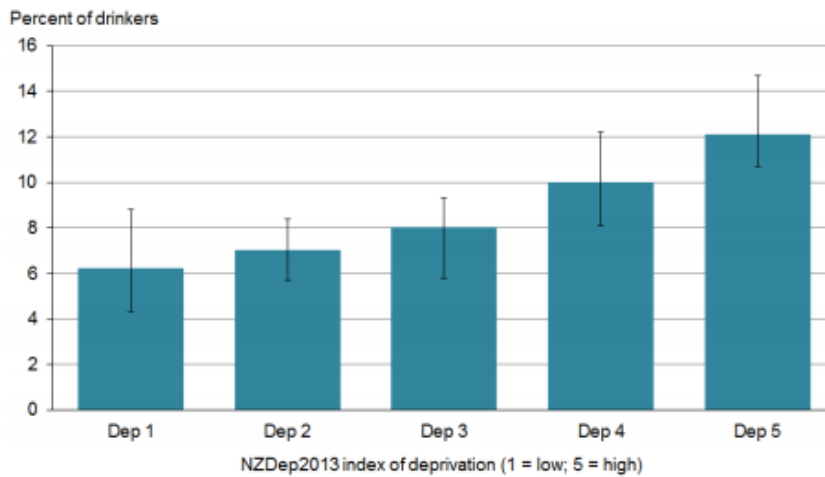
**Figure 10: Percentage of drinkers who reported drinking with high frequency, by deprivation**



Source: 2012/13 New Zealand Health Survey

Note: High-frequency drinking for general alcohol use is categorised as at least 3–4 times a week.

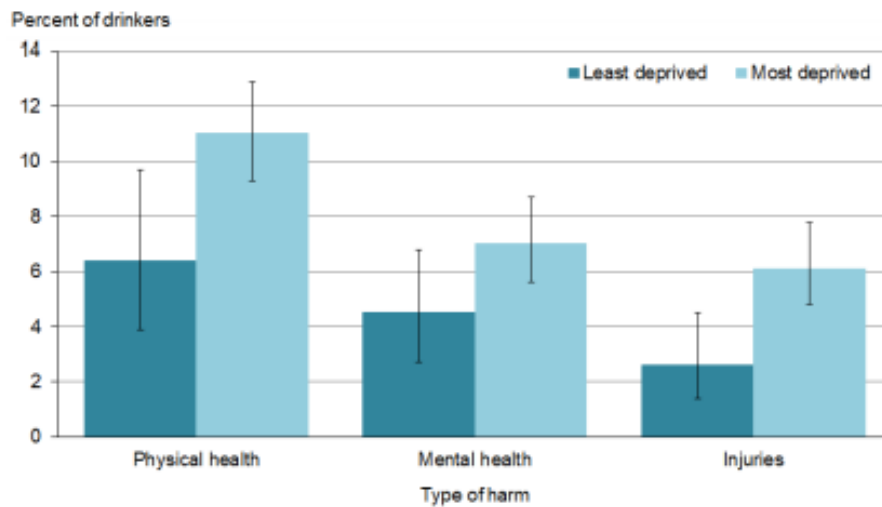
**Figure 11: Percentage of drinkers who drank to intoxication with high frequency in the past year, by deprivation**



Source: 2012/13 New Zealand Health Survey.

Note: high frequency drinking to intoxication = at least once a week.

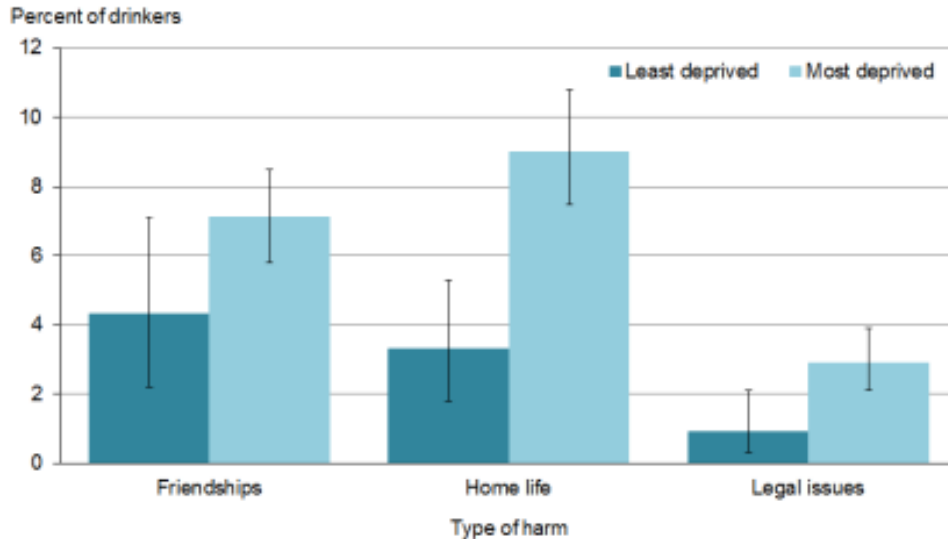
**Figure 15: Percentage of drinkers who reported experiencing specific harms in the past 12 months as a result of their own alcohol use, least versus most deprived areas**



Source: 2012/13 New Zealand Health Survey.

Note: NZDep2013 index of deprivation; least deprived = quintile 1; most deprived= quintile 5.

**Figure 16: Percentage of drinkers who reported experiencing specific harms in the past 12 months as a result of their own alcohol use, least versus most deprived areas**



Source: 2012/13 New Zealand Health Survey.

Note: NZDep2013 index of deprivation; least deprived = quintile 1; most deprived= quintile 5.

Source: Alcohol Use 12/13 Survey

Ministry of Education

# Worksheet 5

## Spatial variation of harm in New Zealand

*Some groups are more vulnerable to alcohol-related harm. People living in areas of higher socio-economic deprivation also face greater impacts from alcohol-related harm. This association may be due in part to a link to liquor outlet numbers and density as New Zealand research shows the density of liquor outlets is higher in the most deprived areas. People living in areas with a higher density of liquor outlet are also more likely to consume more and suffer from alcohol-related harm.*

Exert from: The Health Impacts of Alcohol in the Grey District and the West Coast

Coast Public Health

1. Log into <http://cphonline.massey.ac.nz/>
2. Select Alcohol Related Harm
3. Select *District Health Care Data: Single Map HTML*
4. Select *total population, crude rate* and the latest data available for each of the following
  - Rates of hazardous drinking
  - Rates of hospitalisation due to alcohol harm
  - Rates of drink driving related crashes
  - Rates of drink driving related injuries and death.

### 5. Identifying/ categorising information

The top 4 DHB has the highest rates of hazardous drinking?

- 1.
- 2.
- 3.
- 4.

The top 4 DHB has the highest rates of hospitalisation due to alcohol harm?

- 1.
- 2.
- 3.
- 4.

The top 4 DHB has the highest rates of drink driving related crashes?

- 1.
- 2.
- 3.
- 4.

The top 4 DHB has the highest rates of drink driving related deaths?

- 1.
- 2.
- 3.
- 4.

6. Think back to the previous lessons relating deprivation and alcohol. Make a hypothesis about the relationship between the DHB that experienced the most harm and levels of deprivation by circling either 'higher' or 'lower' in the sentence below.

Hypothesis: Alcohol related harm is higher in DHBs that have a higher/ lower proportion of people living in the most deprived areas.

7. Use the following table to prove or disprove your hypothesis by:
- a. Highlighting the DHBs that experienced the most alcohol related harm according to your map analysis.
  - b. Rank the DHB from 1 to 20, 1 being the DHB with the highest proportion of its residents living in the most deprived areas to 20 having the smallest proportion.



Table 1: DHB regions and Q5 of the social deprivation index

The New Zealand Index of Multiple Deprivation (IMD) looks at disadvantage in overall terms, as well as in terms of seven domains of deprivation: Employment, Income, Crime, Housing, Health, Education and Access. 'Q5' refers to most disadvantaged New Zealanders.

DHB	Q5 of the social deprivation index	Rank
Auckland	10.6	
Bay of Plenty	25	
Canterbury	9	
Capital Coast	12	
Counties Manukau	36	
Hawkes Bay	28	
Hutt Valley	20	
Lakes District	35	
Mid-Central	26	
Nelson/ Marlborough	9	
Northland	38	
South Canterbury	9	
Southern District	12	
Tarawiti	48	
Taranaki	15	
Waikato	25	
Wairarapa	20	
Waitamata	8	
West Coast	10	
Whanganui	37	

Statistics from: My DHB

<http://www.health.govt.nz/new-zealand-health-system/my-dhb>

c. Is your hypothesis correct? Give examples from the mapping activity and the table to support your answer?

d. What region/ regions differ from the trend? What might influence their drinking habits?

e. Inquiry question: Why does Southland have high rates of alcohol related harm?

Use the news articles and reports to provide reasons why Southland DHB may experience high rates of alcohol related harm.

How do you think this could it be reduced?

## Worksheet 6 – Cartoon Interpretation Exemplar

**Cartoonist's perspective:** Sympathetic to the plight of low paid workers in Nike factories. Critical of the employment practices of large corporations who contract the production of consumer goods to factories located in low cost (developing) countries.

**Use of caricature:** Relative size of characters and an aggressive facial expression used to reinforce the unequal power relationship evident in the production process.

**Use of caption:** Corporate advertising slogan ("Just do it") assigned a new meaning – one that reinforces the cartoonist's principal message of workplace exploitation.

**Use of captions:** Reinforces and helps contextualize the cartoon's non-verbal elements.

**Use of visual metaphor and exaggeration:** The boot in the worker's face reinforces the notion of worker exploitation and the suppression of organised labour (trade unions).  
The larger European figure is used to highlight the role played by Western-based corporations in the global economy.

**Symbolism:** Nike name, logo and advertising slogan used to highlight the issue of labour exploitation in developing countries. But the message is more general and indicative – Nike is not the only transnational corporation involved in such practices.

**Use of a visual metaphor:** Covered workers representative of exploited labour in clothing and footwear factories located in developing countries.

**Context:** Sports brands such as Nike promote healthy living but the lives of workers who make the shoes and clothes in Asia and Latin America are anything but healthy. Problems include low wages, long hours, verbal abuse, dangerous working conditions and the denial of the right to form trade unions.  
Campaigns such as 'NikeWatch' (mounted by Oxfam) are part of an international campaign to persuade sports brands to respect workers' rights.

**Figure 4** Symbols and visual metaphors are amongst the cartoonist's most powerful tool. Cartoon by Peter Nicholson of *The Australian*.

Source: NZ Geographer [http://www.ttpko.co.nz/wp-content/uploads/2016/10/Alcohol-Briefing18.may\\_FINAL\\_.pdf](http://www.ttpko.co.nz/wp-content/uploads/2016/10/Alcohol-Briefing18.may_FINAL_.pdf)