

# KEY ACTIVITY WORKSHEET

**under age drinking**  
rating the risk

## your brief

You are a police officer who has been recently posted at the local station in town. When you arrived, you discovered a community that is suffering from a recent tragedy. A group of young people were in a serious car accident. Two fatalities occurred and others were seriously injured. As you delve further, you find that vandalism is an issue and late night violence at sporting and nightclubs is also a problem. In spite of widespread newspaper coverage, the community does not seem concerned about the excessive and widespread alcohol use that is responsible for these community problems. The more you delve, the more you realize the problem is beginning early, among young people who are still at school.

## the task

In this activity, you come across a young person who has been consuming alcohol. Your task is to determine their level of risk, and then to decide what you will do about it.

## the steps

### 1: PRELIMINARY INVESTIGATION:

#### *establishing a risk profile*

Gather some basic information about the young person and the incident.

### 2: POLICE INCIDENT REPORT: *risk profile*

You need to do a police incident report, which includes estimating the young person's BAC (Blood Alcohol Concentration). Doing a rough estimate of the young person's BAC will help you to understand their behaviour and level of risk. To access the 'Police Incident Report – Risk Profile'.

### 3: POLICE RISK ASSESSMENT REPORT

Before deciding what to do, you need to complete a 'Police Risk Assessment Report'. This will ensure you have considered the possibilities thoughtfully.

### 4: POLICE ACTION PLAN REPORT

Now you have established the facts, and the potential risks, you must decide what action to take. This will include immediate actions, and if necessary, those actions that may help the younger person to overcome their difficulties in the long term.

### 5. ASSESSMENT CRITERIA

Read the 'Assessment Criteria'. Then discuss with your teacher so that they are fully understood. Then check your reports to ensure you are satisfied with the standard of your work.

# step 1:

## establishing a risk profile



### instructions

1. You will need a dice. Roll the dice for each Risk Profile Characteristic

2. Circle the option that corresponds with the number you have rolled on the dice.

Eg. if you roll a 3 for '**Age in years**', you would circle '**3. 13 years old**'

3. You then proceed to the next roll, and roll the dice again.

Eg. if you roll a 4 for '**Situation**', you would circle, '**4. Sitting around a bonfire at the beach**' and so on.

4. After rolling the dice **8 times** you will have a basic profile of a young person.

5. Record the information on the **Police Incident Report: Risk Profile Sheet** on the next page.

6. You now need to do some further investigation to complete the **Police Incident Report: Risk Profile Sheet**. Follow the prompts from the sheet.

### activity

#### ROLL #: PROFILE COMPILER

Circle the option on the list that matches the number on the dice:

#### ROLL 1 Age in years

1. 11 years old
2. 12 years old
3. 13 years old
4. 14 years old
5. 16 years old
6. 18 years old

#### ROLL 2 Situation

1. Sleepover party
2. Home when parents are away
3. Hanging about streets when truanting
4. Sitting around a bonfire at the beach
5. Riding bike
6. Football/Netball Club

#### ROLL 3 Physical characteristics

1. Girl: small and lightly built
2. Boy: small and lightly built
3. Girl: medium build
4. Boy: medium build
5. Girl: tall and well built
6. Boy: tall and well built

#### ROLL 4 Alcohol intake

1. 2 cans of mixed drinks
2. 4 cans of mixed drinks
3. stubby of beer
4. 6 stubbies of beer
5. Three large swigs of spirit mixed with cola
6. Bottle of whiskey

#### ROLL 5 Period of time

1. One hour
2. Two hours
3. Three hours
4. Four hours
5. Five hours
6. Six hours

#### ROLL 6 In the company of...

1. Other gang members
2. Girl/boy friend
3. Older friends
4. Strangers
5. Best friend
6. Nobody

#### ROLL 7 Other factors

1. Feeling angry
2. Just had big argument
3. Never previously consumed alcohol
4. Regular drinker
5. Empty stomach
6. Celebrating

#### ROLL 8 Other difficulties

1. Failing at school
2. Parents getting divorce
3. Grieving for pet who recently died
4. Dropped from football/netball team
5. Falling out with friends
6. Breaking up with girl/boy friend

# step 2:

## police incident report\_risk profile

Use the selections on the previous page to help you write in your answer to and compile your report

**Roll 1.** Age in years

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**Roll 2.** Situation

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**Roll 3.** Physical characteristics

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**Roll 4.** How many standard drinks consumed? (See screen for more info)

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**Roll 5.** Period of time taken to consume alcohol?

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**Roll 6.** Who was the young person in the company of when consuming alcohol?

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**Roll 7.** What other factors might be taken into consideration when assessing this incident?

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**Roll 8.** What other difficulties are affecting the young person at the time of the incident?

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Estimate the young person's **blood alcohol concentration** (BAC)

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Describe the likely physiological effects resulting from the young person's BAC.

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What factors are likely to increase or decrease the estimated BAC?

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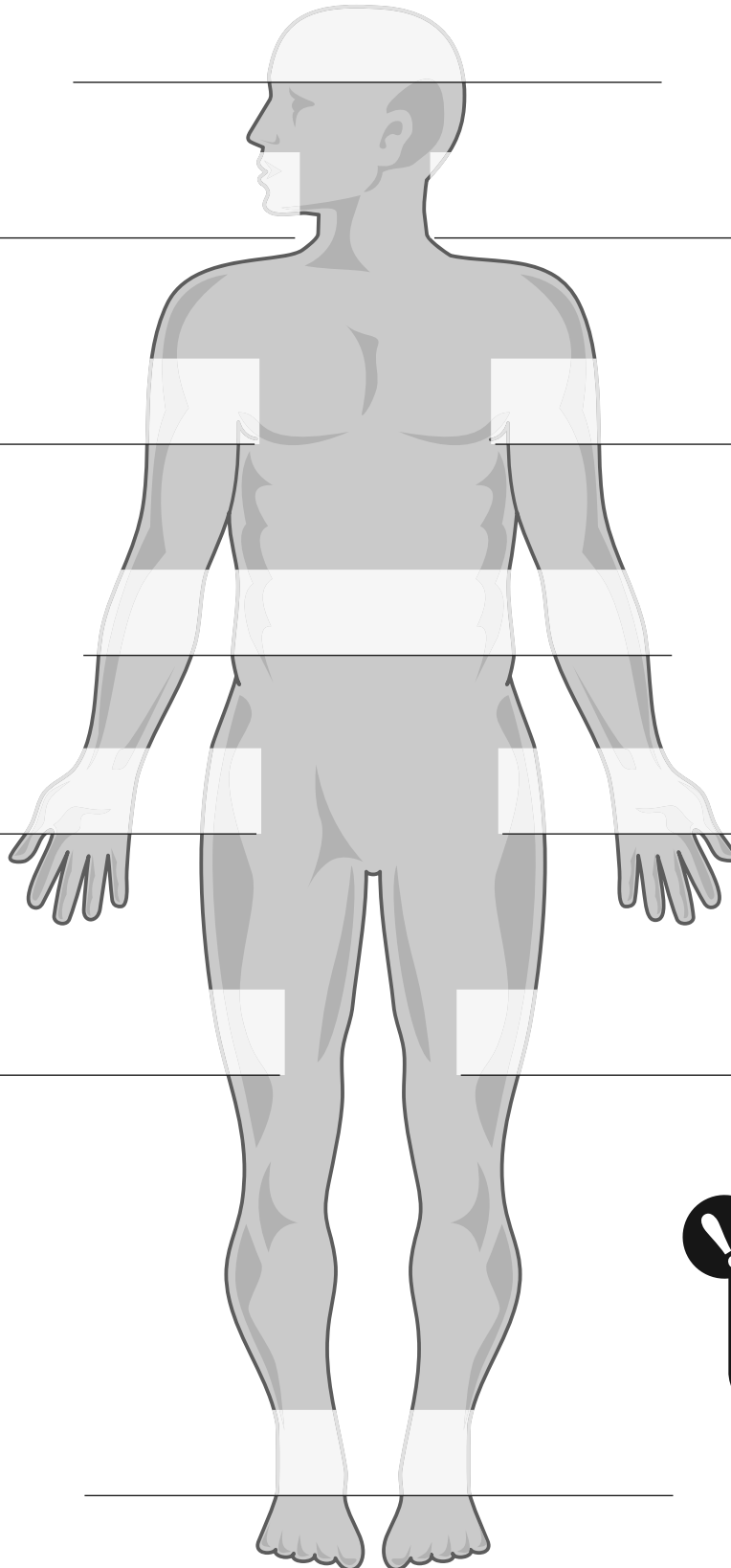
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# short-term effects of alcohol

## how alcohol is processed by the body

Describe how alcohol is distributed throughout the body



On the diagram, label the effects that alcohol has on the body.

**Hint:**  
Use the fact sheet

# step 3

## police risk assessment report

Using the '**Police Incident Report—Risk Profile**' on the previous page, place the information you have collected under the following headings. Those factors that you believe are **positive** for the young person, should be put under the **positive factors** heading. Those factors that you believe are **risks** for the young person, should be put under the **risk factors** heading. Those factors that might be **either positive or a risk**, may be placed under the **unsure** heading.

Then list the possible consequences that the young person may face. Click on the link on the screen to find out more if you need to.

After you have done this, give your young person a "Risk Rating" and give reasons why.

### positive factors

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### risk factors

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### unsure

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### list some possible consequences (See screen for more detail)

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**risk rating** (tick): ☐ **LOW** ☐ **MEDIUM** ☐ **HIGH**

**Explain your reasoning**

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# step 4:

## police action plan report

Now you have established the facts, and the potential risks, you must decide what action to take. These will be those immediate actions, and if necessary, those actions that may help the younger person to overcome their difficulties in the long term. Click on the link on the screen to find out more if you need to.

### brief description of incident

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### immediate actions (see screen for options)

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### charges—if any (see screen for options)

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### follow-up action required (see screen for options).

### explain your reasoning

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# long-term actions

## options to be considered by the police officer

Longer-term actions are required if you believe the young person may have difficulties that require some help.

Depending on the issues, some possibilities may be:

- Counselling at school
- Contact a social worker
- Join a club
- Find new friends
- Develop healthy activities
- Access to health services

Are there other possibilities? As a police officer, how might you support the young person with your follow-up actions?

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# step 5:

## assessment criteria

Read the 'Assessment Criteria'. Then discuss with your teacher so that they are fully understood. Then check your reports to ensure you are satisfied with the standard of your work.

Level 5	Standard	Approaching	Consolidating	Exceeding
<b>Health and Physical Education: health knowledge and promotion</b>	Students identify the outcomes of risk-taking behaviours	Students demonstrate an understanding of BAC levels and alcohol consumption	Students demonstrate an understanding of BAC levels, alcohol consumption and links with risks	Students demonstrate an understanding of BAC levels, alcohol consumption, links with a range of risks and possible consequences
<b>Civics and Citizenship: community engagement</b>	Students present points of view on contemporary issues and events using appropriate supporting evidence	Produce a set of reports that demonstrate consequences in response to underage drinking	Produce a set of reports that demonstrate logical consequences in response to underage drinking	Produce a set of reports that demonstrate logical consequences and a consistent set of values in response to underage drinking
<b>Interpersonal Relationships: building social relationships</b>	Students learn about and practise the social conventions	Students demonstrate an understanding of how young people behave	Students demonstrate an understanding of socially responsible alcohol-related behaviour by young people	Students demonstrate an understanding of socially responsible behaviour by young people, peers and adults