



Alcohol-exposed pregnancies risk Fetal Alcohol Spectrum Disorders.

As Sara de Lacy intensively trains for the biggest MMA bout of her life, she faces stiff resistance from her friends and family. The reason why will shock you.

Guide to using the film RISK to help young people understand the risk of drinking alcohol while pregnant.

This guide provides information for teachers in secondary/Post-16 education or community leaders to inform about the impact that drinking while pregnant can have on the foetus and the lifelong effects that this can have. The material can be used in settings other than schools and in other community groups that might also decide that it is appropriate for them to use.

In schools the work could be considered as PSHE, as well as Health & Social Care, Media studies, nurse education, biology and psychology to name but a few.

From September 2020 there has been a requirement that all state funded schools in England include alcohol education as a component of its PSHE curriculum. Facts around pregnancy is also required. This guide provides a link between Relationships and Sex Education with Health Education in a classroom-based activity.

This session looks at the impact that alcohol in pregnancy can have on future generations.

The scheme of work contributes to the Relationships and Sex Education (RSE) and Health Education by promoting informed decisions when facing risks in the following areas:

Intimate and sexual relationships, including sexual health

- All aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.
- Facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women.
- Facts around pregnancy including miscarriage.

Physical health and mental wellbeing

- Physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.

WARNING

Those delivering this session should make themselves aware of the issues surrounding Fetal Alcohol Spectrum Disorders (FASDs) and the lifelong impact that this condition can have on those affected.

It is clear that FASD is far more common than we had ever expected. Recent screening research (2018) suggested that 6% may have been affected by alcohol before they were born. The vast majority of those affected are unaware of the challenges that this has caused them. An active-case ascertainment study in the USA showed rates between 1-5% and the UK's first small-scale active-case ascertainment study is underway, the results are not yet published. There will be affected students in your school or community who are undiagnosed. Given the figures discussed what would that mean for your class and your school?)

A major thrust of current thinking within Public Health England and the Department of Health is to prevent FASD and support those affected. A new NICE Quality Standard on FASD will be published in 2021. This will help ensure those with FASD will be diagnosed and have a management

plan. There will be more diagnosed with FASD in school systems as a result.

This resource needs to be fitted into the whole school PSHE policy and needs to be delivered in a way that addresses the needs of the school. Ideally, we suggest that this forms part of the universal whole school programme in either Key Stage 4 or Post-16 PSHE. also could be used for targeted interventions.

Please ensure that all involved in giving the alcohol education sessions are aware of the school's process for handling confidential disclosures. And that students understand:

- How they can raise any concerns and how they will be supported.
- That any information or concerns they disclose will be dealt with at an appropriate level of confidentiality.
- How disclosures will be handled if there are safeguarding concerns.

Students may also become aware that they may have been affected by alcohol while in the womb and the setting needs to have a plan in place to support anyone in such a situation.

Resources

A lot of additional resources for this lesson can be found at <https://preventfasd.info/risk/>.

There is a PowerPoint provided to guide discussions and launch clips from the RISK film. The notes pages within the PowerPoint format has teaching notes and discussion points for use in this presentation.

Additional resources will also be available that can supplement the Powerpoint.

All students should be signposted to the website <http://preventfasd.info> to gain additional information. There are two versions of the film on the website (6-½ & 11-½ mins long) if students wish to view it again.

There is a list of additional sources of information on the final slide and three additional slides that might be used in some cases if there is a particular need in the setting.

Background resources for teachers

It is strongly suggested that before teaching all presenters go through the PowerPoint to understand what will be shown. The 11½ minute version of RISK from www.preventfasd.info/risk/ can also be viewed again because the lesson is based on this item.

The teaching plan also comes with a teacher's background sheet about FASD and includes a link to a teacher's guide for teaching pupils and students affected by FASD.

Notionally this has been written to take at least 90 minutes. However, a suggestion has been made in order to ensure that the lesson can fit a 60-minute slot. Alternatively it would be perfectly possible to span 2 lessons by getting to Slide 16 in one lesson and then re-showing the film in its entirety at the start of the second lesson. This allows more time for discussion, analysis and reflection.

Film description

RISK is an award-winning short film that aims to communicate the risks that might arise if a woman drinks while she is pregnant. In order to communicate this vital public health message, it follows Sara de Lacy as she prepares for the biggest MMA fight of her life. She is convinced that she will be so good that the fight will last 'only one round'. This challenge is made harder by resistance from her trainer, friends and family. Sara's dedication to MMA and the pending bout keep her going but with every interaction, she is forced to justify her actions. When fight night arrives, Sara's involvement causes shock and disruption throughout the stadium. RISK's conclusion leaves a challenging, thought-provoking and lasting impression.

In the final scenes Sara is seen making her way towards the cage. After climbing in she is announced to the crowd. It is only then that everyone realises that she is at least 8 months pregnant. So, what is the risk now? The film then cuts back to Sara in the pub ordering a round of drinks, so what is the harm? After all it's 'only one round'.

90-minute lesson plan

The bulk of the information about the lesson with suggested discussion points is shown in the notes pages of each slide in the PowerPoint. These will take you through the lesson.

The approximate suggested timings are as follows. However, this is not prescriptive, and schools should make decisions about how to best use the resources to meet their individual needs.

Approximate timings (mins)	Running total (mins)	Outline
2	2	Introduction to PSHE session. Reminder of confidentiality and support for all in the room Slide 1 & 2
5	7	Discussion of how we all make decisions based on the risk we perceive. Even if we don't do this consciously Slide 3
3	10	Clip 1 RISK – Setting the scene. Video and discussion on what the group thinks it might see Slide 4
10	20	Clip 2 RISK – Introducing Sara as a MMA fighter and the premise that people are against her fighting. Video and notes on plus and minus points for fight. Is wanting to fight justified? Followed by discussion Slide 5
7	27	Clip 3 RISK – Reveal that Sara is (very) pregnant. Does this change the risk and the previous class conclusion? Video & discussion Slide 6 & 7
10	37	Clip 4 RISK – Switch to getting a round of drinks. So is there an issue with Sara drinking 'only one round'? Video and discussion Slide 8 & 9
3	40	Introduction to real coverage in the lesson. Is it okay to drink when pregnant? Slide 10
10	50	Discussion points - quick testing the water on opinions on the slides Slide 11 to 15
5	55	Film of an interactive slide on the impact of FASD Slide 16 Please be prepared to pause this film to discuss the points that come up on the slide

5	60	Is drinking when pregnant dangerous? Slide 17 & 18
10	70	How common is FASD and why are we only talking about it now? Responsibilities Slide 19 to 22
10	80	Would you take the risk? Slide 23
5	85	Additional sources of support Slide 24
		Slides 26 to 28 Additional slides to use if appropriate for the school

The time taken to deliver this could be cut to 60 minutes by taking out slides 11 to 15 and 18 to 23. However, managing the discussion and moving it on would be essential. The presenter would need to ensure that any discussion on the film covered guidance regarding alcohol consumption while pregnant, why no amount of alcohol is safe, why people are unaware of the risk, why we failed to give information in the past and that not drinking is a shared responsibility.

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3	40	Outline of the rest of the lesson as an open discussion on the danger of drinking Slide 10
7	47	Slides 11 to 15 cover issues associated with FASD. They aren't being used in this presentation. The presenter should be aware of the context to steer discussions. There is a film of an Interactive slide on the impact of FASDs Slide 16 . Please be prepared to pause this film to discuss the points that come up on the slide. Slide 17 & 18 asks whether this is over dramatic
10	57	Slides 19 to 22 cover issues associated with FASD Advice. We aren't using these slides. The presenter should use the information in these slides to guide discussion about whether Sara should take the risk of drinking while pregnant.
3	60	Final conclusions and additional sources of support Slide 23 & 24

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This guide was written by Brian Roberts. Brian is a former secondary teacher and Virtual School Head for Children in Care. He is a parent of three children who have been affected by FASD and has fostered a number of others. He now works as a trainer & consultant supporting those who wish to improve the outcomes of vulnerable children and young adults.

Further training is available from National FASD – including an “Introduction to FASD” e-learning course (November 2020) and Introduction to Supporting Children and Young People Affected by FASD (joint training provided by Seashell Trust and National FASD developed as a

partnership project funded by the Department of Health. See www.NationalFASD.org.uk for more details.

