

## The Gin Craze

### History nugget

At the beginning of the 18th century, the English were well known for their love of alcohol. One Swiss visitor wrote, "Would you believe it, though water

### Instructional strategies

1. Provide students with a copy of the handout and have them work in small groups to discuss how alcohol and other factors interacted and impacted individuals, communities and society during the Compare that to the situation in modern times. Encourage them to consider legal, social and economic factors.
2. Have students do further research after reading the handout on the gin craze and develop a report or poster illustrating the factors that contributed to the situation, some of the social consequences, and factors that helped reduce the craze.
3. Have students work in small groups to create a public service announcement or advocacy campaign message that includes information regarding how to reduce risks related to alcohol use. The video should only be 30 seconds long, focus on a specific audience (teens, parents, politicians) and identify a clear message or call to action. Web searches “low-risk drinking” or “safer alcohol use” might provide some ideas.

### Drug literacy

#### Big idea

- People have been using drugs for thousands of years and in almost every human culture
- Drugs can be tremendously helpful and also very harmful
- As humans, both individually and as communities, we need to learn how to manage the drugs in our lives
- We can learn how to control our drug use by reflecting on the different ways people have thought about drugs, exploring stories from various cultures and listening to other

#### Competencies

- Assess the complex ways in which drugs impact the health-being of individuals, communities and societies
- Explore and appreciate diversity related to the reasons people use drugs, the impact of drug use and the social attitudes toward various drugs
- Develop social and communication skills in addressing discourse and behaviour related to drugs
- Develop personal and social strategies to manage the risks and harms related to drugs

### Links to Curriculum

#### First Peoples' principles of learning

- Learning ultimately supports the wel of the self, the family, the community, the land, the spirits, and the ancestors
- Learning is holistic, reflexive, reflective, experiential, and rel (focused on connectedness, on reciprocal relationships, and a sense of place)
- Learning involves recognizing the consequences of one's actions
- Learning is embedded in memory, history, and story

#### Social Studies 8

##### Big idea

- Human and environmental factors shape changes in population and living standards

##### Competencies

- Use Social Studies inquiry processes and skills to: ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions

## Instructional Outline

- Assess the significance of people, places, events and developments, and compare varying perspectives on their historical significance at particular times and places, group to group
- Assess the justification for competing historical accounts after investigating points of contention, reliability of sources and adequacy of evidence
- Compare and contrast continuities and changes for different groups during this time period
- Assess how prevailing conditions and the actions of individuals or groups affect events, decisions and developments
- Explain different perspectives on past or present people, places, issues and events by considering prevailing norms, values, worldviews and beliefs

This resource was developed by the Centre for Addictions Research of BC with funding provided by the Government of Canada. The views expressed herein are those of the authors and do not necessarily represent the views of the Government of Canada or the Centre for Addictions Research of BC.