RESOLUTION ECO 4/99

EDUCATIONAL PROGRAM "WINE, ALCOHOL AND SOCIETY: HEALTHY LIFESTYLES AND BEHAVIOR"

THE GENERAL ASSEMBLY

BASED ON THE PROPOSAL of the Sub Commission, "Nutrition and Wine" after study by the Group of Experts, "Social Aspects on Consumption of Wine,"

CONSIDERING the recommendations written in the resolution relating to "Education of Young Persons", approved by the General Assembly in Lisbon June 26, 1998

CONSIDERING that drinking behavior and drinking patterns are generally learned,

CONSIDERING that drinking behavior may be influenced by genetics, culture, religion, family, peers, media, education and the availability of products.

CONSIDERING that most educational programs focus on negative consequences without proposing recommendations on a healthy lifestyle and on how one who chooses to drink can do so properly and with appropriate control of risk

UNDERLINES that all information concerning the effects of wine on our health must be presented in a competent and balanced manner;

DECIDES, within the guidelines of the July 1998 Lisbon Resolution to adopt the following recommendations as an example of an unbiased education system involving the school, the family and the community. This example may be adapted according to the social, individual, legal, economic and cultural aspects of each country.

1st level		
OBJECTIVES		**1. Development of knowledge:** • Sensory education (Development of the senses: vision, taste, odor, touch) • Basic composition of foods and non-alcoholic beverages • Development of vocabulary and memory **2. Behavioral Development:** • Selection of dishes and drinks (non-alcoholic only) • Discernment in dietary questions • Personal confidence and the importance of rational • decision making on foods and beverages • Learning what a healthy lifestyle is, and how foods contribute to health

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2nd level		
OBJECTIVES		**1. Development of knowledge:** • The concepts food in relation to the concept of a balanced diet • Continuing development of sensory perceptions • Ideas about the composition of foods and beverages: - presentations should explain benefits and make known the individual risks • Develop healthy family policies around wine and other alcoholic beverages **2. Behavioral Development:** • Information on alcohol (metabolism, properties, effects),correction of false opinions • Personal confidence and rational decision making • Information on the concepts of abuse and of risks (alcohol while driving, for instance) • Concept of a healthy lifestyle
3rd level		
Objectives		**1. Development of knowledge:** • Concepts about nutritional needs and a balanced diet, • Basic chemistry and biology of foods and beverages • Interactive educational programs among young people on consequences of alcohol use: Why young people drink, influences in society, teen role models, media role models, understanding advertising and promotional activities. • Influence of environment and genetics in the risk of alcoholism **2. Behavioral Development:** • Concept of abuse and risk, involving institutions whose functions deal with these issues (police, road safety, associations, etc.) • Personal confidence, and the need for rational decision making about food and drink • Bringing in outside persons of the same age group - promotion of alcohol-free activities for weekends, after school, and summer. • Involvement of parents in education, interactive information exchange among young people, and leadership.
4th level		

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OBJECTIVES		**1. Development of Knowledge:** • Alcoholic beverages in society (health, gastronomy, art, history, civilization, religion). • Composition, technology, and preservation of alcoholic beverages. • Study of abuse and of the risks of dependence and addiction. • The biological properties of alcoholic beverages and the effects of consumption of alcoholic beverages on health, underlining the particular case of the natural components of wine. • Geographical winegrowing • The concept of the Mediterranean diet, or similar **2. Behavioral Development:** • Positive and harmful outcomes of alcohol use, • Discussion of abuse and risk, involving institutions whose functions deal with these issues, (police, road safety, associations, etc.), risks of dependence and addiction. • Personal confidence, and the need for rational decision making • Bringing in outside persons of the same age group • Real life scenarios for students to work with and discuss their findings. • Convivial aspects of alcohol, both positive and negative. • Active engagement in community policies • Use of artistic activities, such as plays, to illustrate ways of avoiding risks

The utilization of modern as well as traditional means of communication and education should be used in the delivery of this program with ongoing professional guidance and periodic update. This type of Program can be integrated with standard components of selected school curriculum such as chemistry, geography, literature, and health programs.

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