

SCOMM

#6:49

*Senator Mike Colletta*

# Anchorage Council on Alcoholism

P.O. Box 2972 • Anchorage, Alaska 99510  
Phone 276-HOPE

October 5, 1977

Senator Mike Colletta  
1026 West 6th Avenue  
Anchorage, Alaska 99501

Dear Senator Colletta:

The Anchorage Council on Alcoholism has been instrumental in introducing the alcohol education curriculum "Here's Looking At You" to schools throughout the State.

This exciting comprehensive curriculum instructs students in grades kindergarten through twelve in making responsible decisions about alcohol, develops coping skills, enhances self-image, and provides students with tools to deal with problems they encounter today.

This morning I met with Tom Reardon, whose enthusiasm regarding the curriculum equals ours, and he, because of his leadership position in CHAR, will be making the presentation at CHAR's Statewide convention this month to obtain funds to purchase the kits that accompany the units. It was Tom who urged me to let you become aware of the project because of your active concern in the area of alcoholism education and prevention.

Enclosed is a copy of the curriculum for your review and we encourage your support.

Sincerely,

*Barbara Hoffmann*

Barbara Hoffmann  
Director  
Anchorage Council on Alcoholism

BH/apt

Enclosure

A TEACHER'S GUIDE  
FOR  
ALCOHOL EDUCATION



## GOALS AND OBJECTIVES

ii

### GRADES K-1

Overall Goal: The overall goal of the Alcohol Education Curriculum Project is to help young people make responsible decisions about alcohol.

Specific Goals and Objectives: The specific goals and objectives at the Grades K-1 level are:

#### DECISION-MAKING

The student will recognize him/herself as a decision-maker and develop skills for making responsible decisions.

- A. The student will be able to suggest alternative courses of action in response to situations and choose one course. (p. 7)
- B. The student will be able to identify peer influence on own feelings, behavior, and decisions. (p. 19, 23)
- C. The student will be able to explain the value of predicting consequences before acting and practice skills of predicting. (p. 26)
- D. The student will be able to describe possible consequences of excess in various situations. (p. 30)

#### COPING

The student will be able to identify a variety of ways to cope with problems.

- A. The student will be able to identify ways of coping with situations in which he/she is disturbed by the behavior of self and/or others. (p. 5, 21)
- B. The student will be able to list ways of handling peer influence. (p. 19, 23)
- C. The student will be able to identify and practice various ways of helping. (p. 10, 12, 15)
- D. The student will be able to list feelings and emotions that may result from helping someone and/or from being helped. (p. 15, 17)
- E. The student will be able to explain the value of seeking help with problems and concerns from other people. (p. 17)

#### SELF-IMAGE

The student will be able to recognize that all people have feelings and that feelings influence behavior.

- A. The student will increase awareness of own and others' feelings and practice various ways to express them. (p. 1, 3)
- B. The student will recognize that experimentation may be accompanied by various feelings and emotions. (p. 28)

AREA: Alcohol Education  
TOPIC: SELF-IMAGE - Emotion Cards

PAGE: 1  
GRADE: K-1

ready

The student will increase awareness of own and others' feelings and practice various ways to express them.

set

I will use this activity to help students:

develop self-concept  
 improve decision-making ability  
 clarify attitudes and values

increase knowledge  
 improve communications  
 learn or improve health skills

develop social responsibility  
 other (please designate)

RESOURCES

ACTIVITY

EVALUATION

go

From the kit:  
Emotion Cards  
(12)

1. Discuss various ways we express our feelings and how others know how we're feeling. Introduce each emotion card, identifying the word and giving examples of the feeling. (It may be helpful to use only a few of the cards at first.)
2. Have one child pick an emotion card without showing it to the class. He/she expresses the emotion shown on it while classmates try to identify which emotion is being expressed. Vary the methods used to express feelings:
  - a) Voice only. Child should stand at the back of the room so facial expressions aren't visible to the class. Have child say a given phrase, such as "Oh, Henry" in a tone that conveys the emotion indicated on the cards.
  - b) Body only, no voice.
  - c) Certain parts of the body, such as face, feet, hands, but no voice.
  - d) Body and voice.
  - e) Pick a partner and express an emotion in any of the above ways.
3. Discuss acceptable and unacceptable ways of expressing feelings in various situations. Is it okay for people to cry? to shout when they are angry? to hug someone when they are happy?

COMMENTS OR  
SUGGESTED CHANGES

Teacher evaluation  
of activity.  
Please circle:

1 2 3 4 5  
Ugh! Wow!

## PHYSICAL EDUCATION

## MUSIC

## SOCIAL STUDIES

Play various kinds of music using a record or instrument. Have children act out emotion they feel as they listen. Have children use instruments to create their own music.

Find pictures in magazines and books of families, community helpers, etc., showing different emotions.

## ART

## SPELLING

## MATH

Make puppets for role playing. Give each child 2 paper plates. Child chooses 2 emotions and draws appropriate facial expressions on each plate. Glue plates together on a popsicle stick or tongue depressor (like a hand mirror).

Identify the different shapes of the faces used on the emotion cards. Have children draw their own cards using various shapes.

## SCIENCE

## WRITING

## READING

Have children write one emotion word and draw a picture of themselves expressing it. Share with the class.

Write an emotion word on the board and have the children match it with the emotion card and/or read the word and tell what it means.

## LANGUAGE ARTS (oral discussion)

## LANGUAGE ARTS (drama and role-playing)

## OTHER \_\_\_\_\_

Build vocabulary by having children think of other words to describe how they feel when they are sad, happy, angry, afraid, etc. Make a chart listing that vocabulary and encourage children to use those words as they discuss their feelings.

**Mirror Images**  
Divide class into partners. One partner is "It". "It" acts out an emotion using voice, body or combination. The partner imitates simultaneously as a mirror.

ready

The student will increase awareness of own and others' feelings and practice various ways to express them.

set

I will use this activity to help students:

- develop self-concept
- improve decision-making ability
- clarify attitudes and values
- increase knowledge
- improve communications
- learn or improve health skills
- develop social responsibility
- other (please designate)

RESOURCES

ACTIVITY

EVALUATION

go

From the kit:  
Feely Head

1. Show children the Feely Head and discuss each emotion. At first, it may be helpful to cover up some of the emotions and introduce new words gradually.
2. Teacher or child turns the pointer at an emotion and gives an example of something that could cause that feeling, e.g., I feel happy when it's my birthday. I feel afraid when I hear people fighting, etc.
3. Create situations which allow children to identify their own feelings. Children take turns moving the pointer on the Feely Head to reflect their feelings. Have each child explain why he/she feels that way. Allow several children to respond to the same situation so different reactions and reasons can be expressed. Examples:  
How do you feel, ...
  - when you get up in the morning?
  - when your friend tells you he doesn't like you any more?
  - when you hear two people fighting?
  - when you see someone drinking beer?
  - when you see somebody crying?
  - when you see someone drunk?
  - when you eat an ice cream cone?
  - when your mother/father doesn't have time to play with you?
  - when your mother/father gives you a hug and kiss?
  - when someone says something mean to you?
  - when you're sick?
  - when you hear birds singing?
  - when someone says something nice to you?

COMMENTS OR SUGGESTED CHANGES

Teacher evaluation of activity.  
Please circle:

1 2 3 4 5  
light wow!

SUGGESTED WAYS TO INCORPORATE THIS ACTIVITY INTO OTHER SUBJECT AREAS

<p>PHYSICAL EDUCATION</p>	<p>MUSIC</p>	<p>SOCIAL STUDIES</p>
<p>ART</p> <p>Have each child make own Feely Head by making silhouettes of own head and adding emotions and a pointer. Child can put Feely Head on the wall and change the pointer to indicate how he/she feels throughout the day.</p>	<p>SPELLING</p>	<p>MATH</p> <p>Have children count the number of times they change the pointer on their Feely Head during the day. Count the number of people who felt a given emotion.</p>
<p>SCIENCE</p>	<p>WRITING</p> <p>Have children cut out a magazine picture of something that makes them happy, sad, angry, etc. Write a story about the picture.</p>	<p>READING</p>
<p>LANGUAGE ARTS (oral discussion)</p>	<p>LANGUAGE ARTS (drama and role-playing)</p> <p>Have a child secretly turn pointer to an emotion, then act it out without letting the class see the Feely Head. Class tries to guess the emotion. When they guess correctly, child shows them the Feely Head.</p>	<p>OTHER _____</p>

AREA: Alcohol Education  
 TOPIC: COPING - "Judy's Ups and Downs"

PAGE: 5  
 GRADE: K-1

ready

The student will be able to identify ways of coping with situations in which he/she is disturbed by the behavior of self and/or others.

set

I will use this activity to help students:

- |   |  |   |
|---|--|---|
| <input checked="" type="checkbox"/> develop self-concept            | <input type="checkbox"/> increase knowledge                | <input type="checkbox"/> develop social responsibility    |
| <input checked="" type="checkbox"/> improve decision-making ability | <input checked="" type="checkbox"/> improve communications | <input type="checkbox"/> other (please designate)         |
| <input checked="" type="checkbox"/> clarify attitudes and values    | <input type="checkbox"/> learn or improve health skills    | <input checked="" type="checkbox"/> develop coping skills |

RESOURCES

ACTIVITY

EVALUATION

go

From the kit:  
 Filmstrip and  
 cassette: "Judy's  
 Ups and Downs"

1. Introduce the filmstrip by asking the children if they have ever been lost or seen someone who was lost. How did it feel? Ask the children to watch the filmstrip to see what happened to Judy when she was lost.
2. Suggestions for discussion after the filmstrip:
  - a) What was Judy's problem?
  - b) Why do you think Judy fought with the other girl?
  - c) Why do you think Judy cried at the end of the story?
  - d) What might Judy have done rather than fight and cry?
  - e) How do you think the other girl felt about Judy's behavior?
  - f) Do you think the other girl sat on the see-saw to be mean to Judy? Could she have wanted to help Judy by see-sawing with her? (Children should realize that misunderstandings often arise because people see the same situation differently.)
  - g) What makes you mad? What makes you cry?
  - h) Have you ever been upset about something but couldn't figure out why? Describe what happened.
3. Make a class chart listing things children can do when they are disturbed by someone's actions or attitudes.

COMMENTS OR  
 SUGGESTED CHANGES

Teacher evaluation  
 of activity.  
 Please circle:

1	2	3	4	5
Ugh!				Wow!

<p>PHYSICAL EDUCATION</p>	<p>MUSIC</p> <p>Have children make up their own songs or create music with instruments to express angry feelings.</p>	<p>SOCIAL STUDIES</p> <p>Discuss places in the community where one could get lost. What are some ways to deal with being lost? Role-play being lost and giving correct home address and phone number to person who finds you.</p>
<p>ART</p> <p>Cut pictures from magazines showing people looking disturbed or upset. Paste them on a piece of paper. Tell a story about why they are upset and how they might deal with the problem.</p>	<p>SPELLING</p>	<p>MATH</p>
<p>SCIENCE</p>	<p>WRITING</p> <p>Complete open-ended sentences with words or pictures;          When somebody shouts at me, I _____ .          When I feel angry, I _____ .          I feel good when I _____ .          When someone is nice to me, I _____ .</p>	<p>READING</p>
<p>LANGUAGE ARTS (oral discussion)</p>	<p>LANGUAGE ARTS (drama and role-playing)</p> <p>Role-play the see-saw scene from the filmstrip. Suggest and role-play alternative behaviors the girls could have used.</p>	<p>OTHER _____</p>

ready

The student will be able to suggest alternative courses of action in response to situations and choose one course.

set

I will use this activity to help students:

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> develop self-concept                       | <input type="checkbox"/> increase knowledge                | <input type="checkbox"/> develop social responsibility |
| <input checked="" type="checkbox"/> improve decision-making ability | <input checked="" type="checkbox"/> improve communications | <input type="checkbox"/> other (please designate)      |
| <input checked="" type="checkbox"/> clarify attitudes and values    | <input type="checkbox"/> learn or improve health skills    |  |

RESOURCES

ACTIVITY

EVALUATION

go

From the kit:  
 Alternatives Chart (1)  
 Pictures (6)

1. Read the story of "Amy and the Surprise" on the following page.
2. Place the picture of Amy in the inner circle on the alternatives chart. Ask children to recall from the story the things Amy needed. As they name each, place the corresponding picture in one of the outer circles.
3. One outer circle will be blank. Ask children to suggest another thing Amy might need and write it in the remaining circle.
4. Children volunteer their choice as if they were Amy and give their reasons.
5. Repeat the same process with another problem, but have the children propose all of the alternatives themselves.
6. Chart may be used on an on-going basis in classroom whenever there is a decision to be made, whether it be one child's problem or the whole group's, e.g., Problem: I don't want to be with that group for reading.  
 Alternatives: a) Do nothing  
                   b) Do something alone  
                   c) Join another group if they are willing to have you  
 The person who presented the problem can choose one of the alternatives.

COMMENTS OR SUGGESTED CHANGES

Teacher evaluation of activity.  
 Please circle:

1	2	3	4	5
Ugh!				Wow!

<p>PHYSICAL EDUCATION</p> <p>Use the alternatives chart to suggest ways of enjoying recess without any toys or equipment. Go out on the playground to try various alternatives.</p>	<p>MUSIC</p> <p>Explore alternative ways people can make music with their bodies: singing, clapping, tapping, etc.</p>	<p>SOCIAL STUDIES</p>
<p>ART</p> <p>Have children draw pictures of alternatives they think Amy might need. Place various pictures children drew on the chart and have volunteers indicate which they would choose and why.</p>	<p>SPELLING</p>	<p>MATH</p>
<p>SCIENCE</p>	<p>WRITING</p>	<p>READING</p>
<p>LANGUAGE ARTS (oral discussion)</p> <p>"Crazy Ideas"</p> <p>Create a situation, i.e., "a person buys too many groceries to carry home. What can he/she do?"</p> <p>Alternatives:</p> <p>"Kick the groceries home."</p> <p>"Strap the eggs on the dog's back."</p> <p>Tell the consequences of each.</p>	<p>LANGUAGE ARTS (drama and role-playing)</p>	<p>OTHER _____</p>

## AMY AND THE SURPRISE

Amy is (five, six, seven, eight) years old. Her grandmother has come to visit her and would like to surprise Amy by doing something special for her. Amy's mother made a list of things she knows Amy needs:

- jacket - Amy's jacket is too small for her now and the weather is getting too cold to just wear a shirt.
- dentist - Amy has never been to the dentist to have her teeth checked. There will be a special children's dental clinic next week.
- bicycle - Amy has been riding her friend's bicycle and would love to have one of her own. There is a shiny red one on sale this week.
- books - Amy loves to read. She goes to the library to borrow books, but would like to have some of her own.
- trip - Amy has never been on a train. She has been to the train station to pick up her grandmother and would love to go for a train ride.

If you were the person to choose Amy's surprise, what would you choose?

ready

The student will be able to identify and practice various ways of helping.

set

I will use this activity to help students:

- |  |   |   |
|--|---|---|
| <input type="checkbox"/> develop self-concept            | <input type="checkbox"/> increase knowledge             | <input checked="" type="checkbox"/> develop social responsibility |
| <input type="checkbox"/> improve decision-making ability | <input type="checkbox"/> improve communications         | <input checked="" type="checkbox"/> other (please designate)      |
| <input type="checkbox"/> clarify attitudes and values    | <input type="checkbox"/> learn or improve health skills | <input type="checkbox"/> develop coping skills                    |

RESOURCES

ACTIVITY

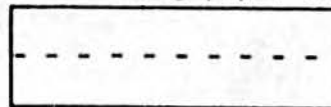
EVALUATION

go

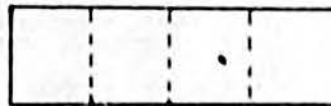
Drawing paper,  
 crayons,  
 scissors

1. Discuss with class what is meant by responsibility. Why is responsibility important? Is it important to be helpful? What kinds of responsibilities do you have?

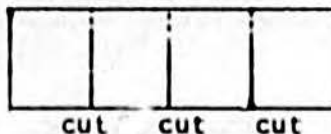
2. Have children fold long paper in the middle:



3. Fold paper the other way first in half, then in half again. Unfold.



4. Cut one half of the paper on three folds to center line (to form four doors).



5. Have children decorate doors as they choose and under each door draw a picture of someone they could or do show responsibility to, i.e., pets, younger children, someone who is hurt, classroom of peers, etc.

6. Share with group and discuss what each responsibility is and how you help someone by carrying out your responsibility.

COMMENTS OR  
 SUGGESTED CHANGES

Teacher evaluation  
 of activity.  
 Please circle:

1	2	3	4	5
Ugh!				Wow!

SUGGESTED WAYS TO INCORPORATE THIS ACTIVITY INTO OTHER SUBJECT AREAS

<p>PHYSICAL EDUCATION</p>	<p>MUSIC</p>	<p>SOCIAL STUDIES</p> <p>Discuss the responsibilities of various people in the community--doctors, nurses, teachers, custodians, parents, etc. How do they help us? What might happen to us if they neglected their responsibilities?</p>
<p>ART</p>	<p>SPELLING</p>	<p>MATH</p>
<p>SCIENCE</p> <p>Have each child in class plant a seed and care for it. What happens if they carry out their responsibilities for watering, etc.? What happens if they don't?</p>	<p>WRITING</p> <p>Make a class chart of "Ways We Help."</p>	<p>READING</p>
<p>LANGUAGE ARTS (oral discussion)</p> <p>Tell a story about what might happen if you didn't carry out your responsibility.</p>	<p>LANGUAGE ARTS (drama and role-playing)</p> <p>Children pantomime job or responsibility they have at home and classmates try to guess it.</p>	<p>OTHER _____</p>

AREA: Alcohol Education  
 TOPIC: COPING - Giving Your Heart Away

PAGE: 12  
 GRADE: K-1

ready

The student will be able to identify and practice various ways of helping.

set

I will use this activity to help students:

- develop self-concept
- improve decision-making ability
- clarify attitudes and values
- increase knowledge
- improve communications
- learn or improve health skills
- develop social responsibility
- other (please designate)
- develop coping skills

RESOURCES

ACTIVITY

EVALUATION

go

Construction paper, yarn (optional)

Copy of:

Heart (see following page)

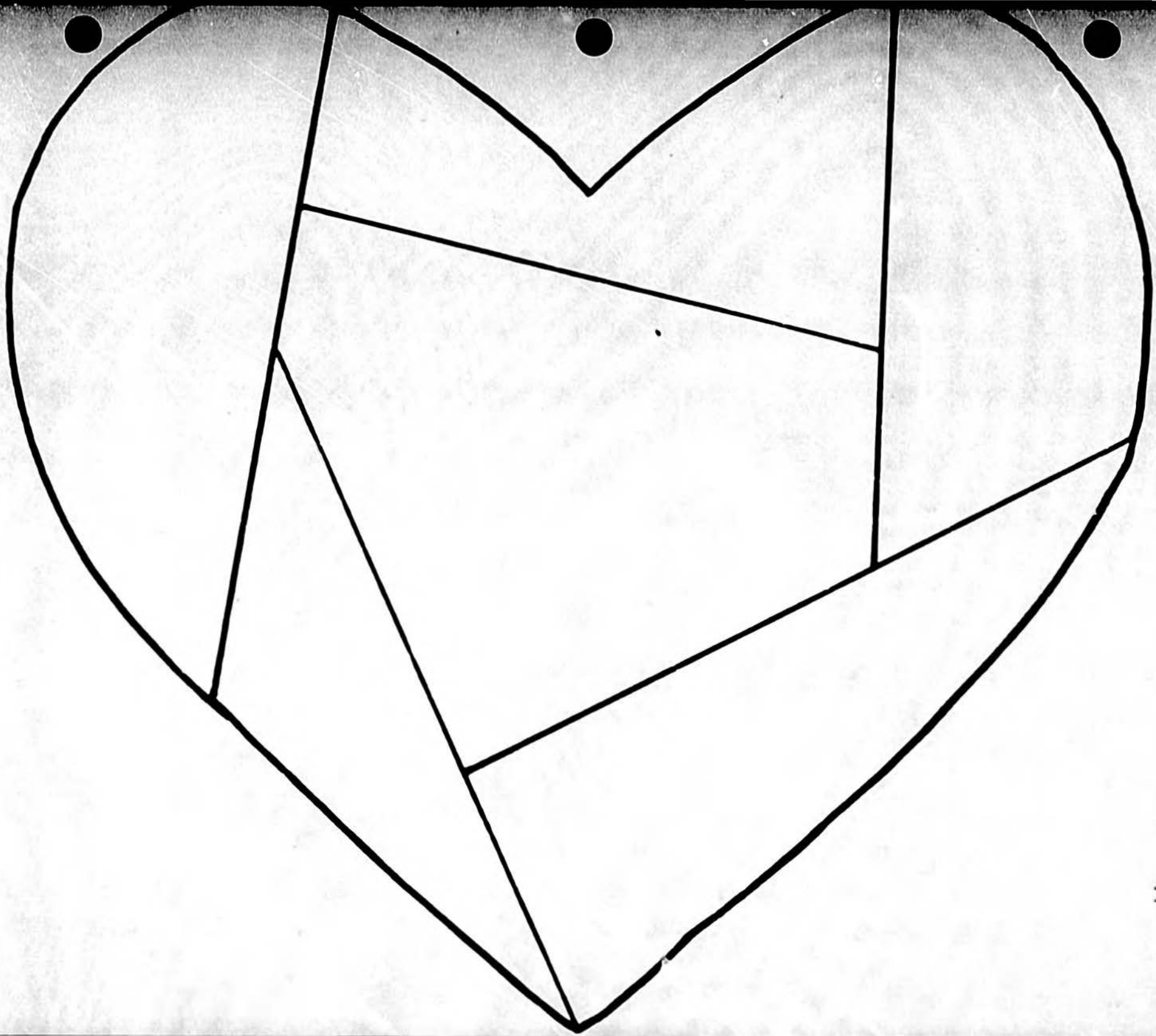
1. Make copies of the heart for your class (see next page).
2. Discuss ways children can help people at school--classmates, teachers, children in other classes, etc.
3. Give each child a copy of the heart to cut out. Children should write their names in each section of the heart. If desired, add yarn so children can hang the hearts around their necks.
4. Each time the children help someone, they cut a section of their paper hearts on the lines indicated, giving that piece of heart to the person they helped. By helping others, children will have "given their hearts away."
5. Give each child a blank piece of paper on which to paste pieces of hearts he/she may receive from others.
6. When all of the hearts have been given away, discuss: (a) how did you feel when you helped someone? (b) how did the person you helped feel?
7. This activity may be extended by discussing ways children can help at home and giving them another heart to take home and "give away."

COMMENTS OR SUGGESTED CHANGES

Teacher evaluation of activity. Please circle:

1 2 3 4 5  
 Ugh! Wow!

<p>PHYSICAL EDUCATION</p> <p>Play games where partners must help each other, e.g., see-saw, three-legged race, tug-of-war, pulling someone in a wagon, etc. Discuss how help was given and why it was needed.</p>	<p>MUSIC</p> <p>Learn a song about helping. Example: "Helping" from <u>Free to Be You and Me</u>.</p>	<p>SOCIAL STUDIES</p>
<p>ART</p> <p>Draw pictures to illustrate booklet on "Helping is...."</p>	<p>SPELLING</p>	<p>MATH</p> <p>Child writes his/her name on each piece of the heart before giving it away. When hearts are gone, each child counts up the number of people who have part of his/her heart. Count the people who received help.</p>
<p>SCIENCE</p>	<p>WRITING</p> <p>Write short stories or poetry to illustrate booklet on "Helping is...."</p> <p>Make a class chart to show ways of helping people at school.</p>	<p>READING</p>
<p>LANGUAGE ARTS (oral discussion)</p>	<p>LANGUAGE ARTS (drama and role-playing)</p>	<p>OTHER _____</p>



ready

The student will be able to identify and practice various ways of helping. He/she will be able to list feelings and emotions that may result from helping someone and/or from being helped.

set

I will use this activity to help students:

- develop self-concept
- improve decision-making ability
- clarify attitudes and values
- increase knowledge
- improve communications
- learn or improve health skills
- develop social responsibility
- other (please designate)
- develop coping skills

RESOURCES

ACTIVITY

EVALUATION

go

Contact Red Cross Representative, Supervisor of Youth Service Programs, 323-2345, for a speaker

1. Arrange a visit to the local Red Cross or have a representative come to class.
2. The Red Cross will suggest projects which will help others and the class can choose one. Activities might include adopting a grandparent, making Christmas decorations for a nursing home, making something to welcome people to our country, etc.

Discussion

1. Why do people need our help?
2. What kinds of things can we do that help people?
3. Do all people need the same kind of help? Are there times when people don't want help?
4. How do you feel when you help someone? How do you feel if someone doesn't want you to help?
5. Name some ways we can help at school. How can we help at home?

COMMENTS OR SUGGESTED CHANGES

Teacher evaluation of activity. Please circle:

1 2 3 4 5  
Ugh! Wow!

<p>PHYSICAL EDUCATION</p>	<p>MUSIC</p> <p>Learn a song about helping such as: "Helping" from <u>Free To Be You and Me</u>.</p>	<p>SOCIAL STUDIES</p> <p>Discuss the organizations and agencies in the community who help others and identify ways they help.</p>
<p>ART</p> <p>Make projects suggested by Red Cross.</p>	<p>SPELLING</p>	<p>MATH</p>
<p>SCIENCE</p> <p>Discuss ways nature helps us and what we can do to help protect our environment. Plan and execute a helping project, e.g., schoolyard cleanup, recycling paper in classroom, etc.</p>	<p>WRITING</p> <p>Develop a class chart of words that describe feelings resulting from giving and getting help.</p>	<p>READING</p>
<p>LANGUAGE ARTS (oral discussion)</p> <p>Have children tell about a time they or their family helped someone. How did they feel? How did the person they helped feel?</p>	<p>LANGUAGE ARTS (drama and role-playing)</p> <p>Role-play or use puppets to dramatize classroom helping situations--someone wanting help but no one helps, someone wanting to help but no one accepts the help, etc. How do people feel in each situation?</p>	<p>OTHER _____</p>

AREA: Alcohol Education  
 TOPIC: COPING - Mystery Box

PAGE: 17  
 GRADE: K-1

ready

The student will be able to list feelings and emotions that may result from helping someone and/or from being helped. He/she will be able to explain the value of seeking help with problems and concerns from other people.

see

I will use this activity to help students:

- develop self-concept
- improve decision-making ability
- clarify attitudes and values
- \_\_\_\_\_ increase knowledge
- \_\_\_\_\_ improve communications
- \_\_\_\_\_ learn or improve health skills
- develop social responsibility
- other (please designate)
- \_\_\_\_\_ develop coping skills

RESOURCES

ACTIVITY

EVALUATION

go

Empty box with lid taped shut.

1. Leave a box taped shut outside your door (creates interest).
2. Send someone out to carry in the box.
3. Ask what the children think could be in the box.
  - What would they especially like to be in the box? Why?
  - What wouldn't they like to be in the box? Why not?
4. Teacher suggests that something is in the box--something scary or exciting.
 

Example: How would you feel if an angry dog came out?

  - What would you do?
  - What could you do?
  - What if the dog bit your friend on the leg and he/she couldn't walk? What would you do? Could anyone help you? Who? Why might it be important to look for help?
  - How would you feel if you helped your friend get away?
  - How would you feel if you were the friend?

Other possible contents for the box:

  - a) your baby brother or sister crying
  - b) two grownups fighting
  - c) all the parts of a bicycle that need to be put together
  - d) a bottle that looks like pop but you can't read what it says
  - e) an elephant that escaped from the zoo
5. Discuss the importance of seeking help from others when needed.

COMMENTS OR SUGGESTED CHANGES

Teacher evaluation of activity.  
 Please circle:

1 2 3 4 5  
 Ugh! Wow!

SUGGESTED WAYS TO INCORPORATE THIS ACTIVITY INTO OTHER SUBJECT AREAS

<p>PHYSICAL EDUCATION</p> <p>Discuss and try some activities one might need help to do at first-- bike riding, jumping rope, swinging, etc. What feelings result from giving or getting help?</p>	<p>MUSIC</p>	<p>SOCIAL STUDIES</p>
<p>ART</p> <p>Have children draw a picture of something that could be in the box. It could be funny, scary, ugly, etc. Put all the pictures inside the box, then pull them out one at a time and ask class what they would do in each situation.</p>	<p>SPELLING</p>	<p>MATH</p>
<p>SCIENCE</p>	<p>WRITING</p> <p>Children write a story about something they'd like to come out of the box and describe what they'd do when it came out.</p>	<p>READING</p>
<p>LANGUAGE ARTS (oral discussion)</p> <p>Have one child imagine a box and its contents and describe it to the class. The class can decide if help would be needed and where it might be available.</p>	<p>LANGUAGE ARTS (drama and role-playing)</p> <p>Have a puppet show using the puppets to guess contents of box and react to what comes out.</p>	<p>OTHER _____</p>

ready

The student will be able to identify peer influence on own feelings, behavior and decisions.  
 The student will be able to list ways of handling peer influence.

set

I will use this activity to help students:

- |   |   |   |
|---|---|---|
| <input checked="" type="checkbox"/> develop self-concept            | <input type="checkbox"/> increase knowledge             | <input checked="" type="checkbox"/> develop social responsibility |
| <input checked="" type="checkbox"/> improve decision-making ability | <input type="checkbox"/> improve communications         | <input checked="" type="checkbox"/> other (please designate)      |
| <input type="checkbox"/> clarify attitudes and values               | <input type="checkbox"/> learn or improve health skills | <input type="checkbox"/> develop coping skills                    |

RESOURCES

ACTIVITY

EVALUATION

go

From the kit:  
 Grump Puppet

1. Introduce the puppet, Grump, as a real grouch who doesn't like anything and says only negative things. Grump criticizes something about everyone. Give several children a chance to be Grump; then discuss with the class:
  - a) How did you feel when Grump said something negative to you?
  - b) Did Grump's attitude make you feel like being around Grump? Why or why not?
  - c) What can you do when somebody criticizes something you do or like?
  - d) Ask Grump how he/she thinks the children feel about him/her.
  - e) If you wanted to make someone feel good/happy, what could you say?
2. Select other children as Grump and repeat the process. However, this time have each child respond individually to what Grump says to him/her using some of the ideas mentioned in the discussion.

COMMENTS OR SUGGESTED CHANGES

Teacher evaluation of activity.  
 Please circle:

1	2	3	4	5
Ugh!				Wow!

SUGGESTED WAYS TO INCORPORATE THIS ACTIVITY INTO OTHER SUBJECT AREAS

20

PHYSICAL EDUCATION

MUSIC

SOCIAL STUDIES

ART

SPELLING

MATH

Draw a picture of how you would feel if someone told you they hated you or loved you.

Make a name tag showing a face of how you would like everyone to feel today.

Make a list of positive things we can say about someone.

Make a list of negative things. Which list is longer?

SCIENCE

WRITING

READING

Read The Hating Book by Charlotte Zolotow.

LANGUAGE ARTS (oral discussion)

LANGUAGE ARTS (drama and role-playing)

OTHER \_\_\_\_\_

At circle time choose one child. Classmates say what they like about the child. Then child tells how it makes him/her feel to hear positive things about him/herself.

ready

The student will be able to identify ways of coping with situations in which he/she is disturbed by the behavior of self and/or others.

set

I will use this activity to help students:

- develop self-concept
- improve decision-making ability
- clarify attitudes and values
- increase knowledge
- improve communications
- learn or improve health skills
- develop social responsibility
- other (please designate)
- develop coping skills

RESOURCES

ACTIVITY

EVALUATION

go

From the kit:  
 Book: Sam

1. Read Sam to the class.
2. Discussion questions:
  - . What happened when Sam tried to play with his family?
  - . Why did Sam cry?
  - . What made him happy again?
  - . How do you feel when you want to play but nobody wants to play with you? What do you do?
  - . Are there some things you're too little to do?
  - . What helps you feel better when you're sad?
  - . What can you do if no one wants to play with you?
3. Have children draw pictures of something they can and like to do with someone in their family. Volunteers can share their pictures with the class.

COMMENTS OR SUGGESTED CHANGES

Teacher evaluation of activity.  
 Please circle:

1 2 3 4 5  
 Ugh! \_\_\_\_\_ Wow!

<p>PHYSICAL EDUCATION</p> <p>Make a list of games children enjoy playing alone and a list of what they like playing with others. Over a period of several weeks, have children alternate between alone and together games, then discuss their feelings.</p>	<p>MUSIC</p>	<p>SOCIAL STUDIES</p>
<p>ART</p> <p>Have children draw pictures of how they feel when no one will play with them and share pictures with the class.</p>	<p>SPELLING</p>	<p>MATH</p>
<p>SCIENCE</p>	<p>WRITING</p>	<p>READING</p>
<p>LANGUAGE ARTS (oral discussion)</p>	<p>LANGUAGE ARTS (drama and role-playing)</p> <p>Using puppets or role-playing, act out situations where a child is told, "No, you're too little." Act out the feelings and alternative solutions.</p>	<p>OTHER _____</p>

ready

Student will be able to identify peer influence on own feelings, behavior and decisions. He/she will be able to list ways of handling peer influence.

set

I will use this activity to help students:

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> develop self-concept                       | <input type="checkbox"/> increase knowledge             | <input checked="" type="checkbox"/> develop social responsibility |
| <input checked="" type="checkbox"/> improve decision-making ability | <input type="checkbox"/> improve communications         | <input checked="" type="checkbox"/> other (please designate)      |
| <input checked="" type="checkbox"/> clarify attitudes and values    | <input type="checkbox"/> learn or improve health skills | <input type="checkbox"/> develop coping skills                    |

RESOURCES

ACTIVITY

EVALUATION

go

Story, "Johnny Dare-Me"

Read "Johnny Dare-Me" story on the following page.

Discussion

1. What did Johnny's friend tell him to do?
2. What were Johnny's choices?
3. Why do you think Johnny listened to his friend even though he knew he would get into trouble?
4. Why do you think Johnny didn't scribble on the drawing the last time?
5. How do you think the friend felt about Johnny when he didn't scribble on the drawing?
6. How do you feel when you don't think anyone likes you? How do you feel when one of your friends won't do something you want them to?
7. What can you do if your friends tell you to do something you don't want to do or you think is wrong to do?
8. Have children role-play the story showing alternative ways Johnny might handle the situation. Role-play other examples of peer influence often occurring in the classroom.

COMMENTS OR SUGGESTED CHANGES

Teacher evaluation of activity.  
 Please circle:

1	2	3	4	5
Ugh!				Wow!

## PHYSICAL EDUCATION

Play Simon Says. How does what we see others do affect our actions?

## MUSIC

## SOCIAL STUDIES

## ART

## SPELLING

## MATH

## SCIENCE

## WRITING

## READING

## LANGUAGE ARTS (oral discussion)

Tell another ending to the story.

## LANGUAGE ARTS (drama and role-playing)

Give a situation and ask children to role-play positive and negative peer influences, e.g., "Mary has a new pair of red shoes." Discuss how peers may influence Mary's wearing her shoes.

## OTHER \_\_\_\_\_

## JOHNNY DARE-ME

This is a story about Johnny Dare-Me. He was (5, 6, 7) years old. He lived in a house a lot like yours. Johnny had one friend with whom he did everything--but, you know what? Johnny was always getting into trouble. The first time I met Johnny was the first day of school. I found him running and pushing and knocking down the other kids coming to school. Johnny said his friend told him to do it. Johnny and I had a long talk about the kinds of things he could do at school and the kinds of things he couldn't do. He agreed not to run and push anymore because it isn't safe.

But, a little while later, I found him knocking down block buildings which belonged to other children. It turned out that he was dared to do it by his so-called friend. Another time, Johnny landed in the nurse's office after his friend dared him to drink some whiskey and it made him sick. Johnny kept getting into trouble, thanks to his friend, because he always did whatever his friend said.

Then one day I heard someone tell Johnny to start thinking for himself and stop listening to his friend. Later that day, Johnny came to me and told me his friend had told him to go and scribble on someone else's drawing and he didn't do it.

ready

The student will be able to explain the value of predicting consequences before engaging in actions and practice skill of predicting.

set

I will use this activity to help students:

- |   |  |  |
|---|--|--|
| <input checked="" type="checkbox"/> develop self-concept            | <input type="checkbox"/> increase knowledge                        | <input type="checkbox"/> develop social responsibility |
| <input checked="" type="checkbox"/> improve decision-making ability | <input type="checkbox"/> improve communications                    | <input type="checkbox"/> other (please designate)      |
| <input checked="" type="checkbox"/> clarify attitudes and values    | <input checked="" type="checkbox"/> learn or improve health skills |  |

RESOURCES

ACTIVITY

EVALUATION

go

From the kit:  
 Consequences  
 Photoboards (4)

1. Display the photoboards. Ask the class to imagine each situation you show or describe and predict the consequences:

What might happen:

- a) if everybody left whatever they were working with where they were using it instead of putting it away?
- b) if we took our balls, ropes, etc., out on the playground and left them there until tomorrow?
- c) if you crossed the street without looking for traffic?
- d) if you ate a whole watermelon all by yourself?
- e) if you gave your mother or father a kiss?
- f) if you came to school with your clothes on backwards?
- g) if you drank a can of beer?

2. Discuss how thinking about the consequences first might influence our behavior.

COMMENTS OR  
 SUGGESTED CHANGES

Teacher evaluation  
 of activity.  
 Please circle:

1	2	3	4	5
Ugh!				Wow!

<p>PHYSICAL EDUCATION</p>	<p>MUSIC</p>	<p>SOCIAL STUDIES</p> <p>Discuss rules in school, home and community. Why are rules made? What consequences might occur if there were no rules?</p>
<p>ART</p> <p>Have class draw picture of a situation and ask classmates to predict "what might happen if...."</p>	<p>SPELLING</p>	<p>MATH</p> <p>Count how many possible outcomes you predicted, how many positive, how many negative.</p>
<p>SCIENCE</p> <p>Experiment with growing plants from seeds. Predict possible consequences. What might happen if we put the seed in water, in cotton, in soil, on paper? If we give it no water, etc.? Experiment to see if predicted consequences were accurate.</p>	<p>WRITING</p>	<p>READING</p>
<p>LANGUAGE ARTS (oral discussion)</p>	<p>LANGUAGE ARTS (drama and role-playing)</p> <p>Act out "what might happen if...."</p>	<p>OTHER _____</p>

ready

The student will recognize that experimentation may be accompanied by various feelings and emotions.

set

I will use this activity to help students:

- develop self-concept
- improve decision-making ability
- clarify attitudes and values
- increase knowledge
- improve communications
- learn or improve health skills
- develop social responsibility
- other (please designate)

go

RESOURCES

ACTIVITY

EVALUATION

From the kit:  
Experimentation  
Photoboard (1)

1. Display the photoboard and ask for children's interpretation of it.
  - a) How does the boy chinning himself feel? How do the other boys feel?
  - b) Would you try this activity? Explain.
  - c) If the boy fell off the bar and hurt himself while you were watching, would you try the activity anyway? If he said it was fun and easy, would you want to try it? How do you feel about trying new things? Give examples of ways feelings influence behavior.
2. Survey the class to find out how many can ride bicycles. Have children discuss their feelings when they were first learning. Discuss times when they've wanted to do something but were afraid to. What happened?
3. Make a list of feelings mentioned by children. Discuss ways of handling those feelings.

COMMENTS OR SUGGESTED CHANGES

Teacher evaluation of activity.  
Please circle:

1 2 3 4 5  
Ugh! Wow!

<p>PHYSICAL EDUCATION</p> <p>Introduce a new skill (e.g., walking backward on the balance beam). Have children try it. Discuss their feelings before and after they "experiment."</p>	<p>MUSIC</p> <p>Experiment with different objects in the room to see how they can be used to make music. Which sounds do you like that you discovered? Which sounds do you like that others discovered?</p>	<p>SOCIAL STUDIES</p>
<p>ART</p> <p>Children can draw pictures of themselves trying something for the first time. Have them share pictures with the class and explain.</p>	<p>SPELLING</p>	<p>MATH</p>
<p>SCIENCE</p> <p>Make a mystery box - cut a hole in a cardboard box large enough for an arm. Fill the box with various objects. Children guess the contents by feeling the objects. Discuss children's feelings about putting hands in the box without seeing what is in it first.</p>	<p>WRITING</p>	<p>READING</p>
<p>LANGUAGE ARTS (oral discussion)</p>	<p>LANGUAGE ARTS (drama and role-playing)</p> <p>Role-play the feelings of people in various situations, e.g.,</p> <ul style="list-style-type: none"> <li>. flying in an airplane for the first time</li> <li>. going to the dentist for the first time</li> <li>. eating something they've never tasted</li> <li>. going to school for the first time</li> </ul>	<p>OTHER _____</p>

ready

The student will be able to describe possible consequences of excess in various situations.

set

I will use this activity to help students:

- |  |  |   |
|--|--|---|
| <u>      </u> develop self-concept           | <u>      </u> increase knowledge             | <u>      </u> develop social responsibility |
| <u>  x  </u> improve decision-making ability | <u>      </u> improve communications         | <u>      </u> other (please designate)      |
| <u>  x  </u> clarify attitudes and values    | <u>      </u> learn or improve health skills |   |

RESOURCES

ACTIVITY

EVALUATION

go

From the kit:

How Much Pictures  
(6)

1. Tell all the children to talk, turn on the record player, TV, tape recorder, etc., to create noise. This should be done at a tolerable level of noise.
2. Discuss: Do you think it is noisy in the class? Are you still able to hear each other? Do you think we could have too much noise in the room?
3. Increase noise level to an unpleasant level.
4. Discuss: Do you think there was too much noise in the class? Is some noise okay? How much is too much? Is too much the same for everybody or can some children tolerate more than others? What are some other things we could have too much of?
  - how much candy is too much candy?
  - how much TV is too much TV?
  - how much food is too much food?
  - how much playing is too much playing?
  - how much alcohol is too much alcohol?
5. Have children look at "How Much" pictures. Which show too much? Is "too much" the same for everyone? What happens when you have too much of something?

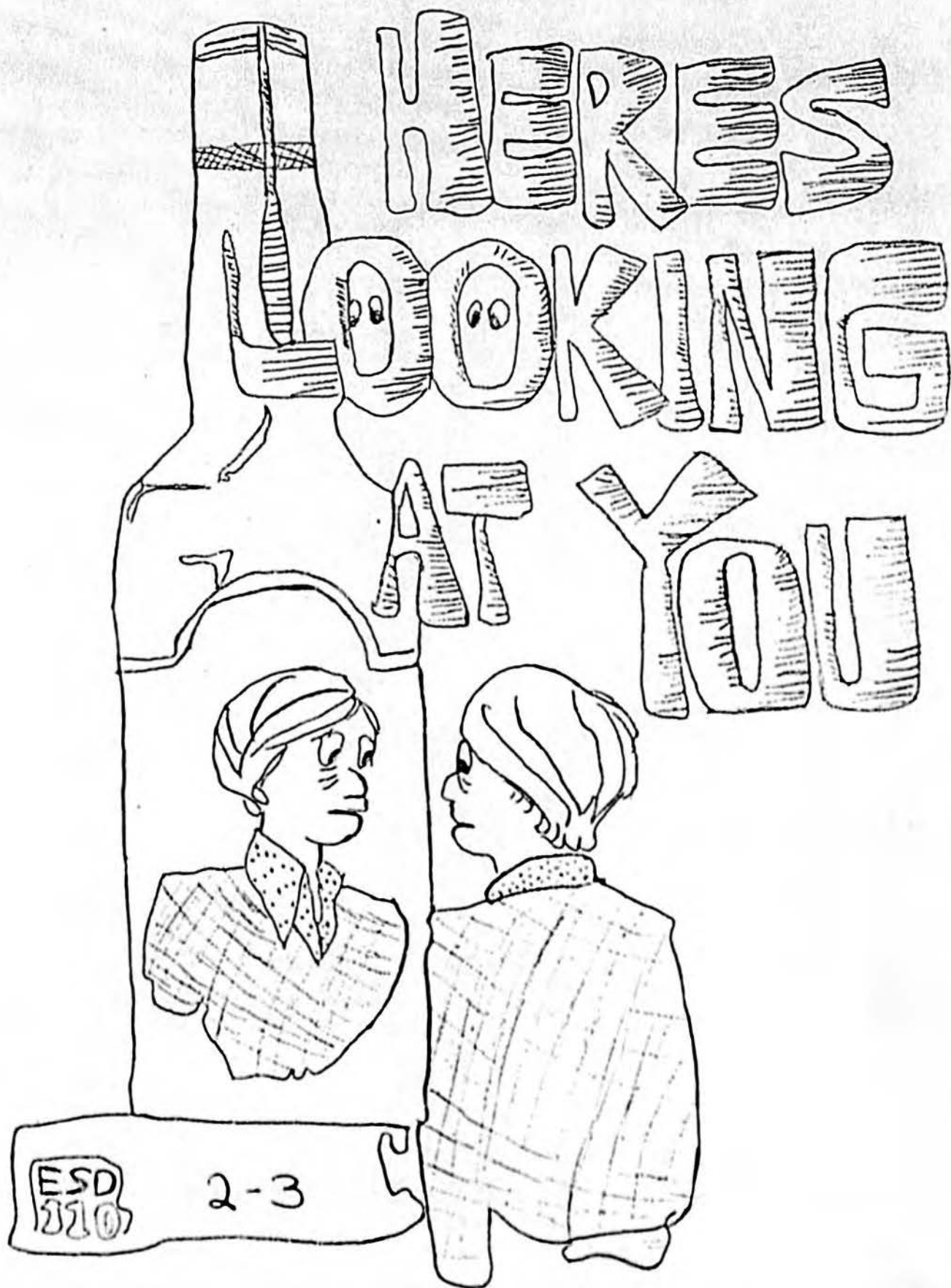
COMMENTS OR  
SUGGESTED CHANGES

Teacher evaluation  
of activity.  
Please circle:

1	2	3	4	5
ugh!				Wow!

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
<p data-bbox="286 517 340 542">ART</p> <p data-bbox="89 589 679 779">Have children draw pictures of something they really like to eat. How much is enough for them? How much is too much? Draw pictures of something they don't like to eat. How much is too much of that?</p>	<p data-bbox="1028 517 1153 542">SPELLING</p>	<p data-bbox="1699 517 1771 542">MATH</p> <p data-bbox="1458 589 2114 712">Using various size containers, determine how much is too much for each container, e.g., how much water is too much for a thimble, a glass, a pail?</p> <p data-bbox="1458 752 2048 777">What happens when there is too much?</p>
<p data-bbox="270 908 384 934">SCIENCE</p> <p data-bbox="96 976 620 1031">Discuss how the body reacts when it gets too much of something.</p>	<p data-bbox="1039 908 1153 934">WRITING</p>	<p data-bbox="1683 908 1797 934">READING</p> <p data-bbox="1458 976 2061 1001">Read a story about excesses to group:</p> <p data-bbox="1458 1034 2018 1060"><u>Bread and Jam for Francis</u> by Hoban</p> <p data-bbox="1458 1068 1771 1093"><u>The Fat Cat</u> by Kent</p> <p data-bbox="1458 1102 2004 1127">'Pooh and the Honey Tree' by Milne</p> <p data-bbox="1458 1169 1967 1194">Discuss: How much is too much?</p>
<p data-bbox="82 1270 570 1295">LANGUAGE ARTS (oral discussion)</p>	<p data-bbox="788 1270 1384 1295">LANGUAGE ARTS (drama and role-playing)</p>	<p data-bbox="1607 1270 1690 1295">OTHER _____</p>

A TEACHER'S GUIDE  
FOR  
ALCOHOL EDUCATION



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## GOALS AND OBJECTIVES

11

### GRADES 2-3

Overall Goal: The overall goal of the Alcohol Education Curriculum Project is to help young people make responsible decisions about alcohol.

Specific Goals and Objectives: The specific goals and objectives at the Grades 2-3 level are:

#### DECISION-MAKING

The student will recognize him/herself as a decision-maker and develop skills for making responsible decisions.

- A. The student will be able to suggest alternative courses of action in response to problem situations and choose one course. (p. 8,10)
- B. The student will be able to identify peer influence on own feelings, behavior and decisions and demonstrate his/her power to affect others. (p. 20)
- C. The student will be able to identify, for specific rules, the problems they are intended to prevent. (p. 28)
- D. The student will be able to list major people, institutions, and processes from which he/she learns. (p. 22, 24, 26)

#### COPING

The student will be able to identify a variety of ways to cope with problems.

- A. The student will identify ways of coping with situations in which he/she is disturbed by the behavior of self and/or others. (p. 10)
- B. The student will be able to identify and practice skills which encourage better communication between children and adults. (p. 18)
- C. The student will be able to identify and practice various ways of helping. (p. 12, 14)
- D. The student will be able to identify feelings and emotions that may result from helping someone and/or being helped. (p. 12)
- E. The student will be able to identify criteria for selecting valid and responsible sources of help. (p. 16)

#### ALCOHOL INFORMATION

The student will understand that alcohol produces various effects on people.

- A. The student will be able to identify some of the behaviors resulting from drinking alcohol in varying quantities. (p. 32)

SELF-IMAGE

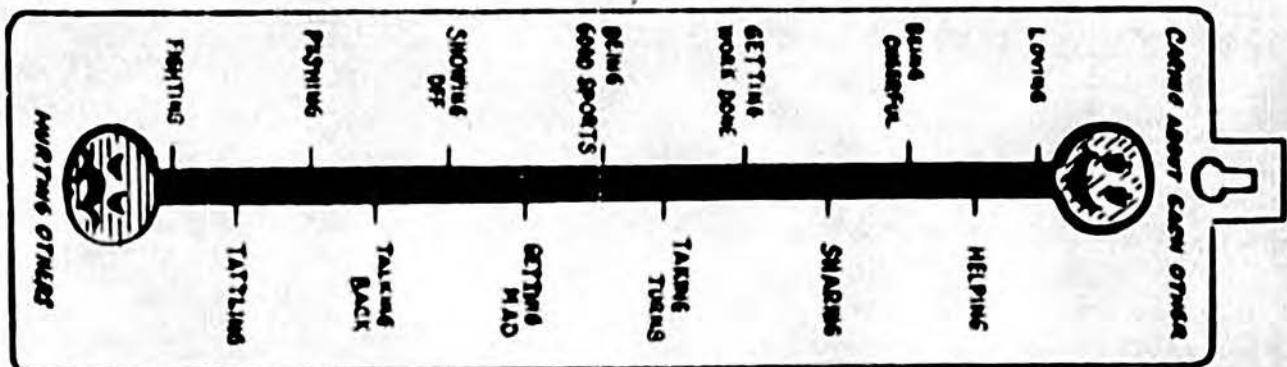
The student will be able to recognize that all people have feelings and that feelings influence behavior.

- A. The student will increase awareness of own and others' feelings and practice various ways to express them. (p. 2, 10)
- B. The student will be able to recognize him/herself as a social being who interacts with other people. (p. 4, 6)
- C. The student will be able to identify a variety of ways to feel good. (p. 30)

## LONG-RANGE ACTIVITIES

It may be helpful to use some of the following activities over a period of time to improve self-image and develop coping skills:

1. Set up a private area in the room with two chairs or a rug. Each time a personal conflict arises between children, send or go with both individuals to the nook to "talk it out." Children should try to define the problem and how it was created, then look at alternatives. The nook is for talking about problems, not sulking or being punished.
2. A tape recorder could be placed in the nook for children to use. Any time a child needs to talk to someone he/she can go to the nook and use the recorder. Teacher can listen later in the day to see if follow-up is needed.
3. Hang an old paper sack or bag in the nook. Give it a name (ex. Sad Sack). When children have frustrations or problems they can write them down, fold the paper, and put it inside the sack. No one can read these, not even the teacher. At the end of the day the child may have it back if he/she wishes.
4. Make a classroom mailbox and establish a daily delivery time. Children can write to each other and the teacher about feelings, problems, etc. Form letters with open-ended sentences could be placed beside the mailbox to stimulate thought: e.g.,  
Dear \_\_\_\_\_: You make me feel good when you \_\_\_\_\_.  
Dear \_\_\_\_\_: When I see people drinking alcohol, I \_\_\_\_\_.  
Dear \_\_\_\_\_: Can you help me? My problem is \_\_\_\_\_.  
Dear \_\_\_\_\_: Today was a \_\_\_\_\_ day for me because \_\_\_\_\_.
5. Have children make their own Feely Heads to indicate their feelings throughout the day. Use the heads in discussion to indicate their own feelings about any topic.
6. Draw a classroom thermometer on tagboard. Have the children develop a list of things that make them feel good and feel bad at school. Write them on the thermometer in place of the degree markings. Insert red and white yarn as the mercury when they feel the classroom atmosphere changes. They can give their reason for changing it and suggest alternatives to the class if the thermometer shows unhappy feelings.



ready

Student will increase awareness of own and others' feelings and practice various ways to express them.

set

I will use this activity to help students:

develop self-concept

improve decision-making ability

clarify attitudes and values

increase knowledge

improve communications

learn or improve health skills

develop social responsibility

other (please designate)

RESOURCES

ACTIVITY

EVALUATION

go

From the kit:

Feely Head (1)  
Filmstrip and  
Cassette (1)

1. Show the filmstrip "Circle of Feelings."
2. Discuss the feelings illustrated (happiness, sadness, fear, and anger). Note that everyone has feelings but people may express the same feelings in different ways.
3. Divide the class into groups of four. Each group role-plays a way to express each feeling and shares it with the class. Discuss differences in the way groups expressed the same feelings. When might it be better to express feelings one way and not another? Why?
4. Encourage children to think of other feelings they have or have seen expressed by others and list them on the chalkboard. (Use the Feely Head to stimulate ideas).
5. Children can choose one feeling (have list and Feely Head Available), write their own definition of it, and illustrate it, e.g.,

Happiness is an ice cream cone!



6. Share definitions with class, then combine them into a class booklet for individual reading.

COMMENTS OR  
SUGGESTED CHANGES

Teacher evaluation  
of activity.  
Please circle:

1 2 3 4 5  
Ugh! \_\_\_\_\_ Wow!

<p style="text-align: center;">PHYSICAL EDUCATION</p> <p>Pretend to be different animals. Express feelings using face, body movement and voice, e.g., mean dog, mad bear, fierce lion, angry monkey, happy gorilla, etc.</p>	<p style="text-align: center;">MUSIC</p> <p>Use instruments to create music which expresses a given emotion.</p> <p>Learn a song about feelings, e.g., "It's All Right to Cry" from <u>Free To Be You and Me</u>.</p>	<p style="text-align: center;">SOCIAL STUDIES</p> <p>Pretend to be community helpers, pioneers, etc., and express emotions they might feel in different situations, e.g., policeman arresting a thief, pioneer finding cattle killed by wolves, etc.</p>
<p style="text-align: center;">ART</p> <p>Make paper bag or paper plate puppets or masks with various facial expressions. Write a story for the puppets and act it out.</p> <p>Or, draw a self portrait in a mirror shape with facial expressions of how you feel today.</p>	<p style="text-align: center;">SPELLING</p> <p>Learn to spell the emotion words listed on the Feely Head.</p>	<p style="text-align: center;">MATH</p>
<p style="text-align: center;">SCIENCE</p> <p>Discuss anger as "letting off steam." Boil water to see what steam is and how that phrase originated.</p>	<p style="text-align: center;">WRITING</p> <p>Complete open-ended sentences about feelings. Example:          I feel good at school when _____.          When I see people drinking alcohol I _____.          You make me feel important when _____.</p> <p>Sentences can be put in class mailbox and delivered daily to teacher and students.</p>	<p style="text-align: center;">READING</p> <p>Read booklets completed by class.</p> <p>Read: <u>Love Is a Special Way of Feeling</u> by Anglund. Discuss how we express love to friends and family.</p>
<p>LANGUAGE ARTS (oral discussion)</p>	<p>LANGUAGE ARTS (drama and role-playing)</p> <p>Role-play the definitions of emotions suggested by children, e.g., happiness is eating an ice cream cone.</p>	<p style="text-align: center;">OTHER</p> <p style="text-align: center;">Smile/Sad Face Chart</p> <p>Make a chart with 2 columns, one with a sad face and one with a smile. Make 2x2-1/2" cards with words or situations which evoke feelings, e.g., school, recess, monster, family. Let children take turns putting a card in the column representing their feelings and sharing why they placed it there.</p>

ready

The student will be able to recognize him/herself as a social being who interacts with other people.

set

I will use this activity to help students:

- develop self-concept
- improve decision-making ability
- clarify attitudes and values
- increase knowledge
- improve communications
- learn or improve health skills
- develop social responsibility
- other (please designate)

RESOURCES

ACTIVITY

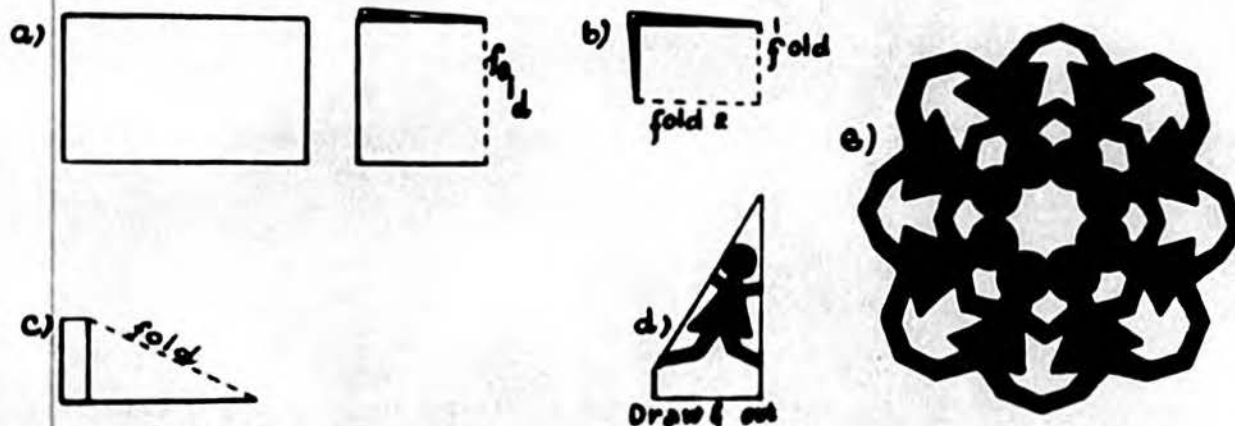
EVALUATION

go

From the kit:

Book: A Friend Is Someone Who Likes You

1. Read the book included in the kit or any book about friendship. Discuss what a friend is. Make a chart of what a friend is, or how to choose a friend, or what friends can do for each other.
2. Give each child a piece of newsprint or newspaper. (a) Fold the paper in half; (b) then in half the other way; (c) fold (1) over to (2), making a cone shape; (d) using patterns or free hand, draw on doll shape and cut (similar to folded dolls); (e) open a "circle of friends."



3. Have children select seven friends to share their circle of friends with. Each of the friends sign his/her name and one thing about him/herself on one of the figures. Or, the owner of the circle can write on each figure why he/she chose that person to be his/her friend.

COMMENTS OR SUGGESTED CHANGES

Teacher evaluation of activity. Please circle:

1 2 3 4 5  
ugh! Wow!

<p>PHYSICAL EDUCATION</p> <p>Join hands for a circle game or dance. Discuss what joining hands means.</p>	<p>MUSIC</p> <p>Learn a song about friendship such as "Glad to Have a Friend Like You" from <u>Free To Be You and Me</u>; or "Make New Friends."</p>	<p>SOCIAL STUDIES</p> <p>List and locate on the map cities, states, and countries where children have friends.</p> <p>Write a letter to a friend who has moved or was in class last year.</p>
<p>ART</p> <p>Make posters of "A Friend Is ....."</p> <p>Construct a friendship mobile.</p>	<p>SPELLING</p> <p>Learn to write and spell the names of the children in the class.</p> <p>Make a list of words that describe a friend and learn to spell them. Use them in an acrostic.</p>	<p>MATH</p>
<p>SCIENCE</p>	<p>WRITING</p> <p>Write a story titled, "My Best Friend."</p> <p>Complete open-ended sentences: "A good way to make friends is . . . ." "A good way to keep a friend is . . . ."</p>	<p>READING</p> <p>Set up a reading table with books about friends and friendship. Children can also bring books from home on the topic to share.</p>
<p>LANGUAGE ARTS (oral discussion)</p> <p>Interview three people with the tape recorder. Ask them what they like about their friends.</p>	<p>LANGUAGE ARTS (drama and role-playing)</p> <p>Role-play a situation from <u>A Friend Is Someone Who Likes You</u>.</p>	<p>OTHER _____</p>

ready

The student will be able to recognize him/herself as a social being who interacts with other people.

set

I will use this activity to help students:

- develop self-concept  
 improve decision-making ability  
 clarify attitudes and values
- increase knowledge  
 improve communications  
 learn or improve health skills
- develop social responsibility  
 other (please designate)

RESOURCES

ACTIVITY

EVALUATION

go

Butcher paper,  
felt pens

Regular worktime:

1. Isolate each child as much as possible: no verbal communication, desks separated, individual seat work, etc. Work this way for a morning or half-day.

During Health:

2. Bring class together after isolation time and discuss their feelings during isolation time. How much time would you like to spend alone? with one other person? in groups?
3. Discuss different types of groups and social settings individuals interact with (such as school, family, scouts, church, etc.). Compile a class list.

Follow-Up:

Teacher divides bulletin board or butcher paper into areas for each group children interact with as named in #3 above; children write their names, date, and how they interacted with a certain group over a week's time.

Example:

Family	Sports	Church
Large Group	School	Community Group

COMMENTS OR  
SUGGESTED CHANGES

Teacher evaluation  
of activity.  
Please circle:

1 2 3 4 5  
light worst

## PHYSICAL EDUCATION

## MUSIC

## SOCIAL STUDIES

Find out what kinds of groups exist in local community. What do the groups do? Find out if similar groups exist in other parts of the world.

## ART

## SPELLING

## MATH

Make a mural showing various groups in action. Discuss why people are in those groups.

Create and solve addition and subtraction problems using data from the interaction chart.

## SCIENCE

## WRITING

## READING

Visit the zoo or study the habits of various animals. Which ones spend most of their time alone? in groups?

Respond to open-ended sentences.

- a. Being with people is \_\_\_\_\_ .
- b. Being alone is \_\_\_\_\_ .
- c. I am lonely when \_\_\_\_\_ .
- d. If I wanted to be in a group I would \_\_\_\_\_ .

## LANGUAGE ARTS (oral discussion)

## LANGUAGE ARTS (drama and role-playing)

## OTHER \_\_\_\_\_

Divide class into partners. Have partners communicate with each other without speaking, e.g., touch, pictures, etc.). What might it be like to be unable to speak? What effects might it have on relating to others?

AREA: Alcohol Education  
 TOPIC: DECISION-MAKING - Groans and Giggles

PAGE: 8  
 GRADE: 2-3

ready

The student will be able to suggest alternative courses of action in response to problem situations and choose one course.

set

I will use this activity to help students:

- |   |   |  |
|---|---|--|
| <input type="checkbox"/> develop self-concept                       | <input type="checkbox"/> increase knowledge             | <input type="checkbox"/> develop social responsibility |
| <input checked="" type="checkbox"/> improve decision-making ability | <input type="checkbox"/> improve communications         | <input type="checkbox"/> other (please designate)      |
| <input checked="" type="checkbox"/> clarify attitudes and values    | <input type="checkbox"/> learn or improve health skills |  |

RESOURCES

ACTIVITY

EVALUATION

go

From the kit:  
 Groans & Giggles  
 Box (1)  
 Alternatives  
 Chart (1)

1. Children draws a card from the Groans and Giggles Box and reads it to class. Write the problem in the center circle on the Alternatives Chart. The entire class thinks to themselves how they might handle the situation. Stress the idea that there are many ways to handle the same situation.
2. The child who drew the card proposes his/her solution. Classmates can propose alternative solutions. Write alternatives on Alternative Chart or draw pictures in each circle to represent alternatives. Try to create as many alternatives as possible.
3. Class discussion might include the following:
  - a) Why did the situation develop?
  - b) What are some ways of reacting?
  - c) What might the consequences of your way of reacting be?
  - d) Is there an alternative that might be better?
  - e) How can knowing some alternatives help us deal with situations?

COMMENTS OR  
 SUGGESTED CHANGES

Teacher evaluation  
 of activity.  
 Please circle:

1	2	3	4	5
Ugh!				Wow!

SUGGESTED WAYS TO INCORPORATE THIS ACTIVITY INTO OTHER SUBJECT AREAS 9

<p>PHYSICAL EDUCATION</p> <p>Have children try an activity they have never tried before. If they have any problems, ask them to suggest alternatives.</p>	<p>MUSIC</p>	<p>SOCIAL STUDIES</p> <p>Name some real problems in the classroom or on the playground. List alternatives for solution.</p>
<p>ART</p> <p>Draw a picture illustrating one of the situations from the Groan and Giggles Box or any situation you choose. Share with the class.</p>	<p>SPELLING</p>	<p>MATH</p> <p>Make up story problems involving a given amount of money. List alternative ways to spend the money. Have children choose an alternative and share their reasons for their choice.</p>
<p>SCIENCE</p> <p>Imagine that there was not electricity in the neighborhood for a day. Discuss how that would affect home and school and what alternatives one might consider.</p>	<p>WRITING</p> <p>Write a story using one of the situations from the Groans and Giggles Box as a story starter. Choose an alternative and write the ending.</p>	<p>READING</p>
<p>LANGUAGE ARTS (oral discussion)</p>	<p>LANGUAGE ARTS (drama and role-playing)</p> <p>One child selects a card and without revealing its message, acts out the situation or picks others to help him/her where necessary. Classmates try to guess situation and suggest alternatives. Group acts out each alternative. Class decides on a course of action.</p>	<p>OTHER _____</p>

**ready**  
 The student will increase awareness of own and others' feelings and practice various ways to express them; will identify ways of coping with situations in which he/she is disturbed by the behavior of self and/or others; will be able to suggest alternative courses of action in response to problem situations and choose one course.

**set**  
 I will use this activity to help students:

<input checked="" type="checkbox"/> develop self-concept	<input type="checkbox"/> increase knowledge	<input checked="" type="checkbox"/> develop social responsibility
<input checked="" type="checkbox"/> improve decision-making ability	<input checked="" type="checkbox"/> improve communications	<input checked="" type="checkbox"/> other (please designate)
<input checked="" type="checkbox"/> clarify attitudes and values	<input type="checkbox"/> learn or improve health skills	<input type="checkbox"/> develop coping skills

RESOURCES

ACTIVITY

EVALUATION

**go**

From the kit:

Individual Task Cards (25)

1. Task cards can be used after group activities to provide additional reinforcement and meet individual needs.

Cards #1-7 provide practice with skills of suggesting alternatives and choosing a course of action.

Cards #8-25 encourage children to express their feelings in various ways.

COMMENTS OR SUGGESTED CHANGES

Teacher evaluation of activity. Please circle:

1 2 3 4 5  
 Ugh! Wow!

SUGGESTED WAYS TO INCORPORATE THIS ACTIVITY INTO OTHER SUBJECT AREAS 11

<p>PHYSICAL EDUCATION</p>	<p>MUSIC</p>	<p>SOCIAL STUDIES</p>
<p>ART</p>	<p>SPELLING</p>	<p>MATH</p>
<p>SCIENCE</p>	<p>WRITING</p> <p>Use the task cards as story starters for creative writing.</p>	<p>READING</p>
<p>LANGUAGE ARTS (oral discussion)</p> <p>Have the class work in small groups using a tape recorder to discuss situations on the task cards.</p>	<p>LANGUAGE ARTS (drama and role-playing)</p> <p>Role-play or use puppets to dramatize situations described on task cards.</p>	<p>OTHER _____</p>

**ready**  
 The student will be able to identify and practice various ways of helping. He/she will be able to identify feelings and emotions that may result from helping someone and/or being helped.

**set**  
 I will use this activity to help students:

<input checked="" type="checkbox"/> develop self-concept	<input type="checkbox"/> increase knowledge	<input checked="" type="checkbox"/> develop social responsibility
<input type="checkbox"/> improve decision-making ability	<input type="checkbox"/> improve communications	<input checked="" type="checkbox"/> other (please designate)
<input checked="" type="checkbox"/> clarify attitudes and values	<input type="checkbox"/> learn or improve health skills	<input type="checkbox"/> develop coping skills

RESOURCES

ACTIVITY

EVALUATION

**go**

From the kit  
 Book:  
Amos & Boris

1. Read Amos and Boris to the class.
2. Discuss ways Boris helped Amos. Why did they become friends?
3. How did Amos help Boris? Emphasize that although Amos was too small to help Boris by himself, he saved his life by getting help. How did Amos and Boris feel about each other?
4. Discuss ways class can help others. What can you do if you want to help someone but they don't want your help?
5. Divide class into groups of four. Assign each group a category of people to whom they can give help; e.g., parents, peers, brothers and sisters, teachers. Have them list all the ways they can think of to help. Regroup as a class and compile all ideas on a chart. Children select one way of helping and try it. Report to class the next day how they felt when they helped.

COMMENTS OR SUGGESTED CHANGES

Teacher evaluation of activity.  
 Please circle:

1	2	3	4	5
Ugh!				Wow!

SUGGESTED WAYS TO INCORPORATE THIS ACTIVITY INTO OTHER SUBJECT AREAS 13

<p>PHYSICAL EDUCATION</p>	<p>MUSIC</p>	<p>SOCIAL STUDIES</p> <p>Name some community helpers and the problems they help people with. Include alcohol agencies.</p> <p>Visit a community helping agency such as the Fire Department or invite a community helper to speak to the class.</p>
<p>ART</p> <p>Draw a picture of yourself doing something alone. Draw a picture of yourself doing something with someone helping you.</p> <p>Share with the class.</p>	<p>SPELLING</p>	<p>MATH</p>
<p>SCIENCE</p> <p>Have children do a science lesson or experiment alone, then with another person. Discuss which way children like to work.</p>	<p>WRITING</p> <p>Write a story about a person needing help. Describe what kind of help is needed. Share the story with classmates and list to whom and where the person in the story could go for help.</p>	<p>READING</p> <p>Read a biography of one who has helped in health or medicine.</p>
<p>LANGUAGE ARTS (oral discussion)</p>	<p>LANGUAGE ARTS (drama and role-playing)</p> <p>Role-play a person needing help and another person helping.</p>	<p>OTHER _____</p>

AREA: Alcohol Education  
 TOPIC: COPING - Guess Who?

PAGE: 14  
 GRADE: 2-3

ready

The student will be able to identify and practice various ways of helping.

set

I will use this activity to help students:

- develop self-concept
- improve decision-making ability
- clarify attitudes and values
- increase knowledge
- improve communications
- learn or improve health skills
- develop social responsibility
- other (please designate)
- develop coping skills

RESOURCES

ACTIVITY

EVALUATION

go

Put the names of everyone in the class in a box and ask each child to draw the name of a "secret friend." Then each child:

- a) writes the "secret friend" a letter or draws a picture telling the things he/she likes about the friend. The letter or picture will be signed Guess Who?
- b) During the next two weeks he/she tries to find many ways to help the secret friend without giving away his/her own identity, e.g. invites him/her to join in games; shares toys, food, etc. with him or her; compliments him/her; draws pictures or writes notes to him/her and secretly slips them into the desk or into a class mailbox; leaves a flower, shell, etc., on his/her desk.
- c) At the end of two weeks, children try to identify who their Guess Who is and talk about the ways Guess Who helped them and how the special favors made them feel.
- d) Make a list of the ways everyone found to help their secret friends. How did it feel to give help as well as receive it?

COMMENTS OR  
 SUGGESTED CHANGES

Teacher evaluation  
 of activity.  
 Please circle:

1 2 3 4 5  
 Ugh! Wow!

<p>PHYSICAL EDUCATION</p>	<p>MUSIC</p>	<p>SOCIAL STUDIES</p>
<p>ART</p> <p>Draw a picture, make a gift for the "secret friend."</p>	<p>SPELLING</p>	<p>MATH</p>
<p>SCIENCE</p> <p>Discuss ways things in the environment are "secret friends" which help us. How do worms, trees, lakes, etc., help us? How can we be friends to the environment?</p>	<p>WRITING</p> <p>Write letters to the "secret friend." After "secret friend" is revealed, write thank-you letters.</p>	<p>READING</p> <p>Have children read aloud the letters they receive from their secret friends.</p>
<p>LANGUAGE ARTS (oral discussion)</p>	<p>LANGUAGE ARTS (drama and role-playing)</p>	<p>OTHER _____</p>

ready

The student will be able to identify criteria for selecting valid and responsible sources of help.

set

I will use this activity to help students:

- |   |   |  |
|---|---|--|
| <input type="checkbox"/> develop self-concept                       | <input checked="" type="checkbox"/> increase knowledge  | <input type="checkbox"/> develop social responsibility       |
| <input checked="" type="checkbox"/> improve decision-making ability | <input type="checkbox"/> improve communications         | <input checked="" type="checkbox"/> other (please designate) |
| <input checked="" type="checkbox"/> clarify attitudes and values    | <input type="checkbox"/> learn or improve health skills | <input type="checkbox"/> develop coping skills               |

RESOURCES

ACTIVITY

EVALUATION

go

Discussion:

1. If I wanted to get some milk for my breakfast, where would I go for the milk?
2. If I wanted someone to work on my car, where would I go? To the grocery store? Or a restaurant? Discuss the idea that certain places have been established to offer certain kinds of help.
3. If I had a broken arm, who could help me? The garage mechanic? A doctor? Discuss various occupations and the different kinds of help people are trained to provide.
4. If a teacher or your mother or father had a problem that they couldn't solve by themselves, such as feeling very sad or drinking too much, or not having enough money for food, where could they go for help?
5. If you had a problem such as being mad at your baby brother/sister, who could you go to? An airplane pilot? Your mother or father? Discuss the kinds of human characteristics that make a person able to help sometimes regardless of training--ability to listen, etc.
6. Are there times when we need someone else's help? Develop with the class a list of people they might seek help from and ways of deciding to whom to turn and when to ask for help.

COMMENTS OR  
 SUGGESTED CHANGES

Teacher evaluation  
 of activity.  
 Please circle:

1 2 3 4 5  
 Ugh! Wow!

SUGGESTED WAYS TO INCORPORATE THIS ACTIVITY INTO OTHER SUBJECT AREAS 17

PHYSICAL EDUCATION

Take a "trust walk" with a partner. One partner closes his/her eyes and is lead around by other partner. Switch roles. Discuss how it felt to give and receive help.

MUSIC

SOCIAL STUDIES

Discuss how to get help for emergencies from community agencies, e.g, fire, accident. Use toy telephone to practice giving name, address, and description of situations.

ART

SPELLING

MATH

SCIENCE

WRITING

READING

Write a story about a time you needed help, telling why you needed help and what happened.

LANGUAGE ARTS (oral discussion)

LANGUAGE ARTS (drama and role-playing)

OTHER \_\_\_\_\_

ready

The student will be able to identify and practice skills which encourage better communication between children and adults.

set

I will use this activity to help students:

- develop self-concept
- improve decision-making ability
- clarify attitudes and values
- increase knowledge
- improve communications
- learn or improve health skills
- develop social responsibility
- other (please designate)
- develop coping skills

RESOURCES

ACTIVITY

EVALUATION

go

From the kit:  
 Photoboard of man watching TV  
 (1)

1. Display photoboard and discuss children's interpretation of the situation pictured. What is an interruption? Tell about some time when you didn't want to be interrupted. How do you feel if someone keeps talking to you when you don't want to be interrupted? If an adult says, "Go away. I'm busy," does it mean he/she doesn't love you? What would you do if someone said that to you?
2. Ask, "When you want to discuss something with your parents, teacher, or another adult, how do you do it?" List ideas on chalkboard as children suggest them.
3. Emphasize or add:
  - a) time
  - b) place
  - c) activity going on
  - d) approach
4. Role-play the situation depicted on the photoboard with one child playing parent or teacher and one child playing him/herself. Class can suggest alternative ways of handling the situation.
5. Have children suggest other topics they'd like to discuss with adults or other activities they'd like to do with adults. Class can describe how and when they would discuss them.

COMMENTS OR SUGGESTED CHANGES

Teacher evaluation of activity.  
 Please circle:

1 2 3 4 5  
 Ugh! Wow!

PHYSICAL EDUCATION

MUSIC

SOCIAL STUDIES

ART

Have children draw pictures of themselves communicating well with adults. Share pictures with class, explaining the topic of discussion and what they did to help make it successful.

SPELLING

MATH

SCIENCE

WRITING

Children can think of a topic they would like to discuss with an adult or choose one from the list suggested by the class. Have them write a story telling how they would discuss the topic and what the adult's response might be.

READING

Read a book about communication such as Speak Up, Edie by Johanna Johnston.

LANGUAGE ARTS (oral discussion)

LANGUAGE ARTS (drama and role-playing)

OTHER \_\_\_\_\_

ready

The student will be able to identify peer influence on own feelings, behavior, and decisions and demonstrate his/her power to affect others.

set

I will use this activity to help students:

- develop self-concept
- improve decision-making ability
- clarify attitudes and values
- increase knowledge
- improve communications
- learn or improve health skills
- develop social responsibility
- other (please designate)

RESOURCES

ACTIVITY

EVALUATION

go

Paper, pencils

List of names of children in class

1. Class discusses having positive feelings toward others, how it makes us feel to hear good things about ourselves, how to accept those feelings.
2. Teacher provides each child with list of classmates' names.
3. Children write positive statements about all their classmates.
4. Cut out statements so that everyone receives a positive statement from all peers.
5. Statements could be pasted on a poster, silhouette of child, self-portrait, booklet, etc. Child adds picture of him/herself doing the positive things. Title the paper, "I Feel Good Because My Class Says . . ." or "This Is What My Classmates Think of Me . . . ."
6. Give children a chance to share their statements with the class and discuss how they feel about themselves.

COMMENTS OR SUGGESTED CHANGES

Teacher evaluation of activity. Please circle:

1 2 3 4 5  
Ugh!                      Wow!

## PHYSICAL EDUCATION

**Play Stone Face**

Child who is "it" must remain motionless and expressionless while classmates perform stunts, make faces, etc. in order to influence "it" to express some emotion.

## MUSIC

Learn a song about feeling good about self and others such as "I'm Somebody" from American Red Cross Youth News, April, 1975.

## SOCIAL STUDIES

## ART

Each child can arrange the positive statements about him/herself on any background material available; e.g., construction paper cut into interesting shapes, piece of wood, fabric, and decorate it. This activity could also be done for a special holiday, e.g., Valentine's Day.

## SPELLING

## MATH

## SCIENCE

## WRITING

Children can take turns interviewing each other about their likes and dislikes. Stories can be written and displayed on bulletin board.

## READING

Read Bargain for Frances by Russell Hobson and discuss how Frances was influenced by her friend.

## LANGUAGE ARTS (oral discussion)

## LANGUAGE ARTS (drama and role-playing)

Have children role play or use puppets to dramatize the influence they can have on others' feelings or behavior, e.g., one tries to persuade the other to do something; one does something and others imitate, etc. Discuss accepting responsibility for ways we influence others.

## OTHER \_\_\_\_\_

ready

The student will be able to list major people, institutions, and processes from which he/she learns.

set

I will use this activity to help students:

<input checked="" type="checkbox"/> develop self-concept	<input type="checkbox"/> increase knowledge	<input type="checkbox"/> develop social responsibility
<input checked="" type="checkbox"/> improve decision-making ability	<input type="checkbox"/> improve communications	<input type="checkbox"/> other (please designate)
<input checked="" type="checkbox"/> clarify attitudes and values	<input type="checkbox"/> learn or improve health skills	

RESOURCES

ACTIVITY

EVALUATION

go

From the kit:

Decision Game

Decision Game-boards (8) with sets of cards (8)

1. Small groups or entire class set up gameboard, placing game cards in piles on the board in the space indicated.
2. Each child draws a card and after reading the phrase he/she decides under which heading on the gameboard it belongs:
  - a) situation where others think for me
  - b) situation allowing me to think for myself
  - c) situation where I must think for myself
3. A short discussion could follow as to the reason the child placed the card under that heading.
4. After all cards are used, discuss the variety of ways we learn as well as the importance of being able to think for ourselves.
5. Make a class chart for classroom decisions, showing decisions the teacher makes, the class makes, and what each child decides individually.

COMMENTS OR SUGGESTED CHANGES

Teacher evaluation of activity. Please circle:

1	2	3	4	5
Ugh!				Wow!

<p>PHYSICAL EDUCATION</p>	<p>MUSIC</p>	<p>SOCIAL STUDIES</p> <p>Discuss safety in the community. What decisions are made by others for us, e.g., crosswalks, traffic lights, etc.? What decisions can we make for ourselves?</p>
<p>ART</p> <p>Offer a variety of art media and allow children to choose what they want for an art project. The project theme could be chosen by the teacher one day, a variety of suggestions offered by the class another day, and each child thinking alone another day.</p>	<p>SPELLING</p>	<p>MATH</p>
<p>SCIENCE</p>	<p>WRITING</p> <p>Write a story about a decision you wish you could make for yourself. Tell what the decision is, who makes it for you now, and why you'd like to decide it for yourself.</p>	<p>READING</p>
<p>LANGUAGE ARTS (oral discussion)</p> <p>Have children tell about a decision they made this week. Did they make it for themselves or did someone make it for them? What happened?</p>	<p>LANGUAGE ARTS (drama and role-playing)</p>	<p>OTHER _____</p>

ready

The student will be able to list major people, institutions and processes from which he/she learns.

set

I will use this activity to help students:

<u>      </u> develop self-concept	<u>      </u> increase knowledge	<u>      </u> develop social responsibility
<u>  X  </u> improve decision-making ability	<u>  X  </u> improve communications	<u>      </u> other (please designate)
<u>      </u> clarify attitudes and values	<u>      </u> learn or improve health skills	

RESOURCES

ACTIVITY

EVALUATION

go

From the kit:

Learning Pictures (9)  
 (telephone, bicycles, cars, numbers and letters, library, alcohol, whale, cigarettes, rocket)

1. Display the pictures one at a time and discuss with children where they think they first learned about each pictured thing. Was it a person, place, or thing that helped them learn? How old were they when they first learned about it? Have they learned any more or anything different about it since the first time they heard about it?
2. Have class fold a paper into four parts. In each part children draw a picture of a person, place, or thing that helps them learn.
3. Let children share their pictures and describe what the person, place, or thing helped them learn. Make a class list of the variety of things learned and the people, places or things from which class learned.

COMMENTS OR SUGGESTED CHANGES

Teacher evaluation of activity.  
 Please circle:

1	2	3	4	5
ugh!				Wow!

<p>PHYSICAL EDUCATION</p> <p>Learn new games through a variety of means--have one child teach the class; write directions for a game and have children read them and try to play, etc. How many ways can you learn a game? Which way was easiest for you?</p>	<p>MUSIC</p> <p>Have a songfest. Have children sing a song they learned at home, a song from school, from T.V., etc. How many ways can we learn?</p>	<p>SOCIAL STUDIES</p> <p>Make a TV or movie box of people from whom children have learned.</p> <p>Or, learn about children in other cultures and from whom they learn. Compare with how you learn.</p>
<p>ART</p> <p>Make a mural showing children learning in different ways.</p>	<p>SPELLING</p>	<p>MATH</p> <p>Have children: Count the number of new things they learn in a day. Note the source they were learned from. Count the number of children separately who learned from people, institutions and processes. Which was the major source for the class?</p>
<p>SCIENCE</p> <p>How do our senses help us learn? Experiment to see what you can learn about an object by just seeing it; feeling it without seeing it, hearing it without seeing or touching it; smelling it; tasting it.</p>	<p>WRITING</p>	<p>READING</p>
<p>LANGUAGE ARTS (oral discussion)</p>	<p>LANGUAGE ARTS (drama and role-playing)</p> <p>Divide class into groups. Role-play a situation in which a member of the family is helping someone learn something; e.g., brush teeth, hit a ball, etc.</p>	<p>OTHER _____</p>

AREA: Alcohol Education

PAGE: 26

TOPIC: DECISION-MAKING - Advertising

GRADE: 2-3

ready

The student will be able to list major people, institutions and processes from which he/she learns.

set

I will use this activity to help students:

- |   |   |  |
|---|---|--|
| <input type="checkbox"/> develop self-concept                       | <input type="checkbox"/> increase knowledge             | <input type="checkbox"/> develop social responsibility |
| <input checked="" type="checkbox"/> improve decision-making ability | <input type="checkbox"/> improve communications         | <input type="checkbox"/> other (please designate)      |
| <input checked="" type="checkbox"/> clarify attitudes and values    | <input type="checkbox"/> learn or improve health skills |  |

RESOURCES

ACTIVITY

EVALUATION

go

Old magazines, newspapers, paper glue, scissors

1. Have children look through old magazines, newspapers, etc. and cut out pictures of advertisements of health-related products they would like to buy.
2. Have children glue these pictures into a collage.
3. Each child shares his/her collage with the class and tells why he/she would buy those products. Class can discuss whether they think the products are good for us.
4. List the items selected by the children according to categories: toothpastes, foods, beverages, drugs, etc.
5. Discussion
  - a) How many of these things do we really need?
  - b) Can advertising make us want things we don't really need or make us think we need them?
  - c) Name some things you have seen advertised on TV which you want. Are they things you really need? Name some things your friends have that you want. Are they things you really need?

COMMENTS OR SUGGESTED CHANGES

Teacher evaluation of activity. Please circle:

1	2	3	4	5
Ugh!				Wow!

<p>PHYSICAL EDUCATION</p>	<p>MUSIC</p> <p>Write a singing commercial that will interest others in learning about a product. What is it about the commercial that makes others interested?</p>	<p>SOCIAL STUDIES</p>
<p>ART</p> <p>Have children design book cover for an imaginary book or cereal boxes for an imaginary cereal. Hang them up around the room and have class secretly select the ones they'd buy or read. Discuss what feelings influenced these choices.</p>	<p>SPELLING</p>	<p>MATH</p>
<p>SCIENCE</p> <p>Make cups of unflavored gelatin. Color each a different color with food coloring. Children taste each and discuss flavor. Were they influenced by the color of the gelatin? How do feelings influence what we eat and drink?</p>	<p>WRITING</p> <p>Write your own ad.</p>	<p>READING</p>
<p>LANGUAGE ARTS (oral discussion)</p> <p>Make up an ad with sound effects, etc. and tell it to the tape recorder. Play it for class.</p>	<p>LANGUAGE ARTS (drama and role-playing)</p> <p>Divide class into groups. Groups role-play various ads to try to convince class to buy their products. What makes class want to buy or not to buy it?</p>	<p>OTHER _____</p>

ready

The student will identify, for specific rules, the problems they are intended to prevent.

set

I will use this activity to help students:

<u>develop self-concept</u>	<input checked="" type="checkbox"/> <u>increase knowledge</u>	<input checked="" type="checkbox"/> <u>develop social responsibility</u>
<input checked="" type="checkbox"/> <u>improve decision-making ability</u>	<u>improve communications</u>	<u>other (please designate)</u>
<input checked="" type="checkbox"/> <u>clarify attitudes and values</u>	<u>learn or improve health skills</u>	

RESOURCES

ACTIVITY

EVALUATION

go

From the kit:  
 10 Photoboards  
 Safe/Unsafe  
 Situations

- Sort photoboards by categories: For Children  
 Which activities are Safe? Unsafe?
- Could you suggest a rule that would make an unsafe activity safe?  
 What rule makes a safe activity safe?
- Re-sort photoboards into groups under the category: For Adults  
 What is Safe? Unsafe?  
 Discuss how age can make a difference.
- Repeat discussion: Could rules make an unsafe activity safe?  
 What makes a safe activity safe? Why do we have rules?

COMMENTS OR  
 SUGGESTED CHANGES

Teacher evaluation  
 of activity.  
 Please circle:

1 2 3 4 5  
 Ugh! Wow!

PHYSICAL EDUCATION

Try to play a game using a large rubber ball without any rules. How long did the game last before someone tried to make some rules or get angry, etc. Why did they want to have rules?

MUSIC

SOCIAL STUDIES

Review some school, community and family rules. What are the rules designed to overcome or prevent?

ART

SPELLING

MATH

SCIENCE

WRITING

READING

Write some rules about alcohol that you think people should follow. Explain why you think they should.

LANGUAGE ARTS (oral discussion)

Divide class into groups. Discuss what school would be like without any rules. Each group lists the rules they would make for the school. Discuss as a class.

LANGUAGE ARTS (drama and role-playing)

OTHER \_\_\_\_\_

ready

Student will be able to identify a variety of ways to feel good.

set

I will use this activity to help students:

- |  |  |   |
|--|--|---|
| <u>      </u> develop self-concept       | <u>      </u> increase knowledge             | <u>      </u> develop social responsibility |
| <u>X</u> improve decision-making ability | <u>      </u> improve communications         | <u>      </u> other (please designate)      |
| <u>X</u> clarify attitudes and values    | <u>      </u> learn or improve health skills |   |

RESOURCES

ACTIVITY

EVALUATION

go

Paper, crayons

1. Discuss feeling good. Do you like to feel good? Describe or show how you act when you're feeling good. Why do people want to feel good? Is it normal to feel bad sometimes, too?
2. List on board what children say makes people feel good.
3. Each child draws a picture of self doing something that makes him/her feel good.
4. Display pictures in room.
5. Try some of the activities that can be done at school. Discuss feelings. Encourage children to try some of the activities that can be done outside of school and report their feelings to the class.

COMMENTS OR SUGGESTED CHANGES

Teacher evaluation of activity.  
Please circle:

1	2	3	4	5
Ugh!				Wow!

SUGGESTED WAYS TO INCORPORATE THIS ACTIVITY INTO OTHER SUBJECT AREAS 31

<p>PHYSICAL EDUCATION</p>	<p>MUSIC</p>	<p>SOCIAL STUDIES</p> <p>Discuss ways of feeling good that might be used by children in other regions of the U. S. or world.</p>
<p>ART</p> <p>Make a collage of things that make you feel good.</p> <p>Make a badge showing what makes you feel good and wear it for a day.</p>	<p>SPELLING</p> <p>Learn to spell the words on your list of things that make you feel good.</p>	<p>MATH</p>
<p>SCIENCE</p>	<p>WRITING</p> <p>Write a story about the things that make you feel good and bad at school.</p>	<p>READING</p> <p>Have children bring a book from the library or home that makes them feel good and share it with the class.</p>
<p>LANGUAGE ARTS (oral discussion)</p>	<p>LANGUAGE ARTS (drama and role-playing)</p> <p>Role-play some situations where a person is feeling sad. What can you do to help the person feel better? How can that person help him/herself feel good?</p>	<p>OTHER _____</p>

**ready**  
 The student will be able to identify some of the behaviors resulting from drinking alcohol in varying quantities.

**set**  
 I will use this activity to help students:  
 \_\_\_\_\_ develop self-concept                       increase knowledge                      \_\_\_\_\_ develop social responsibility  
 \_\_\_\_\_ improve decision-making ability                      \_\_\_\_\_ improve communications                      \_\_\_\_\_ other (please designate)  
 clarify attitudes and values                       learn or improve health skills

**go**

RESOURCES	ACTIVITY	EVALUATION
-----------	----------	------------

From the kit:  
 Alcohol Effects Photoboards (6)

Read The Yellow Pages:  
 Effects, pg. 30.

1. Display photoboards showing people drinking alcohol. Ask children to describe what they see. What are the people doing? Are they drinking alcohol? How can you tell? Why do some people drink alcohol?
2. Discuss how the amount of alcohol consumed can change the way it affects a person. Have children identify the different feelings shown in each situation on the photoboards. Does everyone who drinks alcohol get drunk each time they drink? What are some ways people might act when they drink a little alcohol? What might happen when people drink too much? Note that some people have an illness, alcoholism, and can't stop drinking too much. They need help to get better.
3. Have children identify which of the situations pictured could take place without alcohol. Why do some people not drink alcohol? Can they still enjoy a meal, a party, a boat ride, etc., without alcohol?
4. Ask volunteers to divide the photoboards into two groups according to what they think are positive and negative ways alcohol is used and explain their reasons. Discuss differences children have in making their classifications.

COMMENTS OR SUGGESTED CHANGES

Teacher evaluation of activity.  
 Please circle:

1	2	3	4	5
High!				Low!

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
APT	SPELLING	MATH
SCIENCE	WRITING Have children select two pictures, one they feel is negative, one positive, and write a story about each explaining their feelings.	READING
LANGUAGE ARTS (oral discussion)	LANGUAGE ARTS (drama and role-playing)	OTHER _____

A TEACHER'S GUIDE  
FOR  
ALCOHOL EDUCATION



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## GOALS AND OBJECTIVES

## GRADE 4

Overall Goal: The overall goal of the Alcohol Education Curriculum Project is to help young people make responsible decisions about alcohol.

Specific Goals and Objectives: The specific goals and objectives at the Grade 4 level are:

## DECISION-MAKING

The student will know that the decisions he/she will make, including decisions about alcohol, are influenced by many factors and will develop skills to help him/her make those decisions.

- A. The student will be able to identify his/her feelings and attitudes about the use/non-use of alcohol and understand how they affect his/her decisions. (p. 13)
- B. The student will be able to define what having responsibility means and how his/her decisions may be affected by the amount and kinds of responsibility he/she has. (p. 11)
- C. The student will be able to predict consequences and evaluate the risk factors in his/her decisions. (p. 28)
- D. The student will be able to identify his/her power to influence others' behavior and attitudes. (p. 8)

## COPING

The student will know that there are a variety of coping skills one can use for dealing with problems.

- A. The student will know that coping behavior is part of everyone's life, and people use various methods for coping with their problems, including alcohol. (p. 32)

## ALCOHOL INFORMATION

The student will know facts about alcohol, its use and abuse, and its effects on the human body in order to make responsible decisions about alcohol.

- A. The student will know the physical and behavioral effects of alcohol on the body. (p. 15, 26)
- B. The student will know that alcoholism is an illness and that it is treatable. (p. 15)
- C. The student will be able to distinguish between facts and myths about alcohol. (p. 17, 26)
- D. The student will know that the use of alcohol in the past has had an impact on current alcohol attitudes and practices. (p. 19)
- E. The student will be able to identify different ways ethyl alcohol is used. (p. 21)
- F. The student will be able to identify reasons why people drink and why people don't drink. (p. 24)

## Goals and Objectives, Grade 4

### SELF-IMAGE

The student will understand the relationship of self-image to the decisions that he/she makes.

- A. The student will know that one's self-image is influenced by messages from other people and one's own strengths and weaknesses. (p. 1, 3, 6)
- B. The student will know that he/she is a worthwhile person. (p. 1)
- C. The student will be able to identify a variety of ways to feel good. (p. 34)

ready

The student will know that one's self-image is influenced by messages from other people and one's own strengths and weaknesses. The student will know that he/she is a worthwhile person.

set

I will use this activity to help students:

- |  |  |   |
|--|--|---|
| <input checked="" type="checkbox"/> develop self-concept | <input type="checkbox"/> increase knowledge                | <input checked="" type="checkbox"/> develop social responsibility |
| <input type="checkbox"/> improve decision-making ability | <input checked="" type="checkbox"/> improve communications | <input type="checkbox"/> other (please designate)                 |
| <input type="checkbox"/> clarify attitudes and values    | <input type="checkbox"/> learn or improve health skills    |   |

go

RESOURCES

ACTIVITY

EVALUATION

Large butcher paper on bulletin board with title, "I Saw Someone Doing Something Good," and felt pens

I Saw Somebody Doing Something Good

1. Discuss what people notice about other people, especially in class and at recess. Often negative behaviors receive much attention and people who "behave" without drawing attention to themselves in a negative way are ignored.
2. Tell the students that for a certain amount of time you'd like them to keep an eye open for people doing positive, considerate, neat things at school (or at home). When they see somebody doing something good, they write the name of the student and what the student did on the bulletin board and sign their name next to their comments.
3. Each day at intervals the teacher and class comment on the additions to the board reinforcing the one who did something good and the one who noticed it. Students can discuss how it makes them feel about themselves when others notice the good things they do and comment on it. How do students feel about themselves when others comment only on negative things? Is it okay to like yourself?
4. When the butcher paper is full, let each student cut out the statements about him/herself doing good things and paste them on a sheet of paper. Each student can add to his/her own paper other good things he/she has done during the same time period that weren't noticed. Share papers with class or incorporate into an "All About Me" folder.

COMMENTS OR SUGGESTED CHANGES

Teacher evaluation of activity.  
 Please circle:

1 2 3 4 5  
 light                      Wow!

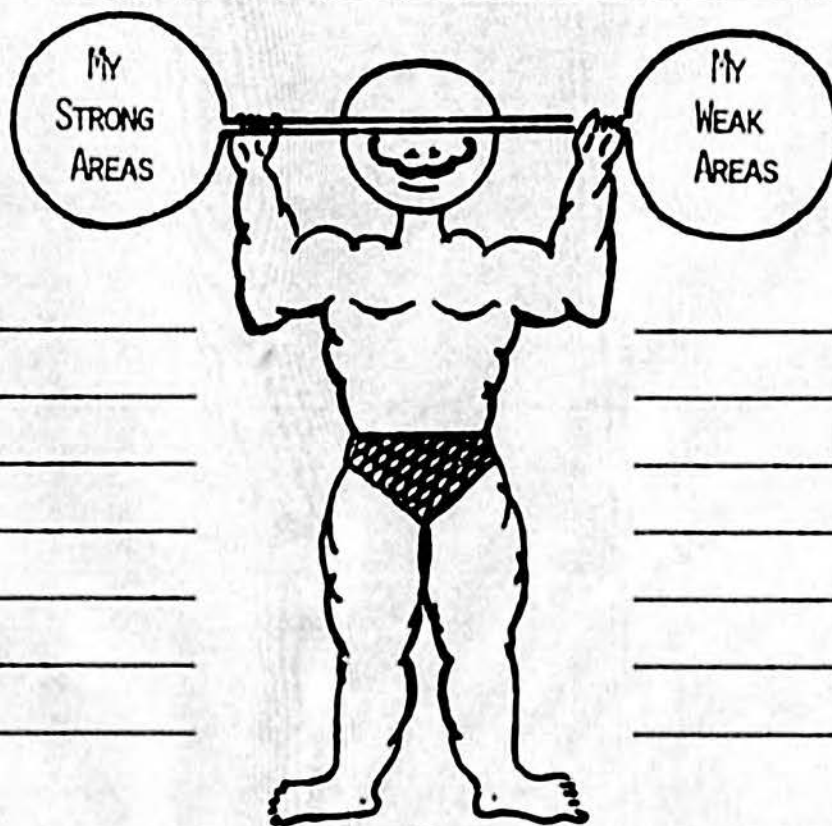
SUGGESTED WAYS TO INCORPORATE THIS ACTIVITY INTO OTHER SUBJECT AREAS

<p>PHYSICAL EDUCATION</p>	<p>MUSIC</p>	<p>SOCIAL STUDIES</p> <p>Students bring newspaper to class and circle news articles about positive things which are reported with one color ink and negative things with another color. Which kind of news gets more coverage? How does that affect our feelings about our lives?</p>
<p>ART</p>	<p>SPELLING</p>	<p>MATH</p>
<p>SCIENCE</p>	<p>WRITING</p> <p>Students draw the name of a classmate and write a description of that person (without naming who it is). Stress his/her good traits. Class tries to guess who it is.</p>	<p>READING</p> <p>Read the <u>IALAC</u> story by Sidney Simon (Argus Publishers). Have students discuss things which destroy their IALAC signs and those that build them up.</p>
<p>LANGUAGE ARTS (oral discussion)</p>	<p>LANGUAGE ARTS (drama and role-playing)</p>	<p>OTHER _____</p>

# MY STRENGTHS AND WEAKNESSES

- I. 1. I FEEL GOOD WHEN \_\_\_\_\_ SAYS I \_\_\_\_\_.
2. I FEEL LEFT OUT WHEN \_\_\_\_\_ DOESN'T CHOOSE ME FOR \_\_\_\_\_.
3. I FEEL IMPORTANT WHEN I \_\_\_\_\_.
4. I GET ANGRY WHEN \_\_\_\_\_ CORRECTS ME ON \_\_\_\_\_.
5. \_\_\_\_\_ USUALLY MAKES ME FEEL \_\_\_\_\_.
6. IT'S DISAPPOINTING WHEN \_\_\_\_\_ DOESN'T NOTICE \_\_\_\_\_.
7. NO MATTER HOW HARD I TRY, I NEVER \_\_\_\_\_.
8. ONE THING I REALLY ENJOY IS \_\_\_\_\_.

II.



- III. LIST AT LEAST ONE WEAKNESS YOU HAVE. TELL HOW YOU COULD IMPROVE YOURSELF IN THAT AREA.

AREA: Alcohol Education  
 TOPIC: SELF-IMAGE - "I Think"

PAGE: 6  
 GRADE: 4

ready

The student will know that one's self-image is influenced by messages from other people and by one's own strengths and weaknesses.

set

I will use this activity to help students:

- |   |   |  |
|---|---|--|
| <input checked="" type="checkbox"/> develop self-concept            | <input type="checkbox"/> increase knowledge             | <input type="checkbox"/> develop social responsibility |
| <input checked="" type="checkbox"/> improve decision-making ability | <input type="checkbox"/> improve communications         | <input type="checkbox"/> other (please designate)      |
| <input checked="" type="checkbox"/> clarify attitudes and values    | <input type="checkbox"/> learn or improve health skills |  |

go

RESOURCES

ACTIVITY

EVALUATION

From the kit:  
 Film, "I Think"  
 (19 min.)

1. Show the film "I Think." As they watch the film, have class look for examples of things Linda did to be like her friends.
2. Discuss how Linda responded in the film to peer influence. List the advantages and disadvantages of not going along with her peers' decision about Millie's party. How did Linda seem to feel about herself? Have you ever been in a situation where you decided to do what you thought was best, even if your friends didn't go along with you? How did you feel? How important is it to you to do what you think is right?
3. Ask class to suggest how the way a person feels about him/herself may affect the decisions he/she makes in peer group situations. Can you really be yourself if you're always worried that the group will reject you? How can feeling good about yourself help you stand up for what you think is best even if others don't agree?

COMMENTS OR SUGGESTED CHANGES

Teacher evaluation of activity.  
 Please circle:

1 2 3 4 5  
 Ugh! Wow!

SUGGESTED WAYS TO INCORPORATE THIS ACTIVITY INTO OTHER SUBJECT AREAS 7

<p>PHYSICAL EDUCATION</p>	<p>MUSIC</p>	<p>SOCIAL STUDIES</p> <p>Have a class debate on a current event. How did it feel to express your own opinions and stand up for them when others didn't agree? How do others influence our decisions and actions?</p>
<p>ART</p> <p>Have everyone make exactly the same picture in the same way--no variations. Then repeat with the students adding their own innovations. Which do they prefer? Why?</p>	<p>SPELLING</p>	<p>MATH</p>
<p>SCIENCE</p>	<p>WRITING</p> <p>Students write stories about what they wish they were like and why. Do they think they can achieve their wish? Why or why not?</p>	<p>READING</p> <p>Read books about peer influence, e.g., <u>Takers and Returners</u> by Carol Beach York (Thomas Nelson, Inc.).</p>
<p>LANGUAGE ARTS (oral discussion)</p>	<p>LANGUAGE ARTS (drama and role-playing)</p> <p>Divide the class into groups and give each group time to plan a situation where one person is standing up for what he/she thinks in the face of group pressure. Have each group dramatize their situation for the class.</p>	<p>OTHER _____</p>

ready

The student will be able to identify his/her power to influence others' behavior and attitudes.

set

I will use this activity to help students:

- |   |   |  |
|---|---|--|
| <input type="checkbox"/> develop self-concept                       | <input type="checkbox"/> increase knowledge             | <input type="checkbox"/> develop social responsibility |
| <input checked="" type="checkbox"/> improve decision-making ability | <input type="checkbox"/> improve communications         | <input type="checkbox"/> other (please designate)      |
| <input checked="" type="checkbox"/> clarify attitudes and values    | <input type="checkbox"/> learn or improve health skills |  |

go

RESOURCES

ACTIVITY

EVALUATION

Copy of:  
\$1000 bill (See following page)

1. Make copies of the \$1000 bill on the following page and give one to each student.
2. Tell students that they may spend the money in any way they wish. Have them write their decisions and/or draw pictures of their choices without discussing them with classmates.
3. When everyone has made an individual choice, discuss choices as a group. Then give the class a chance to re-do their papers and choices.
4. Compare the two papers and discuss if and how their choices changed after the group discussion. Were they influenced by their peers? How? What changes did they make? Why? Who influenced their changes? If they made no changes, why not?
5. Have students give examples of other choices they've made which have been influenced by their peers as well as ways they have influenced others. What's it like to have your friend want you to do something and you don't want to do it? What's it like when you want your friend to do something and your friend won't do it? Can friends make us do things we don't want to do? Under what circumstances? What role might peer influence play in a person's decision to try alcohol?

COMMENTS OR SUGGESTED CHANGES

Teacher evaluation of activity.  
Please circle:

1 2 3 4 5  
Ugh! Wow!

SUGGESTED WAYS TO INCORPORATE THIS ACTIVITY INTO OTHER SUBJECT AREAS

PHYSICAL EDUCATION

MUSIC

SOCIAL STUDIES

ART

Have class draw pictures of things they would buy if they had \$1,000.

SPELLING

MATH

Have sales catalogues from various stores available to check actual values of things. How much could you really buy with \$1,000?

SCIENCE

WRITING

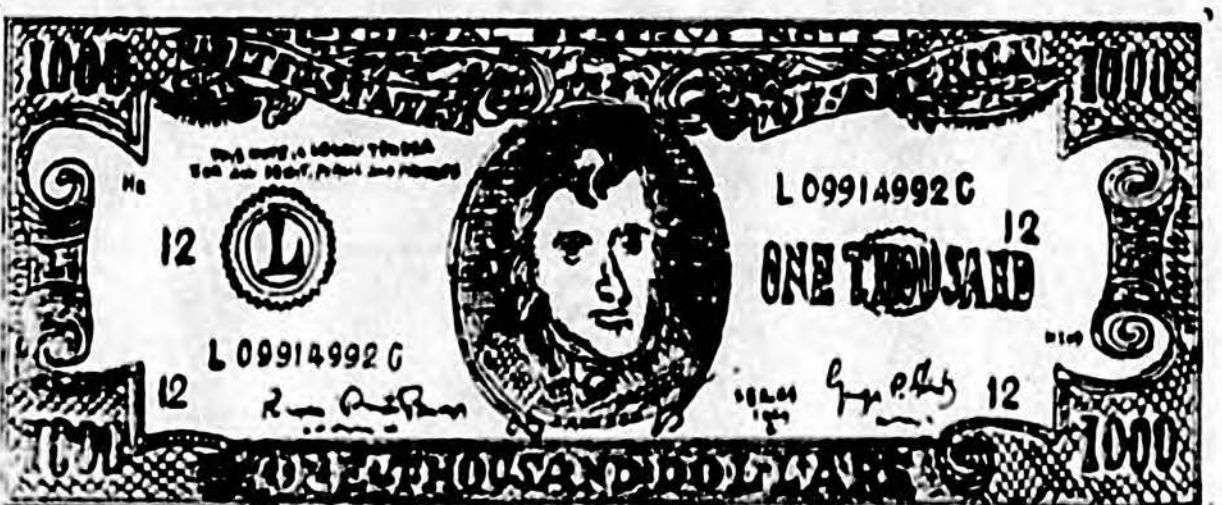
Have class write creative stories about how they would spend \$1,000 or how their lives changed when they spent the money.

READING

LANGUAGE ARTS (oral discussion)

LANGUAGE ARTS (drama and role-playing)

OTHER \_\_\_\_\_



AREA: Alcohol Education  
 TOPIC: DECISION-MAKING - What Are Your Responsibilities?

PAGE: 11  
 GRADE: 4

ready

The student will be able to define what having responsibility means and how his/her decisions may be affected by the amount and kinds of responsibility he/she has.

set

I will use this activity to help students:

- develop self-concept
- improve decision-making ability
- clarify attitudes and values
- increase knowledge
- improve communications
- learn or improve health skills
- develop social responsibility
- other (please designate)

RESOURCES

ACTIVITY

EVALUATION

go

From the kit:  
 Film, "Must I,  
 May I"  
 (15 min.)

1. Discuss the importance of all people having responsibilities.
2. Show the film, "Must I, May I."
3. Discuss the responsibilities of both children as shown in the film.
  - Who would you rather be? Why?
  - Have you ever felt like you had too much responsibility? Too little?
4. Have students make a list of responsibilities they have at home and at school. What would happen if they neglected those responsibilities? Are there other responsibilities they would like to have? What are some ways to get other responsibilities they'd like? If they feel they have too much responsibility, what can they do?
5. Have students write a short paragraph describing responsibilities they have which they dislike and why and/or responsibilities they want and why. Take home to share with parents.

COMMENTS OR  
 SUGGESTED CHANGES

Teacher evaluation  
 of activity.  
 Please circle:

1 2 3 4 5  
 Ugh!                      Wow!

SUGGESTED WAYS TO INCORPORATE THIS ACTIVITY INTO OTHER SUBJECT AREAS

12

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART Have students develop a mobile illustrating the responsibilities they have at home and at school.	SPELLING	MATH
SCIENCE	WRITING Have students write a brief story about an incident where someone gave them responsibility and how they felt about it.	READING Read books dealing with various aspects of responsibility, e.g., <u>All Alone With Daddy</u> by Joan Fassler (Behavioral Publications); <u>Benjie: On His Own</u> by Joan Lexau (Dial Press).
LANGUAGE ARTS (oral discussion)	LANGUAGE ARTS (drama and role-playing) Divide class into groups. Have each group create and dramatize for the class situations showing people accepting and neglecting responsibilities. Discuss the consequences of each.	OTHER _____

AREA: Alcohol Education

PAGE: 13

TOPIC: DECISION-MAKING - Messages About Alcohol

GRADE: 4

The student will be able to identify his/her feelings and attitudes about the use/non-use of alcohol and understand how they affect his/her decisions.

I will use this activity to help students:

- develop self-concept
- improve decision-making ability
- clarify attitudes and values
- increase knowledge
- improve communications
- learn or improve health skills
- develop social responsibility
- other (please designate)

RESOURCES

ACTIVITY

EVALUATION

Butcher paper  
Felt pens

1. Have students write on a piece of paper the first 10 words that come to their minds when they hear the word, "alcohol". Give them about 5 minutes.
2. Form small groups to:
  - a. Make composite lists and tally
  - b. Compare lists as to variety in responses and frequency of responses. Why the differences? Similarities?
3. Discuss ways students think they learned about alcohol. List the various people, places, institutions, processes, etc. they mention. Consider how the source and the information given influence their attitudes. What source has had the greatest influence? Why?
4. Title a bulletin board on sheet of butcher paper, "Messages About Alcohol." During a 1-week period have students write on it at least 3 messages they receive about alcohol, including what the message was, the source and the way it was received (observing, hearing, reading). The students should not sign their names. Evaluate. Is any of the information conflicting? How does that influence attitudes? Discuss the role of correct information, personal attitudes and values in making decisions about the use/non-use of alcohol.

COMMENTS OR SUGGESTED CHANGES

Teacher evaluation of activity. Please circle:

1	2	3	4	5
ugh!				Wow!

SUGGESTED WAYS TO INCORPORATE THIS ACTIVITY INTO OTHER SUBJECT AREAS

<p>PHYSICAL EDUCATION</p>	<p>MUSIC</p> <p>Listen to the words of singing commercials and other songs about alcohol. What message do they carry?</p>	<p>SOCIAL STUDIES</p> <p>Investigate messages one might receive about alcohol in another area of the U. S. or in another culture. Compare with messages in your community.</p>
<p>ART</p> <p>Make a collage from alcohol ads cut from magazines. What kind of messages about alcohol are conveyed as you look at the collage? How do the messages influence you?</p>	<p>SPELLING</p>	<p>MATH</p>
<p>SCIENCE</p>	<p>WRITING</p> <p>Write from the perspective of someone who is blind or deaf. What messages about alcohol are received and how?</p>	<p>READING</p>
<p>LANGUAGE ARTS (oral discussion)</p>	<p>LANGUAGE ARTS (drama and role-playing)</p>	<p>OTHER _____</p>

AREA: Alcohol Education

PAGE: 15

TOPIC: ALCOHOL INFORMATION - What Are You Going To Do About Alcohol?

GRADE: 4

The student will know the physical and behavioral effects of alcohol on the body. He/she will know that alcoholism is an illness and that it is treatable.

I will use this activity to help students:

- develop self-concept
- improve decision-making ability
- clarify attitudes and values
- increase knowledge
- improve communications
- learn or improve health skills
- develop social responsibility
- other (please designate)

RESOURCES

ACTIVITY

EVALUATION

From the kit:  
Filmstrip (1) and accompanying cassette, "What are You Going to Do about Alcohol"

Read The Yellow Pages:

Effects of Alcohol, p. 30.

Alcoholism, p. 46.

1. Show the filmstrip, "What Are You Going to Do About Alcohol?", Part 1.
2. After the filmstrip discuss the following questions, or stop the filmstrip at various points to discuss:
  - a. What are some of the reasons why people drink alcohol?
  - b. Where does alcohol go in the body after a person drinks it?
  - c. What does the liver do with alcohol?
  - d. What happens when alcohol reaches the brain?
  - e. Explain the statement: "Drinking and driving just don't mix."
  - f. Explain how different quantities of alcohol affect the body.
  - g. What is alcoholism?
  - h. Why do alcoholics need help? Where can they get help?
  - i. If people know that alcohol can cause problems, why do they drink?

COMMENTS OR SUGGESTED CHANGES

Teacher evaluation of activity. Please circle:

1	2	3	4	5
ugh!				Wow!

SUGGESTED WAYS TO INCORPORATE THIS ACTIVITY INTO OTHER SUBJECT AREAS

<p>PHYSICAL EDUCATION</p>	<p>MUSIC</p>	<p>SOCIAL STUDIES</p>
<p>ART</p>	<p>SPELLING</p>	<p>MATH</p>
<p>SCIENCE</p> <p>On a diagram or model show how the circulatory system moves alcohol through the body.</p>	<p>WRITING</p>	<p>READING</p>
<p>LANGUAGE ARTS (oral discussion)</p>	<p>LANGUAGE ARTS (drama and role-playing)</p> <p>Role-play various ways people may act after drinking. Discuss why.</p>	<p>OTHER _____</p>

ready

The student will be able to distinguish between facts and myths about alcohol.

set

I will use this activity to help students:

- develop self-concept
- improve decision-making ability
- clarify attitudes and values
- increase knowledge
- improve communications
- learn or improve health skills
- develop social responsibility
- other (please designate)

RESOURCES

ACTIVITY

EVALUATION

go

From the kit:  
 Posters, "Myths About Alcohol" (10)

Read The Yellow Pages,  
 Myths, pp. 5-8.

1. Display myth posters. Students can read, react, and discuss them informally. Explain what a "myth" is.
2. Ask them to name other statements about alcohol that they think might also be myths. Discuss in small groups or as a class.
3. Have students fold a paper into four squares. Students list four myths, one per square, using myths listed on posters or ones discussed in class. Illustrate the myths using whatever means they choose--cartoons, cutting pictures from magazines, etc.
4. Share myths papers with class. Each student should explain why the myths he/she listed aren't true and give the correct information.
5. Take home and share with family.

COMMENTS OR SUGGESTED CHANGES

Teacher evaluation of activity.  
 Please circle:

1 2 3 4 5  
 Ugh!          Wow!

SUGGESTED WAYS TO INCORPORATE THIS ACTIVITY INTO OTHER SUBJECT AREAS

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	<p>SPELLING                  Look up the origin of the word "myth."</p>	MATH
<p>SCIENCE                  What is the role of science in disproving myths?</p>	WRITING	READING
LANGUAGE ARTS (oral discussion)	LANGUAGE ARTS (drama and role-playing)	OTHER _____

AREA: Alcohol Education  
 TOPIC: ALCOHOL INFORMATION - History of Alcohol

PAGE: 19  
 GRADE: 4

ready

The student will know that the use of alcohol in the past has had an impact on current alcohol attitudes and practices.

set

I will use this activity to help students:

- develop self-concept
- increase knowledge
- improve decision-making ability
- improve communications
- clarify attitudes and values
- learn or improve health skills
- develop social responsibility
- other (please designate)

go

RESOURCES

ACTIVITY

EVALUATION

From the kit:  
 Liquor store  
 Photoboard (1)  
 Transparencies:  
 Early History of  
 Alcohol (6)

1. Display the photoboard of a liquor store. Use the inquiry process to discuss where the alcohol in the store came from. Has it always been sold as it is today? When was alcohol first discovered? Where? How? List answers suggested by the class. What are some different purposes for which alcohol is used currently or has been used in the past?
2. Show the transparencies. Discuss which of the early uses of alcohol are still practiced today in the U.S.
3. Divide class into small groups. Discuss, "If alcohol has been around for many centuries, why are we so concerned about it today?" Have each group list their ideas, illustrate them and share with the class.

Read The Yellow Pages:

History, pp.  
 16-18.

COMMENTS OR SUGGESTED CHANGES

Teacher evaluation of activity.  
 Please circle:

1 2 3 4 5  
 Ugh! Wow!

<p>PHYSICAL EDUCATION</p>	<p>MUSIC</p>	<p>SOCIAL STUDIES Compare early uses of alcohol with current uses.</p>
<p>ART Create a pictorial early history of alcohol.</p>	<p>SPELLING</p>	<p>MATH</p>
<p>SCIENCE Find out how different alcoholic beverages are made today. Compare with processes used in early history.</p>	<p>WRITING</p>	<p>READING</p>
<p>LANGUAGE ARTS (oral discussion)</p>	<p>LANGUAGE ARTS (drama and role-playing) Write a play about the origins of alcohol and dramatize it.</p>	<p>OTHER _____</p>

AREA: Alcohol Education

PAGE: 21

TOPIC: ALCOHOL INFORMATION - Catch and Call It

GRADE: 4

ready

The student will be able to identify different ways ethyl alcohol is used.

set

I will use this activity to help students:

- develop self-concept
- improve decision-making ability
- clarify attitudes and values
- increase knowledge
- improve communications
- learn or improve health skills
- develop social responsibility
- other (please designate)

go

RESOURCES

ACTIVITY

EVALUATION

From the kit:  
Game:  
Catch and Call It

1. Have the class play Catch and Call It (see following page for directions).
2. As each group finishes the game, ask them to make a composite list of their feelings about the different uses of alcohol. Then have them decide which of the uses of alcohol are still practiced today and which were practiced only in the past and why. Discuss as a class.

COMMENTS OR SUGGESTED CHANGES

Teacher evaluation of activity.  
Please circle:

1	2	3	4	5
High!				Wow!

Read The Yellow Pages:  
Industry,  
pp. 24-25.

## PHYSICAL EDUCATION

## MUSIC

## SOCIAL STUDIES

Research other cultures to determine how alcohol is used. Compare to uses in U. S. Are there differences? What might account for these differences?

## ART

Make a bulletin board depicting the various uses of alcohol. Students can draw their own illustrations or cut pictures from a magazine.

## SPELLING

## MATH

## SCIENCE

Determine what modern drugs have been created to replace some of the medicinal uses of alcohol.

## WRITING

## READING

LANGUAGE ARTS (oral discussion)

LANGUAGE ARTS (drama and role-playing)

OTHER \_\_\_\_\_

## CATCH AND CALL IT

Materials from the Kit

Catch and Call It gameboards, game cards, fishing poles, answer sheets

Game Procedure

1. Divide the class into small groups. (Group size should not exceed 5 students to allow maximum participation.) Each group selects one person to be scorekeeper and divides the remaining people into 2 teams.
2. Give each group 2 Catch and Call It game boards, a "fish" pole, and a set of game cards. Give the scorekeeper the answer sheet and a piece of paper for recording the scores.
3. Each group spreads its game cards out face down to form a fish pond. Teams alternate turns using the fish pole to draw a card. The person who draws the card must determine, without help from teammates, in which category of uses the card belongs:

Medicinal      Celebration      Social      Religious      Culinary

The student then places the card on his/her team's game board under the appropriate category and tells how he/she feels about that use of alcohol, including any dangers/problems associated with it and alternatives to its use.

4. The scorekeeper checks the category selected with the answer sheet and gives the team five points if the category is correct. If incorrect, the other team can name the category and receives 5 points if they are correct.
5. The teams continue fishing until all the cards have been drawn and placed on the game board. Team with the highest score wins.

AREA: Alcohol Education  
 TOPIC: ALCOHOL INFORMATION - Why People Do/Don't Drink

PAGE: 24  
 GRADE: 4

ready

The student will be able to identify reasons why people drink and why people don't drink.

set

I will use this activity to help students:

- develop self-concept
- improve decision-making ability
- clarify attitudes and values
- increase knowledge
- improve communications
- learn or improve health skills
- develop social responsibility
- other (please designate)

RESOURCES

ACTIVITY

EVALUATION

go

Supplies for constructing mobile:  
 string, yarn, construction paper

1. Discuss reasons why people do and do not use alcohol.
2. Students individually create mobiles whose theme is: Reasons people use alcohol/reasons people do not use alcohol. On each part of the mobile balance a reason for using alcohol with a reason against.
3. Have students illustrate using cartoon people and decorate colorfully.
4. Share mobiles with the class.

Read The Yellow Pages,  
 Drinking Patterns  
 pp. 85-86.

COMMENTS OR SUGGESTED CHANGES

Teacher evaluation of activity.  
 Please circle:

1 2 3 4 5  
 Ugh!                      Wow!

## PHYSICAL EDUCATION

## MUSIC

## SOCIAL STUDIES

Listen to songs about alcohol to determine what reasons are given for and against its use.

Conduct a survey to determine why people in your community drink or don't drink.

## ART

## SPELLING

## MATH

## SCIENCE

## WRITING

## READING

## LANGUAGE ARTS (oral discussion)

Have a debate about why people use alcohol.

## LANGUAGE ARTS (drama and role-playing)

## OTHER \_\_\_\_\_

ready

The student will know the physical and behavioral effects of alcohol on the body. The student will be able to distinguish between facts and myths about alcohol.

set

I will use this activity to help students:

- develop self-concept
- improve decision-making ability
- clarify attitudes and values
- increase knowledge
- improve communications
- learn or improve health skills
- develop social responsibility
- other (please designate)

RESOURCES

ACTIVITY

EVALUATION

go

From the kit:

Game  
"Bottle of ???"

Read The Yellow Pages:

Effects of Alcohol, p. 30;  
Myths, p. 5.

Procedures for Games with Total Class:

1. Give each person a gameboard, marker and a piece of paper.
2. The teacher or leader reads one of the game cards. Each student writes the answer. If he/she is correct, the student moves the marker ahead one square on the gameboard. If the student lands on a ?-square, he/she is asked a question from the game cards individually and moves ahead two squares if the answer is correct. The person who reaches the end first wins.

Procedure for Game with Small Groups:

1. Divide class into groups with one gameboard per group, a marker for each group member, and a stack of question cards.
2. Students take turns throwing the die and moving their markers ahead according to the number thrown. If they land on a ?-square, they must pick a question card. If they answer it correctly, they move ahead two steps. The person who reaches the end first wins.

**VARIATION:**

Students can make up their own question cards about alcohol rather than using the game cards.

Or, each student picks a partner and a stack of question cards. Partners alternate asking each other the questions on the cards and keep score (one point for each correct response).

COMMENTS OR SUGGESTED CHANGES

Teacher evaluation of activity.  
Please circle:

1 2 3 4 5  
light Wow!

PHYSICAL EDUCATION

MUSIC

SOCIAL STUDIES

ART

Have students make a class bulletin board illustrating the effects of alcohol.

SPELLING

MATH

SCIENCE

WRITING

READING

Write a paragraph describing the effects of alcohol on the body.

LANGUAGE ARTS (oral discussion)

LANGUAGE ARTS (drama and role-playing)

OTHER \_\_\_\_\_

AREA: Alcohol Education

PAGE: 28

TOPIC: DECISION-MAKING - What Would You Do?

GRADE: 4

ready

The student will be able to predict consequences and evaluate the risk factors in his/her decisions.

set

I will use this activity to help students:

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> develop self-concept                       | <input type="checkbox"/> increase knowledge             | <input checked="" type="checkbox"/> develop social responsibility |
| <input checked="" type="checkbox"/> improve decision-making ability | <input type="checkbox"/> improve communications         | <input type="checkbox"/> other (please designate)                 |
| <input checked="" type="checkbox"/> clarify attitudes and values    | <input type="checkbox"/> learn or improve health skills |   |

RESOURCES

ACTIVITY

EVALUATION

go

Copy of:  
Worksheet-  
"What Would You  
Do?"  
(see following  
page)

Read The Yellow  
Pages:  
Decision-Making  
pp. 9-15.

1. Make copies of "What Would You Do?" and distribute to the students.  
For each situation have them (a) write all the alternatives possible; (b) write the risks associated with each alternative; (c) make a list of places to find more alternatives or advice; (d) make a decision and list the reasons for the decision.
2. Do one problem orally as a class; e.g.:  
You were playing baseball with a group of friends near the school. You hit the ball harder than you intended and broke a school window. You think that the friends you are playing with are the only ones who saw it happen. What would you do?  
a. Alternatives  
b. Risks  
c. Sources of Help  
d. Your decision
3. Distribute the worksheets and have the class work individually to complete them. When everyone has finished, discuss as a class. Make a composite list of all the alternatives, risks, and places to find help. Discuss differences in the risk factors and decisions listed by students. How might thinking about risks first influence your decisions?

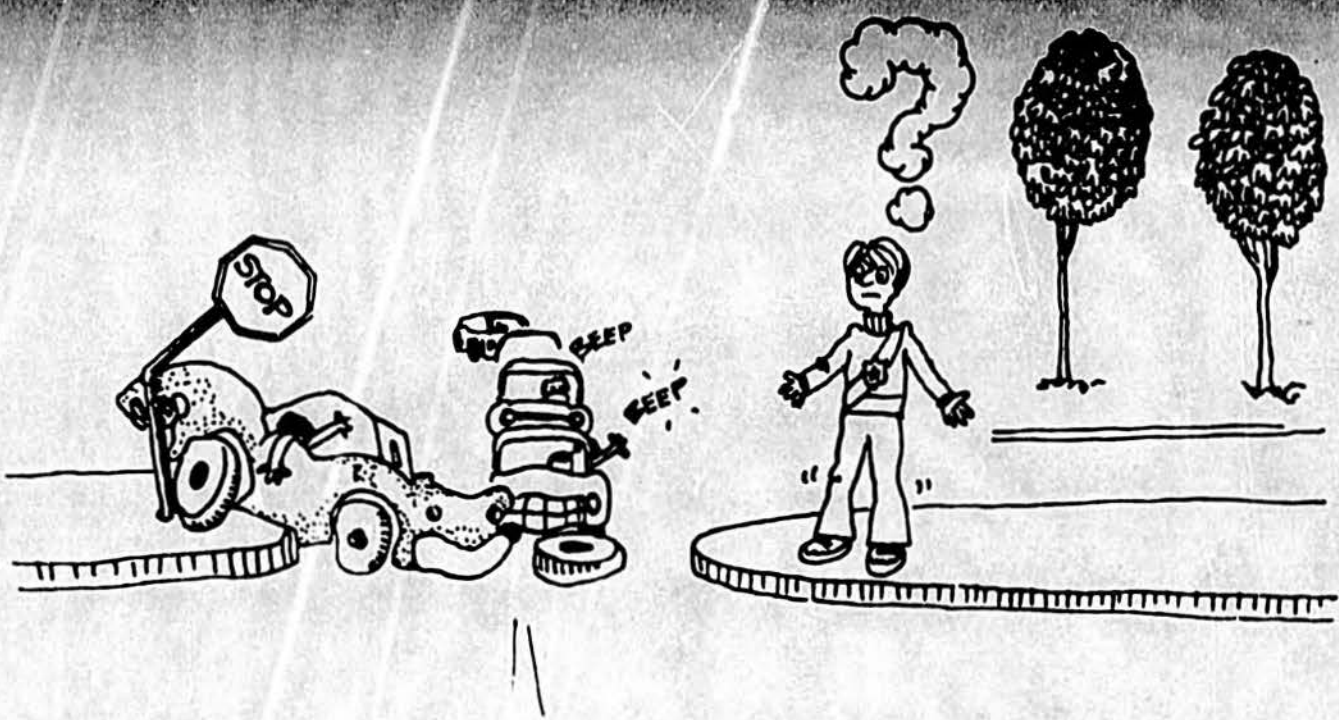
COMMENTS OR  
SUGGESTED CHANGES

Teacher evaluation  
of activity.  
Please circle:

1	2	3	4	5
Ugh!				Wow!

SUGGESTED WAYS TO INCORPORATE THIS ACTIVITY INTO OTHER SUBJECT AREAS 29

<p><b>PHYSICAL EDUCATION</b></p> <p>Propose some problems which might arise in physical education and have the class suggest and try out alternatives; e.g., you want to play baseball but there are no bats. What can you do?</p>	<p><b>MUSIC</b></p>	<p><b>SOCIAL STUDIES</b></p> <p>Choose a problem in class, school or neighborhood and identify alternatives, risks, help and decision. Or, show a filmstrip stating a problem, e.g., "Values In Action" (Holt, Rinehart and Winston) and use the same method to arrive at a decision.</p>
<p><b>ART</b></p>	<p><b>SPELLING</b></p>	<p><b>MATH</b></p>
<p><b>SCIENCE</b></p>	<p><b>WRITING</b></p> <p>Students write their own dilemmas and solutions. Read to the class without the solution and have class suggest alternatives. Read the author's ending.</p>	<p><b>READING</b></p>
<p><b>LANGUAGE ARTS (oral discussion)</b></p> <p>Tape unfinished dilemmas and ask class to suggest alternatives and risks of each and what decision they think they'd make.</p>	<p><b>LANGUAGE ARTS (drama and role-playing)</b></p>	<p><b>OTHER _____</b></p>



WHAT WOULD YOU DO?

1. You are a member of the school safety patrol. Your partner has left the post early for a dental appointment. Just as you are getting ready to leave, a car runs into the street sign on the corner. The driver appears to be seriously hurt, and the car is blocking traffic. What would you do?

Alternatives:

Risks:

Help:

Your Decision:

2. You're visiting a friend. He/she shows you the place where his/her parents keep their liquor. Your friend says, "Hey! Let's make a drink! I know how. I've seen Mom and Dad mix lots of them." The two of you are alone in the house. What would you do?

Alternatives:

Risks:

Help:

Your Decision:

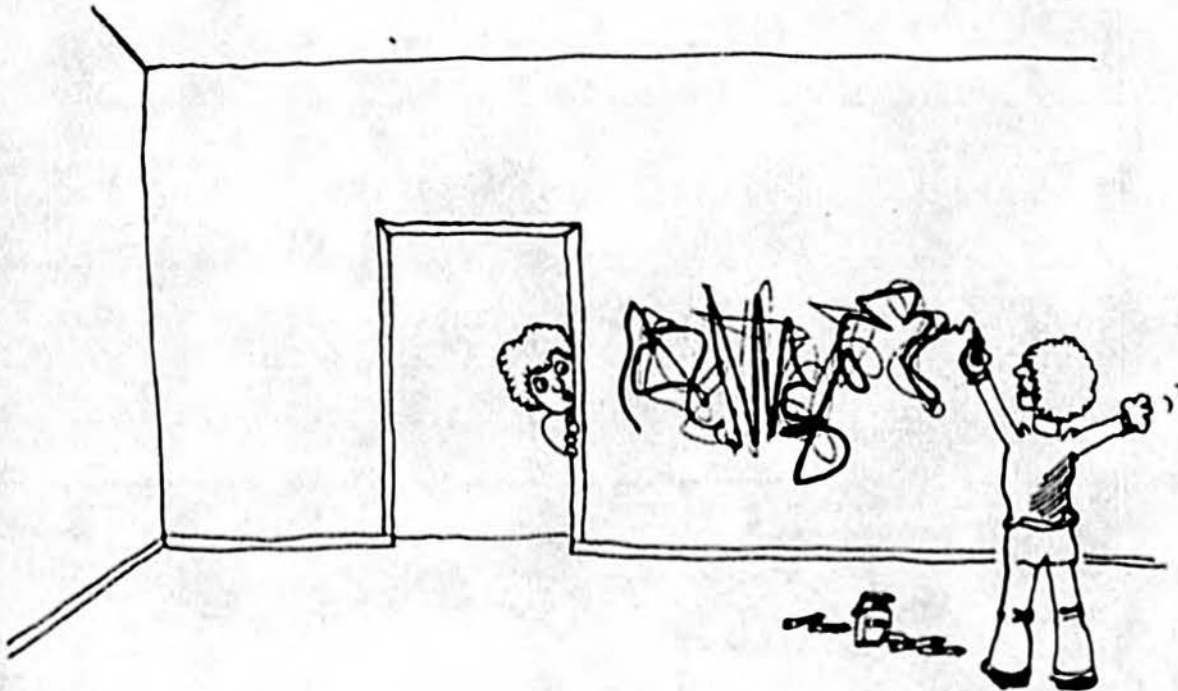
3. At Christmas time the PTA volunteered their time and painted the hallways and rooms in your school. They look much nicer, and you are proud of your PTA. One night after school your best friend takes a crayon and writes all over the new walls in a fit of anger. You are the only one who saw your friend do it. What would you do?

Alternatives:

Risks:

Help:

Your Decision:



AREA: Alcohol Education  
 TOPIC: COPING - "But They Might Laugh"

PAGE: 32  
 GRADE: 4

ready

The student will know that coping behavior is part of everyone's life, and people use various methods for coping with their problems, including alcohol.

set

I will use this activity to help students:

- |  |   |  |
|--|---|--|
| <input checked="" type="checkbox"/> develop self-concept         | <input checked="" type="checkbox"/> increase knowledge  | <input type="checkbox"/> develop social responsibility       |
| <input type="checkbox"/> improve decision-making ability         | <input type="checkbox"/> improve communications         | <input checked="" type="checkbox"/> other (please designate) |
| <input checked="" type="checkbox"/> clarify attitudes and values | <input type="checkbox"/> learn or improve health skills | <input type="checkbox"/> develop coping skills               |

RESOURCES

ACTIVITY

EVALUATION

go

From the kit:  
 Film, "But They Might Laugh"  
 (15 min.)

Read The Yellow Pages:  
 Decision-Making p. 12.

1. Show the film "But They Might Laugh." Ask the class to watch for how the characters in the film dealt with their problems.
2. Discuss with the class:
  - a. Discuss Becky's way of dealing with her problems at school and at the skating rink. Have you ever had others laugh at you? How did you feel? What did you do? Is making mistakes part of learning?
  - b. Which is most important to you: what your friends think of you, what you think of yourself, or what adults think of you? Why?
  - c. Discuss the role friends can play in helping someone deal with a problem. How have you helped someone deal with or cope with a problem?
  - d. What did Becky learn from her teacher's struggle?
3. Divide the class into small groups. Have each group make a list of common things they must cope with and another list of what they think adults cope with. Make a composite class list and compare what adults and children cope with, noting similarities and differences. Discuss methods used by both groups to cope, including alcohol. Students can copy the list and take home to discuss with parents. The following day students can add to the class list the suggestions made by their parents.

COMMENTS OR SUGGESTED CHANGES

Teacher evaluation of activity.  
 Please circle:

1 2 3 4 5  
 lgh!            Wow!

<p><b>PHYSICAL EDUCATION</b></p> <p>Students think of something that is hard for them and try it every day for one week even if others laugh at them. At end of week discuss their feelings. How did they cope?</p>	<p><b>MUSIC</b></p>	<p><b>SOCIAL STUDIES</b></p>
<p><b>ART</b></p> <p>Make a class mural showing various situations and different ways people cope with them. Students try to solve their own problems if any arise during group work. Discuss ways they coped.</p>	<p><b>SPELLING</b></p>	<p><b>MATH</b></p>
<p><b>SCIENCE</b></p> <p>Observe ways animals cope with problems, e.g., put a partition in a gerbil or rat cage blocking its food supply. Watch how the animal copes. How are humans' coping styles similar? different?</p>	<p><b>WRITING</b></p> <p>Write a story describing someone who is faced with a problem and how he/she coped with it.</p>	<p><b>READING</b></p> <p>Read books about young people coping with various problems, e.g., <u>The Cowboy Surprise</u> by William Wise (G. P. Putnam's); <u>The Boy Who Wouldn't Talk</u> by Lois Bouchard (Doubleday).</p>
<p><b>LANGUAGE ARTS (oral discussion)</b></p>	<p><b>LANGUAGE ARTS (drama and role-playing)</b></p>	<p><b>OTHER</b> _____</p>

AREA: Alcohol Education  
 TOPIC: SELF-IMAGE - Feeling Good

PAGE: 34  
 GRADE: 4

ready

Student will be able to identify a variety of ways to feel good.

set

I will use this activity to help students:

<u>develop self-concept</u>	<input checked="" type="checkbox"/> <u>increase knowledge</u>	<u>develop social responsibility</u>
<input checked="" type="checkbox"/> <u>improve decision-making ability</u>	<u>improve communications</u>	<u>other (please designate)</u>
<input checked="" type="checkbox"/> <u>clarify attitudes and values</u>	<u>learn or improve health skills</u>	

RESOURCES

ACTIVITY

EVALUATION

go

Poster boards

Variety of old magazines

1. Divide class into small groups.
2. Have each group look through magazines to find pictures to show:
  - a. Use of alcohol to feel good
  - b. Other ways besides alcohol for feeling good
3. Each group creates a poster from the pictures entitled, "Feeling Good."  
 One section of the poster should show feeling good with alcohol; the other, without.
4. Discuss advantages and disadvantages of using the various methods to feel good. Have each student make a list of what makes him/her feel good.

COMMENTS OR SUGGESTED CHANGES

Teacher evaluation of activity.  
 Please circle:

1	2	3	4	5
Ugh!				Wow!

<p><b>PHYSICAL EDUCATION</b></p> <p>For one day, students choose and do the activity they enjoy most.</p>	<p><b>MUSIC</b></p> <p>Listen to different kinds of music. Students identify what makes them feel good and why.</p>	<p><b>SOCIAL STUDIES</b></p> <p>Investigate things people in other cultures do to feel good.</p>
<p><b>ART</b></p> <p>Students draw pictures of themselves doing three things that make them feel good. Discuss.</p>	<p><b>SPELLING</b></p>	<p><b>MATH</b></p>
<p><b>SCIENCE</b></p>	<p><b>WRITING</b></p> <p>Have students write a paragraph describing something they did during the past week that made them feel good. Share papers anonymously with the class.</p>	<p><b>READING</b></p>
<p><b>LANGUAGE ARTS (oral discussion)</b></p>	<p><b>LANGUAGE ARTS (drama and role-playing)</b></p>	<p><b>OTHER</b> _____</p>

AREA: Alcohol Education

PAGE: 36

TOPIC:

GRADE: 4

ready

set

I will use this activity to help students:

- develop self-concept
- improve decision-making ability
- clarify attitudes and values
- increase knowledge
- improve communications
- learn or improve health skills
- develop social responsibility
- other (please designate)

RESOURCES

ACTIVITY

EVALUATION

go

From the kit:

Task Cards (28)

Individual and Group Projects

The task cards can be used by individuals or groups to supplement the learning activities found in this kit.

COMMENTS OR SUGGESTED CHANGES

Teacher evaluation of activity. Please circle:

1	2	3	4	5
Ugh!				Wow!

SUGGESTED WAYS TO INCORPORATE THIS ACTIVITY INTO OTHER SUBJECT AREAS

<p>PHYSICAL EDUCATION</p>	<p>MUSIC</p>	<p>SOCIAL STUDIES</p>
<p>ART</p>	<p>SPELLING</p>	<p>MATH</p>
<p>SCIENCE</p>	<p>WRITING</p>	<p>READING</p>
<p>LANGUAGE ARTS (oral discussion)</p>	<p>LANGUAGE ARTS (drama and role-playing)</p>	<p>OTHER _____</p>

A TEACHER'S GUIDE  
FOR  
ALCOHOL EDUCATION



ESD  
2210

5

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Part III	<u>The Yellow Pages--resource supplement</u> (See the Table of Contents in The Yellow Pages for more details.)	

## GOALS AND OBJECTIVES

11

### GRADE 5

Overall Goal: The overall goal of the Alcohol Education Curriculum Project is to help young people make responsible decisions about alcohol.

Specific Goals and Objectives: The specific goals and objectives at the Grade 5 level are:

#### DECISION-MAKING

The student will know that the decisions he/she will make, including decisions about alcohol, are influenced by many factors and will develop skills to help him/her make those decisions.

- A. The student will be able to identify his/her feelings about the use/non-use of alcohol and understand how they affect his/her decisions. (p.14)
- B. The student will be able to identify his/her power to influence others' behavior and attitudes. (p. 19, 21)

#### COPING

The student will know and be able to use a variety of coping skills for dealing with problems.

- A. The student will know that coping behavior is part of everyone's life and that people use various methods for coping with their feelings, including alcohol. (p. 33)
- B. The student will be able to identify sources exerting pressure on him/her to drink and will know how to cope with those pressures. (p. 17, 28)
- C. The student will know the value of seeking help for problems and concerns from others when needed and giving help to others when they need it. (p. 30)
- D. The student will be able to identify alternative ways of coping with problems. (p. 37)

#### ALCOHOL INFORMATION

The student will know facts about alcohol, its use and abuse, and its effects on the human body in order to make responsible decisions about alcohol.

- A. The student will know that the use of alcohol in the past has had an impact on current alcohol attitudes and practices. (p. 1)
- B. The student will be able to identify the physical and behavioral effects of alcohol on the body. (p. 4, 6)
- C. The student will be able to discriminate between responsible and irresponsible decisions related to alcohol. (p. 4)
- D. The student will be able to identify factors which influence the effects of alcohol on a person. (p. 10)
- E. The student will be able to identify reasons why people drink and why people don't drink. (p. 12)

**SELF-IMAGE**

The student will understand the relationship of self-image to the decisions the he/she makes.

- A. The student will know that one's self-image is influenced by messages from other people and one's own strengths and weaknesses. (p. 25, 40)
- B. The student will be able to identify a variety of ways to feel good. (p.42)

ready

The student will know that the use of alcohol in the past has had an impact on current alcohol attitudes and practices.

set

I will use this activity to help students:

- |  |   |  |
|--|---|--|
| <input type="checkbox"/> develop self-concept            | <input checked="" type="checkbox"/> increase knowledge  | <input type="checkbox"/> develop social responsibility |
| <input type="checkbox"/> improve decision-making ability | <input type="checkbox"/> improve communications         | <input type="checkbox"/> other (please designate)      |
| <input type="checkbox"/> clarify attitudes and values    | <input type="checkbox"/> learn or improve health skills |  |

RESOURCES

ACTIVITY

EVALUATION

go

From the kit:  
Transparencies  
"History of  
Alcohol in the  
U.S."

Read The Yellow Pages:  
History, pp.18-21;  
Alcoholism, p.46.

1. Show students the series of transparencies illustrating some major events in the history of alcohol use in the United States. Suggested discussion questions for each transparency are on the following page.
2. Vocabulary development (some terms may be unfamiliar to students):
 

distillery	bootlegging	alcoholism
prohibition	repealed	beverage
amendment	alcoholic	
intoxicating	problem drinker	
3. Discuss in small groups or have students respond in writing to the following:
  - a. What conclusions might you draw about the use of alcohol in the U.S. from the early 1600's to today?
  - b. How do you feel about alcohol use in our country at the present time? How do you think alcohol will be used in the future?

COMMENTS OR SUGGESTED CHANGES

Teacher evaluation of activity.  
Please circle:

1	2	3	4	5
Ugh!				Wow!

SUGGESTED WAYS TO INCORPORATE THIS ACTIVITY INTO OTHER SUBJECT AREAS 2

<p>PHYSICAL EDUCATION</p>	<p>MUSIC</p> <p>Listen to and/or sing old "sea chanties." What do lyrics reveal about drinking attitudes/customs at that time?</p>	<p>SOCIAL STUDIES</p> <p>Investigate background to contemporary attitudes about alcohol - how is alcohol viewed in other cultures? What attitudes did immigrants bring with them to the U.S.?</p>
<p>ART</p>	<p>SPELLING</p> <p>Learn to spell the new vocabulary words related to the history of alcohol. Look up the origin of the word "bootlegging."</p>	<p>MATH</p>
<p>SCIENCE</p>	<p>WRITING</p> <p>Write your impression of how attitudes in the U. S. about drinking have changed over the years.</p>	<p>READING</p>
<p>LANGUAGE ARTS (oral discussion)</p>	<p>LANGUAGE ARTS (drama and role-playing)</p> <p>Research the prohibition era. Present a skit illustrating the attitudes about alcohol at that time.</p>	<p>OTHER _____</p>

HISTORY TRANSPARENCIES

Discussion Questions

1. 1600's  
How did the Pilgrims and Puritans learn about alcohol?  
What was their attitude toward drinking?  
How was the production of rum related to the slave trade?
2. 1780  
What caused the continental currency to collapse?  
Why was whiskey used as money?
3. 1800's  
Who owned the distilleries?  
Was all of the alcohol consumed in the U.S. or was it exported?
4. 1919  
Why did the Prohibition movement come about?  
What were Temperance groups? Did they want to end all use of alcohol  
or just abuse of alcohol? Was everyone really in favor of banning alcohol?
5. 1920  
How did Prohibition help create criminal organizations?  
Where did the alcohol come from that was consumed during Prohibition?  
Why wasn't the law enforced?
6. 1933  
Why was Prohibition ended?
7. 1975  
Who makes the laws governing alcohol today?  
Why do so many people drink?
8. 1975  
Is there a difference between a problem drinker and an alcoholic?  
What help is available for problem drinkers?

AREA: Alcohol Education  
 TOPIC: ALCOHOL INFORMATION - "How Much Is Too Much"

PAGE: 4  
 GRADE: 5

ready

The student will be able to identify the physical and behavioral effects of alcohol on the body. He/she will be able to discriminate between responsible and irresponsible alcohol related to alcohol.

set

I will use this activity to help students:

<input type="checkbox"/> develop self-concept	<input checked="" type="checkbox"/> increase knowledge	<input type="checkbox"/> develop social responsibility
<input checked="" type="checkbox"/> improve decision-making ability	<input type="checkbox"/> improve communications	<input type="checkbox"/> other (please designate)
<input checked="" type="checkbox"/> clarify attitudes and values	<input type="checkbox"/> learn or improve health skills	

RESOURCES

ACTIVITY

EVALUATION

go

From the kit:  
 Film, "Alcohol: How Much Is Too Much?"

1. Show the film, "Alcohol: How Much Is Too Much?"
2. Discuss with the class:
  - a. Why do people drink alcohol?
  - b. What effects did alcohol have on the goldfish?
  - c. What effects does alcohol have on people?
  - d. What are the factors which influence the effects of alcohol on a person?
3. Divide the class into small groups to discuss these statements:
  - a. "Alcohol has different effects on different people at different times." What importance does this fact have for a person who is trying to decide whether to drink or how much to drink?
  - b. "Every time a person drinks he/she must make the decision, how much is too much?" Do you agree or disagree and why? How does a person decide how much is too much?
4. Have the groups share their responses with the class.

Read The Yellow Pages:  
 Effects, p. 30.

COMMENTS OR SUGGESTED CHANGES

Teacher evaluation of activity.  
 Please circle:

1 2 3 4 5  
 Ugh! Wow!

## SUGGESTED WAYS TO INCORPORATE THIS ACTIVITY INTO OTHER SUBJECT AREAS

5

<p>PHYSICAL EDUCATION</p> <p>On the playground or in the gym students close their eyes and spin around until dizzy to simulate intoxication. Try to perform tasks requiring coordination, such as walking a straight line. What effects does alcohol have on a person's coordination?</p>	<p>MUSIC</p>	<p>SOCIAL STUDIES</p> <p>How is alcohol consumed in other societies? Is "too much" the same in all cultures?</p>
<p>ART</p>	<p>SPELLING</p>	<p>MATH</p> <p>Write and solve problems related to the effects of varying quantities of alcohol in the body.</p>
<p>SCIENCE</p>	<p>WRITING</p> <p>Have students imagine they are journalists and write editorials on "how much alcohol is too much" for the local community newspaper.</p>	<p>READING</p>
<p>LANGUAGE ARTS (oral discussion)</p>	<p>LANGUAGE ARTS (drama and role-playing)</p>	<p>OTHER _____</p>

AREA: Alcohol Education  
 TOPIC: ALCOHOL INFORMATION - Effects of Alcohol

PAGE: 6  
 GRADE: 5

ready

The student will be able to identify the physical effects of alcohol on the body.

set

I will use this activity to help students:

<input type="checkbox"/> develop self-concept	<input checked="" type="checkbox"/> increase knowledge	<input type="checkbox"/> develop social responsibility
<input type="checkbox"/> improve decision-making ability	<input type="checkbox"/> improve communications	<input type="checkbox"/> other (please designate)
<input type="checkbox"/> clarify attitudes and values	<input type="checkbox"/> learn or improve health skills	

go

RESOURCES

ACTIVITY

EVALUATION

From the kit:  
 Transparencies:  
 Male Body  
 Female Body  
 Copy of Diagrams,  
 Male Body  
 Female Body  
 (See following pages)  
 Read The Yellow Pages:  
 Effects of Alcohol, pp.30-40.

Note: It may be helpful to review the circulatory system before beginning this activity.

1. Make copies of the body diagrams for your class (see following pages).
2. Give each student a diagram.

Using the body transparencies, discuss what happens to alcohol in the body, beginning with ingestion, through absorption, circulation, oxidation and excretion. Show which organs it affects. Discuss how they are affected, both immediately and long-range. (Differentiate between light and heavy drinking.)

3. Students can follow the teacher's explanation using their diagrams. Students could also note on the diagram the short- and long-term effects of alcohol on the organs, differentiating between light and heavy drinking.

COMMENTS OR SUGGESTED CHANGES

Teacher evaluation of activity.  
 Please circle:

1	2	3	4	5
ugh!				Wow!

## SUGGESTED WAYS TO INCORPORATE THIS ACTIVITY INTO OTHER SUBJECT AREAS

7

## PHYSICAL EDUCATION

What effects does drinking alcohol have on physical performance in sports?

## MUSIC

## SOCIAL STUDIES

## ART

Students trace the outline of each other's bodies on butcher paper and draw in their organs. Trace the path of alcohol and write an explanatory legend as was done on worksheet.

## SPELLING

Learn to spell words related to physical and behavioral effects of alcohol; e.g., absorption, oxidize, depressant.

## MATH

## SCIENCE

Compare and contrast the processes by which alcohol and food are absorbed, oxidized, and eliminated by the body. Is alcohol a nutritious food? Show a film on the circulatory system, e.g., "Hemo, The Magnificent." Discuss how alcohol is transported to various organs of the body.

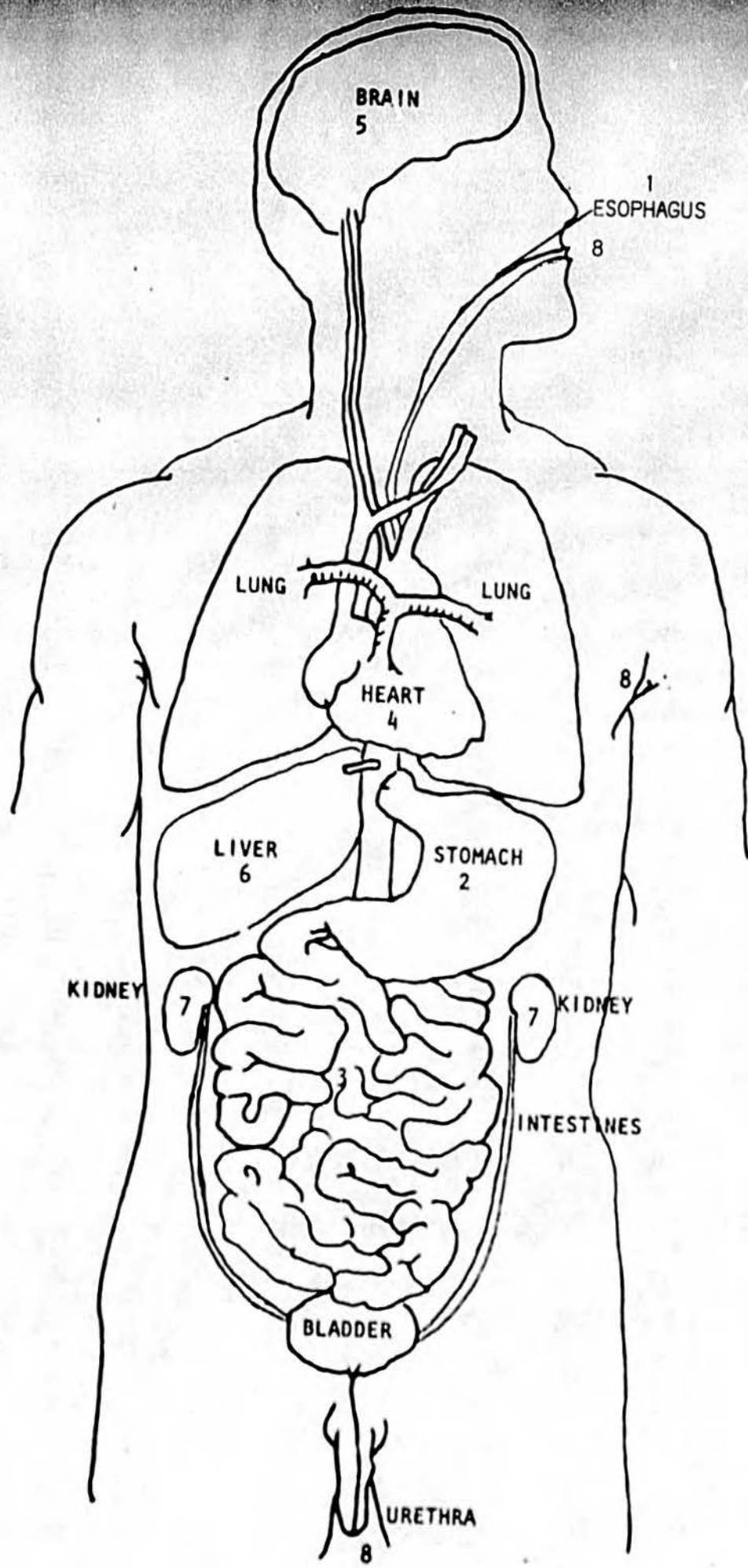
## WRITING

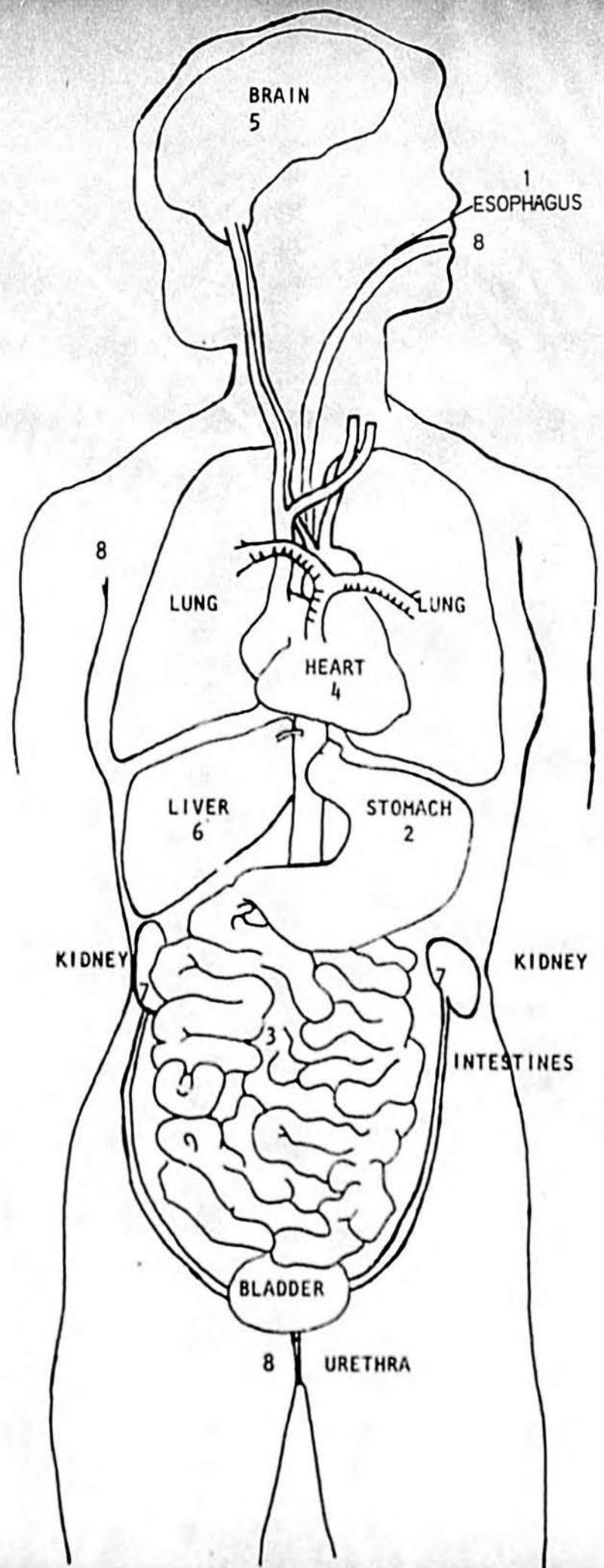
## READING

LANGUAGE ARTS (oral discussion)

LANGUAGE ARTS (drama and role-playing)

OTHER \_\_\_\_\_





ready

The student will be able to identify factors which influence the effects of alcohol on a person.

set

I will use this activity to help students:

- |   |   |  |
|---|---|--|
| <input type="checkbox"/> develop self-concept                       | <input checked="" type="checkbox"/> increase knowledge  | <input type="checkbox"/> develop social responsibility |
| <input checked="" type="checkbox"/> improve decision-making ability | <input type="checkbox"/> improve communications         | <input type="checkbox"/> other (please designate)      |
| <input type="checkbox"/> clarify attitudes and values               | <input type="checkbox"/> learn or improve health skills |  |

RESOURCES

ACTIVITY

EVALUATION

go

From the kit:  
Factors Posters  
(10)

Read The Yellow Pages:

Effects of  
Alcohol,  
pp. 30-32,  
44-45.

1. Display the posters, "Factors Influencing Your Response to Alcohol."
2. Divide the class into 5 groups and have each group appoint a recorder. Each group picks two posters and attempts to:
  - a. Explain how that factor influences a person's response to alcohol.
  - b. Suggest what effect knowledge of that factor might have on a person trying to make a responsible decision about the use of alcohol.
3. Groups share their findings with the class. Make a composite list of ways knowledge of the factors might affect responsible decision-making about alcohol.

COMMENTS OR  
SUGGESTED CHANGES

Teacher evaluation  
of activity.  
Please circle:

1	2	3	4	5
Ugh!				Wow!

SUGGESTED WAYS TO INCORPORATE THIS ACTIVITY INTO OTHER SUBJECT AREAS

<p>PHYSICAL EDUCATION</p>	<p>MUSIC</p>	<p>SOCIAL STUDIES</p>
<p>ART Have students design posters illustrating the factors influencing the effects of alcohol on a person.</p>	<p>SPELLING</p>	<p>MATH</p>
<p>SCIENCE</p>	<p>WRITING Write a short paragraph describing a situation which illustrates how the response of a person drinking alcohol was influenced by one or more factors.</p>	<p>READING</p>
<p>LANGUAGE ARTS (oral discussion)</p>	<p>LANGUAGE ARTS (drama and role-playing) Dramatize how a person might react given a combination of factors listed.</p>	<p>OTHER _____</p>

AREA: Alcohol Education  
 TOPIC: ALCOHOL INFORMATION - Reasons for Drinking/Not Drinking

PAGE: 12  
 GRADE: 5

ready

The student will be able to identify reasons why people drink and why people don't drink.

set

I will use this activity to help students:

- develop self-concept
- increase knowledge
- develop social responsibility
- improve decision-making ability
- improve communications
- other (please designate)
- clarify attitudes and values
- learn or improve health skills

RESOURCES

ACTIVITY

EVALUATION

go

Note: This activity may take more than one period to complete.

1. Discuss as a class or in small groups and list responses on the board:
  - Why do you think teenagers or young people in your community drink alcohol?
  - Why do you think some teenagers or young people don't drink?
  - Do adults drink or not drink alcohol for the same reasons as teenagers?
2. Have students conduct a survey to find out if other people would list the same responses to the above questions. Discuss how to conduct a survey--tell why you are asking questions, assure the person that all answers are anonymous, etc. Students can each interview three people outside of their classroom, including if possible one person of their own age, one teenager and one adult.
3. When all students have completed their surveys, tabulate the results for the class. Did others' responses agree with those of the class? Did most people list the same reasons?
4. Have students write their own reasons for drinking or not drinking now and what they think they will do as adults. Volunteers can share their answers with the class.

COMMENTS OR SUGGESTED CHANGES

Teacher evaluation of activity. Please circle:

1 2 3 4 5  
 Ugh! Wow!

Read The Yellow Pages:

Teenage Drinking, pp. 83-84;

Drinking Patterns, pp. 85-86.

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
<p>ART</p> <p>Construct mobiles using the theme, Reasons People Drink or Don't Drink. Mobile parts could be cut in the shapes of bottles for alcoholic beverages.</p>	<p>SPELLING</p>	<p>MATH</p> <p>Develop a chart or graph to show reasons why people drink or don't drink.</p>
<p>SCIENCE</p> <p>Are the reasons people drink or don't drink supported by scientific fact or based on myths, e.g., "I drink because alcohol stimulates me."</p>	<p>WRITING</p>	<p>READING</p>
<p>LANGUAGE ARTS (oral discussion)</p>	<p>LANGUAGE ARTS (drama and role-playing)</p>	<p>OTHER _____</p>

AREA: Alcohol Education  
 TOPIC: DECISION-MAKING - New Law in Drinksville

PAGE: 14

GRADE: 5

ready

The student will be able to identify his/her feelings and attitudes about the use/non-use of alcohol and understand how they affect his/her decisions.

set

I will use this activity to help students:

- develop self-concept
- improve decision-making ability
- clarify attitudes and values
- increase knowledge
- improve communications
- learn or improve health skills
- develop social responsibility
- other (please designate)

RESOURCES

ACTIVITY

EVALUATION

go

Copy of:  
Worksheet-  
"New Law in  
Drinksville"  
(see following  
page)

Read The Yellow Pages:  
Laws, pp.61-62.

1. Make copies of "New Law in Drinksville" worksheet (see following page) for the class and distribute to the students.
2. Have students write their responses anonymously.
3. Divide class into small groups to discuss the worksheets. Have each group list what they think are good reasons for drinking and why, and good reasons for not drinking and why. Discuss and list the possible consequences of a law which allows everyone of all ages to drink alcohol.
4. Groups report their conclusions to the class and discuss; how would you feel if you were given total freedom to make all your decisions without approval from any adult? How important is it to you to be able to drink alcohol? Survey the class to determine how many students would support the existence of such a law and why? how many would not, and why not? Discuss the actual laws now in effect in this state regarding alcohol and minors.

COMMENTS OR  
SUGGESTED CHANGES

Teacher evaluation  
of activity.  
Please circle:

1 2 3 4 5  
Ugh! Wow!

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES  Compare laws regarding drinking age in various states. What are the advantages and disadvantages of each?
ART	SPELLING	MATH
SCIENCE	WRITING  Have students write editorials for the Drinksville Newspaper one week after the no-age-limit law for alcohol consumption has been in effect.	READING
LANGUAGE ARTS (oral discussion)  Have a class debate on lowering the drinking age in this state.	LANGUAGE ARTS (drama and role-playing)  Role-play a town meeting in Drinksville where citizens are discussing pros and cons of a law allowing all ages to drink alcohol. Arrive at a consensus which will become the law in Drinksville.	OTHER _____



THE NEW LAW IN DRINKSVILLE

A new law has just been passed in Drinksville making it legal for people in the town to drink as much alcohol as they want at any age. You are 11 years old and live in Drinksville. Your parents have told you that whether or not you drink and how much you drink is completely up to you. How will the new law affect you? Write your answers to the following:

1. Will you drink? Or, if you drink already, will you drink more often or drink more openly? Explain your reason.

2. What would you encourage your friends to do? Explain.



3. What possible consequences do you foresee in Drinksville when the law goes into effect? Consider both positive and negative consequences.

ready

The student will be able to identify sources exerting pressure on him/her to drink and will know how to cope with those pressures.

set

I will use this activity to help students:

- develop self-concept
- increase knowledge
- develop social responsibility
- improve decision-making ability
- improve communications
- other (please designate)
- clarify attitudes and values
- learn or improve health skills

RESOURCES

ACTIVITY

EVALUATION

go

Old magazines

Read The Yellow Pages:  
Industry,  
pp. 25-26.

1. Divide the class into groups and appoint a recorder for each group. Have each group briefly describe as many alcohol ads as they can remember including TV commercials, billboards, magazine ads, etc., while the recorder makes a list of the ideas. (It may be helpful to have some old magazines available with alcohol ads which groups can look at to begin their lists.)
2. Have the groups share their lists with the class. Note ads which are mentioned by more than one group. Discuss as a class why they think they remembered certain ads. Was it the picture presented, a catchy melody, the words, etc.? Which ads do they like best and why? What attitudes do the ads convey about alcohol? What influence might the ads have on people's behavior regarding alcohol?
3. Discuss techniques advertisers use to sell their products such as testimonials, bandwagon, transfer, etc. Assign each group one of the techniques discussed. Have them look through magazines and cut out alcohol ads illustrating that technique. Share with the class. Can alcohol really meet the needs suggested in each ad? What are other ways to meet those needs?

COMMENTS OR SUGGESTED CHANGES

Teacher evaluation of activity.  
Please circle:

1 2 3 4 5  
Ugh! \_\_\_\_\_ Wow!

SUGGESTED WAYS TO INCORPORATE THIS ACTIVITY INTO OTHER SUBJECT AREAS

<p>PHYSICAL EDUCATION</p>	<p>MUSIC Analyze the types of background music used in liquor ads on TV and radio. What effect does the music have on the listener?</p>	<p>SOCIAL STUDIES What are the laws regarding advertisements for alcohol? Are they standard nationwide? Who decides what can and cannot be used?</p>
<p>ART Design original ads using advertising techniques to persuade an audience to drink or not to drink alcoholic beverages.</p>	<p>SPELLING</p>	<p>MATH</p>
<p>SCIENCE</p>	<p>WRITING</p>	<p>READING Read various magazine ads about alcohol. Make a list of words which occur frequently in the ads. Why do you think advertisers use those words?</p>
<p>LANGUAGE ARTS (oral discussion)</p>	<p>LANGUAGE ARTS (drama and role-playing) Develop a skit about alcohol advertising and perform it for the class.</p>	<p>OTHER Consumer Education Show the film "Buy and Buy" (Inside/Out series, AIT). What pressures influenced the characters in the film to want the toy? How can a person make a decision when faced with various pressures?</p>

AREA: Alcohol Education  
 TOPIC: DECISION-MAKING - Peer Pressure

PAGE: 19  
 GRADE: 5

ready

The student will be able to identify his/her power to influence others' behavior and attitudes.

set

I will use this activity to help students:

<input type="checkbox"/> develop self-concept	<input type="checkbox"/> increase knowledge	<input checked="" type="checkbox"/> develop social responsibility
<input checked="" type="checkbox"/> improve decision-making ability	<input type="checkbox"/> improve communications	<input type="checkbox"/> other (please designate)
<input checked="" type="checkbox"/> clarify attitudes and values	<input type="checkbox"/> learn or improve health skills	

RESOURCES

ACTIVITY

EVALUATION

go

- Students write a response to the following instructions:  
 Describe a time you have tried to pressure a friend to do something. What did you do to pressure him/her? Were you with other friends? Why did you want him/her to do that thing? How do you feel about the situation now when you think about it?
- Volunteers can share their answers or have students exchange papers and decide why the pressure was being exerted in the situation described on the paper they received.
- Make a chart with the class listing reasons why someone might pressure someone else.
- Discuss which, if any, of these reasons justify exerting pressure and why. What consequences might result from pressuring someone to do something?

COMMENTS OR SUGGESTED CHANGES

Teacher evaluation of activity. Please circle:

1 2 3 4 5  
 Ugh! Wow!

SUGGESTED WAYS TO INCORPORATE THIS ACTIVITY INTO OTHER SUBJECT AREAS

<p>PHYSICAL EDUCATION</p>	<p>MUSIC</p>	<p>SOCIAL STUDIES</p> <p>Find examples in newspapers or magazines of one person/group/country trying to pressure another. Which, if any, seem justifiable?</p> <p>Show the film "Trick or Treat." What negative consequences can result from peer pressure? What responsibility do you have toward others?</p>
<p>ART</p>	<p>SPELLING</p>	<p>MATH</p>
<p>SCIENCE</p>	<p>WRITING</p>	<p>READING</p>
<p>LANGUAGE ARTS (oral discussion)</p> <p>Make a list of expressions you might use to pressure other people to do something you want them to do.</p>	<p>LANGUAGE ARTS (drama and role-playing)</p> <p>Role-play one of the pressuring situations developed by the class. Create alternative responses to the situation.</p>	<p>OTHER _____</p>

ready

The student will be able to identify his/her power to influence others' behavior and attitudes.

set

I will use this activity to help students:

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> develop self-concept                       | <input type="checkbox"/> increase knowledge             | <input checked="" type="checkbox"/> develop social responsibility |
| <input checked="" type="checkbox"/> improve decision-making ability | <input type="checkbox"/> improve communications         | <input type="checkbox"/> other (please designate)                 |
| <input checked="" type="checkbox"/> clarify attitudes and values    | <input type="checkbox"/> learn or improve health skills |   |

RESOURCES

ACTIVITY

EVALUATION

go

From the kit:  
 Film:  
 "I Dare You"  
 (15 min.)  
 Feel Boards  
 Markers

1. Show the film "I Dare You."
2. Discussion questions:
  - a. Do you think Clarissa took the dare? Why? Why not?  
 What risks were involved in each decision?  
 What would you have done?
  - b. What other ways of solving the problem of the dare and being accepted could Clarissa have chosen?
  - c. Role-play a situation in which a group dares someone to drink alcohol. Suggest several alternatives and predict the consequences of each. Role-play solutions class selects as best.
  - d. What is the difference between being dared by others and being dared by yourself? Why do people dare each other? Why do people accept dares? Are there "good" and "bad" dares? Explain. Have you ever been dared to do something? Have you ever accepted a dare?
3. Divide the class into groups of 3 with 1 feel board per group and a marker for each student. As teacher asks a question, students think to themselves how they feel about it. On the count of three students place their markers on the feeling they have chosen. If they do not wish to share their feelings, they place the marker in the safety zone. Give students 2-3 minutes after each question to share the reason for their choice with their group if they wish to.

COMMENTS OR SUGGESTED CHANGES

Teacher evaluation of activity.  
 Please circle:

1 2 3 4 5  
 Ugh! Wow!

(Continued following page)

## SUGGESTED WAYS TO INCORPORATE THIS ACTIVITY INTO OTHER SUBJECT AREAS

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	SPELLING	MATH
SCIENCE	WRITING	READING
LANGUAGE ARTS (oral discussion)	LANGUAGE ARTS (drama and role-playing)	OTHER _____

AREA:  
TOPIC:

PAGE: 23  
GRADE: 5

ready

set

I will use this activity to help students:  
 \_\_\_\_\_ develop self-concept  
 \_\_\_\_\_ improve decision-making ability  
 \_\_\_\_\_ clarify attitudes and values

\_\_\_\_\_ increase knowledge  
 \_\_\_\_\_ improve communications  
 \_\_\_\_\_ learn or improve health skills

\_\_\_\_\_ develop social responsibility  
 \_\_\_\_\_ other (please designate)

RESOURCES

ACTIVITY

EVALUATION

go

ACTIVITY (Continued)

Examples:

How did you feel when the girls climbed up on the man's roof?

How did you feel about the group's daring Clarissa to stop the cars?

How did you feel the first time someone dared you to do something?

How would you feel about being a member of Clarissa's group?

If someone dared you to steal candy from a store, how would you feel about doing it?

How would you feel about the person who dared you to do it?

How do you feel about daring someone to drink a can of beer? whiskey?

How would you feel about accepting that dare?

How do you feel about a person who did something on a dare and got caught?

COMMENTS OR  
SUGGESTED CHANGES

Teacher evaluation  
of activity.  
Please circle:

1 2 3 4 5  
Ugh! \_\_\_\_\_ Wow!

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	SPELLING	MATH
<p>SCIENCE</p> <p>Investigate how the body responds physically to a dare.</p>	<p>WRITING</p> <p>Write an ending to the film, telling the decision Clarissa made and the consequences. Share with the class.</p>	<p>READING</p> <p>Read a story about peer pressure, e.g., <u>Takers and Returners</u> by Carol Beach York (Thomas Nelson, Inc.). What kinds of pressures were exerted? What were the consequences?</p>
<p>LANGUAGE ARTS (oral discussion)</p> <p>Divide class into small groups. Each group makes a tape recording of any dare they choose using typical tone of voice and group pressure. Each group plays their tape and asks another group to respond to the dare.</p>	<p>LANGUAGE ARTS (drama and role-playing)</p>	<p>OTHER _____</p>

AREA: Alcohol Education

PAGE: 25

TOPIC: SELF-IMAGE - I Want to Be Like You

GRADE: 5

ready

The student will know that one's self-image is influenced by messages from other people and one's own strengths and weaknesses.

set

I will use this activity to help students:

- develop self-concept
- improve decision-making ability
- clarify attitudes and values
- increase knowledge
- improve communications
- learn or improve health skills
- develop social responsibility
- other (please designate)

RESOURCES

ACTIVITY

EVALUATION

go

From the kit:  
"I Want to Be Like You" worksheet (see following page)

1. Make copies of the "I Want to Be Like You" worksheet for the class (see following page).
2. Discuss the value of friendship. Why do people want friends? How does it feel to belong to a group? How do you feel if you'd like to be part of a group but they don't want you?
3. Have the students complete the "I Want to Be Like You" worksheets anonymously. Ask for volunteers to share some of the things on their lists and give the class an opportunity to make additions to their worksheets if they wish.
4. Ask students to read their lists again to themselves and put a star next to things they did because they really wanted to not just because their friends were doing it. How much is your life controlled by what others do? How many decisions do you make for yourself?

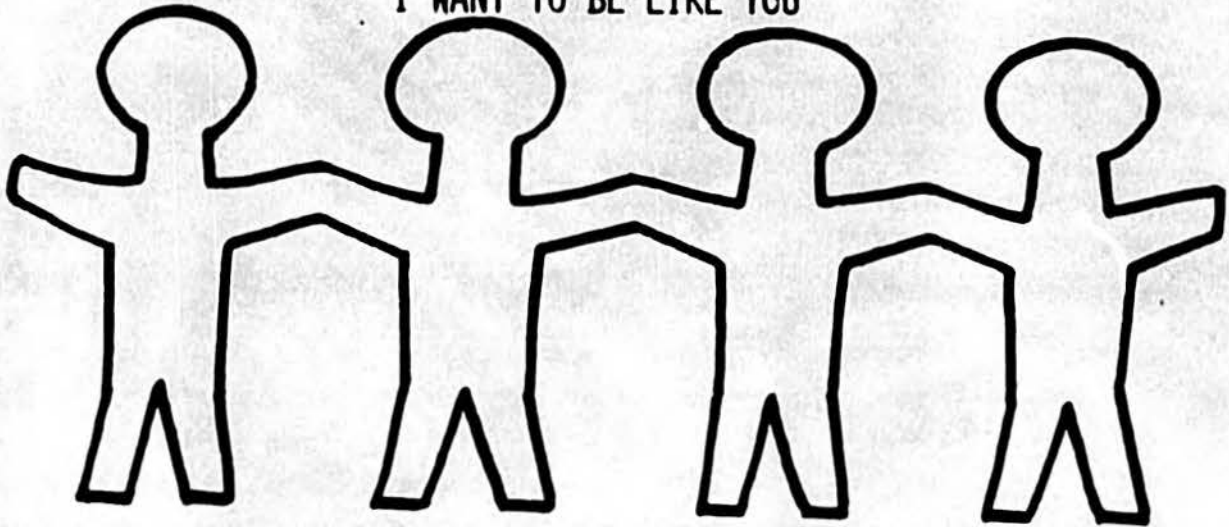
COMMENTS OR SUGGESTED CHANGES

Teacher evaluation of activity. Please circle:

1 2 3 4 5  
Ugh! \_\_\_\_\_ Wow!

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES Examine current trends in clothing, hairstyle, slang expressions, etc. How do fads develop? What influence do they have on our lives?
ART	SPELLING	MATH
SCIENCE	WRITING Write a paragraph describing someone you would like to be like and tell why.	READING
LANGUAGE ARTS (oral discussion) Discuss your feelings when someone copies you by buying the same clothes, going to the same places, etc. Is it flattering? annoying?	LANGUAGE ARTS (drama and role-playing) Play mirror images. Divide class into partners. One partner initiates acting and the other copies exactly. Switch roles. How did it feel to be a leader? An imitator?	OTHER _____

I WANT TO BE LIKE YOU



LIST EXAMPLES OF THINGS YOU HAVE DONE TO BE LIKE YOUR FRIENDS IN THE FOLLOWING AREAS:

1. CLOTHES

5. THINGS I BOUGHT

2. HOBBIES

6. FRIENDS

3. RECESS ACTIVITIES

7. ORGANIZATIONS, CLUBS

4. HAIRSTYLES

8. AFTER SCHOOL ACTIVITIES

ready

The student will be able to identify sources exerting pressure on him/her to drink and will know how to cope with those pressures.

set

I will use this activity to help students:

- develop self-concept
- improve decision-making ability
- clarify attitudes and values
- increase knowledge
- improve communications
- learn or improve health skills
- develop social responsibility
- other (please designate)
- develop coping skills

RESOURCES

ACTIVITY

EVALUATION

go

From the kit:  
 Role-play cards

1. Select five students and give each a role card. Tell them to read their roles carefully but not to share them with anyone else. Allow sufficient preparation time, then have them role-play.
2. Give role-players the opportunity to comment on their ways of handling the situation and their feelings.
3. Ask Mark (see roles) to explain his decision to drink or not and how his friends' comments and actions affected him.
4. Discuss with the class:
  - a. What could Mark have done?
  - b. What might be the consequences?
  - c. What choice would you have made if you were Mark?
  - d. How did you feel about others pressuring Mark to drink?
  - e. Do others have an obligation to change your decision? If so, when? Do you have to respect the decisions of others? If so, when?

COMMENTS OR  
 SUGGESTED CHANGES

Teacher evaluation  
 of activity.  
 Please circle:

1 2 3 4 5  
 Ugh! Wow!

SUGGESTED WAYS TO INCORPORATE THIS ACTIVITY INTO OTHER SUBJECT AREAS

<p>PHYSICAL EDUCATION</p>	<p>MUSIC</p>	<p>SOCIAL STUDIES</p> <p>Identify characters in history who had to cope with peer pressure. Describe how they coped.</p>
<p>ART</p>	<p>SPELLING</p>	<p>MATH</p>
<p>SCIENCE</p>	<p>WRITING</p> <p>Write poems about peer pressure.</p>	<p>READING</p>
<p>LANGUAGE ARTS (oral discussion)</p>	<p>LANGUAGE ARTS (drama and role-playing)</p> <p>With a couple of friends, write your own situation in which to drink or not to drink is the issue. Perform for the class.</p>	<p>OTHER _____</p>

AREA: Alcohol Education  
 TOPIC: COPING - "When Is Help?"

PAGE: 30  
 GRADE: 5

ready

The student will know the value of seeking help for problems and concerns from others when needed and giving help to others when they need it.

set

I will use this activity to help students:

<u>develop self-concept</u>	<u>increase knowledge</u>	<u>develop social responsibility</u>
<u>improve decision-making ability</u>	<u>improve communications</u>	<u>other (please designate)</u>
<u>x clarify attitudes and values</u>	<u>x learn or improve health skills</u>	

RESOURCES

ACTIVITY

EVALUATION

go

From the kit:  
 Film, "When Is Help?"  
 (15 min.)

1. Show the film, "When Is Help?" Ask students to watch for how help is given and how it's received by the characters.
2. Discuss. (See following page for discussion questions.)
3. Ask students to keep an overnight log of giving and receiving wanted, needed, or unwanted help. They can write examples from their own lives or what they see on TV, etc. Examples:
  - a. A student wanted to help bake a cake, but mother wanted to bake the cake herself to save time.
  - b. A student needed help with a math assignment, and an older brother did the assignment for him/her without explaining it.
4. The next day the class divides into small groups to discuss their experiences of needed help, wanted help, and unwanted help (ideas can come from the overnight log). From their discussion, each group should develop a chart with two columns:

When to Help & What to Do

When Not to Help

Each group shares their chart with the class. Discuss differences of opinion among students.

COMMENTS OR  
 SUGGESTED CHANGES

Teacher evaluation  
 of activity.  
 Please circle:

1	2	3	4	5
ugh!				Wow!

## SUGGESTED WAYS TO INCORPORATE THIS ACTIVITY INTO OTHER SUBJECT AREAS

## PHYSICAL EDUCATION

Play a game that requires help and cooperation of team members, e.g., volleyball. How does the game change if no-one gives or accepts help?

## MUSIC

## SOCIAL STUDIES

Find a project in the school or community. Discuss what kind of help is needed and wanted and what the class can do. Discuss feelings of class and community as help is given.

## ART

Construct a class mural on some aspect of helping, e.g. "Ways we can help our community." Note the helping process as class works on the mural. What help was needed, how was it given, how did it feel?

## SPELLING

## MATH

## SCIENCE

## WRITING

Write a story which involves a helping or non-helping situation.

## READING

## LANGUAGE ARTS (oral discussion)

## LANGUAGE ARTS (drama and role-playing)

Make a skit of helping and non-helping situations such as in "When Is Help?"

## OTHER \_\_\_\_\_

## WHEN IS HELP?

Discussion Questions

1. What is help? Name some different ways of helping.
2. Explain the difference between the helper, the one helped and the non-helper. How did you feel about the helpers in the film? Were they really helpful?
3. Describe your feelings when:
  - a. You help someone
  - b. You try to help someone but he/she rejects your help
  - c. You want help and no one offers to help you
  - d. You don't want help but someone insists on helping you
  - e. You see someone who needs help but you can't help.
4. Do some people take advantage of others who are willing to help? Explain. Why do some people who really need help not accept it when it is offered?
5. Are there limits to help? Explain.

ready

The student will know that coping behavior is part of everyone's life and that people use various methods for coping with their feelings, including alcohol.

set

I will use this activity to help students:

- develop self-concept
- increase knowledge
- improve decision-making ability
- improve communications
- clarify attitudes and values
- learn or improve health skills
- develop social responsibility
- other (please designate)
- develop coping skills

RESOURCES

ACTIVITY

EVALUATION

go

Copy of worksheet, "Ways I Sometimes Feel" (see following page)

Read The Yellow Pages:  
Decision-Making, pp. 10-12.

1. Make copies of "Ways I Sometimes Feel" worksheet for your class (see following pages). Discuss how feelings, pleasant and unpleasant ones, are a big part of all of us.
2. Have students complete the worksheet individually and privately.
3. Divide the class into groups and develop a chart to share with other groups, using the same format as the worksheet.
4. Reassemble as a class and have each group share their composite chart.
5. Discuss the variety of responses students gave and the variety of things they felt they could do about them. How does your behavior differ according to the way you feel, e.g., when you're happy compared to when you're angry?
6. Have students imagine they are in high school or are adults. What situations might make them feel the same feelings listed on their charts? Students should conclude that there are universal feelings with which they will be continually coping.
7. Emphasize that the way in which we acknowledge, show, and respond to feelings influences our lives to a great extent. There are alternative ways to handle feelings, and identifying some alternatives is one step to coping.

COMMENTS OR SUGGESTED CHANGES

Teacher evaluation of activity.  
Please circle:

1 2 3 4 5  
Ugh! \_\_\_\_\_ Wow!

## PHYSICAL EDUCATION

## MUSIC

## SOCIAL STUDIES

Have each student make a map of the classroom, showing desks, windows, etc., and mark his/her own desk with an "X"; draw a circle around the area of the room he/she enjoys most, and a square where he/she doesn't like to be. Have volunteers share maps and discuss their reasons. How would they like to change the classroom environment?

## ART

## SPELLING

## MATH

Choose an emotion and illustrate "Things That Make Me Feel This Way."

## SCIENCE

## WRITING

## READING

Discuss ways the body responds physically to different emotions. Experiment by simulating the emotions and checking the results.





Write a story describing a time when you felt a certain way. Tell what made you feel that emotion and what you did about it.

## LANGUAGE ARTS (oral discussion)

## LANGUAGE ARTS (drama and role-playing)

## OTHER \_\_\_\_\_

Write various feelings on slips of paper and put in a box. Have students draw a slip and pantomime the feeling while class tries to guess it.

	WORDS TELLING HOW I FEEL WHEN I AM--	SITUATIONS THAT MAKE ME FEEL--	THINGS I CAN DO ABOUT FEELING--
<p><b>SAD</b></p> 			
<p><b>BORED</b></p> 			
<p><b>AFRAID</b></p> 			
<p><b>JEALOUS</b></p> 			

Words Telling  
How I Feel  
When I Am--

Situations That  
Make Me  
Feel--

Things I Can  
Do About  
Feeling--

**HURT**



**ANGRY**



**REJECTED**



**WORRIED**



**DISAPPOINTED**



AREA: Alcohol Education  
 TOPIC: COPING - Dear Abby

PAGE: 37  
 GRADE: 5

ready

The student will be able to identify alternative ways of coping with problems.

set

I will use this activity to help students:

- |   |   |  |
|---|---|--|
| <input type="checkbox"/> develop self-concept                       | <input type="checkbox"/> increase knowledge             | <input type="checkbox"/> develop social responsibility       |
| <input checked="" type="checkbox"/> improve decision-making ability | <input type="checkbox"/> improve communications         | <input checked="" type="checkbox"/> other (please designate) |
| <input type="checkbox"/> clarify attitudes and values               | <input type="checkbox"/> learn or improve health skills | <input type="checkbox"/> develop coping skills               |

RESOURCES

ACTIVITY

EVALUATION

go

Copy of:  
Worksheet,  
"Dear Abby"  
(see following  
page)

Read The Yellow Pages:  
Decision-Making,  
p. 12;  
Resources,  
p. 96.

1. Make copies of the "Dear Abby" worksheet for your class (see following page).
2. Have students respond orally or with short written replies to each letter telling what advice (if any) they would give and why.
3. Have students write their own short "Dear Abby" letters anonymously posing problems that alcohol might cause.
4. Use these letters as basis for discussion, or exchange papers and have students reply to the letters.
5. Summarize the alternative ways suggested by the class to cope with the same problem.
6. At the conclusion of the activity review the sources of help for people with alcohol-related problems in your community.

COMMENTS OR SUGGESTED CHANGES

Teacher evaluation of activity.  
Please circle:

1 2 3 4 5  
Ugh! \_\_\_\_\_ Wow!

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	SPELLING	MATH
SCIENCE	<p>WRITING</p> <p>Pick one of the titles below and describe what made you feel that way and what you did about it.</p> <p>Wow, Was I Mad!</p> <p>Ooo, Was I Scared!</p> <p>Gee, Was I Disappointed!</p>	<p>READING</p> <p>Read the "Dear Abby" column in the newspaper. Suggest alternative replies to the letters.</p>
LANGUAGE ARTS (oral discussion)	<p>LANGUAGE ARTS (drama and role-playing)</p> <p>Role-play the situations listed and discuss the decisions students made.</p>	<p>OTHER RESEARCH SKILLS</p> <p>Use the telephone directory to locate name, address, and phone number of community agencies who help people with problems, including alcohol.</p>



1. Dear Abby:

My older brother has been drinking when our parents are not home and then drives his car. What, if anything, should I do about it?

2. Dear Abby:

My parents argue with each other all the time when they have a few drinks. Their yelling scares me. Why do they act that way?

3. Dear Abby:

When I see drunk people on the street, I wonder why people ever sell liquor to them. Can't it be against the law to sell alcohol?

4. Dear Abby:

There are five of us kids. Mom and Dad drink every time my dad can get work to make some money. Then we still don't have any food. We're hungry, and my little sister is sick all the time. Can't somebody help us?

5. Dear Abby:

I know that Mom keeps a bottle in the back of her closet. Sometimes when I get home from school she can't talk very well. Dad works out of town lots of the time. Should I tell him what happens when he is gone?

6. Dear Abby:

I am 12 years old. I know some older guys who drink in the park on Friday nights. I could sneak out of the house, but I can't decide whether to go with them. If I go, they won't call me a baby any more. What should I do?

7. Dear Abby:

My boyfriend can get beer from his refrigerator at home. He wants me to drink some with him after we go to the movies. I don't like the taste of beer, but I don't want to lose my boyfriend. What should I do?

8. Dear Abby:

I'm going to have a party next week. My friends want me to serve beer so people can have a good time, but my parents would kill me if they found out. How can I keep them from finding out?

ready

The student will know that one's self-concept is influenced by messages from other people and one's own strengths and weaknesses.

set

I will use this activity to help students:

- |  |  |  |
|--|--|--|
| <input checked="" type="checkbox"/> develop self-concept | <input type="checkbox"/> increase knowledge                | <input type="checkbox"/> develop social responsibility |
| <input type="checkbox"/> improve decision-making ability | <input checked="" type="checkbox"/> improve communications | <input type="checkbox"/> other (please designate)      |
| <input type="checkbox"/> clarify attitudes and values    | <input type="checkbox"/> learn or improve health skills    |  |

RESOURCES

ACTIVITY

EVALUATION

go

Paper bags, old magazines, construction paper

1. Discuss the relationship between self-concept and messages from others. What influences the way others perceive a person? Can one misinterpret messages from others?
2. Give each student a paper bag or have students bring their own.
3. Using construction paper, drawings, cut-outs from magazines or newspapers, etc., students decorate the outsides of their bags with things that represent themselves the way they think other people see them (include personality, skills, likes, dislikes, etc.). Inside the bag they put things representing how they see themselves.
4. Each student shares the outside of the bag with the class. Classmates can give feedback to the student on how their perceptions of the student compare with what the student thinks. If the student wishes, he/she may share all or parts of the inside of the bag.
5. After all of the bags have been shared, discuss people's need to feel good about themselves and ways to improve self-image.

COMMENTS OR SUGGESTED CHANGES

Teacher evaluation of activity.  
 Please circle:

1	2	3	4	5
Ugh!				Wow!

SUGGESTED WAYS TO INCORPORATE THIS ACTIVITY INTO OTHER SUBJECT AREAS

PHYSICAL EDUCATION

MUSIC

SOCIAL STUDIES

ART

Use modeling clay to form something which represents self. Share with class.

Or, have students work in pairs to make silhouettes of their heads on construction paper. Cut out. Paste pictures from magazines which represent yourself inside the silhouettes.

SPELLING

Students write words describing themselves which begin with the same letters as the letters in their names.

MATH

SCIENCE

WRITING

READING

Have students write their autobiographies and share with the class.

Or, write a paragraph describing themselves to someone who doesn't know them.

LANGUAGE ARTS (oral discussion)

LANGUAGE ARTS (drama and role-playing)

OTHER \_\_\_\_\_

AREA: Alcohol Education

PAGE: 42

TOPIC: SELF-IMAGE - Feeling Good

GRADE: 5

ready

The student will be able to identify a variety of ways to feel good.

set

I will use this activity to help students:

- develop self-concept
- improve decision-making ability
- clarify attitudes and values
- increase knowledge
- improve communications
- learn or improve health skills
- develop social responsibility
- other (please designate)

RESOURCES

ACTIVITY

EVALUATION

go

Butcher paper,  
felt pens

1. Discuss the universal need to feel good. What things can students do to themselves or for themselves or for someone else that makes them feel good? List responses on butcher paper.
2. Ask class to categorize the items using various symbols to represent different groups (X, #, \*, etc.) Students should explain their reasons for grouping items together in a category.
3. Replace the symbols with a name for each category.
4. Have each student write a summary statement about "What Makes Me Feel Good." (Ask volunteers to share their statements with the class.)
5. Encourage students to try one of the activities they have selected and report their feelings the following week.

COMMENTS OR  
SUGGESTED CHANGES

Teacher evaluation  
of activity.  
Please circle:

1	2	3	4	5
Ugh!				Wow!

## SUGGESTED WAYS TO INCORPORATE THIS ACTIVITY INTO OTHER SUBJECT AREAS

## PHYSICAL EDUCATION

## MUSIC

Listen to a variety of music. What effects do different kinds of music have on you?

## SOCIAL STUDIES

Visit a senior citizen center or have students interview older neighbors to find out what makes older people feel good. Compare to list students developed in class. Are there things both age groups enjoy?

## ART

Make a collage of things that make you feel good.

## SPELLING

## MATH

Estimate how often you do the things that make you feel good. Calculate what it would cost you to "feel good" for one day, one week, one month.

## SCIENCE

## WRITING

Write a paragraph describing yourself twenty years from now, including the kinds of things you think you'll do to feel good.

## READING

LANGUAGE ARTS (oral discussion)

LANGUAGE ARTS (drama and role-playing)

OTHER \_\_\_\_\_

AREA: Alcohol Education

PAGE: 44

TOPIC:

GRADE: 5

ready

set

I will use this activity to help students:

- develop self-concept
- improve decision-making ability
- clarify attitudes and values
- increase knowledge
- improve communications
- learn or improve health skills
- develop social responsibility
- other (please designate)

RESOURCES

ACTIVITY

EVALUATION

go

From the kit:

Task Cards  
(28)

Individual and Group Projects

The task cards can be used by individuals or groups to supplement the learning activities found in this kit.

COMMENTS OR  
SUGGESTED CHANGES

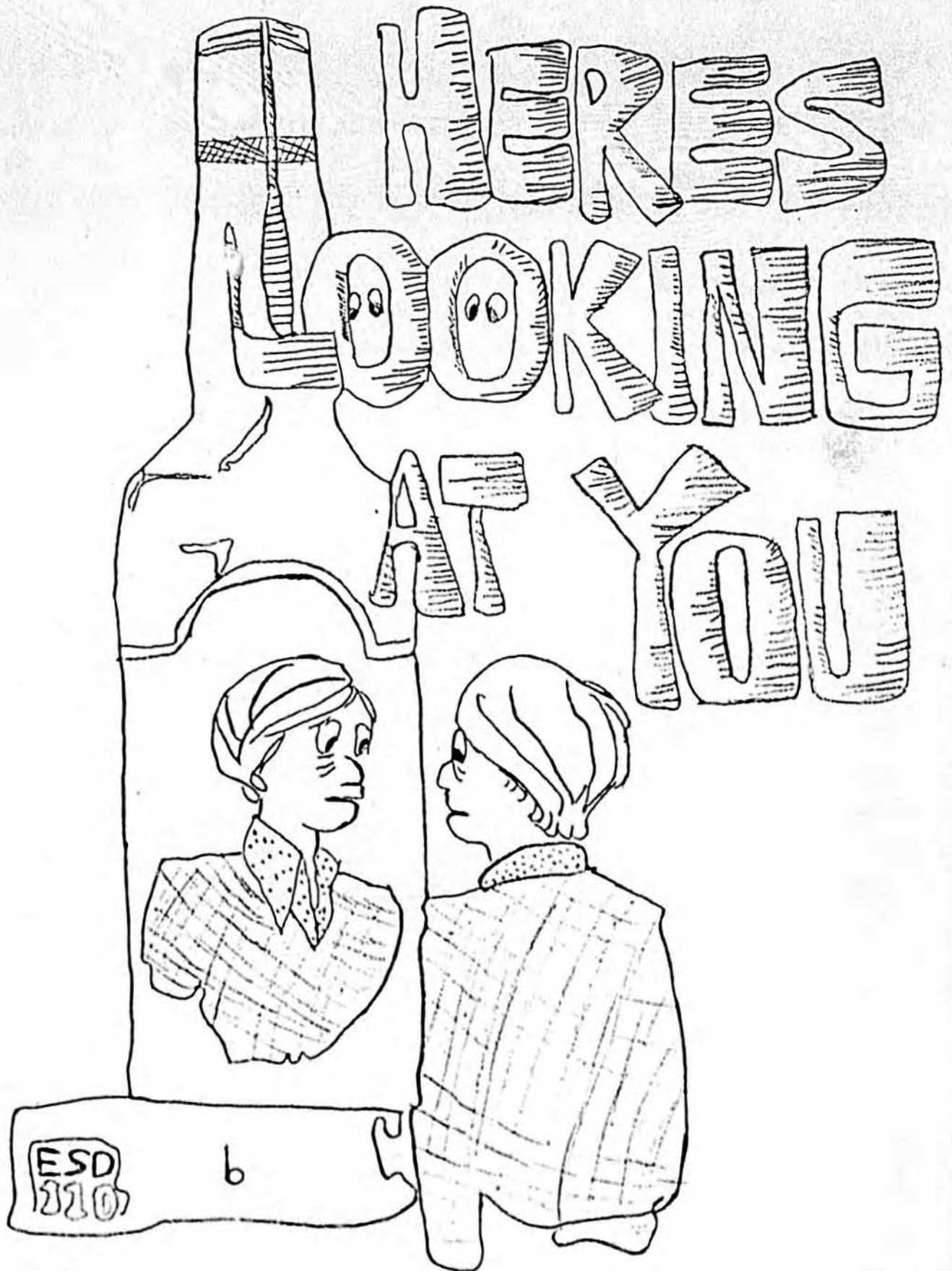
Teacher evaluation  
of activity.  
Please circle:

1	2	3	4	5
Ugh!				Wow!

SUGGESTED WAYS TO INCORPORATE THIS ACTIVITY INTO OTHER SUBJECT AREAS

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	SPELLING	MATH
SCIENCE	WRITING	READING
LANGUAGE ARTS (oral discussion)	LANGUAGE ARTS (drama and role-playing)	OTHER _____

A TEACHER'S GUIDE  
FOR  
ALCOHOL EDUCATION



## TABLE OF CONTENTS

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## GRADE 6

Overall Goal: The overall goal of the Alcohol Education Curriculum Project is to help young people make responsible decisions about alcohol.

Specific Goals and Objectives: The specific goals and objectives at the Grade 6 level are:

## DECISION-MAKING

The student will know that the decisions he/she will make concerning alcohol are influenced by many factors and will develop skills to help him/her make those decisions.

- A. The student will be able to identify parents' feelings and attitudes about the use of alcohol by their children and what influence this has on his/her decisions about alcohol. (p. 33)
- B. The student will be able to predict consequences and evaluate the risk factors for his/her decisions. (p. 37)
- C. The student will be able to identify his/her feelings and attitudes about the use/non-use of alcohol and understand how they affect his/her decisions. (p. 41)

## COPING

The student will know and be able to use a variety of coping skills for dealing with problems.

- A. The student will know that coping behavior is part of everyone's life and people use various methods for coping with their feelings and problems. (p. 4, 35)
- B. The student will be able to identify community resources to help people who have drinking problems and/or are coping with the drinking problem of someone else. (p. 13, 15)
- C. The student will be able to identify sources exerting pressure on him/her to drink and will know how to cope with those pressures. (p. 18, 21, 25, 29)

## ALCOHOL INFORMATION

The student will know facts about alcohol, its use and abuse, and its effects on the human body in order to make responsible decisions about alcohol.

- A. The student will know the physical and behavioral effects of alcohol on the body. (p. 9, 11)
- B. The student will know that alcoholism is an illness and that it is treatable. (p. 9, 13)

SELF-IMAGE

The student will understand the relationship of self-image to the decisions that he/she makes.

- A. The student will know that people need to feel good about themselves and their lives. (p. 1)
- B. The student will be able to identify a variety of ways to feel good. (p. 35)

AREA: Alcohol Education  
 TOPIC: SELF-IMAGE - "Square Pegs-Round Holes"

PAGE: 1  
 GRADE: 6

ready

The student will know that people need to feel good about themselves and their lives.

set

I will use this activity to help students:

<input checked="" type="checkbox"/> develop self-concept	<input type="checkbox"/> increase knowledge	<input type="checkbox"/> develop social responsibility
<input checked="" type="checkbox"/> improve decision-making ability	<input type="checkbox"/> improve communications	<input type="checkbox"/> other (please designate)
<input type="checkbox"/> clarify attitudes and values	<input type="checkbox"/> learn or improve health skills	

go

RESOURCES

ACTIVITY

EVALUATION

From the kit:  
 Film-  
 "Square Pegs-  
 Round Holes"  
  
 Copy of:  
 Worksheet-  
 "Where Do You  
 Fit?" (see  
 following page)

1. Make copies of the "Where Do You Fit?" worksheet for the class.
2. Show film, "Square Pegs-Round Holes."
3. Discuss with the class:
  - a. What was the problem that the square peg seemed to have?
  - b. Who was pressuring the peg to fit in?
  - c. How do you suppose each shape in the holes felt about itself?
  - d. Why didn't the square peg stay in the first hole it found? What did it do instead?
  - e. What did the peg learn by walking around and observing the world around it?
  - f. How do you think the peg's life might have changed if it had stayed in the first hole even though it wasn't comfortable?
  - g. Do you think it's important for everyone to find a place? Why or why not?
  - h. Do you think there is only one way to be happy in our society? Do you have to do what everybody else does to feel good about yourself? Explain.
  - i. Describe some situations where you or someone else was made to feel like a square peg. How did you or the other person cope with that pressure?
4. Have the students complete the worksheet individually, and share answers in class discussion or small groups. Role-play answers to questions 1 and 2 on the worksheet and discuss.

COMMENTS OR SUGGESTED CHANGES

Teacher evaluation of activity. Please circle:

1	2	3	4	5
Ugh!				Wow!

<p>PHYSICAL EDUCATION</p>	<p>MUSIC</p> <p>Look for examples in music where a composer or singer has been seen as a "square peg" in introducing new styles of music.</p>	<p>SOCIAL STUDIES</p> <p>Research how society has dealt with people whose ideas don't fit in with current trends.</p>
<p>ART</p> <p>Take any positive feeling and design a poster around it using drawings, magazine pictures, collage, etc.</p> <p>Or, make construction paper buttons with positive sayings, eg. "A Smile's In Style."</p>	<p>SPELLING</p>	<p>MATH</p> <p>Make a graph using class responses to the "Where Do You Fit" worksheet.</p>
<p>SCIENCE</p> <p>Study an animal species. What happens to those who are "square pegs" (loners)? Do some species seem to tolerate "square pegs" better than others?</p>	<p>WRITING</p> <p>Using Want Ads from newspapers as the format, each student writes a FRIEND WANTED ad, describing in 20-30 words things they want in a friend. Then, each writes a FRIEND AVAILABLE ad describing themselves without their names. Post on bulletin boards and share with class.</p>	<p>READING</p> <p>Read biographies of famous people, including inventors, poets, etc., who pursued their ideas even when others pressured them to give up and conform.</p>
<p>LANGUAGE ARTS (oral discussion)</p>	<p>LANGUAGE ARTS (drama and role-playing)</p> <p>Write and present a short skit to help younger children relate the "square pegs" idea to their own lives. Use as a cross-age activity.</p>	<p>OTHER _____</p>

## WHERE DO YOU FIT?

WORKSHEET

1. Would you feel like a square peg at a party with your friends if they wanted you to drink but you refused? Why or why not? How would you handle the situation?
  
2. Pretend you're at a party where there is alcohol and you're drinking. One of your friends doesn't want to drink.
  - Would you see your friend as a square peg? Why or why not?
  
  - Would you defend your friend's choice not to drink to the others at the party? Why or why not?
  
  - If you did defend your friend's right to choose, how do you think the others would treat you? How would you handle their reactions?
  
3. Do you think an adult can feel comfortable in our society without drinking? Explain. Do you think a teenager can feel comfortable without drinking? Explain.



ready

The student will know that coping behavior is part of everyone's life and people use various methods for coping with their feelings and problems.

set

I will use this activity to help students:

<input checked="" type="checkbox"/> develop self-concept	<input type="checkbox"/> increase knowledge	<input type="checkbox"/> develop social responsibility
<input type="checkbox"/> improve decision-making ability	<input type="checkbox"/> improve communications	<input type="checkbox"/> other (please designate)
<input checked="" type="checkbox"/> clarify attitudes and values	<input type="checkbox"/> learn or improve health skills	<input type="checkbox"/> develop coping skills

RESOURCES

ACTIVITY

EVALUATION

go

Copy of:  
 Worksheet-  
 Mood Meter (see  
 following page)

1. Discuss what moods are and how frequently our feelings change. Make a list of different moods. Have students give examples of things which change their moods. Note that our behavior and how others see us is often affected by how we feel at a given time. What is a "good" or "bad" mood? Describe a person in a "bad" mood. How do you act towards someone you know is in a "bad" mood? Why? In a "good" mood? Why?
2. Have students make Mood Meter and use them for a week to see how and why their moods change and the effects of moods on their behavior. Give each student a copy of the Mood Meter (see following page) or have them make their own calendars.
3. Devise a method of indicating various moods, e.g., use different faces ( 😊 😐 😞 ) or feeling words. (It is helpful to have a large chart with feeling words and/or expressions on it as a reference.) Each day after drawing the face or word expressing their mood in the appropriate square on the Mood Meter, have students write a word or two indicating the cause of the mood (e.g., a person/event that made them happy, sad, etc.) and their behavior at that time. This part of the activity encourages them to accept responsibility for their moods and behavior while realizing things which influence them. To gain a greater understanding of mood fluctuations, have students mark their Mood Meters several times a day rather than just once.

COMMENTS OR  
 SUGGESTED CHANGES

Teacher evaluation  
 of activity.  
 Please circle:

1	2	3	4	5
Ugh!				Wow!

SUGGESTED WAYS TO INCORPORATE THIS ACTIVITY INTO OTHER SUBJECT AREAS

<p>PHYSICAL EDUCATION</p>	<p>MUSIC</p>	<p>SOCIAL STUDIES</p>
<p>ART</p>	<p>SPELLING</p>	<p>MATH</p>
<p>SCIENCE</p>	<p>WRITING</p>	<p>READING</p>
<p>LANGUAGE ARTS (oral discussion)</p>	<p>LANGUAGE ARTS (drama and role-playing)</p>	<p>OTHER _____</p>

ready

set

I will use this activity to help students:

- |  |                                       |                                      |
|--|---------------------------------------|--------------------------------------|
| <u>develop self-concept</u>            | <u>increase knowledge</u>             | <u>develop social responsibility</u> |
| <u>improve decision-making ability</u> | <u>improve communications</u>         | <u>other (please designate)</u>      |
| <u>clarify attitudes and values</u>    | <u>learn or improve health skills</u> |                                      |

RESOURCES

ACTIVITY

EVALUATION

go

ACTIVITY (continued)

4. Mood Meters can be displayed for sharing or kept in a private place at student's option.
5. At the end of the week discuss as a class various causes of mood changes. Do things which happen outside of the classroom, e.g., at home, on the playground, influence your mood in class? Did your mood remain the same all day? all week? Have students list things that help them feel good or be in good moods and those that cause bad moods. Discuss alternative ways of dealing with feelings.

COMMENTS OR SUGGESTED CHANGES

Teacher evaluation of activity. Please circle:

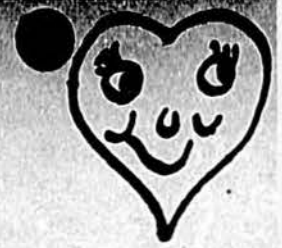
1	2	3	4	5
Ugh!				Wow!

SUGGESTED WAYS TO INCORPORATE THIS ACTIVITY INTO OTHER SUBJECT AREAS

<p><b>PHYSICAL EDUCATION</b></p> <p>Record moods resulting from competitive play. What precipitated the mood? What was your reaction? How was it resolved?</p>	<p><b>MUSIC</b></p> <p>Play a variety of kinds of music. Have students indicate what moods the music creates for them.</p>	<p><b>SOCIAL STUDIES</b></p> <p>Compare 2 cultures and the moods developed by a common element in both cultures: food, religion, clothing, etc.</p>
<p><b>ART</b></p> <p>Use magazine pictures to make a collage of faces showing various moods or different moods for a specific activity, e.g., driving a car, playing a sport, etc.</p>	<p><b>SPELLING</b></p> <p>Make a list of words expressing moods and learn to use and spell them.</p>	<p><b>MATH</b></p> <p>Chart the frequency of different moods--is there a pattern in relation to days of the week, time of day?</p>
<p><b>SCIENCE</b></p> <p>What effects do various chemicals or odors have on moods, e.g., sweet, sour, bitter, etc.</p>	<p><b>WRITING</b></p> <p>Discuss mood words: happy, sad, angry, nervous, fearful, lonely, etc. Students can write paragraphs or poems about what makes them feel some of these moods.</p>	<p><b>READING</b></p> <p>Read a short story to a friend. Try to show a particular mood in your reading. Have your partner try to identify your mood.</p>
<p>LANGUAGE ARTS (oral discussion)</p>	<p>LANGUAGE ARTS (drama and role-playing)</p> <p>Describe a situation, e.g., you can't find your math book. Role play coping with that situation in various moods--happy, angry, thoughtful, etc.</p>	<p>OTHER _____</p>



# MOOD METER



Month: \_\_\_\_\_

MON

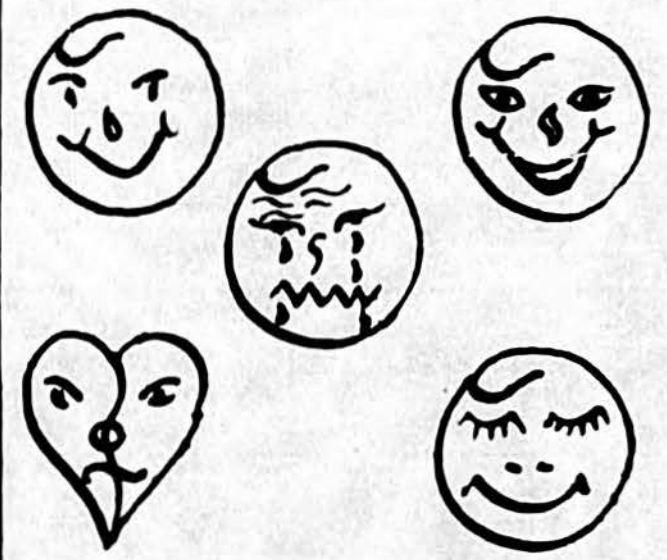
TUES

WED

--	--	--

THURS

FRI



AREA: Alcohol Education  
 TOPIC: ALCOHOL INFORMATION - "Thinking About Drinking"

PAGE: 9  
 GRADE: 6

ready

The student will know the physical and behavioral effects of alcohol. He/she will know that alcoholism is an illness and that it is treatable.

set

I will use this activity to help students:

<input type="checkbox"/> develop self-concept	<input checked="" type="checkbox"/> increase knowledge	<input type="checkbox"/> develop social responsibility
<input type="checkbox"/> improve decision-making ability	<input type="checkbox"/> improve communications	<input type="checkbox"/> other (please designate)
<input type="checkbox"/> clarify attitudes and values	<input type="checkbox"/> learn or improve health skills	

RESOURCES

ACTIVITY

EVALUATION

go

From the kit:  
 Film-  
 "Thinking about  
 Drinking"  
 (15 min.)

Read The Yellow  
 Pages:  
 Effects, p. 30;  
 Alcoholism, p.46.

1. Show the film, "Thinking about Drinking." The film includes the following aspects of alcohol: history, kinds of drinks and their alcoholic content, path of alcohol in the body, physical and behavioral effects, alcoholism. Since there is a significant amount of information given, it may be useful to stop the film after each topic to discuss rather than to wait until the end of the film.
2. Discuss the statement from the film: "Making sound decisions means knowing facts." What other factors influence decision-making? Have class give examples of people hearing the same facts but making different decisions. Why? How are attitudes and values formed? If students want additional information on alcohol, how can they obtain it? Which information in the film had the strongest impact on you? Why?

COMMENTS OR  
 SUGGESTED CHANGES

Teacher evaluation  
 of activity.  
 Please circle:

1	2	3	4	5
Ugh!				Wow!

SUGGESTED WAYS TO INCORPORATE THIS ACTIVITY INTO OTHER SUBJECT AREAS

10

<p>PHYSICAL EDUCATION</p> <p>Divide class into pairs. Take turns spinning until dizzy, then try to perform tasks requiring coordination - catching ball, standing on one foot, etc. Discuss similar effects of alcohol and consequences for safety.</p>	<p>MUSIC</p>	<p>SOCIAL STUDIES</p>
<p>ART</p> <p>Draw the human body in correct proportions and indicate the organs affected by alcohol.</p>	<p>SPELLING</p> <p>Learn to spell words used to discuss alcohol and its effect on the body (oxidation, depressant, etc.). Construct a crossword puzzle using these words.</p>	<p>MATH</p>
<p>SCIENCE</p> <p>Use goldfish to show effects of alcohol. Put a fish into a 3" container with 1/2 ounce alcohol and 3/4 pint water (equivalent to alcoholic content of a 12-oz. can of beer). When effects are seen, move fish to fresh water. Discuss.</p>	<p>WRITING</p> <p>Write a story pretending you are an alcoholic beverage. Trace your travels through a human body. Describe what effects you are causing as you travel.</p>	<p>READING</p> <p>Collect newspaper articles concerning events related to alcohol over a two-week period. Categorize the articles. How does reading the articles influence your thinking about drinking?</p>
<p>LANGUAGE ARTS (oral discussion)</p>	<p>LANGUAGE ARTS (drama and role-playing)</p> <p>Write and perform a skit where different parts of the body are "humanized" and tell the effects of alcohol on them.</p>	<p>OTHER _____</p>



SUGGESTED WAYS TO INCORPORATE THIS ACTIVITY INTO OTHER SUBJECT AREAS

<p>PHYSICAL EDUCATION</p>	<p>MUSIC</p>	<p>SOCIAL STUDIES</p>
<p>ART Have students design their own mazes using facts about alcohol.</p>	<p>SPELLING</p>	<p>MATH</p>
<p>SCIENCE</p>	<p>WRITING Choose any question from the mazes and write a paragraph explaining the answer.</p>	<p>READING</p>
<p>LANGUAGE ARTS (oral discussion)</p>	<p>LANGUAGE ARTS (drama and role-playing)</p>	<p>OTHER _____</p>



SUGGESTED WAYS TO INCORPORATE THIS ACTIVITY INTO OTHER SUBJECT AREAS

<p>PHYSICAL EDUCATION</p>	<p>MUSIC</p>	<p>SOCIAL STUDIES</p>
<p>ART</p> <p>Design a poster to inform others about the signs or effects of alcoholism.</p>	<p>SPELLING</p> <p>Learn the pronunciation of some of the diseases which can result from alcohol abuse, e.g., cirrhosis.</p>	<p>MATH</p>
<p>SCIENCE</p> <p>Research the effects of alcoholism on body organs. Why is life expectancy shorter for an alcoholic?</p>	<p>WRITING</p> <p>Write a description of a person who is an alcoholic, including the symptoms of the disease, where the person could seek help, and what happened to the person.</p>	<p>READING</p> <p>Read "Jennifer" by Zoa Sherburne. Discuss the effects of her mother's alcohol problem on Jennifer's life. Describe ways she coped. Suggest additional ways.</p>
<p>LANGUAGE ARTS (oral discussion)</p>	<p>LANGUAGE ARTS (drama and role-playing)</p>	<p>OTHER _____</p>

AREA: Alcohol Education  
 TOPIC: COPING - Where To Turn

PAGE: 15  
 GRADE: 6

ready

The student will be able to identify community resources to help people who have drinking problems and/or are coping with the drinking problem of someone else.

set

I will use this activity to help students:

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> develop self-concept                       | <input checked="" type="checkbox"/> increase knowledge  | <input checked="" type="checkbox"/> develop social responsibility |
| <input checked="" type="checkbox"/> improve decision-making ability | <input type="checkbox"/> improve communications         | <input checked="" type="checkbox"/> other (please designate)      |
| <input type="checkbox"/> clarify attitudes and values               | <input type="checkbox"/> learn or improve health skills | <input type="checkbox"/> develop coping skills                    |

RESOURCES

ACTIVITY

EVALUATION

go

From the kit:  
 "Where to Turn"  
 Board, grease  
 pencil, situ-  
 ation cards

Copy of:  
 Worksheet,  
 "Where to Turn"  
 (see following  
 page)

-----  
 Telephone  
 Directory

Read The Yellow  
 Pages:  
 Resources, p.96.

1. Make copies of the "Where to Turn" worksheet (see following page) for the class.
2. Ask the class to suggest different places where one could turn for help for alcohol-related problems. Discuss what each place (or person) could provide. Discuss what kind of criteria a person might use to select help (e.g., a good listener, information is kept confidential, etc.). Why might you choose a particular person or place?
3. Distribute the "Where to Turn" worksheets.
4. Have students take turns choosing a situation card and reading it aloud. Or, have students work in groups to write their own problem situation to read to the class or use for role-playing.
5. As a class, discuss the possible places or people that one could turn to for help in each situation and place a check mark in those columns on the "Where to Turn" board. Students can check all of the alternatives on their papers and circle the one(s) they would most likely choose. Volunteers can share the reasons for their choices with the class. Discuss how to contact the various people or agencies and where they are located. Have students use the telephone directory to locate neighborhood agencies.

COMMENTS OR  
 SUGGESTED CHANGES

Teacher evaluation  
 of activity.  
 Please circle:

1 2 3 4 5  
 Ugh! Wow!

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES Use a map of your area to locate the nearest alcohol "help" organizations.
ART	SPELLING	MATH
SCIENCE	WRITING Write a situation describing someone who needs help with an alcohol-related problem. Exchange papers with classmates and write solutions.	READING
LANGUAGE ARTS (oral discussion)  Prepare oral reports on local resources available to aid with problems relating to alcohol.	LANGUAGE ARTS (drama and role-playing)	OTHER <u>Research Skills</u>  Locate through a phone book, etc. the addresses and phone numbers of alcohol "help" organizations nearest to your area. Compile and post a list.



ready

The student will be able to identify sources exerting pressure on him/her to drink and will know how to cope with those pressures.

set

I will use this activity to help students:

- |   |   |   |
|---|---|---|
| <input checked="" type="checkbox"/> develop self-concept            | <input type="checkbox"/> increase knowledge             | <input type="checkbox"/> develop social responsibility    |
| <input checked="" type="checkbox"/> improve decision-making ability | <input type="checkbox"/> improve communications         | <input type="checkbox"/> other (please designate)         |
| <input checked="" type="checkbox"/> clarify attitudes and values    | <input type="checkbox"/> learn or improve health skills | <input checked="" type="checkbox"/> develop coping skills |

RESOURCES

ACTIVITY

EVALUATION

go

From the kit:  
 Filmstrip &  
 Cassette,  
 "What are You  
 Going to Do  
 About Alcohol?"  
 Part 2

Read The Yellow Pages:  
 Decision-Making,  
 p. 9;  
 Resources,  
 pp. 96-99.

1. Ask the class to describe some of the situations related to alcohol they think they might have to cope with soon or within the next few years. What kinds of situations do they foresee dealing with when they are in high school? For each situation have students identify what source, if any, would be exerting pressure on them to drink.
2. Show the filmstrip, "What Are You Going to Do About Alcohol?". There are four scenes, each dealing with a different aspect of pressure.
  - Scene 1 presents ambiguous feelings a younger person may have about alcohol.
  - Scene 2 shows peer pressure to act "sophisticated" by drinking beer.
  - Scene 3 presents the problem of drinking and driving.
  - Scene 4 deals with children's perception of alcohol use at home.

See the following page for discussion questions or use the questions listed on the filmstrip after each scene.
3. Make a composite list of the different methods of coping with situations as students suggest them.
4. Role-play some of the alternative solutions.

COMMENTS OR  
 SUGGESTED CHANGES

Teacher evaluation  
 of activity.  
 Please circle:

1	2	3	4	5
Ugh!				Wow!

<p>PHYSICAL EDUCATION</p>	<p>MUSIC</p>	<p>SOCIAL STUDIES</p>
<p>ART</p> <p>Create a comic book using situations dealing with pressure to drink as the theme.</p>	<p>SPELLING</p>	<p>MATH</p>
<p>SCIENCE</p>	<p>WRITING</p> <p>Choose one kind of pressure - peers, advertising, etc. and write one situation describing a positive use of the pressure and one negative use.</p>	<p>READING</p> <p>Have students use peer pressure to influence a friend in another class to read their favorite book. Keep track of how many did or didn't and discuss how pressure was executed.</p>
<p>LANGUAGE ARTS (oral discussion)</p> <p>Work in small groups to tape-record a series of replies students might use when faced with a choice to drink or not to drink.</p>	<p>LANGUAGE ARTS (drama and role-playing)</p> <p>Dramatize one of the scenes from the filmstrip, developing an alternative ending.</p>	<p>OTHER _____</p>

## WHAT ARE YOU GOING TO DO ABOUT ALCOHOL?

Discussion Questions

## Scene 1 -

1. How do you think Ed was feeling about taking alcohol to the party when he was talking on the telephone?
2. When he woke up from his dream, what were Ed's feelings about drinking?
3. What do you think might happen if Ed went to the party without taking alcohol?
4. What are some of the outcomes which might result when young people experiment with alcohol?
5. If you were Ed in this situation, how do you think you'd handle it?

## Scene 2 -

1. How do you think Lou Ann was feeling in this situation?
2. How do you feel about a person who won't join in what the group is doing?
3. What kinds of pressure did Lou Ann's friends use to try to get her to drink? Describe other ways of pressuring they could have used.
4. What decision do you think Lou Ann made? What might the consequences be? What would you have done in Lou Ann's situation?

## Scene 3 -

1. How did alcohol affect Josh's decision-making ability and judgement? Do you think he realized how much it affected him?
2. What consequences might he face by drinking and driving?
3. How do you feel about the decision Josh's friends made not to ride with him? What might be the consequences of that decision? What alternatives did they have?
4. What responsibilities, if any, do you have to a friend who's had too much to drink? What if the person is someone in your family?

## Scene 4 -

1. How did Danny feel about his parents' drinking?
2. Compare the attitudes of Danny and Joel about parties at home. How might that influence their use of alcohol?
3. What was bothering Danny about his father's drinking? Where can Danny get help?
4. Do you think Danny's parents have a drinking problem? Why or why not? Where can they get help?

AREA: Alcohol Education

PAGE: 21

TOPIC: COPING - Advertising Pressure

GRADE: 6

ready

The student will be able to identify sources exerting pressure on him/her to drink and will know how to cope with those pressures.

set

I will use this activity to help students:

- |   |   |  |
|---|---|--|
| <input type="checkbox"/> develop self-concept                       | <input checked="" type="checkbox"/> increase knowledge  | <input type="checkbox"/> develop social responsibility |
| <input checked="" type="checkbox"/> improve decision-making ability | <input type="checkbox"/> improve communications         | <input type="checkbox"/> other (please designate)      |
| <input checked="" type="checkbox"/> clarify attitudes and values    | <input type="checkbox"/> learn or improve health skills |  |

RESOURCES

ACTIVITY

EVALUATION

go

From the kit:  
Slide set

Slide Projector

Read The Yellow Pages:

Industry,  
pp. 25-56.

1. Discuss the role of media in promoting the use of alcohol. Ask class to describe as many alcohol ads as they can, including the source of the ad - TV, radio, magazine, newspaper, billboard, etc.
2. Show the slides.
3. Looking at each slide, analyze the elements of advertising (see following page). Include the subtle pressure various techniques can place on individuals to buy the product. Discuss the ways that these ads point up and appeal to people's need to feel successful or good about themselves. List the needs each ad appeals to on the board as you look at each slide.
4. After the discussion and slides, focus on the needs of people on the board and how all of these things contribute to people's feeling important or successful and good about themselves.
  - a. Have students discuss how the ads made them feel about using alcohol.
  - b. Give examples of how the same needs of people are used by advertisers to sell other products.

COMMENTS OR  
SUGGESTED CHANGES

Teacher evaluation  
of activity.  
Please circle:

1	2	3	4	5
ugh!				Wow!

<p>PHYSICAL EDUCATION</p>	<p>MUSIC</p> <p>Write an original jingle for an advertisement.</p>	<p>SOCIAL STUDIES</p> <p>Locate the areas where most of the liquor companies are located. Is there a pattern? Why are the companies located in these areas? What factors are important to a company's success? Is location important?</p>
<p>ART</p> <p>Make a magazine advertisement or poster to sell any product.</p> <p>Or, construct and use puppets to act out different alcohol commercials.</p>	<p>SPELLING</p> <p>Make a list of adjectives used to describe various alcoholic beverages.</p>	<p>MATH</p> <p>Find out from the newspaper how much ads cost per inch and/or column. Measure the ads in a particular day's paper and figure the costs.</p>
<p>SCIENCE</p>	<p>WRITING</p> <p>Write a radio or TV spot advertising a product. Design the ad to appeal to a particular need.</p> <p>Or, write an advertisement to counteract the appeal of a particular ad. Call it an "un-advertising."</p>	<p>READING</p>
<p>LANGUAGE ARTS (oral discussion)</p>	<p>LANGUAGE ARTS (drama and role-playing)</p> <p>Using liquor ads, substitute the name of another product for the liquor and dramatize for the class.</p>	<p>OTHER _____</p>

## ADVERTISING PRESSURES SLIDES

Discussion Questions

## Slide 1 - Walker's (car and house)

1. Who do you think lives or lived in this kind of house?
2. Describe the person who probably drove this car.
3. What ages of people might this ad appeal to?
4. What connection does the ad imply between the house, car, and whiskey?
5. To which human need(s) does this ad appeal?

## Slide 2 - Black &amp; White (dogs)

1. Why do you think these dogs are in the picture?
2. Do dogs really play games like the one pictured?
3. What message does the ad give the reader?
4. Why do you think the candy and gum are in the ad?
5. To which human need(s) does this ad appeal?

## Slide 3 - Black Velvet (woman)

1. What is black velvet?
2. How many different kinds of black velvet can you find in this picture?
3. Would the taste of whiskey remind someone of velvet?
4. Why might this ad appeal to people? To what kinds of people would it appeal most? Why?
5. To which human need(s) does the ad appeal?

## Slide 4 - Chivas Regal (safe deposit box)

1. What is a safe deposit box? How is it used?
2. Would everyone have or need one?
3. At what point in one's life might a person really need a larger safe deposit box?
4. The ad seems to suggest that the whiskey should be placed in a safe deposit box. Why?
5. To whom might the ad appeal?
6. To which human need(s) does the ad appeal?

## Slide 5 - Wolfschmidt (beach scene)

1. The ad suggests the product can "start something." What?
2. If the couple were drinking only orange juice, would the picture of their day at the beach still apply? Does the ad lead you to believe you could have the same pleasure without their product?
3. To what age groups would this ad appeal most?
4. To which human need(s) does this ad appeal?

Slide 6 - Wyborowa (glamorous woman)

1. What do you think the woman is thinking of?
2. Where is the Caspian?
3. What elements of the picture contribute to the image of wealth?
4. Where would this ad most likely appear:
  - a) Car & Driver?
  - b) Farmers' Almanac?
  - c) Vogue (women's fashion magazine)?
5. To which human need(s) does the ad appeal?

Slide 7 - Johnnie Walker (party)

1. What are the people doing? Where are they?
2. Look at the facial expressions--how do they feel? Could they feel the same way without Johnnie Walker?
3. Are all of the people drinking alcoholic beverages? How do you know?
4. Is generosity an appealing trait to people?
5. To what population would this ad most appeal?
6. To which human need(s) does it appeal?

Slide 8 - Champale (tennis players)

1. How does the ad suggest a person should "get set for living?"
2. Is Champale the kind of refreshment you really need right after a tennis match?
3. When you look at the words "Go Champale" do you think the advertiser might hope you'd see something else too? What?
4. To what audience does this appeal?
5. To which human need(s) does it appeal?

ready

The student will be able to identify sources exerting pressure on him/her to drink and will know how to cope with those pressures.

set

I will use this activity to help students:

- |  |                                       |  |
|--|---------------------------------------|--|
| <u>develop self-concept</u>              | <u>X increase knowledge</u>           | <u>X develop social responsibility</u> |
| <u>X improve decision-making ability</u> | <u>improve communications</u>         | <u>other (please designate)</u>        |
| <u>clarify attitudes and values</u>      | <u>learn or improve health skills</u> | <u>X develop coping skills</u>         |

RESOURCES

ACTIVITY

EVALUATION

go

Butcher Paper  
 Old Magazines  
 with alcohol ads

Read The Yellow Pages:  
 Industry,  
 pp. 25-29.

NOTE: This activity may take more than 1 class period to complete.

Use the slide presentation to analyze alcohol ads prior to this activity.

1. Have several magazines and newspapers with alcohol ads available (e.g., "Ebony", "Sports Illustrated", "New Yorker") and let the students cut out the ads.
2. Using the list of basic things that help people feel successful or good about themselves developed during the slide presentation of alcohol ads, make headings across the top of a sheet of butcher paper. The following are possibilities:
 

a. romance or love	e. money, wealth,	g. leisure, fun
b. glamour	possessions	h. food, thirst
c. sex appeal	f. acceptance, friends,	i. intelligence
d. youth	love	being smart
3. Select several of the ads as examples and through class discussion decide under which heading ads should be placed and glue to the butcher paper. Most ads will fit under more than one heading, so choose the heading which best describes the need to which the ad is appealing.
4. Divide the class into groups of two or three and have them decide under which heading the remainder of their ads should be placed.

COMMENTS OR  
 SUGGESTED CHANGES

Teacher evaluation  
 of activity.  
 Please circle:

1	2	3	4	5
Ugh!				Wow!

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	SPELLING	MATH
SCIENCE	WRITING	READING
LANGUAGE ARTS (oral discussion)	LANGUAGE ARTS (drama and role-playing)	OTHER _____

AREA:

PAGE: 27

TOPIC: Advertising Techniques (cont.)

GRADE: 6

ready

set

I will use this activity to help students:

- develop self-concept
- improve decision-making ability
- clarify attitudes and values
- increase knowledge
- improve communications
- learn or improve health skills
- develop social responsibility
- other (please designate)

RESOURCES

ACTIVITY

EVALUATION

go

ACTIVITY (continued)

5. Regroup as a class and let each group place their ads on the butcher paper explaining their reasons for placing it under that heading and to what audience that ad appeals. Or, give each group their own butcher paper to paste their ads on. Have each group share theirs with the class.
6. Discuss why people drink according to the ads. What other ways could one achieve the same thing without alcohol? Name other reasons why people drink not shown in the ads. Are there other ways to meet the same needs?
7. Discuss TV, radio and billboard alcohol ads. How are they different from magazine and newspaper ads? How are they similar? Which kinds of alcohol are advertised most on which media? Why? Note that we are subject to pressure to drink even if we don't read newspapers or magazines.
8. Discuss the effects of advertising pressure on one's decision to drink or not to drink. Is it possible that ads can persuade you to drink? If so, should advertisers be allowed to do so? What impact does the advertising business have on our economy? How can you cope with such pressure?

COMMENTS OR SUGGESTED CHANGES

Teacher evaluation of activity. Please circle:

1	2	3	4	5
light				Wow!

SUGGESTED WAYS TO INCORPORATE THIS ACTIVITY INTO OTHER SUBJECT AREAS

<p>PHYSICAL EDUCATION</p>	<p>MUSIC</p>	<p>SOCIAL STUDIES</p>
<p>ART</p> <p>Have a group make ad booklets, showing categories of needs that ads appeal to. Design and illustrate a cover for it.</p>	<p>SPELLING</p> <p>Make a list of key words used by advertisers in alcohol ads. Learn to spell them. For each word, think of its opposite.</p>	<p>MATH</p>
<p>SCIENCE</p>	<p>WRITING</p> <p>Write letters to companies concerning their ads, praising them or suggesting changes as appropriate.</p>	<p>READING</p> <p>Read ads critically to determine which claims are fact and which are propaganda. Underline fact in blue, propaganda in red.</p>
<p>LANGUAGE ARTS (oral discussion)</p> <p>Have a class debate on the rights of advertisers to write ads without any control by the government.</p>	<p>LANGUAGE ARTS (drama and role-playing)</p>	<p>OTHER _____</p>

AREA: Alcohol Education  
 TOPIC: COPING - Create An Ad

PAGE: 29  
 GRADE: 6

ready

The student will be able to identify sources exerting pressure on him/her to drink and will know how to cope with those pressures.

set

I will use this activity to help students:

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> develop self-concept                       | <input checked="" type="checkbox"/> increase knowledge  | <input checked="" type="checkbox"/> develop social responsibility |
| <input checked="" type="checkbox"/> improve decision-making ability | <input type="checkbox"/> improve communications         | <input type="checkbox"/> other (please designate)                 |
| <input type="checkbox"/> clarify attitudes and values               | <input type="checkbox"/> learn or improve health skills | <input checked="" type="checkbox"/> develop coping skills         |

RESOURCES

ACTIVITY

EVALUATION

go

Poster board, pens, etc. to create ads

Read The Yellow Pages:

Industry, pp. 25-26.

NOTE: This activity may take more than 1 class period to complete.

1. Divide the class into small groups to create their own ads. It may be helpful to list the following instructions on the board or on paper for each group:

Pretend you are the heads of an advertising agency. Decide as a group:

- whether you want to influence people to drink or not or drink.
- what audience you want to influence, e.g.,

- .young businessmen and women who want to get ahead
- .middle-aged housewives who want to stay young
- .teenage football players
- .college women
- .factory workers
- .other groups

c. The product - wine, beer or whiskey; if you don't want them to drink, which kind of alcohol should they not drink.

Then create an ad using any materials you want, including songs, pictures and dialogue.

(continued on following page)

COMMENTS OR SUGGESTED CHANGES

Teacher evaluation of activity. Please circle:

1	2	3	4	5
Ugh!				Wow!

SUGGESTED WAYS TO INCORPORATE THIS ACTIVITY INTO OTHER SUBJECT AREAS

30

PHYSICAL EDUCATION

MUSIC

SOCIAL STUDIES

ART

SPELLING

MATH

SCIENCE

WRITING

READING

LANGUAGE ARTS (oral discussion)

LANGUAGE ARTS (drama and role-playing)

OTHER \_\_\_\_\_

AREA:

PAGE: 31

TOPIC: Create An Ad (cont.)

GRADE:

ready

set

I will use this activity to help students:

develop self-concept

increase knowledge

develop social responsibility

improve decision-making ability

improve communications

other (please designate)

clarify attitudes and values

learn or improve health skills

RESOURCES

ACTIVITY

EVALUATION

go

**ACTIVITY (continued)**

- Upon completion of advertisements, each group presents its ad to the class. Discuss what ads reveal about why people drink or abstain and the pressure ads exert on people to drink or not to drink. Have students suggest ways to cope with such pressure.

COMMENTS OR SUGGESTED CHANGES

Teacher evaluation of activity. Please circle:

1 2 3 4 5  
ugh!            Wow!

SUGGESTED WAYS TO INCORPORATE THIS ACTIVITY INTO OTHER SUBJECT AREAS <sup>32</sup>

<p>PHYSICAL EDUCATION</p>	<p>MUSIC</p> <p>Compose or select music from records to accompany alcohol ads. How is your choice of music influenced by the group of people to whom you want your ad to appeal?</p>	<p>SOCIAL STUDIES</p> <p>Investigate laws governing ads for alcohol.</p>
<p>LANGUAGE ARTS</p>	<p>PHYSICS</p>	<p>MATH</p> <p>Find out what it costs to print an ad in a newspaper or buy radio or TV time. Calculate cost of running ads developed by the groups.</p>
<p>BIOLOGY</p>	<p>HOME ECONOMICS</p> <p>Describe your favorite TV or radio commercial. Tell what you like about it. Describe aspects which are accurate and those that are misleading.</p>	<p>CHEMISTRY</p>
<p>PSYCHOLOGY</p>	<p>DRAMA</p> <p>Dramatize ads written by groups for TV or radio.</p>	<p>OTHER _____</p>

AREA: Alcohol Education

PAGE: 33

TOPIC: DECISION-MAKING - Attitudes About Alcohol

GRADE: 6

ready

The students will be able to identify parents' feelings and attitudes about the use of alcohol by children, and what influence this has on his/her decisions about alcohol.

set

I will use this activity to help students:

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> develop self-concept                       | <input type="checkbox"/> increase knowledge                | <input type="checkbox"/> develop social responsibility |
| <input checked="" type="checkbox"/> improve decision-making ability | <input checked="" type="checkbox"/> improve communications | <input type="checkbox"/> other (please designate)      |
| <input checked="" type="checkbox"/> clarify attitudes and values    | <input type="checkbox"/> learn or improve health skills    |  |

RESOURCES

ACTIVITY

EVALUATION

go

From the kit:  
Parental attitudes photoboards (11)

1. Read the following situation to the class:  
Your friend's parents are out for the evening. You are at your friend's house to keep him/her company and are watching TV together. Instead of drinking pop, you decide to try some beer. You've both drunk a can and are popping the top on another one when your friend's parents walk in unexpectedly and see you with the beer.
2. Display the photoboards. Have students decide individually which photoboard corresponds most closely to the expression they would expect to see on the faces of their friend's parents. Each student writes a short paragraph explaining why they think the parent would react that way and whether they agree. How might the attitudes of one's parents affect one's decision about alcohol?
3. Divide class into small groups to share individual reactions and reasons. Groups should discuss how they wish parents would react and why - is there a consensus?
4. Each group writes a dialogue on how they would handle the situation if they were the parents and role-plays the solution for the class. Do they see the situation differently in the parent role than as the child? Why or why not? What rules, if any, would they make concerning the use of alcohol by their children? Why? Name some other situations where children's and parents' views may conflict. Why? Can conflicts be reduced? How?

COMMENTS OR SUGGESTED CHANGES

Teacher evaluation of activity. Please circle:

1	2	3	4	5
Ugh!				Wow!

34

SUGGESTED WAYS TO INCORPORATE THIS ACTIVITY INTO OTHER SUBJECT AREAS

<p style="text-align: center;">PHYSICAL EDUCATION</p>	<p style="text-align: center;">MUSIC</p> <p>Write a musical soundtrack to accompany the role-play of parental reaction.</p>	<p style="text-align: center;">SOCIAL STUDIES</p> <p>Research attitudes in other cultures about children drinking alcohol.</p>
<p style="text-align: center;">LANGUAGE ARTS</p> <p>Make your own set of photoboards with parental reactions by drawing various expressions or cutting them out of magazines.</p>	<p style="text-align: center;">PHYSICS</p>	<p style="text-align: center;">MATH</p>
<p style="text-align: center;">BIOLOGY</p>	<p style="text-align: center;">HOME ECONOMICS</p> <p>Write unfinished short stories involving parent-child conflict over alcohol situations. Exchange papers and write ending to story written by another student.</p>	<p style="text-align: center;">CHEMISTRY</p>
<p style="text-align: center;">PSYCHOLOGY</p> <p>Label the expression portrayed in each photoboard with a "feeling" word. Discuss different meanings the same expression conveyed to various students.</p>	<p style="text-align: center;">DRAMA</p> <p>Dramatize the situation about the parents finding the children drinking beer. Role-play the reactions shown on the photoboards.</p>	<p style="text-align: center;">OTHER _____</p>

AREA: Alcohol Education

PAGE: 35

TOPIC: COPING/SELF-IMAGE - "Almost Everyone Does"

GRADE: 6

ready

The student will know that coping behavior is part of everyone's life and people use various methods for coping with their feelings and problems. He/she will identify a variety of ways to feel good.

set

I will use this activity to help students:

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> develop self-concept                       | <input type="checkbox"/> increase knowledge             | <input type="checkbox"/> develop social responsibility    |
| <input checked="" type="checkbox"/> improve decision-making ability | <input type="checkbox"/> improve communications         | <input type="checkbox"/> other (please designate)         |
| <input checked="" type="checkbox"/> clarify attitudes and values    | <input type="checkbox"/> learn or improve health skills | <input checked="" type="checkbox"/> develop coping skills |

RESOURCES

ACTIVITY

EVALUATION

go

From the kit:  
Film-  
"Almost Everyone Does"

1. Show the film, "Almost Everyone Does."
2. Discuss with the class:
  - a. What are some bad feelings you have? What causes them? Do adults have bad feelings, too?
  - b. What are some ways people deal with bad feelings?
  - c. What are the risks of dealing with all problems by taking something rather than by doing something?
  - d. Is using alcohol or other drugs the only way to feel good? What are some alternatives?
3. Divide into small groups to discuss what students can do to get rid of bad feelings and feel good. Have each group share their responses with the class.
4. Have students try some of the activities they have listed that can be done in class and report their feelings.

COMMENTS OR SUGGESTED CHANGES

Teacher evaluation of activity. Please circle:

1	2	3	4	5
ugh!				Wow!

<p>PHYSICAL EDUCATION</p> <p>Learn folk dances or games played in other countries as alternative ways to feel good.</p>	<p>MUSIC</p>	<p>SOCIAL STUDIES</p> <p>Find out what people in other countries do to feel good, and/or what various age groups in your own community do to feel good, e.g., parents, teachers, grandparents, teenagers, etc. Compare lists and note similarities and differences.</p>
<p>ART</p> <p>Make a collage showing bad feelings and ways to cope with them.</p>	<p>SPELLING</p>	<p>MATH</p>
<p>SCIENCE</p> <p>How do alcohol and other drugs operate in the body to cause people to feel good? How long does the good feeling last?</p>	<p>WRITING</p> <p>Write poetry about feelings.</p>	<p>READING</p> <p>Read books about coping with problems. How did the characters cope? E.g.,  <u>Look Before You Leap</u> - Mary Stolz (Dell)  <u>My Dad Lives in a Downtown Hotel</u> - Peggy Mann (Avon)</p>
<p>LANGUAGE ARTS (oral discussion)</p>	<p>LANGUAGE ARTS (drama and role-playing)</p>	<p>OTHER _____</p>

ready

The student will be able to predict consequences and evaluate the risk factors for his/her decisions.

set

I will use this activity to help students:

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> develop self-concept                       | <input checked="" type="checkbox"/> increase knowledge  | <input checked="" type="checkbox"/> develop social responsibility |
| <input checked="" type="checkbox"/> improve decision-making ability | <input type="checkbox"/> improve communications         | <input type="checkbox"/> other (please designate)                 |
| <input checked="" type="checkbox"/> clarify attitudes and values    | <input type="checkbox"/> learn or improve health skills | <input checked="" type="checkbox"/> develop coping skills         |

go

RESOURCES

ACTIVITY

EVALUATION

From the kit:  
Consequence Chart  
Grease pencil

Copy of:  
Worksheet-  
"How Would You Handle It?"  
(see following pages)

Read The Yellow Pages:  
Decision-Making,  
p. 9.

1. Make copies of "How Would You Handle It?" worksheet (see following pages) for the class.
2. Discuss the importance of thinking about alternatives and consequences before making a decision. Introduce the Consequence Chart as a way of thinking about the good and bad effects a decision could have on oneself and others.
3. Have a student select a situation from the worksheet and read it aloud. For each alternative listed, write the possible consequences for self and others on the consequence chart. Have class propose additional alternatives and list them on the chart in the same manner. Discuss the advantages and disadvantages (risks) of various alternatives. Have students make a decision and explain their choice. Discuss differences among decisions based on attitudes and values.
4. Discuss the methods of coping suggested in the situations. Are some more advisable than others? Why or why not? What determines the method a person uses? How important are coping skills in our society?

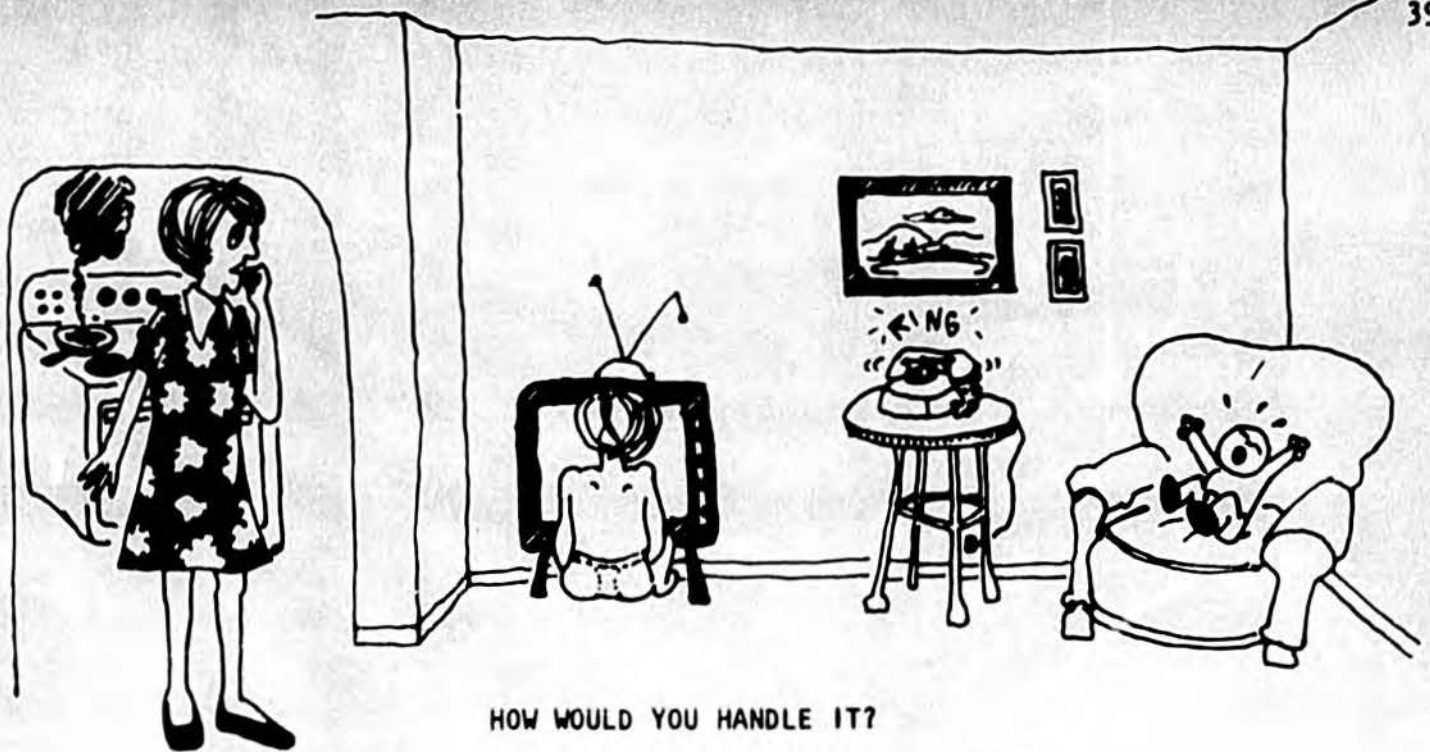
VARIATION: Have students complete the worksheet individually. Divide into small groups and have each group try to arrive at a consensus on the "best" decision for each situation. Groups share their choices and reasons with the class.

COMMENTS OR SUGGESTED CHANGES

Teacher evaluation of activity.  
Please circle:

1	2	3	4	5
ugh!				Wow!

<p>PHYSICAL EDUCATION</p> <p>What are some of the risks involved in various sports? Are there ways to minimize the risks? How might thinking about the risks first influence a person's decision to participate?</p>	<p>MUSIC</p>	<p>SOCIAL STUDIES</p> <p>Read the newspaper to find examples of political decisions. Predict consequences for each decision. Suggest alternatives. Would you have made a different decision if the choice had been yours?</p>
<p>LANGUAGE ARTS</p>	<p>PHYSICS</p>	<p>MATH</p> <p>Calculate odds (risks) of a certain thing happening with students.</p>
<p>BIOLOGY</p>	<p>HOME ECONOMICS</p> <p>Have students write problems anonymously and deposit in a "problem box." Draw problems from the box and read aloud. Have the class suggest alternatives and consequences.</p>	<p>CHEMISTRY</p>
<p>PSYCHOLOGY</p> <p>What is a risk to you? When and what are you willing to risk? What is a risk too great for you to consider?</p>	<p>DRAMA</p>	<p>OTHER _____</p>



HOW WOULD YOU HANDLE IT?

1. Nothing is going right for Mrs. Owens. The baby is crying, breakfast is burning on the stove, the telephone is ringing and one child is watching TV instead of getting dressed for school. How can Mrs. Owens cope with this?
  - a. Answer the phone and tell her problems to the caller.
  - b. Tell the child to answer the phone, throw breakfast in the garbage, give the baby a pacifier, and make herself a drink of vodka and orange juice.
  - c. Answer the phone and say she'll return the call, have the child get dressed and play with the baby while she makes a new breakfast.
  - d. Your alternative.....
  
2. You have the responsibility for picking up your little sister after kindergarten each day and walking her home. You just found out there will be band try-outs after school, and you really want to join the band but only sixth graders will be admitted to the auditorium. How can you cope with this?
  - a. Tell your sister to find her own way home.
  - b. Forget band and take your sister home, telling her she's a real pain who always wrecks your life.
  - c. See if a friend will take her home.
  - d. Your alternative.....
  
3. Mr. Brown has heard a rumor that there will be some layoffs soon at his plant and his job is likely to be eliminated. He has four young children and a wife to support. How can Mr. Brown cope with his problem?
  - a. Go to his supervisor and find out if it's true and what his chances are for employment.
  - b. Quit immediately and look for a job with a more stable future.
  - c. Go out and get drunk.
  - d. Your alternative.....

4. There's going to be a math test tomorrow. You haven't studied for it and will probably fail it unless you do. Your club is going on a field trip after school today, and you've been looking forward to it all month. What would you do?
  - a. Tell your mother you're sick tomorrow and skip school.
  - b. Take the test and do the best you can.
  - c. Tell your problem to the person who sits beside you in math class and arrange to copy his/her answers.
  - d. Your alternatives.....
  
5. You are new at school and want to be popular. You hear some of your sixth grade classmates talking about how neat it would be to get some wine for a party. You know you could take a bottle from your parents' wine supply and they'd probably never know. You feel sure the group would invite you to the party if you brought the wine. How can you cope?
  - a. Tell them you'll get the wine.
  - b. Forget the conversation and try to get to know a few people at a time.
  - c. Get your parents to agree to a party at your house and arrange to sneak a little wine to those who want it.
  - d. Your alternatives.....
  
6. Betsy's father is an alcoholic. He and the family have managed to hide his problem for several years. Now he's lost his job and people are beginning to talk about him. One of Betsy's classmates comes up to her and says, "Betsy, I heard your father is an alcoholic. Is it true?" How can Betsy deal with this?
  - a. Deny it and say her father was laid off because of the state of the economy.
  - b. Avoid the question by changing the subject.
  - c. Say that her father has an illness and is no different from anyone else who is sick and needs help.
  - d. Your alternative.....
  
7. Ted and three of his friends are in the park playing ball. Afterwards, one of the friends opens a paper bag, pulls out a bottle of liquor and takes a sip. He passes the bottle to another friend who sips it and says, "It's awful! How can you drink that stuff?" He passes the bottle to Ted. Ted doesn't want to try it. How can he cope with the situation?
  - a. Drink it anyway so they won't think he's chicken.
  - b. Say, "No, thanks", and pass the bottle to the other friend.
  - c. Tell them they're really dumb to pull a stunt like that since they could get arrested, and then leave the park before they can answer.
  - d. Your alternative.....

AREA: Alcohol Education

PAGE: 41

TOPIC: DECISION-MAKING - Trial of Mr. Alcohol

GRADE: 6

ready

The student will be able to identify his/her feelings and attitudes about the use/non-use of alcohol and understand how they affect his/her decisions.

set

I will use this activity to help students:

         develop self-concept

  x   increase knowledge

         develop social responsibility

  x   improve decision-making ability

         improve communications

         other (please designate)

         clarify attitudes and values

         learn or improve health skills

RESOURCES

ACTIVITY

EVALUATION

go

From the kit:  
Role Cards-  
"Mr. Alcohol"

Courtroom Procedure Worksheet  
(see following page)

Tape Recorder

Read The Yellow Pages:

Laws, p. 61.

This activity should be done after the class has used the other material in the kit. Read all role cards and instructions first.

1. Make copies of the courtroom procedure worksheet (see following page) for the class.
2. Discuss briefly some of the different points of view people have about alcohol. Is alcohol innocent or guilty? Discuss the trial of Mr. Alcohol as a way of determining the verdict. Have students share what they have read or seen about courtroom proceedings.
3. Distribute role cards to the students and give them a day to prepare their roles.
4. Conduct the trial (see following page). A major point to be made during the trial is that although people come under considerable pressure to drink, drinking is a personal choice.
5. After the trial, discuss the following questions with the class:
  - a. Do you agree with the jury's verdict? Why or why not?
  - b. What do you think would happen if alcohol were really put on trial in our society?
  - c. Do you think it would be possible to ban alcohol? If so, how? If not, why not?
  - d. Since alcohol has both good and bad effects, how do you think we should deal with it?

COMMENTS OR SUGGESTED CHANGES

Teacher evaluation of activity. Please circle:

1	2	3	4	5
ugh!				Wow!

SUGGESTED WAYS TO INCORPORATE THIS ACTIVITY INTO OTHER SUBJECT AREAS <sup>42</sup>

<p>PHYSICAL EDUCATION</p>	<p>MUSIC</p>	<p>SOCIAL STUDIES                  Related units on law, justice, courtroom procedure, etc. could be done prior to, along with, or following this unit.</p>
<p>LANGUAGE ARTS</p> <p>Design a set as the backdrop for the trial. Make a jury box, judge's bench, pictures for the wall, etc.</p>	<p>PHYSICS</p> <p>Make a spelling list of words that are used in trial situations, e.g., objection, verdict, defendant, prosecution, etc.</p>	<p>MATH</p>
<p>BIOLOGY</p>	<p>HOME ECONOMICS</p>	<p>CHEMISTRY</p> <p>Read a book about a courtroom drama.</p>
<p>PSYCHOLOGY</p>	<p>DRAMA</p>	<p>OTHER _____</p>

## THE TRIAL OF MR. ALCOHOL

1. Distribute role cards to the students. No one except the witnesses should reveal their role description. The witnesses for the prosecution should show their roles to the prosecuting attorney. The witnesses for the defense should show theirs to the defense attorney. There are 30 roles: prosecuting attorney, defense attorney, 7 witnesses for the prosecution, 6 witnesses for the defense, judge, court clerk, bailiff, 12 jury members. The number of witnesses on each side can be expanded as necessary to give every student a role. Major roles are the prosecuting attorney and the defense attorney. It may be helpful to assign those roles to students who can perform well in front of a group and think quickly.
2. Students should have one day to prepare their roles.
3. The setting is a courtroom where Mr. Alcohol is being accused of the crime of ruining people's lives, causing family problems, health problems, job loss, traffic accidents and death.
4. Prior to the trial, review the basic vocabulary of courtroom procedure; e.g., objection, objection overruled, verdict, defendant, defense attorney, prosecuting attorney, etc.
5. Distribute courtroom procedure worksheets (see following page) to the class. As the trial progresses, students should check off each step on their worksheets and use the space at the bottom of the worksheets for questions or points they'd like to discuss after the trial. Or, rather than assigning a role card to each student, some students could be asked to be observers at the trial and use the worksheet to make sure courtroom procedures are being followed.

COURTROOM PROCEDURE - TRIAL OF MR. ALCOHOL

1. All should be seated in their places.
2. The bailiff announces the arrival of the judge. All rise.
3. The judge will request those in the courtroom to be seated.
4. The bailiff will then read the charges against the defendant.
5. The defendant will state his/her plea (guilty or not guilty).
6. The judge then instructs the prosecution to present its case.
  - a. The prosecution will make an opening statement.
  - b. The prosecution will call its witnesses.
  - c. The bailiff will swear in the witnesses.
  - d. After the prosecution has questioned a witness, the defense may cross-examine if desired.
  - e. After all witnesses have testified, the prosecution gives a summary and rests its case.
7. The judge then instructs the defense to present its case.
  - a. The defense calls its witnesses.
  - b. The prosecution may cross-examine if so desired.
  - c. After all the witnesses have been called, the defense gives a summary and rests its case.
8. The judge instructs the jury about their responsibility to decide this case.
  - a. The jury then retires to deliberate.
  - b. The jury elects a spokesperson or foreman.
  - c. They then make their verdict of guilty or not guilty. The vote must be unanimous to carry a decision.
9. When the jury returns the foreman presents the verdict.
10. The judge then rules on the verdict.
  - If not guilty, the case is dismissed.
  - If guilty, the judge may make a statement and/or give the sentence.

NOTES:

AREA: Alcohol Education

PAGE: 45

TOPIC:

GRADE: 6

ready

set

I will use this activity to help students:

<input type="checkbox"/> develop self-concept	<input type="checkbox"/> increase knowledge	<input type="checkbox"/> develop social responsibility
<input type="checkbox"/> improve decision-making ability	<input type="checkbox"/> improve communications	<input type="checkbox"/> other (please designate)
<input type="checkbox"/> clarify attitudes and values	<input type="checkbox"/> learn or improve health skills	

RESOURCES

ACTIVITY

EVALUATION

go

From the kit:

Individual and Group Projects

Task Cards (10)

The task cards can be used by individuals or groups to supplement the learning activities found in this kit.

COMMENTS OR  
SUGGESTED CHANGES

Teacher evaluation  
of activity.  
Please circle:

1	2	3	4	5
Ugh!				Wow!

SUGGESTED WAYS TO INCORPORATE THIS ACTIVITY INTO OTHER SUBJECT AREAS

PHYSICAL EDUCATION

MUSIC

SOCIAL STUDIES

LANGUAGE ARTS

PHYSICS

MATH

BIOLOGY

HOME ECONOMICS

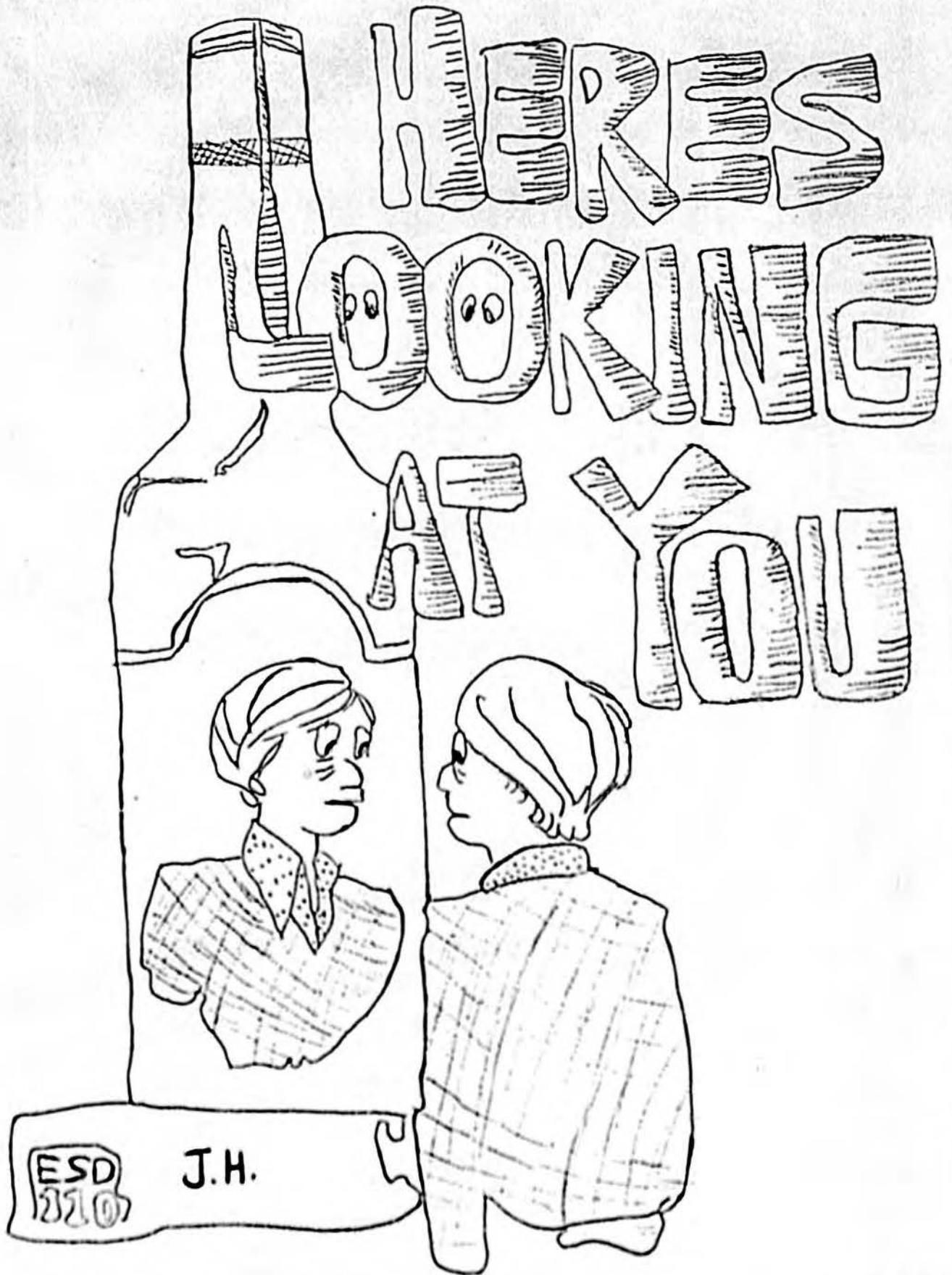
CHEMISTRY

PSYCHOLOGY

DRAMA

OTHER \_\_\_\_\_

A TEACHER'S GUIDE  
FOR  
ALCOHOL EDUCATION



## TABLE OF CONTENTS

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	(See the Table of Contents in The Yellow Pages for more details.)	

## JUNIOR HIGH

Overall Goal: The overall goal of the Alcohol Education Curriculum Project is to help young people make responsible decisions about alcohol.

Specific Goals and Objectives: The specific goals and objectives at the Junior High level are:

## DECISION-MAKING

The student will know that the decisions he/she must make concerning alcohol are influenced by many factors and will develop skills to help him/her make those decisions.

- A. The student will identify his/her feelings and values about the use of alcohol and understand how they affect his/her decisions. (p. 3, 27)
- B. The student will be able to discriminate between responsible and irresponsible decisions related to alcohol. (p. 47)

## COPING

The student will know and be able to use a variety of coping skills for dealing with problems.

- A. The student will be able to identify sources exerting pressure on him/her to drink and will know how to cope with those pressures. (p. 30)
- B. The student will know that coping behavior is part of everyone's life and people use various methods for coping with their problems, including alcohol. (p. 41)
- C. The student will know specific coping skills. (p. 34)

## ALCOHOL INFORMATION

The student will know facts about alcohol, its use and abuse, and its effect on the human body in order to make responsible decisions about alcohol.

- A. The student will be able to identify the physical and behavioral effects of alcohol on the body. (p. 7, 9, 14, 23)
- B. The student will be able to identify the implications of the effects of alcohol on personal safety and the safety of others. (p. 19, 23)
- C. The student will know the symptoms, effects, and treatment of the illness, alcoholism, and its consequences for the individual, family, and society. (p. 38, 43)
- D. The student will be able to identify the resources available in his/her community to help people who have drinking problems and/or are coping with the drinking problem of someone else. (p. 43)

**SELF-IMAGE**

The student will understand the relationship of self-image to the decisions that he/she makes.

- A. The student will feel that he/she is a worthwhile person. (p. 55)
- B. The student will know that how he/she feels about him/herself has a direct relationship to his/her behavior, including the use of alcohol. (p. 55)
- C. The student will identify a variety of ways to feel good. (p. 53)

## INDIVIDUAL ACTIVITIES

1

The following is a list of possible individual or group projects that could be used to supplement the learning activities found in this kit.

### Easy Projects

1. Make a poster or collage using one of the topics below:
  - a) reasons people drink
  - b) alcoholism
  - c) acceptable and/or unacceptable drinking
  - d) warning signs of alcoholism
  - e) physical effects of alcohol
  - f) kinds and types of alcoholic beverages
  - g) history of alcohol
  - h) methods of advertising to promote drinking of alcohol
  
2. Collect cartoons or comic strips that deal with alcohol use. Attach them in a notebook or on poster paper. Briefly comment on the cartoonist's view of alcohol.
  
3. Select a picture or drawing and write a story about alcohol that relates to the picture.
  
4. Choose a song whose lyrics involve alcohol use. Then make a report (oral, written) discussing the attitudes toward alcohol expressed in the song.
  
5. Complete the following statements. Explain your reasons:
  - a) If I could make my parents understand one thing about alcohol, it would be \_\_\_\_\_.
  - b) One thing about alcohol that really bugs me is \_\_\_\_\_.

### Advanced Projects

1. Develop a report on one of the following topics:
  - a) reasons why people drink
  - b) drinking and driving
  - c) teenage drinking
  - d) children of alcoholic parents
  - e) Alateen
  - f) effects of alcohol
  - g) alternatives to alcohol use
  - h) local resources to help those people with alcohol problems

Reports can be written or oral or you may want to use slides and/or an audio tape to illustrate your points.

2. Visit your local Community Alcohol Center and share what you learned with the class. This could also be done with slides and a tape-recorded interview.
3. Collect newspaper articles related to alcohol and organize them by topic, e.g., drinking and driving, alcoholism, etc., and comment on the articles.
4. Create a play on decision-making about alcohol. Select a cast and present it to the class.
5. Conduct a survey on people's attitudes toward lowering the drinking age. Tabulate your results and share your conclusions with the class.
6. Make a map of your neighborhood. Mark all of the places within a one-mile radius where alcohol can be purchased. Create a legend that will indicate what type of alcohol is available there, what kind of business it is-- tavern, grocery store, etc.--and what the hours are. Write a brief statement about the availability of alcohol in your neighborhood and what if any effect you think it has on the decisions of people who live there about alcohol.

ready

The student will be able to identify his/her feelings and values about the use of alcohol and understand how they affect his/her decisions.

set

I will use this activity to help students:

- develop self-concept
- improve decision-making ability
- clarify attitudes and values
- \_\_\_\_\_ increase knowledge
- \_\_\_\_\_ improve communications
- \_\_\_\_\_ learn or improve health skills
- \_\_\_\_\_ develop social responsibility
- \_\_\_\_\_ other (please designate)

RESOURCES

ACTIVITY

EVALUATION

go

From the kit:  
Film  
"Decision:  
Alcohol"  
(15 min.)

1. Decision: Alcohol film could be used as an introduction to the study of alcohol. Ask the students to look for the number of people whose lives were affected by the use of alcohol and how they were affected. Follow-up discussion could include suggestions listed below as well as identifying those areas which students would like to investigate and discuss further.
2. Or, show the film at any point and bring out the following ideas:
  - a. What is Rick's basic problem?
  - b. If you were Rick, what would you have done about your family situation?
  - c. In the opening scene, why do you think Rick turned down the drink when his friend asked him if he wanted one?
  - d. Why do you think Rick accepted the beer when his girl friend's brother asked if he wanted one?
  - e. Why didn't Rick's girl friend drink?
  - f. What were the differences in ground rules between Rick and Sharon's families? Why didn't Sharon's father give Rick a beer? Do you agree with Sharon's dad?
  - g. If you were a parent, what, if any, ground rules would you set for drinking for your family? What ground rules, if any, have your parents set for you?
  - h. Why was Rick so upset about the scene in the locker room when his friend was talking about drinking?
  - i. What were some of the attitudes expressed about drinking in the classroom scene? What did the experts say about children of alcoholic parents?

COMMENTS OR SUGGESTED CHANGES

Teacher evaluation of activity.  
Please circle:

1 2 3 4 5  
Ugh! Wow!

SUGGESTED WAYS TO INCORPORATE THIS ACTIVITY INTO OTHER SUBJECT AREAS 4

PHYSICAL EDUCATION

MUSIC

SOCIAL STUDIES

LANGUAGE ARTS

PHYSICS

MATH

BIOLOGY

HOME ECONOMICS

CHEMISTRY

PSYCHOLOGY

DRAMA

OTHER \_\_\_\_\_

AREA:  
TOPIC:

PAGE: 5  
GRADE: Junior High

Ready Set									
	<p>I will use this activity to help students:</p> <table style="width: 100%; border: none;"> <tr> <td style="border-bottom: 1px solid black; width: 33%;">develop self-concept</td> <td style="border-bottom: 1px solid black; width: 33%;">increase knowledge</td> <td style="border-bottom: 1px solid black; width: 33%;">develop social responsibility</td> </tr> <tr> <td style="border-bottom: 1px solid black;">improve decision-making ability</td> <td style="border-bottom: 1px solid black;">improve communications</td> <td style="border-bottom: 1px solid black;">other (please designate)</td> </tr> <tr> <td style="border-bottom: 1px solid black;">clarify attitudes and values</td> <td style="border-bottom: 1px solid black;">learn or improve health skills</td> <td></td> </tr> </table>	develop self-concept	increase knowledge	develop social responsibility	improve decision-making ability	improve communications	other (please designate)	clarify attitudes and values	learn or improve health skills
develop self-concept	increase knowledge	develop social responsibility							
improve decision-making ability	improve communications	other (please designate)							
clarify attitudes and values	learn or improve health skills								

	RESOURCES	ACTIVITY	EVALUATION
--	-----------	----------	------------

go		<p>(Activity continued)</p> <ol style="list-style-type: none"> <li>j. How did Rick's mother react to her husband's drinking problem?</li> <li>k. Is Rick's father an alcoholic? Explain what you think an alcoholic is.</li> <li>l. Discuss the various people affected by Rick's father's abuse of alcohol. How was each person affected?</li> <li>m. What effect do you think the accident will have on Rick's parents? on Mr. Walters and his family?</li> <li>n. Given Rick's point of view, do you think he'd press charges against his neighbor for the accident? Why or why not?</li> <li>o. Do you think Rick will drink? Why or why not?</li> <li>p. Why do people choose to drink or not to drink? List as many reasons as you can think of.</li> </ol> <p>3. Comments from the film could be used for small group discussion or individual written response. Suggestions:</p> <ol style="list-style-type: none"> <li>a. "Maybe he doesn't know he's got a problem."</li> <li>b. "Some adults just want you to be what they want."</li> <li>c. "You can drink without becoming a drunk."</li> <li>d. "Maybe he can't help it."</li> <li>e. "No one wants to let me make up my own mind about anything."</li> <li>f. "You should have as much choice to say <u>no</u> as to say <u>yes</u>."</li> <li>g. "There are 100 things wrong with this family that have nothing to do with alcohol."</li> <li>h. "Doesn't anyone ever take a look at why they drink?"</li> <li>i. "Drinking is no excuse for poor behavior."</li> </ol>	<p>COMMENTS OR SUGGESTED CHANGES</p> <p><i>Teacher evaluation of activity.</i> <i>Please circle:</i></p> <table style="width: 100%; border: none;"> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> <td style="text-align: center;">5</td> </tr> <tr> <td style="text-align: center;">Ugh!</td> <td></td> <td></td> <td></td> <td style="text-align: center;">Wow!</td> </tr> </table>	1	2	3	4	5	Ugh!				Wow!
	1	2	3	4	5								
Ugh!				Wow!									

SUGGESTED WAYS TO INCORPORATE THIS ACTIVITY INTO OTHER SUBJECT AREAS

<p>PHYSICAL EDUCATION</p>	<p>MUSIC</p> <p>Identify a number of songs that deal with alcohol; e.g.</p> <p>"Bottle of Wine" "Tonight the Bottle Let Me Down"</p> <p>Look at the attitudes about alcohol in music and discuss how this may affect the listener.</p>	<p>SOCIAL STUDIES</p>
<p>LANGUAGE ARTS</p> <p>Have students watch TV, listen to radio, and look through magazines and newspapers for messages on alcohol. Have them record the messages or bring in examples of the printed ads. Discuss as a class what the messages are saying.</p>	<p>PHYSICS</p>	<p>MATH</p>
<p>BIOLOGY</p>	<p>HOME ECONOMICS</p> <p>Discuss:</p> <p>Family relationship and communication patterns.</p>	<p>CHEMISTRY</p>
<p>PSYCHOLOGY</p>	<p>DRAMA</p> <p>Show or relate one of the situations from the film, "Decision Alcohol", and have a group of students role-play how they might respond.</p>	<p>OTHER _____</p>

AREA: Alcohol Education

PAGE: 7

TOPIC: ALCOHOL INFORMATION - "Thinking About Drinking"

GRADE: Junior High School

ready

The student will be able to identify the physical and behavioral effects of alcohol on the body.

set

I will use this activity to help students:

- develop self-concept
- improve decision-making ability
- clarify attitudes and values
- increase knowledge
- improve communications
- learn or improve health skills
- develop social responsibility
- other (please designate)

RESOURCES

ACTIVITY

EVALUATION

go

From the kit:

Thinking About Drinking Booklets

Note: The teacher should be familiar with the booklet before beginning this activity. This material can serve as an effective review of alcohol information as well as a basis for discussion of attitudes about drinking. It may take more than one class period to complete.

1. Give each student a copy of the booklet, "Thinking About Drinking."
2. Ask them to read the booklet (give them the remainder of the period to read).
3. When students have completed the reading, ask them to choose one of the following sections from the booklet for discussion:
  - a. A Look at Teenage Drinking
  - b. Quiz Yourself
  - c. Handling Your Own Drinking or Non-Drinking
  - d. More Facts About Alcohol
4. Have students form groups by like topics. The students' tasks in each group are to identify the issues or information raised in their section of the booklet and determine how each of them might pass this information on to their peers or younger persons.
5. Have each group appoint a spokesperson to share their group's ideas with the rest of the class at the conclusion of the activity.

COMMENTS OR SUGGESTED CHANGES

Teacher evaluation of activity. Please circle:

1	2	3	4	5
Ugh!				Wow!

SUGGESTED WAYS TO INCORPORATE THIS ACTIVITY INTO OTHER SUBJECT AREAS **8**

<p>PHYSICAL EDUCATION</p>	<p>MUSIC</p>	<p>SOCIAL STUDIES</p>
<p>LANGUAGE ARTS</p> <p>Have students write their own pamphlet on alcohol education for fellow students or younger students.</p>	<p>PHYSICS</p>	<p>MATH</p>
<p>BIOLOGY</p>	<p>HOME ECONOMICS</p>	<p>CHEMISTRY</p>
<p>PSYCHOLOGY</p>	<p>DRAMA</p> <p>Have students role-play the situations "what does a girl do if . . .," "what does a boy do if . . .," from Thinking About Drinking.</p>	<p>OTHER _____</p> <p>Have students prepare a presentation for 5th or 6th graders on the material found in the booklet.</p>

ready

The student will be able to identify the physical and behavioral effects of alcohol on the body.

set

I will use this activity to help students:

- |  |   |  |
|--|---|--|
| <input type="checkbox"/> develop self-concept            | <input checked="" type="checkbox"/> increase knowledge  | <input type="checkbox"/> develop social responsibility |
| <input type="checkbox"/> improve decision-making ability | <input type="checkbox"/> improve communications         | <input type="checkbox"/> other (please designate)      |
| <input type="checkbox"/> clarify attitudes and values    | <input type="checkbox"/> learn or improve health skills |  |

RESOURCES

ACTIVITY

EVALUATION

go

From the kit:  
 Transparencies-  
 human body  
 brain  
 Copies of:  
 Diagrams-  
 male body  
 female body  
 human brain  
 (See following pages)  
 Read The Yellow Pages:  
 Effects of Alcohol,  
 pp. 30-45.

1. Make copies of the body and brain diagrams (see following pages) for the class and distribute to students.
2. Using the body transparencies, explain what happens to alcohol in the body beginning with ingestion, through absorption, circulation, oxidation and excretion. Indicate the possible short- and long-term effects of alcohol on various organs. (Differentiate between light and heavy drinking.)
3. Students can follow teacher's explanation using their diagrams. Have them write in the names of the organs.  
  
 Students could also note on the diagram the short- and long-term effects of alcohol on the organs, differentiating between light and heavy drinking.
4. Using the brain transparency, review the location and function of the control centers of the brain. Explain how increasing the blood alcohol level in the body progressively affects different centers of the brain. Describe what effect this has on immediate behavior. Explain the long-term effects of alcohol on the brain resulting from light and heavy drinking.
5. Students can follow teacher's explanation, shading their diagrams with different colors to indicate the progressive effects of alcohol in the centers of control in the brain.

COMMENTS OR SUGGESTED CHANGES

Teacher evaluation of activity.  
 Please circle:

1	2	3	4	5
ugh!				Wow!

SUGGESTED WAYS TO INCORPORATE THIS ACTIVITY INTO OTHER SUBJECT AREAS 10

PHYSICAL EDUCATION

MUSIC

SOCIAL STUDIES

LANGUAGE ARTS

PHYSICS

MATH

BIOLOGY

HOME ECONOMICS

CHEMISTRY

Do an experiment using ether and gerbils. Ether is essentially the same chemically as alcohol. Put the gerbil in an air-tight aquarium with an ether-soaked rag. Observe until the gerbil passes out. Remove the cover and rag and observe recovery.

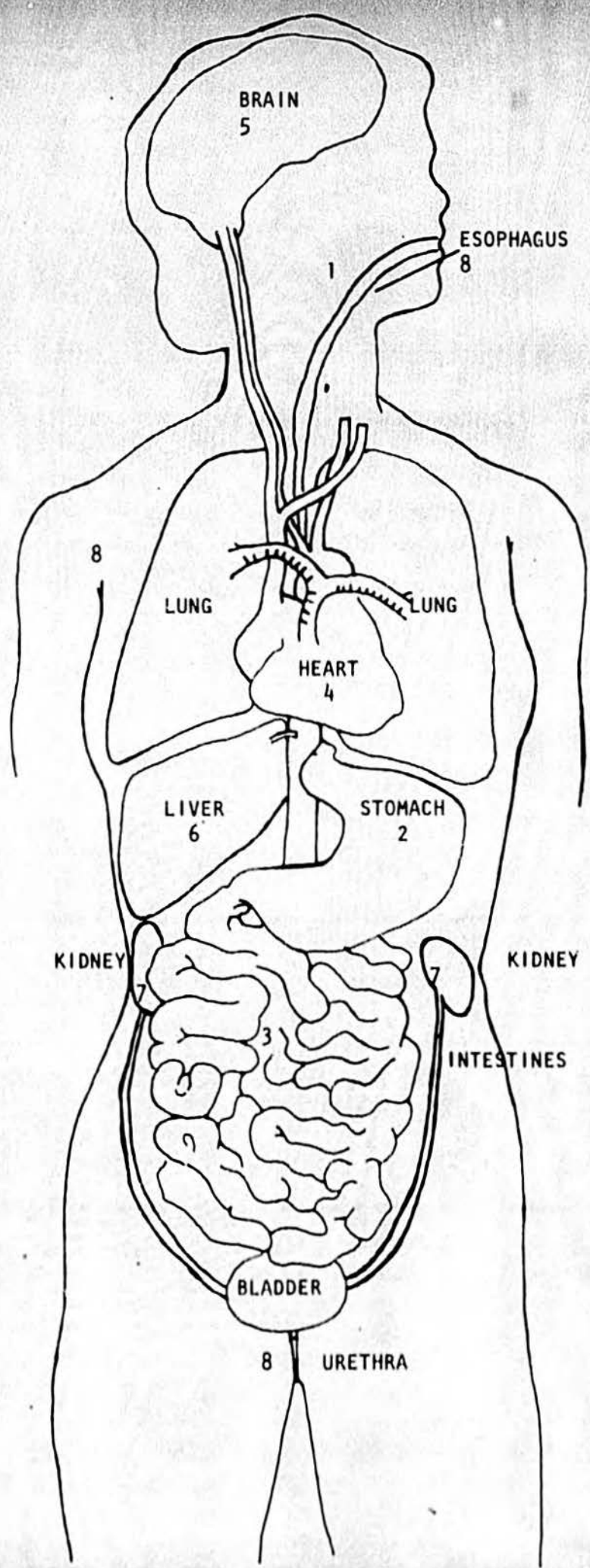
What chemical processes are in action to cause certain effects on certain organs.

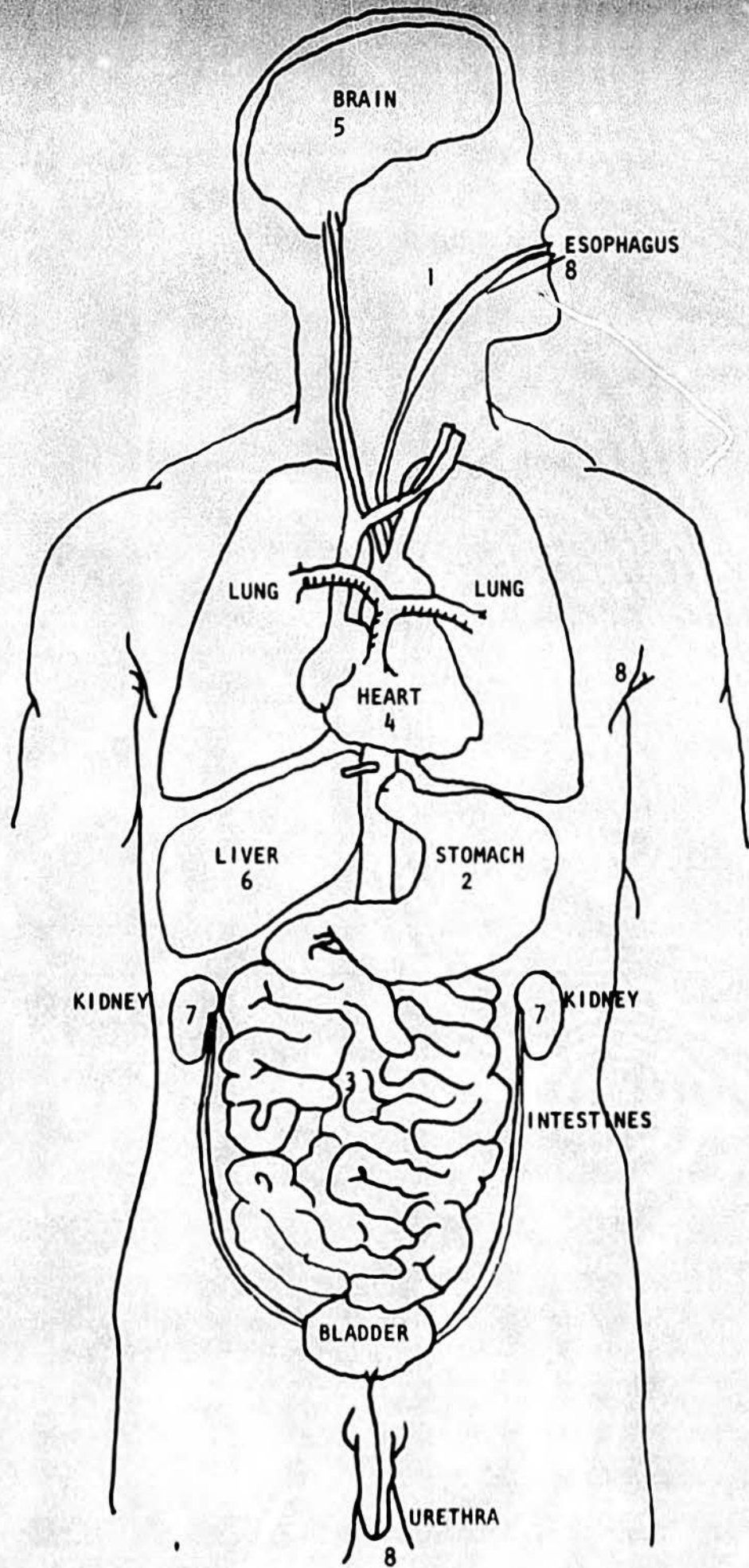
PSYCHOLOGY

DRAMA

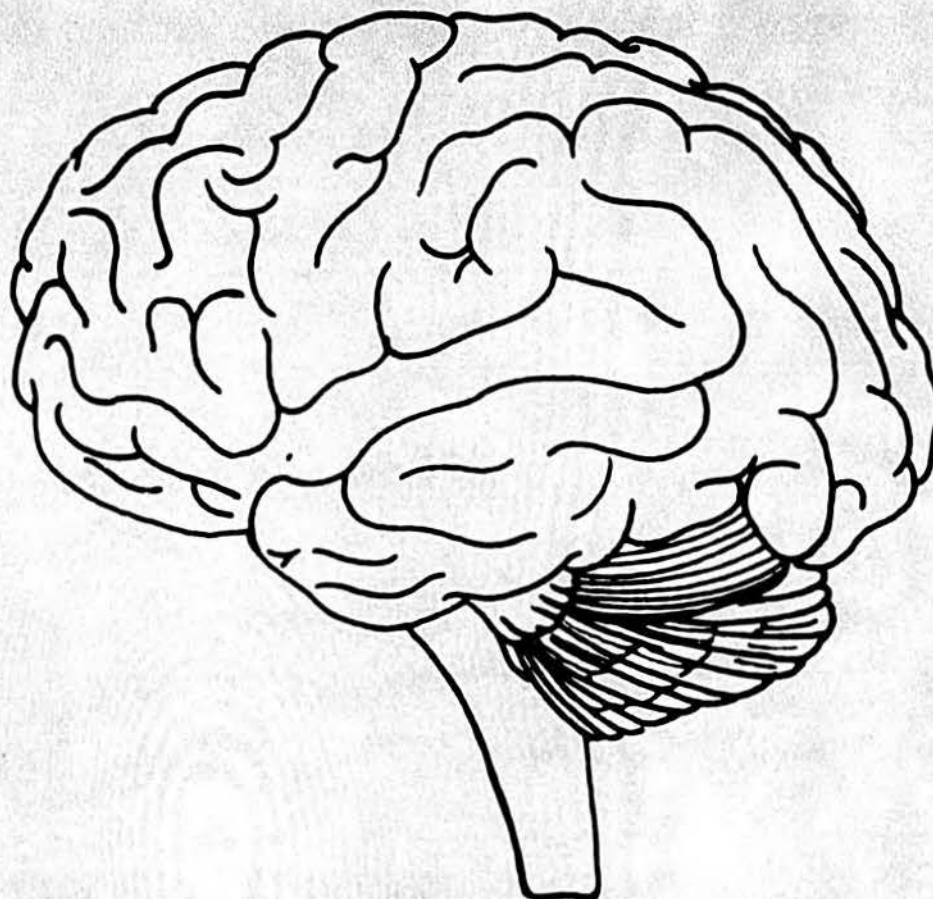
OTHER \_\_\_\_\_

Discuss why people behave differently while under the influence of alcohol.





**BRAIN**



AREA: Alcohol Education  
 TOPIC: ALCOHOL INFORMATION - Help Me

PAGE: 14  
 GRADE: Junior High School

ready

The student will be able to identify the physical and behavioral effects of alcohol on the body.

sheet

I will use this activity to help students:

<u>        </u> develop self-concept	<u>  X  </u> increase knowledge	<u>        </u> develop social responsibility
<u>        </u> improve decision-making ability	<u>        </u> improve communications	<u>        </u> other (please designate)
<u>  X  </u> clarify attitudes and values	<u>  X  </u> learn or improve health skills	

g

RESOURCES

ACTIVITY

EVALUATION

Copy of:  
 1) "Help Me!" story  
 2) Story conclusion  
 (See following pages)

Read The Yellow Pages:  
 Effects of Alcohol,  
 pp. 41-45,  
 and Safety,  
 p. 74.

1. Make copies of the "Help Me!" story (see following pages) and its conclusion for the class.
2. Give a copy of the story to each student, but do not distribute the conclusion. After reading the story, have students consider the following questions before writing their own ending:
  - . what clues about the man's behavior made you think he was drunk?
  - . what clues about the man's behavior made you think he was not drunk?
  - . how did other characters in the story seem to feel toward the man? (fear, ridicule, disgust, apathy, sympathy, etc.)
3. After writing their own endings, have the class break into small groups to discuss the endings and the questions in #2. Have the groups report their responses to the class and discuss.
4. Then distribute the actual story ending to the class. Discussion should include conclusive ways of determining whether or not someone is drunk (blood tests) and reliability of other intoxication tests, such as being able to stand on one leg, walk a straight line, touch one's nose with one's index finger, breathalyzer. Discussion should include other health conditions which might have symptoms similar to drunkenness.

COMMENTS OR SUGGESTED CHANGES

Teacher evaluation of activity.  
 Please circle:

1	2	3	4	5
<u>        </u>	<u>        </u>	<u>        </u>	<u>        </u>	<u>        </u>
Ugh!				Wow!

SUGGESTED WAYS TO INCORPORATE THIS ACTIVITY INTO OTHER SUBJECT AREAS 15

PHYSICAL EDUCATION

MUSIC

SOCIAL STUDIES

Go over the Uniform Act on Alcohol Treatment for Washington State with students.

LANGUAGE ARTS

PHYSICS

MATH

BIOLOGY

HOME ECONOMICS

CHEMISTRY

PSYCHOLOGY

DRAMA

OTHER \_\_\_\_\_

Role-play the story rather than having students read it; then carry out the activity as outlined on the front of this sheet. Have students act out the ending.



HELP ME!

It was a strange feeling for Mr. Tom Kaye as he walked down the street. The buildings swayed and the sidewalk moved and he realized he wasn't walking straight. So, apparently, did people in the street. As he walked slowly and unsteadily toward a neatly-dressed woman, she gasped and walked rapidly away. Tom stopped. He looked around and uttered a quiet "mish-ter", but nobody seemed to hear. Several passers-by just kept walking as if he didn't exist.

He was not well-dressed although he was neat and he carried the bag of a salesman. It was true, he was sad. He worked very hard, starting at dawn, not returning home till evening. But even working more than 12 hours a day did not get him very far. He still barely earned enough money to support his wife and child, and he was worried about how they would feed another when the new baby came in a few months. And now this. He didn't understand it. He had never been sick before.

Tom walked up to a well-dressed gentleman, began to say "Mish-ter", but the man simply shook his head, said "It's too bad, fellow," and continued walking. He was kindly enough but of no help.

Tom stood still waiting for someone else to pass by. As soon as he spotted a young man about his own age, he called out, "Mish-ter, please...", but the man cut him off in mid-sentence. "Serves you right," he said.

"And so early in the day. If you must drink, at least do it at night." And he walked away with a scowl on his face.

Even in his cloudy brain, Tom realized he must get help. He wasted no words on the next passer-by, an older woman who looked very dignified. "I'm sick, madam," he said. "Please...." "You certainly are," she replied. "Anybody who drinks too much is," and she continued walking, her head high in the air.

By now, Tom was reeling. He could barely stand up. He really felt sick, but nobody would help. He was certain he was going to pass out, when he saw a man standing in the doorway of a warehouse about 40 feet away. In desperation, he made his legs move, hoping to reach the doorway before the man disappeared or Tom himself collapsed. It seemed like hours, but he finally made it. There stood a tall, muscular guy, smoking a cigar, a smile on his face.

"I'm sick," Tom said. "Please help."

The man (the name "Jack" was embroidered on his work clothes) said, "Yeah, go home and sleep it off. I've had a few too many myself at times," and he laughed.

"But....I....can't....I'm really sick....Please....get....help," Tom gasped.

Jack laughed again. "It sure is awful after the 'high' wears off," he said.

"Please....," Tom pleaded. "Call....for....help....," and he pointed unsteadily to a telephone behind Jack.

Complete the story by describing what, if anything, Jack does and what happens to Tom.

ACTUAL STORY ENDING (Distribute after students have discussed the completions they wrote)

Jack finally dialed. Maybe the guy was on the level. Jack realized he didn't smell of alcohol, and he couldn't be 100% sure.

The ambulance raced through the streets to the nearest hospital. In the emergency room Tom was promptly examined. The doctor rushed him into an oxygen tent and relaxed when he saw his breathing was easier.

He said to a nurse, "Haven't seen a case like this in years. A collapsed lung. He's lucky he got here when he did. It'll be weeks before the lung heals. He'll be here for a while."

When Mrs. Kaye arrived, Tom was comfortable and awake. Still, he found it difficult to speak, but slowly he said, "They thought....I was....drunk. Can you....imagine....that?"

All he ever had was a little wine at religious ceremonies. He had never drunk hard liquor in his life, not even a taste.

This is a true story.

AREA: Alcohol Education

PAGE: 19

TOPIC: ALCOHOL INFORMATION - What Would You Do?

GRADE: Junior High School

ready

The student will be able to identify the implications of the effects of alcohol on personal safety and the safety of others.

set

I will use this activity to help students:

- develop self-concept
- improve decision-making ability
- clarify attitudes and values
- increase knowledge
- improve communications
- learn or improve health skills
- develop social responsibility
- other (please designate)

RESOURCES

ACTIVITY

EVALUATION

go

Copy of:  
Worksheet-  
"What Would  
You Do?"  
(See following  
page)

Read The Yellow  
Pages:  
Safety, pp.69-78.

1. Make copies of the worksheet (see following page) and distribute to class.
2. Students write brief response to one or more scenarios.
3. Students break into small groups to discuss:
  - . what they could do, how and why.
  - . what they would do, how and why.
 Each group reports its conclusions to class and responds to questions and comments from class and teacher.
4. Students can create their own scenarios and present to the class. Class responds with what they could and would do, how and why.

COMMENTS OR SUGGESTED CHANGES

Teacher evaluation of activity. Please circle:

1 2 3 4 5  
Ugh! Wow!

SUGGESTED WAYS TO INCORPORATE THIS ACTIVITY INTO OTHER SUBJECT AREAS 20

PHYSICAL EDUCATION

MUSIC

SOCIAL STUDIES

Discuss social problems created by the problems illustrated in the situations in this activity and examine society's response to these problems.

LANGUAGE ARTS

PHYSICS

MATH

Write a "Handbook for Passengers" containing suggestions for responding to an offer to ride in a car with someone who has been drinking.

BIOLOGY

HOME ECONOMICS

CHEMISTRY

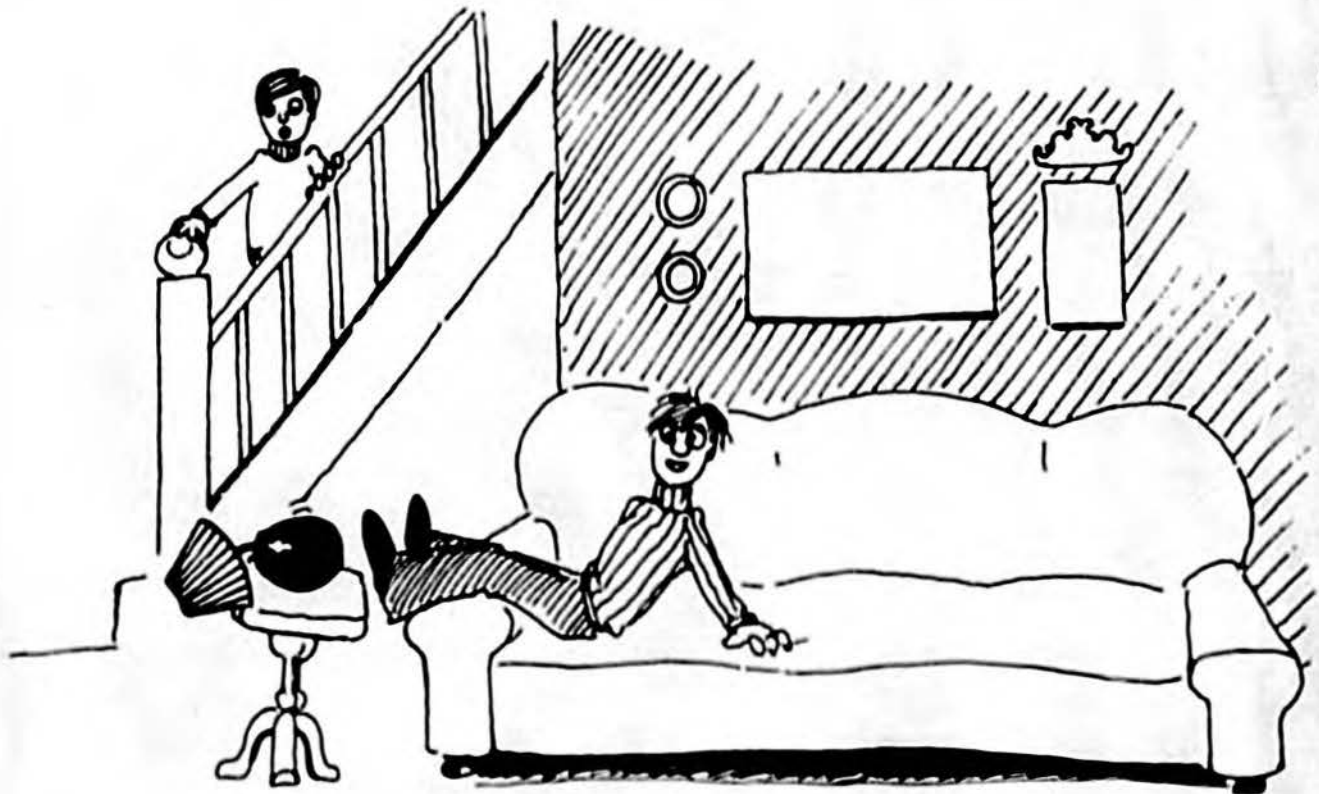
PSYCHOLOGY

DRAMA

OTHER \_\_\_\_\_

Role-play the scenes and solutions.

6. Todd has never had a chance to try alcohol and has decided he would like to find out what it is like. What could he do? What would you do? Why?
7. Your 17-year-old sister has a date with her boyfriend. He's obviously drunk, since he knocked over a lamp trying to sit down and has talked only nonsense. You go upstairs and tell you sister he's drunk, and she tells you to mind your own business. You know they are going in his car to a party on the other side of town. Your parents are next door with friends. What could you do? What would you do? Why?
8. Dick Smith is invited to a party and when he arrives, he finds out that liquor is being served. Now Dick has never had a drink and doesn't want to start. Everyone is urging him to have one. There are no nonalcoholic beverages offered. What could he do? What would you do? Why?





SUGGESTED WAYS TO INCORPORATE THIS ACTIVITY INTO OTHER SUBJECT AREAS 24

<p>PHYSICAL EDUCATION</p> <p>Discuss how alcohol at various levels affects physical performance.</p>	<p>MUSIC</p>	<p>SOCIAL STUDIES</p>
<p>LANGUAGE ARTS</p>	<p>PHYSICS</p>	<p>MATH</p> <p>Have students calculate their own blood alcohol levels given their blood volume and a given quantity of 100 proof liquor.</p>
<p>BIOLOGY</p>	<p>HOME ECONOMICS</p>	<p>CHEMISTRY</p>
<p>PSYCHOLOGY</p>	<p>DRAMA</p>	<p>OTHER <u>DRIVER EDUCATION</u></p> <p>Discuss or illustrate implications for driving. How does blood alcohol level affect driving performance?</p>

1. Divide the class into small groups of no more than six per group. Groups should represent a mix of sexes, body weights, ethnic backgrounds, and learning abilities. Informal circles on the floor or desks grouped together are recommended to encourage players to talk back and forth as they play so peer influence can occur.
  2. Pass out one set of cards for each group and one BAC Wheel per group. Each set of cards includes six different color decks, each indicating a different blood-alcohol level.
  3. Players are to pretend they are at a party where drinks are being served, and they are each free to decide for themselves (in turn) if they want to drink and how many drinks (if any) they want.
  4. Explain the BAC Wheel and the six decks of cards in terms of what a player does when it is his/her turn--namely, he/she:
    - a) decides whether or not to 'drink' in that 30-minute period and how much--from 1 to 4 drinks. Player may "pass" on any turn or drop out of the game and become an observer. If a player chooses not to drink at all, he/she skips to step (b).
    - b) operates the BAC Wheel according to his/her consumption decision, the game 'time' and his/her real body weight.
    - c) takes the top card from the color-coded deck that contains the blood level range indicated for him/her by the BAC Wheel in step (b). Non-drinkers choose the top card from .00 pile.
    - d) reads the information card aloud to the group and then records on the record sheet provided how much he/she drank and a brief summary of this result. A sample format is included on the following page.
    - e) turns the card drawn face down beside the deck of yet unused cards of that color.
    - f) allows the next player to follow suit, beginning with step 4(a), by passing on the BAC Wheel to him/her.
- Note: When a player is told that he/she has "passed out," he/she retires to the sidelines to observe.
5. When a deck of cards is used up, students shuffle it again and replace the deck right-side up.
  6. Teacher should announce the game will end, e.g., when two players have 'passed out' or when one player has 'passed out' and the others have decided to stop drinking.
  7. Tell the players that there are no scores in this game; they should be able to tell by their record of events whether they 'won' or 'lost.'
  8. Players may want to repeat the activity to find out more. As a variation, have them replay in the same fashion using teen-age or adult body weights to see what difference this makes. (Students may choose and record at the top of their record sheet the body weight of some older person they know, or you may simply have boys add 75 lbs. to their body weights and girls add 50 lbs.)

## THINK/DRINK GAME

Time	No. of drinks	BAC	Your behavior (the effects)
1st half hour (1st turn)			
Hour (2nd turn)			
Hour and half (3rd turn)			
Two Hours (4th turn)			

## Questions:

1. What good things seem to happen to you? Why were these good?
2. What bad things happened? Why were these bad?
3. At what blood alcohol level, if any, did things seem to "go wrong"?
4. Why do you suppose there were different cards within each range of blood alcohol levels?
5. What happened with different body weights?
6. What happened with the passage of time?
7. Why did you drink as much or as little as you did in the game?
8. Do you think this experience will affect your actual drinking experience or behavior if you choose to drink? Why or why not?
9. Did you learn anything new about drinking from the game?
10. If this situation were a real one, at what point would you decide to stop drinking?

AREA: Alcohol Education

PAGE: 27

TOPIC: DECISION-MAKING - Alcohol Attitudes

GRADE: Junior High School

**ready**

The student will be able to identify his/her feelings and values about the use of alcohol and understand how they affect his/her decisions.

**set**

I will use this activity to help students:

<u>develop self-concept</u>	<u>increase knowledge</u>	<u>develop social responsibility</u>
<u>improve decision-making ability</u>	<u>improve communications</u>	<u>other (please designate)</u>
<input checked="" type="checkbox"/> <u>clarify attitudes and values</u>	<u>learn or improve health skills</u>	

RESOURCES	ACTIVITY	EVALUATION
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<p><b>go</b></p> <p>Copy of: Worksheet- "Alcohol Attitudes" (See following page)</p>	<ol style="list-style-type: none"> <li>1. Make copies of the "Alcohol Attitudes" worksheet (see following page) and distribute to students to complete.</li> <li>2. After each individual has identified his/her own rank order, form groups of four or five students. Have each group come up with a group consensus ranking which is marked to the right of each item under "group response."</li> <li>3. Discuss the groups' responses as a class and allow students time to express their feelings.</li> </ol>	<p>COMMENTS OR SUGGESTED CHANGES</p> <p>Teacher evaluation of activity. Please circle:</p> <table border="0"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td>Ugh!</td> <td></td> <td></td> <td></td> <td>Wow!</td> </tr> </table>	1	2	3	4	5	Ugh!				Wow!
1	2	3	4	5								
Ugh!				Wow!								

SUGGESTED WAYS TO INCORPORATE THIS ACTIVITY INTO OTHER SUBJECT AREAS 28

PHYSICAL EDUCATION

MUSIC

SOCIAL STUDIES  
Examine how society's attitudes have shaped public policy toward alcohol and alcoholism.

LANGUAGE ARTS

PHYSICS

MATH

BIOLOGY

HOME ECONOMICS

CHEMISTRY

PSYCHOLOGY

Review how we develop our attitudes and values.

DRAMA

OTHER ART  
Make a collage or poster illustrating your attitudes about alcohol.



ALCOHOL ATTITUDES

Directions:

Read the description of the fictitious people listed below and rank them on the basis of how strongly you feel about their negative characteristics. No. 1 would represent the character who you feel has the most negative (bad) characteristics, and No. 8 would have the least negative characteristics. For example, one might rank a person who deliberately gives a child an apple in which he has hidden razor blades as No. 1, and one who cheats on his diet by having a candy bar as No. 8.

Individual Rank

Group Response

_____ Friend	A person who buys beer in a grocery store to give to her friends who are under 21 years of age.	_____
_____ Counselor	A student who comes to a counselor in school to tell him/her of his involvement with alcohol and the counselor tells his parents.	_____
_____ Boozer	Person who comes to the school dance drunk.	_____
_____ Teacher	Teacher who believes very strongly that alcohol is bad and has told a few things to his/her students that weren't true just so they would be sure not to drink.	_____
_____ Father	Father who drinks a couple beers each evening to be sociable but yells when he hears his 15-year-old son has been drinking at a party.	_____
_____ Driver	A 22-year-old girl who has been drinking heavily at a party and decides to drive her friends home in her parents' car.	_____
_____ Police	Policeman who knows of a 9th grade drinking party but doesn't investigate because he says, "Kids will be kids."	_____
_____ Alcoholic	Man who argues with his wife and causes family problems because he can't hold a job.	_____

AREA: Alcohol Education  
 TOPIC: COPING - "Trying Times"

PAGE: 30  
 GRADE: Junior High School

ready

The student will be able to identify sources exerting pressure on him/her to drink and will know how to cope with those pressures.

set

I will use this activity to help students:

- |   |   |  |
|---|---|--|
| <input type="checkbox"/> develop self-concept                       | <input type="checkbox"/> increase knowledge             | <input type="checkbox"/> develop social responsibility       |
| <input checked="" type="checkbox"/> improve decision-making ability | <input type="checkbox"/> improve communications         | <input checked="" type="checkbox"/> other (please designate) |
| <input checked="" type="checkbox"/> clarify attitudes and values    | <input type="checkbox"/> learn or improve health skills | <input type="checkbox"/> develop coping skills               |

RESOURCES

ACTIVITY

EVALUATION

go

From the kit:  
 Film-  
 "Trying Times"  
 (15 min.)

Read The Yellow Pages:

Teen-Age Drinking,  
 p. 79.

1. Introduce "Trying Times" with comments about peer pressures. Explain what peer pressure is. Have students share briefly experiences when they have been pressured.
2. Show film.
3. Follow up the film with small group discussion using the following questions:
  - a. Did Meg really have a good time at Julie's home? What do you think will happen over the course of the vacation?
  - b. Julie told Meg that if she smoked she would fit in better with Julie's friends. Is this a good reason for doing something? When might it be better to risk breaking with a group?
  - c. Julie told Meg she didn't have to smoke and that it was "cool" for Meg to do whatever she thought was best. Was Julie really pressuring Meg without seeming to? What are some other kinds of indirect pressures people face when making decisions? How can you deal with these indirect pressures?
  - d. What would Meg have done if the police car hadn't come when it did? Would she have taken a drink? If you were Meg, what things would you have thought about in trying to make up your mind about taking a drink?
  - e. What kinds of things might people do that they don't really want to do but do anyway because friends urge them on?
  - f. When should a person draw a line, and risk nonacceptance?
  - g. What would Julie's friends have thought if Meg had told them she didn't want to smoke or drink? How can people express their own views and refuse to go along with a group without being rejected?

COMMENTS OR SUGGESTED CHANGES

Teacher evaluation of activity.  
 Please circle:

1	2	3	4	5
Ugh!				Wow!

SUGGESTED WAYS TO INCORPORATE THIS ACTIVITY INTO OTHER SUBJECT AREAS

PHYSICAL EDUCATION

MUSIC

SOCIAL STUDIES

LANGUAGE ARTS

PHYSICS

MATH

BIOLOGY

HOME ECONOMICS

CHEMISTRY

PSYCHOLOGY

DRAMA

OTHER \_\_\_\_\_

AREA:

PAGE: 32

TOPIC:

GRADE: Junior High School

ready

set

I will use this activity to help students:

develop self-concept

improve decision-making ability

clarify attitudes and values

increase knowledge

improve communications

learn or improve health skills

develop social responsibility

other (please designate)

RESOURCES

ACTIVITY

EVALUATION

go

(Activity continued)

- h. How did Julie feel about her parents? Meg said she wished her parents were like Julie's. Do you think she really meant it?
- i. When someone makes a decision (e.g., Meg trying Julie's cigarette), how is it possible to tell if it was a wise decision?
- j. Have you ever pressured anyone to do something against his/her will? Explain why.

COMMENTS OR SUGGESTED CHANGES

Teacher evaluation of activity. Please circle:

1	2	3	4	5
Ugh!				Wow!

SUGGESTED WAYS TO INCORPORATE THIS ACTIVITY INTO OTHER SUBJECT AREAS **33**

PHYSICAL EDUCATION

MUSIC

SOCIAL STUDIES

Discuss peer pressure; influence of older people on younger people.

LANGUAGE ARTS

PHYSICS

MATH

Write a story about a time when you pressured someone or were pressured yourself to do something.

BIOLOGY

HOME ECONOMICS

CHEMISTRY

PSYCHOLOGY

DRAMA

OTHER \_\_\_\_\_

Examine the decision-making process and how people use it.

Role-play different ways people try something new.

AREA: Alcohol Education  
 TOPIC: COPING - Coping With Books

PAGE: 34  
 GRADE: Junior High School

ready

The student will know specific coping skills.

sheet

I will use this activity to help students:

<input type="checkbox"/> develop self-concept	<input type="checkbox"/> increase knowledge	<input type="checkbox"/> develop social responsibility
<input checked="" type="checkbox"/> improve decision-making ability	<input type="checkbox"/> improve communications	<input type="checkbox"/> other (please designate)
<input type="checkbox"/> clarify attitudes and values	<input type="checkbox"/> learn or improve health skills	<input checked="" type="checkbox"/> develop coping skills

RESOURCES

ACTIVITY

EVALUATION

go

From the kit:  
Coping With Books

Read The Yellow Pages:  
 Decision-Making,  
 p. 12.

Note: The teacher should be familiar with the books before beginning this activity.

1. Explain that coping behavior is a part of everyone's life. You may want to ask students what problems people their age have to cope with.
2. Review with them the "Coping With" books that are available in the kit:
  - "Facts and Fantasies About Alcohol"
  - "Parents Can Be a Problem"
  - "To Like and Be Liked"
  - "Coping with Cliques"
  - "Easing the Scene"
  - "Living with Loneliness"
  - "Some Common Crutches"

Let students select the book they are most interested in reading. If students have difficulty reading or there are not enough books for everyone, have students read in groups.
3. Before beginning to read give students the following set of questions to refer to:
  - a. What problems do the characters in your book have to deal with?
  - b. What do they do to cope with the situation?
  - c. What would you do if you were in their shoes?
  - d. What did you learn about coping?
4. Give the students the remainder of the period to read.

COMMENTS OR  
 SUGGESTED CHANGES

Teacher evaluation  
 of activity.  
 Please circle:

1 2 3 4 5  
 Ugh! \_\_\_\_\_ Wow!

SUGGESTED WAYS TO INCORPORATE THIS ACTIVITY INTO OTHER SUBJECT AREAS 35

PHYSICAL EDUCATION

MUSIC

SOCIAL STUDIES

LANGUAGE ARTS

PHYSICS

MATH

BIOLOGY

HOME ECONOMICS

CHEMISTRY

PSYCHOLOGY

DRAMA

OTHER \_\_\_\_\_

AREA:  
 TOPIC:

PAGE: 36  
 GRADE: Junior High School

ready

set

I will use this activity to help students:

<u>          </u> develop self-concept	<u>          </u> increase knowledge	<u>          </u> develop social responsibility
<u>          </u> improve decision-making ability	<u>          </u> improve communications	<u>          </u> other (please designate)
<u>          </u> clarify attitudes and values	<u>          </u> learn or improve health skills	

RESOURCES

ACTIVITY

EVALUATION

go

- (Activity continued)
5. When the students have completed their reading, have them meet in groups according to the book they read and answer the questions from #3 above.
  6. Have each group appoint a spokesperson to share their answers with the class.
  7. After group reports, summarize the specific coping skills listed by the students and add any of the following that were not mentioned:
    - a. Admitting that the problem exists and facing it
    - b. Defining the problem and who owns it
    - c. Listing alternative solutions
    - d. Identifying and consulting sources of help
    - e. Giving help to others when needed and wanted
    - f. Predicting consequences for self and others
    - g. Experimenting with a solution and evaluating the result

COMMENTS OR  
 SUGGESTED CHANGES

Teacher evaluation  
 of activity.  
 Please circle:

1	2	3	4	5
Ugh!	.			Wow!

## SUGGESTED WAYS TO INCORPORATE THIS ACTIVITY INTO OTHER SUBJECT AREAS

<p>PHYSICAL EDUCATION</p> <p>Give students opportunities to use physical exercise/activity as a means for coping with stress and then discuss.</p>	<p>MUSIC</p>	<p>SOCIAL STUDIES</p>
<p>LANGUAGE ARTS</p>	<p>PHYSICS</p>	<p>MATH</p>
<p>BIOLOGY</p>	<p>HOME ECONOMICS</p>	<p>CHEMISTRY</p>
<p>PSYCHOLOGY</p> <p>Discuss various coping mechanisms common to stressful situations.</p>	<p>DRAMA</p> <p>Give students a problem. Have them role-play trying to cope with the problem using the basic skills listed in the activity.</p>	<p>OTHER _____</p>

ready

The student will know the symptoms, effects, and treatment of the illness, alcoholism, and its consequences for the individual, family, and society.

set

I will use this activity to help students:

develop self-concept

increase knowledge

develop social responsibility

improve decision-making ability

improve communications

other (please designate)

clarify attitudes and values

learn or improve health skills

RESOURCES

ACTIVITY

EVALUATION

go

From the kit:

Set of Alcoholism Sharing Cards (1)

Read The Yellow Pages:

Alcoholism, p. 46,

and Resources, pp. 96-99.

1. Distribute cards randomly to the class so that each student receives one card.
2. Each student should read his/her own card and become familiar with it. If he/she doesn't understand the content, check with the teacher. Or, if the student would rather have a substitute card, make exchanges to make the activity less threatening.
3. Each student goes around the room alone or in groups of 2 or 3 to read his/her card to other students. Cards may be re-read if someone doesn't understand. Students should talk about their card with others not just exchange the cards to read the other person's.
4. Give the class about 30 minutes to complete reading their cards to each other. It is suggested that the teacher participate as well.
5. Regroup as a class for discussion. Ask questions (see following page) and have students reply with what they learned by listening. If no one volunteers, then call the card number(s) listed at the end of each question. The person(s) holding the corresponding card(s) responds with the answer.

COMMENTS OR SUGGESTED CHANGES

Teacher evaluation of activity. Please circle:

1 2 3 4 5  
Ugh! Wow!

SUGGESTED WAYS TO INCORPORATE THIS ACTIVITY INTO OTHER SUBJECT AREAS 39

PHYSICAL EDUCATION

MUSIC

SOCIAL STUDIES

LANGUAGE ARTS

PHYSICS

MATH

Calculate the number of family members in the U.S., Washington, King County, your community affected by alcoholism.

BIOLOGY

HOME ECONOMICS

CHEMISTRY

Have students research the effects of alcoholism on the family.

PSYCHOLOGY

DRAMA

OTHER \_\_\_\_\_

Dramatize how a family might deal with an alcoholic parent.

## FOLLOW-UP DISCUSSION QUESTIONS FOR ALCOHOLISM SHARING CARDS

1. What do you think is the most startling fact you learned about alcoholism from this activity?
2. What do you think is the most important fact you learned?
3. What did you learn about the changes in the alcoholic behavior in various stages of the illness? (card #15, 16, 17)
4. What did you learn about the characteristics of an alcoholic? (card #4, 9, 21, 23)
5. What did you learn about the effects of alcohol upon the alcoholic? (card # 8, 27, 28, 2)
6. What did you learn about the effects of alcoholism upon others? (card #11, 20, 22)
7. What did you learn about society's attitude toward abusers of alcohol? (card #7, 29)
8. What did you learn about agencies that help the alcoholic? (card #3, 13, 31, 32, 33)
9. What did you learn about agencies or techniques that help the family or friends of an alcoholic? (card #1, 25, 32, 33)
10. What did you learn about ways to assist an alcoholic toward recovery? (card #5)
11. What did you learn about the extent of alcoholism in the U.S.? (card #6, 12, 14, 23, 30, 34)
12. What did you learn about the disease and symptoms of alcoholism? (card #18, 19, 26, 27, 28)
13. What did you learn about the treatment of alcoholism? (card #10, 24)
14. What did you learn about yourself from the process of this activity (the experience of meeting and sharing with others, the amount of learning and remembering from spoken information)?

ready

The student will know that coping behavior is part of everyone's life and that people use various methods for coping with their problems, including alcohol.

set

I will use this activity to help students:

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> develop self-concept                       | <input checked="" type="checkbox"/> increase knowledge  | <input type="checkbox"/> develop social responsibility    |
| <input checked="" type="checkbox"/> improve decision-making ability | <input type="checkbox"/> improve communications         | <input type="checkbox"/> other (please designate)         |
| <input checked="" type="checkbox"/> clarify attitudes and values    | <input type="checkbox"/> learn or improve health skills | <input checked="" type="checkbox"/> develop coping skills |

RESOURCES

ACTIVITY

EVALUATION

go

From the kit:  
 Film:  
 "All Bottled Up" (11 min.)

Read The Yellow Pages:  
 Alcoholism, pp. 56-57, and Resources, pp. 96-99.

1. View the film, "All Bottled Up."
2. Suggested questions for discussion:
  - a) What problems do children of alcoholic parents have?
  - b) What were the ways the children in the film tried to deal with their parents' drinking problem?
  - c) What other ways can you suggest for the children of an alcoholic to help the alcoholic?
  - d) Comment on the title of the film, "All Bottled Up." What does it mean?
  - e) Why did the film state that sometimes an alcoholic had to "hit bottom?"
  - f) Name some people or places in our community who can help alcoholics and their families. How could you find out about other sources?

VARIATION:

View the film a second time and have students lists do's and don'ts for young people whose parents are alcoholics.

COMMENTS OR SUGGESTED CHANGES

Teacher evaluation of activity.  
 Please circle:

1	2	3	4	5
ugh!				Wow!

SUGGESTED WAYS TO INCORPORATE THIS ACTIVITY INTO OTHER SUBJECT AREAS 42

<p>PHYSICAL EDUCATION</p>	<p>MUSIC</p> <p>Identify songs that talk about helping others; e.g.,                      "Lean On Me"                      "Bridge Over Troubled Water"                      "You've Got A Friend"</p> <p>Discuss ways to help a friend who is having problems.</p>	<p>SOCIAL STUDIES</p> <p>Discuss child abuse laws in the State of Washington and local resources available to assist the abused child.</p>
<p>LANGUAGE ARTS</p> <p>Students write poems about situations they've been in and had to cope with.</p>	<p>PHYSICS</p>	<p>MATH</p>
<p>BIOLOGY</p>	<p>HOME ECONOMICS</p>	<p>CHEMISTRY</p>
<p>PSYCHOLOGY</p>	<p>DRAMA</p>	<p>OTHER _____</p>

AREA: Alcohol Education  
 TOPIC: ALCOHOL INFORMATION - Where is Help?

PAGE: 43  
 GRADE: Junior High School

ready

The student will know the symptoms, effects and treatment of the illness, alcoholism, and its consequences for the individual, family and society.  
 The student will be able to identify the resources available in his/her community to help people who have drinking problems and/or are coping with the drinking problem of someone else.

set

I will use this activity to help students:

<input type="checkbox"/> develop self-concept	<input checked="" type="checkbox"/> increase knowledge	<input type="checkbox"/> develop social responsibility
<input type="checkbox"/> improve decision-making ability	<input type="checkbox"/> improve communications	<input type="checkbox"/> other (please designate)
<input checked="" type="checkbox"/> clarify attitudes and values	<input type="checkbox"/> learn or improve health skills	

RESOURCES

ACTIVITY

EVALUATION

good

Request a speaker from your Community Alcohol Center (see following page for telephone number). Specify topics to be covered (see activity column).  
 From the kit:  
 Transparency - map  
 Copy of:  
 Information Sheet, "Where is Help?"  
 Read The Yellow Pages:  
 Alcoholism, p. 46;  
 Resources, pp. 96-99.

1. Make copies of "Where is Help?" information sheet for the class (see following page). Invite speaker to discuss alcoholism and sources of help. Ask him/her to include the following content:
  - a) Case history of alcoholism (own story and/or experiences of others)
    - . steps to alcoholism
    - . problems created by alcohol abuse
    - . when he/she decided to get help
    - . help "process"
    - . life at present for him/her
  - b) Sources of help
    - . services various agencies provide
    - . types of clients
    - . how to get help
2. Have the map transparency available for the speaker's use. Distribute "Where is Help?" information sheet to students.
3. Allow ample time for student questions and discussion.

COMMENTS OR SUGGESTED CHANGES

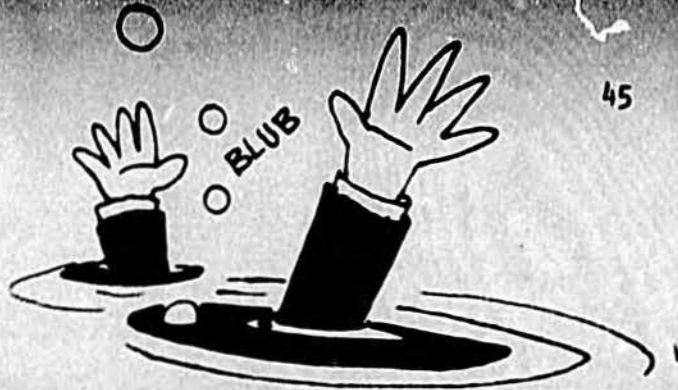
Teacher evaluation of activity.  
 Please circle: .

1	2	3	4	5
Ugh!				Wow!

SUGGESTED WAYS TO INCORPORATE THIS ACTIVITY INTO OTHER SUBJECT AREAS

<p>PHYSICAL EDUCATION</p>	<p>MUSIC</p>	<p>SOCIAL STUDIES</p>
<p>LANGUAGE ARTS</p>	<p>PHYSICS</p>	<p>MATH</p> <p>Calculate the cost of alcoholism to the family. Find out the cost of different types of drinks, cost of time lost from work, etc.</p>
<p>BIOLOGY</p> <p>Look at the physiological process of deterioration of the liver due to excessive drinking.</p>	<p>HOME ECONOMICS</p> <p>Discuss the problem of malnutrition among late-stage alcoholics. What are its causes and effects.</p>	<p>CHEMISTRY</p>
<p>PSYCHOLOGY</p>	<p>DRAMA</p>	<p>OTHER _____</p>

WHERE  
IS  
HELP?

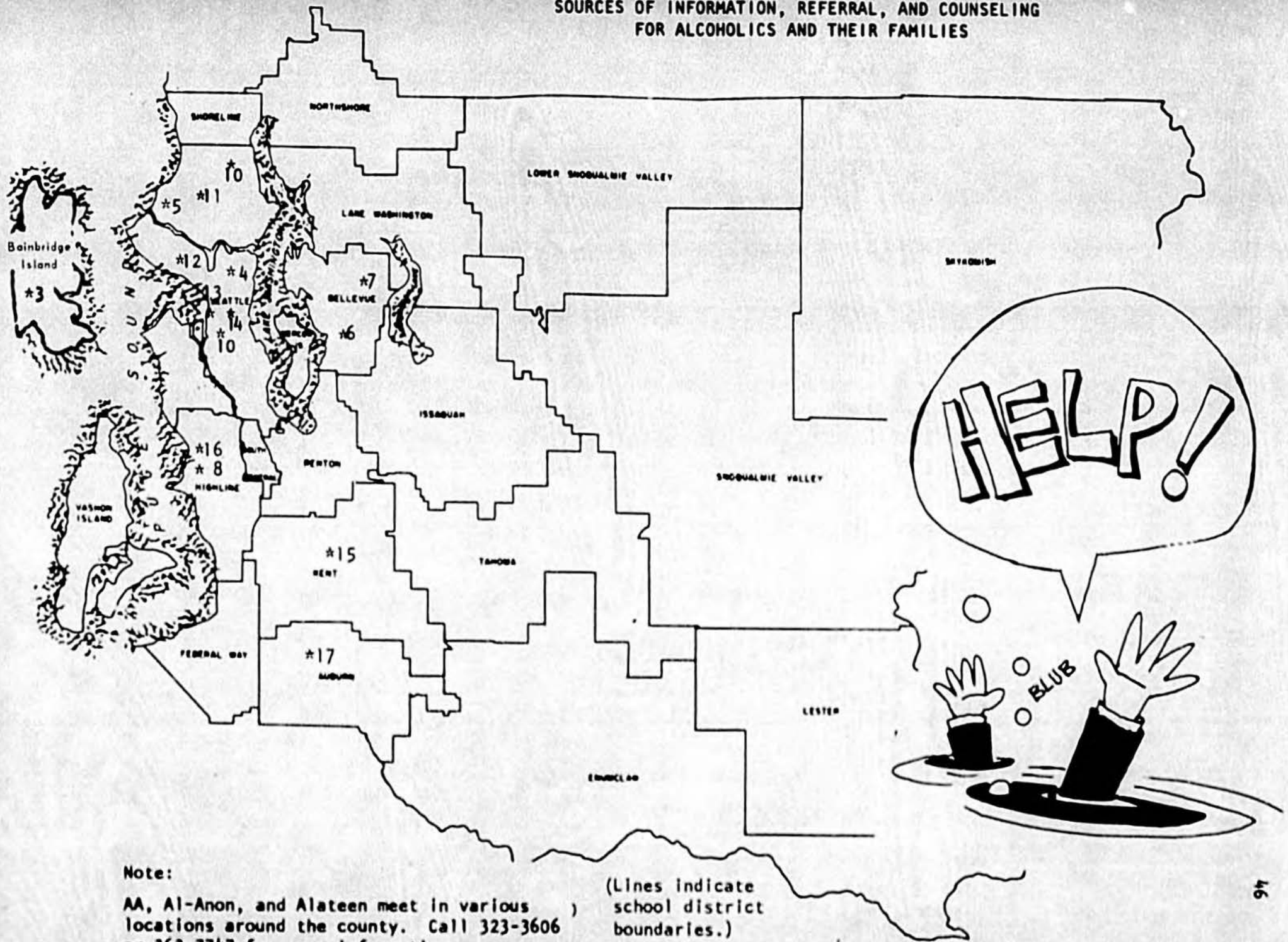


If you feel you have a drinking problem or if you need help coping with the drinking problem of a family member or someone else, there are many agencies to help you. Check the map of the following page for the location of facilities near you and find the corresponding number(s) on the listing below for the address and phone number. These agencies and organizations provide information and referral services, alcohol problems and some provide counseling and self-help for alcoholics and the families of alcoholics.

1. Alcoholics Anonymous  
Room 301, 915 East Pine  
Seattle, WA 98122 (323-3606)
2. Al-Anon and Alateen  
P. O. Box 12061  
Seattle, WA 98112 (363-7747)
3. Bainbridge Island Community  
Alcohol Center  
c/o Paulsbo Information and  
Referral Center (779-2900)
4. Central Area Community Alcohol  
Center  
905 East Columbia  
Seattle, WA 98122 (322-2970)
5. Community Psychiatric Clinic  
5355 Tallman N. W.  
Seattle, WA 98107 (789-1121)
6. Eastside Community Alcohol Center  
UNI-C Building, 924 104th N. E.  
Bellevue, WA 98004 (454-1505)
7. Eastside Community Mental Health  
Center  
2253 140th N.E.  
Bellevue, WA 98005 (747-9000)
8. Highline-West Seattle Mental Health  
Center  
P. O. Box 66398  
Seattle, WA 98148 (433-5750)
9. Seattle Indian Alcoholism Program  
732 Broadway  
Seattle, WA 98122 (324-5400)
10. Mental Health North  
1600 N.E. 150th  
Seattle, WA 98155 (365-5550)
11. North Community Alcohol Center  
8537 Phinney Avenue North  
Seattle, WA 98103 (789-1616)
12. Queen Anne Branch of Seattle-King  
County Council on Alcoholism  
Community Alcohol Center  
1530 Queen Anne Avenue North  
Seattle, WA 98109 (285-0900 ext. 24)
13. Seattle-King County Council on  
Alcoholism Community Alcohol Center  
3109 Arcade Building  
Seattle, WA 98103 (623-8380)
14. Seattle Mental Health Institute  
1605 17th Avenue  
Seattle, WA 98122 (329-5400)
15. Southeast Community Alcohol Center  
232 South 2nd  
Kent, WA 98031 (852-7954)
16. Southwest Community Alcohol Center  
128 S. W. 153rd  
Seattle, WA 98166 (242-3506)
17. Valley Cities Mental Health Center  
2704 "I" Street N. E.  
Auburn, WA 98002 (854-0760)

For information 24 hours a day  
anywhere in King County, Dial: A-BOTTLE

SOURCES OF INFORMATION, REFERRAL, AND COUNSELING  
FOR ALCOHOLICS AND THEIR FAMILIES



Note:

AA, Al-Anon, and Alateen meet in various locations around the county. Call 323-3606 or 363-7747 for more information.

(Lines indicate school district boundaries.)

AREA: Alcohol Education  
 TOPIC: DECISION-MAKING - Responsible/Irresponsible Decisions

PAGE: 47  
 GRADE: Junior High School

ready

The student will be able to discriminate between responsible and irresponsible decisions related to alcohol.

set

I will use this activity to help students:

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> develop self-concept                       | <input type="checkbox"/> increase knowledge                | <input type="checkbox"/> develop social responsibility |
| <input checked="" type="checkbox"/> improve decision-making ability | <input checked="" type="checkbox"/> improve communications | <input type="checkbox"/> other (please designate)      |
| <input checked="" type="checkbox"/> clarify attitudes and values    | <input type="checkbox"/> learn or improve health skills    |  |

RESOURCES

ACTIVITY

EVALUATION

go

Copy of:  
 Worksheets:  
 "The Christening",  
 "Friday Night  
 with the Smiths"  
 (See following  
 pages.)

1. Make copies of the worksheets for the class.
2. Distribute copies of one or both situations and have students respond individually.
3. Permit students to form small groups to share their feelings and the reasons for their choices.
4. Regroup as a class and discuss the differences of opinions among students about what they think is a responsible decision, an irresponsible decision. Discussion could include consideration of ways people's attitudes and values are formed and how they affect decisions.

Read The Yellow Pages:  
 Decision-Making,  
 pp. 9-15;  
 Effects, p. 30.

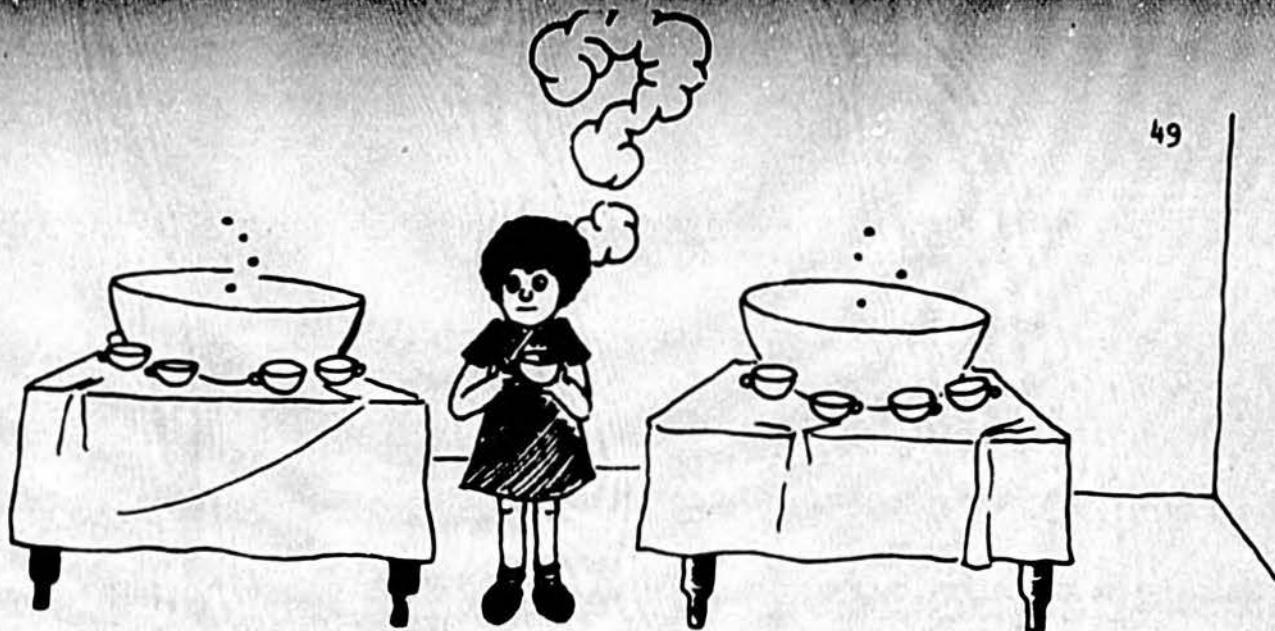
COMMENTS OR  
 SUGGESTED CHANGES

Teacher evaluation  
 of activity.  
 Please circle:

1	2	3	4	5
Ugh!				Wow!

SUGGESTED WAYS TO INCORPORATE THIS ACTIVITY INTO OTHER SUBJECT AREAS 48

<p>PHYSICAL EDUCATION</p>	<p>MUSIC</p>	<p>SOCIAL STUDIES</p>
<p>LANGUAGE ARTS Have students write a brief description and definition of responsibility.</p>	<p>PHYSICS</p>	<p>MATH</p>
<p>BIOLOGY Effects of alcohol</p>	<p>HOME ECONOMICS Family Relations - Family Communication</p>	<p>CHEMISTRY</p>
<p>PSYCHOLOGY</p>	<p>DRAMA</p>	<p>OTHER <u>ART</u> Create a mobile illustrating responsible and irresponsible decisions about drinking.</p>



**Instructions:**

Read the following situations. Check in the appropriate space whether you think the decision about alcohol described in the situation is responsible or irresponsible. Explain why you answered as you did.

**THE CHRISTENING**

1. The Scotts have a new baby in their home. The proud parents have invited a few friends to attend a christening party. The baby's grandfather proposes a toast to the happy parents with a glass of champagne.

\_\_\_\_\_ Responsible

\_\_\_\_\_ Irresponsible

Why?

2. The baby's twelve-year-old sister, Julie, is poured a glass of champagne, and she drinks the toast proposed by her grandfather.

\_\_\_\_\_ Responsible

\_\_\_\_\_ Irresponsible

Why?

3. For the party there are two kinds of punch--one with liquor and one without--but they both look the same.

\_\_\_\_\_ Responsible

\_\_\_\_\_ Irresponsible

Why?

4. Aunt Hazel does not drink alcoholic beverages. Julie, as a joke, serves her a glass of the punch that contains alcohol, and Aunt Hazel drinks it.

\_\_\_\_\_ Responsible

\_\_\_\_\_ Irresponsible

Why?

5. Miss Nightingale has been invited to sing at the christening ceremony. She is getting "high" on the punch containing alcohol.

\_\_\_\_\_ Responsible

\_\_\_\_\_ Irresponsible

Why?

6. Uncle Jim, the baby's godfather, has had seven cups of the punch containing alcohol. He is getting loud with his funny jokes and is spilling cake crumbs on the carpet. He asks Julie to get him another cup of punch.

\_\_\_\_\_ Responsible

\_\_\_\_\_ Irresponsible

Why?

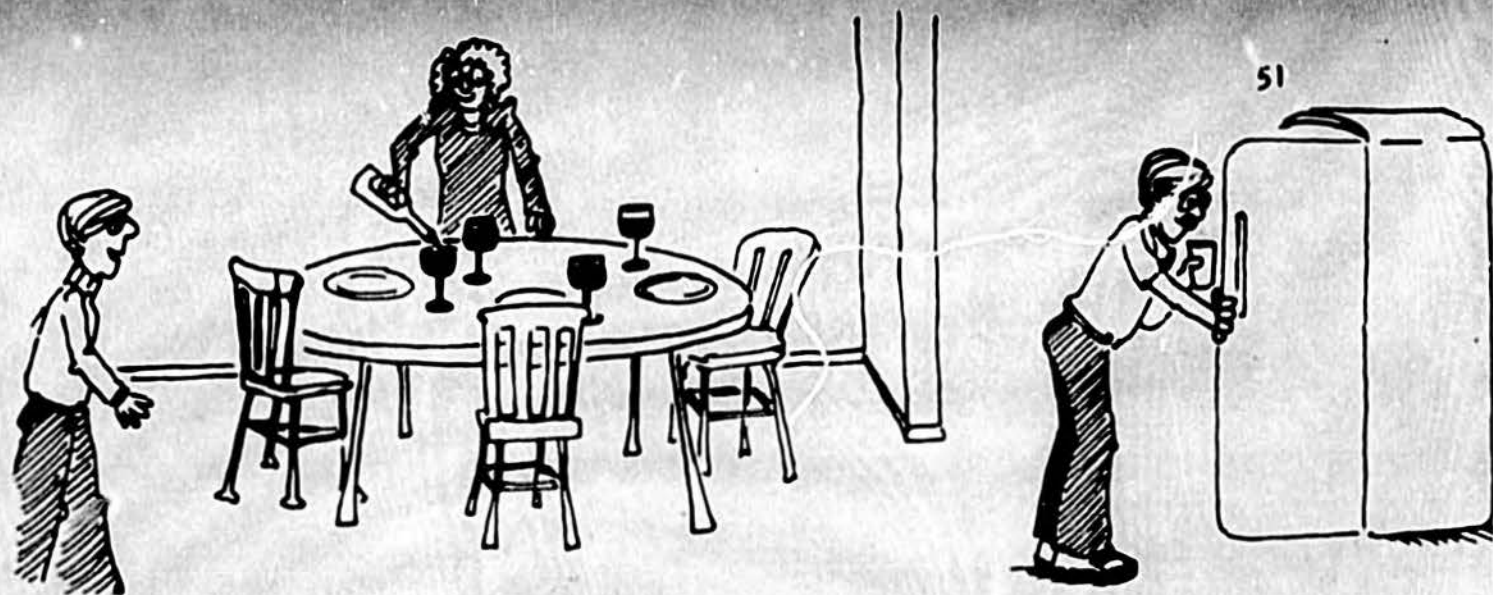
7. Professor Wilson, a teacher, does not appear at all intoxicated, but Julie knows he has had many cups of the punch containing alcohol and that he has to drive several miles back to the university. He asks Julie to get him another cup.

\_\_\_\_\_ Responsible

\_\_\_\_\_ Irresponsible

Why?





Read the following situations. Check the appropriate space whether you think the decision about alcohol described in the situation is responsible or irresponsible. Explain why you answered as you did.

#### FRIDAY NIGHT WITH THE SMITHS

1. It is Friday evening and Mr. Smith, Jim's father, has just completed a hectic week at work. Mr. Smith goes to the refrigerator, takes out a can of beer, opens it, and takes a drink.

Responsible

Irresponsible

Why?

2. Mrs. Smith, Jim's mother, is busy preparing dinner. As she finishes setting the table, she pours each member of the family a glass of red wine.

Responsible

Irresponsible

Why?

3. Jim, who is ten years old, enters the living room and asks his father for a sip of beer. His father hands him the can and Jim takes a drink.

Responsible

Irresponsible

Why?

4. The family is called to dinner. Jim, his father, his mother and his twelve-year-old sister, Mary, sit down to eat. During the meal both Jim and Mary drink two glasses of wine.

\_\_\_\_\_ Responsible

\_\_\_\_\_ Irresponsible

Why?

5. After dinner, Mr. and Mrs. Smith retire to the living room where each has an after-dinner cocktail.

\_\_\_\_\_ Responsible

\_\_\_\_\_ Irresponsible

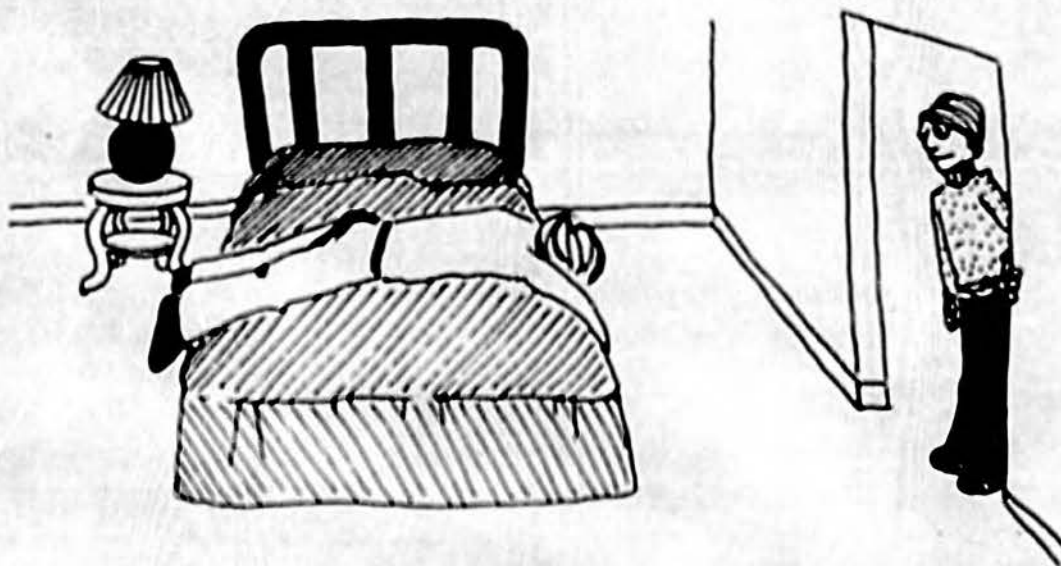
Why?

6. Mr. Smith continues to drink cocktails. He becomes loud and begins to shout at Mrs. Smith. After several more cocktails, he staggers into the bedroom and falls asleep on the bed with all of his clothes on.

\_\_\_\_\_ Responsible

\_\_\_\_\_ Irresponsible

Why?





SUGGESTED WAYS TO INCORPORATE THIS ACTIVITY INTO OTHER SUBJECT AREAS 54

PHYSICAL EDUCATION

MUSIC

SOCIAL STUDIES

Play a variety of styles of music (classical, pop, hard rock, children's songs, etc.). Have students identify how each style of music makes them feel. Discuss music as an alternative way to modify moods.

LANGUAGE ARTS

PHYSICS

MATH

As a creative writing project, students describe what they envision as the perfect day - what they would do, where they would go. Share with class and discuss how it is possible to do those things right now.

BIOLOGY

HOME ECONOMICS

CHEMISTRY

PSYCHOLOGY

DRAMA

OTHER ART

Acting out ways people use to feel good.

Draw pictures of things that make them feel good.

**ready**  
 The student will feel that he/she is a worthwhile person.  
 The student will know that how he/she feels about him/herself has a direct relationship to his/her behavior, including the use of alcohol.

**set**  
 I will use this activity to help students:  
 develop self-concept  
 improve decision-making ability  
 clarify attitudes and values  
 increase knowledge  
 improve communications  
 learn or improve health skills  
 develop social responsibility  
 other (please designate)

RESOURCES

ACTIVITY

EVALUATION

**go**

Butcher Paper  
 Felt Pens  
 Masking Tape

- Note: This activity should not be undertaken until the class has had a number of opportunities to meet and interact with one another.
1. Have a large sheet of butcher paper approximately 2'x3' for each person in the class including the teacher. Each person writes his/her name at the top of the butcher paper with a felt pen, then tapes the sheet to the wall or blackboards around the room.
  2. Everyone lists the name of each person in the class, including the teacher, on a piece of notebook paper. Then they write a positive comment about each person on the list. (Explain that you don't have to be friends with someone or like them to say something positive about them.)
  3. When everyone has written a comment after each name on his/her list, the students should go around the room and record their comments about each person on that person's sheet of butcher paper.
  4. At the conclusion of the activity give students time to read the statements others made about them.
  5. Give students an opportunity to share how this activity made them feel about themselves and how these feelings might affect their behavior regarding alcohol.
  6. Let the students take their sheets home.

COMMENTS OR SUGGESTED CHANGES

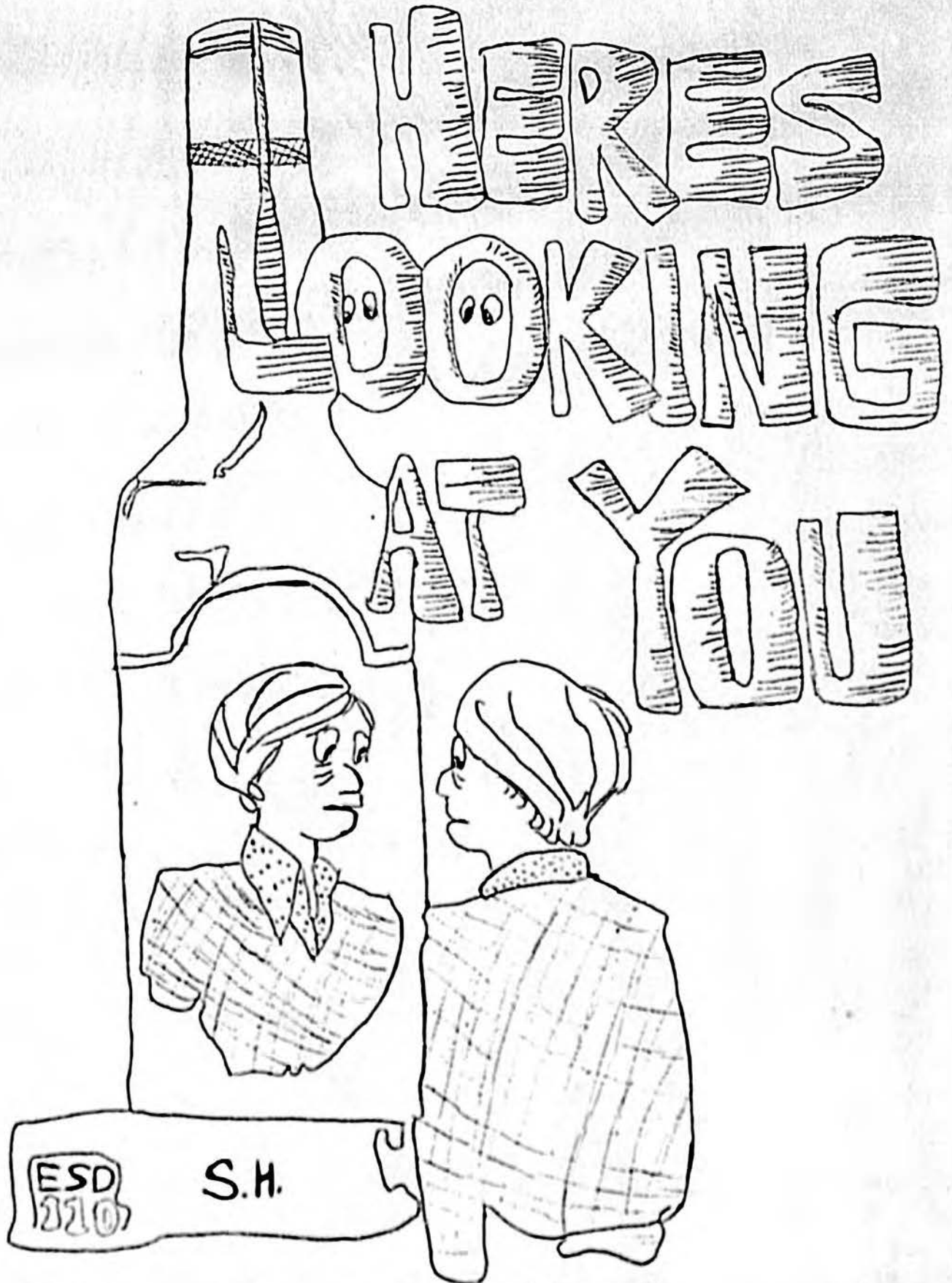
Teacher evaluation of activity.  
 Please circle:

1 2 3 4 5  
 light Wow!

SUGGESTED WAYS TO INCORPORATE THIS ACTIVITY INTO OTHER SUBJECT AREAS 56

<p>PHYSICAL EDUCATION</p> <p>Discuss how sports can influence one's self-concept. Have students identify a particular event that had an impact on their self-concept.</p>	<p>MUSIC</p>	<p>SOCIAL STUDIES</p>
<p>LANGUAGE ARTS</p>	<p>PHYSICS</p>	<p>MATH</p>
<p>BIOLOGY</p>	<p>HOME ECONOMICS</p> <p>Help students to look at their roles within the family, e.g., brother, friend, helper, counselor, etc., and have them identify activities they do well within those roles.</p>	<p>CHEMISTRY</p>
<p>PSYCHOLOGY</p>	<p>DRAMA</p>	<p>OTHER <u>ART</u></p> <p>Have students do a project--collage, mobile, sculpture, poster--illustrating their strengths.</p>

A TEACHER'S GUIDE  
FOR  
ALCOHOL EDUCATION



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### SENIOR HIGH

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Part III	<u>The Yellow Pages</u> --resource supplement (See the Table of Contents in The Yellow Pages for more details.)	

## SENIOR HIGH

Overall Goal: The overall goal of the Alcohol Education Curriculum Project is to help young people make responsible decisions about alcohol.

Specific Goals and Objectives: The specific goals and objectives at the Senior High level are:

## DECISION-MAKING

The student will know that the decisions he/she must make concerning alcohol are influenced by many factors and will develop skills to help him/her make those decisions.

- A. The student will know that the decision regarding drinking or not drinking is an individual choice and will not pressure others to change as long as their decisions are responsible ones. (p. 37)
- B. The student will identify his/her feelings and values about the use of alcohol and understand how they affect his/her decisions. (p.3,15,81)
- C. The student will be able to discriminate between responsible and irresponsible decisions related to alcohol. (p. 25, 29)

## COPING

The student will know and be able to use a variety of coping skills for dealing with problems.

- A. The student will know and practice coping skills. (p. 42)
- B. The student will know that coping behavior is part of everyone's life and people use various methods for coping with their problems, including alcohol. (p. 47)
- C. The student will be able to identify criteria for selecting valid and responsible sources of help.(p. 49)

## ALCOHOL INFORMATION

The student will know facts about alcohol, its use and abuse, and its effect on the human body in order to make responsible decisions about alcohol.

- A. The student will be able to identify the physical and behavioral effects of alcohol on the body. (p. 6, 8)
- B. The student will be able to identify the implications of the effects of alcohol on personal safety and the safety of others. (p. 5, 10)
- C. The student will know the symptoms, effects, and treatment of the illness, alcoholism, and its consequences for the individual. (p. 22)
- D. The student will be able to identify the resources available in his/her community to help people who have drinking problems and/or are coping with the drinking problems of someone else. (p. 22, 47)

- E. The student will know that the community has a responsibility to alcoholics. (p. 51)

**SELF-IMAGE**

The student will understand the relationship of self-image to the decisions that he/she makes.

- A. The student will know the major factors which influence self-image, including messages from other people and one's own strengths and weaknesses. (p. 59)
- B. The student will know that how he/she feels about him/herself has a direct relationship to his/her behavior, including the use of alcohol. (p. 59)
- C. The student will identify a variety of ways to feel good. (p. 56)

## INDIVIDUAL ACTIVITIES

Following is a list of possible individual or group projects that could be used to supplement the learning activities found in this kit.

### PROJECTS

1. Small groups of students can visit a variety of agencies and share information they learn with the class in the form of oral reports, taped interviews, slides, and written reports. Among the agencies they can visit are
  - a. Community Alcohol Centers
  - b. Community Mental Health Centers
  - c. Treatment Programs
  - d. Open AA meetings

See The Yellow Pages under "Resources" for addresses and phone numbers. Appointments should be made first with all of these facilities. Students should check with the facility about the use of cameras or tape recorders.

2. Have students do research on one of the following topics:
  - a. Types of treatment for alcoholics
  - b. The effects of alcohol on fetal development
  - c. The agencies available to help the families of alcoholics
  - d. Arguments for and against the lowering of the legal drinking age
  - e. The theories on the causes of alcoholism
  - f. Jobs available in the alcoholism field
  - g. History of U. S. attitudes toward alcohol use and abuse
  - h. The problem of alcoholism among a specific ethnic group; e.g., American Indians, Irish Catholics
  - i. Teenage Alcoholism
  - j. Female Alcoholics
  - k. The Drunk Driver
  - l. The Alcohol Industry
  - m. Prohibition as a means of controlling alcohol problems
  - n. Implications of the Uniform Alcohol Act
  - o. Industrial programs for alcoholic employees
  - p. Use of alcohol in other cultures

Students can give written or oral reports or use slides and an audio tape to illustrate their points.

3. Other options for projects include
  - a. Collect and analyze newspaper articles related to alcohol
  - b. Identify music that deals with alcohol and analyze the messages

**Individual Activities (Continued)**

- c. Watch TV and keep data on the use of drinking in TV programs. Analyze and share the conclusions with the class.
- d. Volunteer to work with a local program serving alcoholics. They may need help answering phones, preparing mailings, etc. Report on your observations and feelings.
- e. Conduct a survey with adults on their drinking behavior or their attitudes toward drinking. Tabulate the results and draw conclusions.
- f. Find or create a short play on alcohol problems. Choose a cast and present it to the class.
- g. Develop a display for the student lounge on sources of help for people who have alcohol problems themselves or have them in the family.
- h. Develop games, crossword puzzles, hidden word puzzles, mazes, etc. as a means of conveying alcohol information to others.
- i. Collect alcohol ads from magazines, newspapers, etc. and analyze the message and techniques used.

AREA: Alcohol Education  
 TOPIC: DECISION-MAKING - Feel Wheel

PAGE: 3  
 GRADE: Senior High School

ready

The student will be able to identify his/her feelings and values about the use of alcohol and will understand how they affect his/her decisions.

set

I will use this activity to help students:

- |   |   |  |
|---|---|--|
| <input type="checkbox"/> develop self-concept                       | <input type="checkbox"/> increase knowledge             | <input type="checkbox"/> develop social responsibility |
| <input checked="" type="checkbox"/> improve decision-making ability | <input type="checkbox"/> improve communications         | <input type="checkbox"/> other (please designate)      |
| <input type="checkbox"/> clarify attitudes and values               | <input type="checkbox"/> learn or improve health skills | <input checked="" type="checkbox"/> identify feelings  |

RESOURCES

ACTIVITY

EVALUATION

go

From the kit:  
 Feel wheels  
 Markers

1. Divide students into five groups.
2. Have groups circle around a "Feel Wheel."
3. Give each student a marker.  
 Select statements from the list provided (see following page) or create your own.
4. Explain that each time you read a statement they are to place their marker on the wheel according to how they feel about the statement.  
Note: If students do not wish to express their feelings, they can put their marker in the space marked "sanctuary."
5. After marking their feelings, give the groups time to discuss why they marked the way they did.
6. At the conclusion of the activity ask each student to share an "I learned. . ." statement with the class.

COMMENTS OR SUGGESTED CHANGES

Teacher evaluation of activity.  
 Please circle:

1 2 3 4 5  
 Ugh! Wow!

SUGGESTED WAYS TO INCORPORATE THIS ACTIVITY INTO OTHER SUBJECT AREAS 4

PHYSICAL EDUCATION

MUSIC

SOCIAL STUDIES

What feelings does music create about alcohol? Select some songs dealing with alcohol and attempt to analyze the feeling the song is trying to create.

LANGUAGE ARTS

PHYSICS

MATH

BIOLOGY

HOME ECONOMICS

CHEMISTRY

PSYCHOLOGY

Analyze how feelings affect human behavior.

DRAMA

OTHER Environmental Education

Examine different environments from the standpoint of how these environments affect our feelings e.g., urban, rural, small group, large group, etc.

## SITUATIONS

## HOW DO YOU FEEL ABOUT:

1. Your minister who has been arrested several times for drunk driving?
2. Your sister's or brother's sneaking liquor from the liquor cabinet?
3. Asking someone to buy beer for you for a party?
4. Drinking champagne at your sister's wedding reception?
5. Teenagers attending an unchaperoned teenage kegger?
6. Your parents' having a drink before dinner?
7. Seeing your teacher and his/her family drinking beer and eating pizza at Shakey's?
8. A star school athlete who drinks frequently?
9. Your date who does not drink alcoholic beverages at a party?
10. An alcoholic who has not touched a drink for three months?
11. One of your parent's being arrested for drunk driving?
12. A wino on First Avenue who asks you for money?
13. A parent who allows his/her teenagers to drink at home?
14. Your brother who brags about how much he can drink?
15. A parent who beats up his/her children when he/she has been drinking?
16. A babysitter who raids the liquor cabinet while on the job?
17. Your father who becomes the life of the party when he is drunk?
18. A woman who becomes loud, obnoxious and insulting when she has been drinking?
19. Someone who thinks drinking is the only way to have a good time?
20. A drunken driver who kills your best friend in an accident?
21. A girlfriend/boyfriend who refuses to go home from a party with you because you're drunk?
22. A classmate drinking beer on school grounds?
23. A friend with a drinking problem who refuses to get help?

AREA: Alcohol Education

PAGE: 6

TOPIC: ALCOHOL INFORMATION - Alcohol Abuse

GRADE: Senior High School

ready

The student will be able to identify the physical and behavioral effects of alcohol on the body. He/she will be able to identify the implications of the effects of alcohol on personal safety and the safety of others.

set

I will use this activity to help students:

develop self-concept

improve decision-making ability

clarify attitudes and values

increase knowledge

improve communications

learn or improve health skills

develop social responsibility

other (please designate)

RESOURCES

ACTIVITY

EVALUATION

go

From the kit:  
Pamphlet:  
"Alcohol Abuse"

Read The Yellow Pages:  
Effects,  
pp. 30-45.

1. Distribute a copy of the "Alcohol Abuse" pamphlet to each student.
2. Ask students to read the pamphlet and be prepared to respond to the following questions:
  - a. What is the most profound fact you learned?
  - b. What statement or statements do you question?
  - c. What new information did you learn?
3. Once the students have completed the reading, divide them into small groups and have them share their answers to the above questions.
4. Make a composite list of statements which the students question. Determine how additional information on those statements could be found. Have volunteers do the research or assign individuals or groups to do the research and share their findings with the class.

COMMENTS OR SUGGESTED CHANGES

Teacher evaluation of activity.  
Please circle:

1	2	3	4	5
Ugh!				Wow!

SUGGESTED WAYS TO INCORPORATE THIS ACTIVITY INTO OTHER SUBJECT AREAS 7

PHYSICAL EDUCATION

MUSIC

SOCIAL STUDIES

Discuss the impact of the alcohol industry on the economy of our country, our state.

LANGUAGE ARTS

PHYSICS

MATH

BIOLOGY

Experiment with small animals and alcohol to establish low dosage changes in their behavior.

HOME ECONOMICS

CHEMISTRY

Review the interaction of alcohol with other common drugs that people use.

PSYCHOLOGY

DRAMA

OTHER \_\_\_\_\_

AREA: Alcohol Education  
 TOPIC: ALCOHOL INFORMATION - "Chalk Talk"

PAGE: 8  
 GRADE: Senior High School

ready

The student will be able to identify the physical and behavioral effects of alcohol on the body.

set

I will use this activity to help students:

- develop self-concept  
 increase knowledge  
 improve decision-making ability  
 improve communications  
 clarify attitudes and values  
 learn or improve health skills  
 develop social responsibility  
 other (please designate)

RESOURCES

ACTIVITY

EVALUATION

go

From the kit:  
 Film-  
 "Chalk Talk on  
 Alcoholism"  
 (44 min.)

Read The Yellow Pages-

Effects of  
 Alcohol,  
 pp. 30-45.

1. Introduce the film as one that was designed for use with people working in the alcohol field. At some points within the film, terms may be used or situations referred to that students are unfamiliar with. Ask students to note any such points. Also ask students to look for effects of alcohol that the film points out and any interesting new things they learned from viewing the film.
2. Show the film to the class.
3. At the conclusion of the film use the following questions to generate discussion:
  - a. What points did the film make that were new and of interest to you?
  - b. What are the behavioral effects of alcohol?
  - c. In what order are the brain functions affected? What implications does this order have on performing tasks like driving?
  - d. What did Father Martin say about Americans' attitudes about drinking?
  - e. Are there terms in portions of the film which you didn't understand?
  - f. Were there statements made in the film that you question?

(Ask for volunteers or appoint students to research these questions if answers are not available.)

COMMENTS OR  
 SUGGESTED CHANGES

Teacher evaluation  
 of activity.  
 Please circle:

1	2	3	4	5
ugh!				Wow!

SUGGESTED WAYS TO INCORPORATE THIS ACTIVITY INTO OTHER SUBJECT AREAS

PHYSICAL EDUCATION

MUSIC

SOCIAL STUDIES

Have students research how alcohol is used in other cultures and attitudes that exist in those cultures toward drinking.

LANGUAGE ARTS

PHYSICS

MATH

Analyze the similarities between alcohol and ether.

BIOLOGY

HOME ECONOMICS

CHEMISTRY

Discuss the use of wine with meals. Try to identify the reasons why people use wine before meals.

PSYCHOLOGY

DRAMA

OTHER \_\_\_\_\_

ready	The student will be able to identify the implications of the effects of alcohol on personal safety and the safety of others.									
set	<p>I will use this activity to help students:</p> <table border="0"> <tr> <td><input type="checkbox"/> develop self-concept</td> <td><input checked="" type="checkbox"/> increase knowledge</td> <td><input type="checkbox"/> develop social responsibility</td> </tr> <tr> <td><input checked="" type="checkbox"/> improve decision-making ability</td> <td><input type="checkbox"/> improve communications</td> <td><input type="checkbox"/> other (please designate)</td> </tr> <tr> <td><input type="checkbox"/> clarify attitudes and values</td> <td><input type="checkbox"/> learn or improve health skills</td> <td></td> </tr> </table>	<input type="checkbox"/> develop self-concept	<input checked="" type="checkbox"/> increase knowledge	<input type="checkbox"/> develop social responsibility	<input checked="" type="checkbox"/> improve decision-making ability	<input type="checkbox"/> improve communications	<input type="checkbox"/> other (please designate)	<input type="checkbox"/> clarify attitudes and values	<input type="checkbox"/> learn or improve health skills	
<input type="checkbox"/> develop self-concept	<input checked="" type="checkbox"/> increase knowledge	<input type="checkbox"/> develop social responsibility								
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<input type="checkbox"/> clarify attitudes and values	<input type="checkbox"/> learn or improve health skills									

	RESOURCES	ACTIVITY	EVALUATION										
go	<p>Copy of: Alcohol and Traffic Safety Quiz (see following page) Scenarios (see following page)</p> <p><u>Read The Yellow Pages:</u> Safety, pp. 69-78.</p>	<ol style="list-style-type: none"> <li>1. Make copies of the Alcohol and Traffic Safety quiz (see following page) and the scenarios for your class.</li> <li>2. Distribute the quiz to students and ask them to answer the questions to the best of their ability. This is not a graded test. After students have completed the quiz, discuss the answers to the questions with them (see following page). Discuss any questions they may have about the information in the quiz.</li> <li>3. Distribute copies of the scenarios to each student. Students should select two situations and write briefly (1/2 to 1 page) what they could do, what they would do, and why.</li> <li>4. Have students share with the class what they could do, how and why, what they would do, how, why, and how they could resolve any conflict between what they could and what they would do.</li> </ol>	<p>COMMENTS OR SUGGESTED CHANGES</p> <p><i>Teacher evaluation of activity.</i> <i>Please circle:</i></p> <table border="0"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td>light</td> <td></td> <td></td> <td></td> <td>Wow!</td> </tr> </table>	1	2	3	4	5	light				Wow!
1	2	3	4	5									
light				Wow!									

SUGGESTED WAYS TO INCORPORATE THIS ACTIVITY INTO OTHER SUBJECT AREAS

PHYSICAL EDUCATION

MUSIC

SOCIAL STUDIES

Discuss what society should do about the drinking and driving problem.

LANGUAGE ARTS

PHYSICS

MATH

BIOLOGY

HOME ECONOMICS

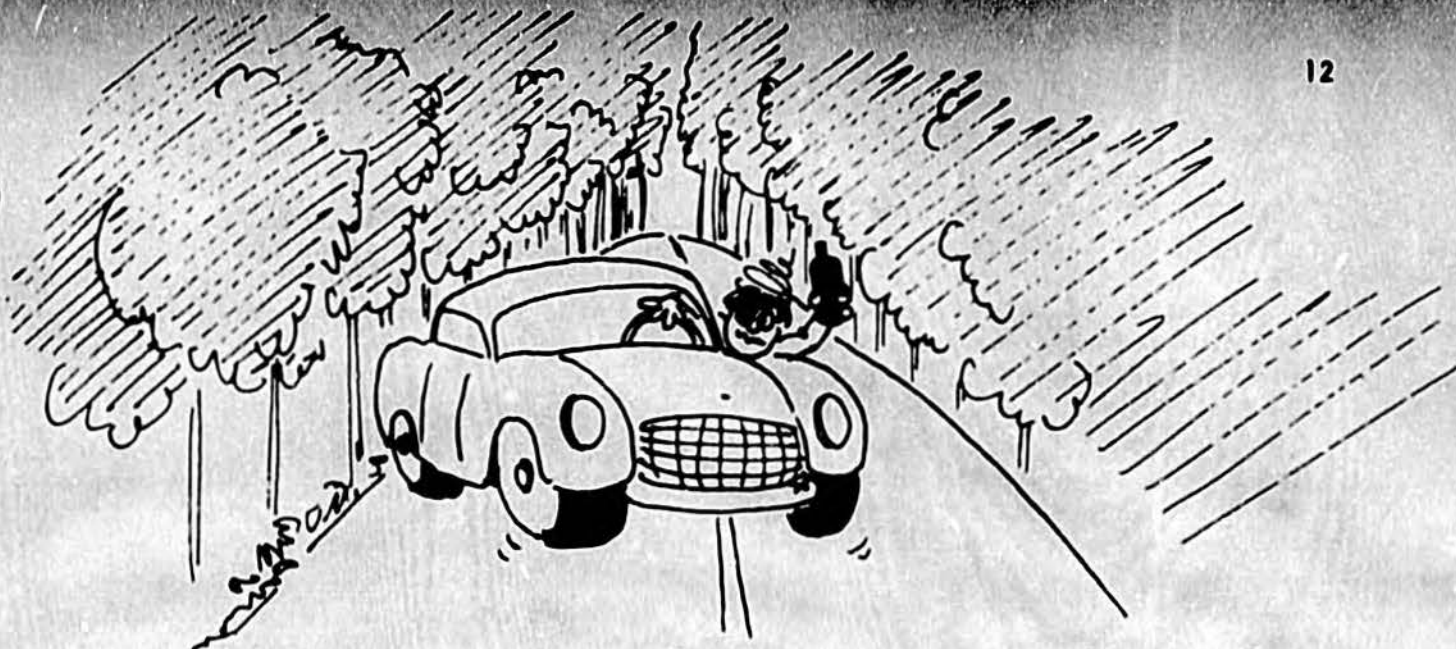
CHEMISTRY

PSYCHOLOGY

DRAMA

OTHER DRIVER EDUCATION

Go over statistics for alcohol-related traffic accidents in Washington state and King County.



### ALCOHOL AND TRAFFIC SAFETY QUIZ

1. In the state of Washington the blood alcohol level at which a driver is considered under the influence is: (a) 0.05 per cent (b) 0.08 per cent (c) 0.10 per cent (d) 0.15 per cent
2. Blood alcohol level can be determined by analyzing the: (a) blood (b) saliva (c) breath (d) urine (e) all of the above
3. In the state of Washington the chemical test for blood alcohol most frequently used is: (a) blood (b) saliva (c) breath (d) urine (e) blood pressure
4. Which of the following least affects blood alcohol level: (a) stomach content (b) weight (c) drinking experience (d) time elapsed
5. Studies suggest that driving performance may be impaired when blood alcohol concentrations are as low as: (a) 0.02 per cent (b) 0.04 per cent (c) 0.07 per cent (d) 0.10 per cent
6. Which of the following statements best describes an effect of alcohol on driver performance: (a) blurred vision (b) reduced hearing ability (c) increased attention span (d) reduced ability to react quickly
7. Approximately what percentage of fatal traffic accidents involve the use of alcohol: (a) 10 per cent (b) 25 per cent (c) 50 per cent (d) 75 per cent
8. Every day in the United States approximately how many people are killed in car accidents where alcohol was involved: (a) 25 (b) 50 (c) 75 (d) 200 (e) 250
9. The drinking driver may show which of the following: (a) overconfidence (b) risk taking desires (c) decreased judgment (d) slower reaction time (e) all of the above

10. When a non-drinking driver is compared with a drinking driver who has a .15 per cent blood alcohol level, how much more likely is it that the drinking driver will become involved in a traffic accident: (a) no difference (b) 10 times greater (c) 25 times greater (d) no one knows
11. On the basis of present-day knowledge, the greatest single driver-related cause of fatal highway collisions is: (a) emotional upsets (b) inattention (c) fatigue (d) alcohol
12. Of all alcohol-related fatal car accidents: (a) 2/3 involve problem drinkers (b) most involve social drinkers who had one too many (c) 1/3 involve people who had only a little to drink (d) no one knows what kind of drinkers are involved.
13. Which of the following is most affected by heavy drinking: (a) brake reaction time (b) color perception (c) the reasoning process (d) distance judgment
14. There is a law in Washington for persons possessing a driver's license which states that if they are arrested for a driving violation and are suspected of driving while intoxicated they have consented to a chemical test for the presence of alcohol. This law is called: (a) The Chemical Test Law (b) The Implied Consent Law (c) The Intoxication Law (d) The Driving While Intoxicated (DWI) Law
15. If a driver in the state of Washington is arrested and refuses to take a chemical test, this refusal will result in: (a) fine of \$500 (b) courtroom trial (c) immediate suspension of one's driver's license (d) all of the above
16. The majority of the general public's response to current anti-drinking/driving efforts is: (a) they demand an effective program (b) they exhibit an attitude of tolerance toward drinking drivers (c) they want harsh penalties for guilty offenders (d) all of the above
17. Teenagers are more likely to have difficulty driving safely after drinking because of all the following except: (a) driving is a new and complicated skill for them (b) they have had less experience with alcohol's effects (c) they often weigh less than adults (d) they spend more time driving than adults do
18. Alcohol use is associated with a significant number of which of the following: (a) pedestrian accidents (b) private airplane accidents (c) household accidents (d) all of the above

#### True-False Questions

- |  | True  | False |
|--|-------|-------|
| 19. The action of alcohol on the nervous system resembles that of ether or other anesthetics.                | _____ | _____ |
| 20. By eating some solid food along with your drinking you will not become an intoxicated driver.            | _____ | _____ |
| 21. Judgment, vision, and reaction time in driver performance are impaired by even small amounts of alcohol. | _____ | _____ |

22. In Washington state, with a blood alcohol level of .05 - .09 per cent, a driver can be convicted of driving while impaired, a lesser offense than driving while intoxicated.
23. Alcohol affects the latest learned and the most complicated skills first.
24. Alcohol is a stimulant.
25. Being convicted of DWI will cause an increase in your car insurance rates.

True

False

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

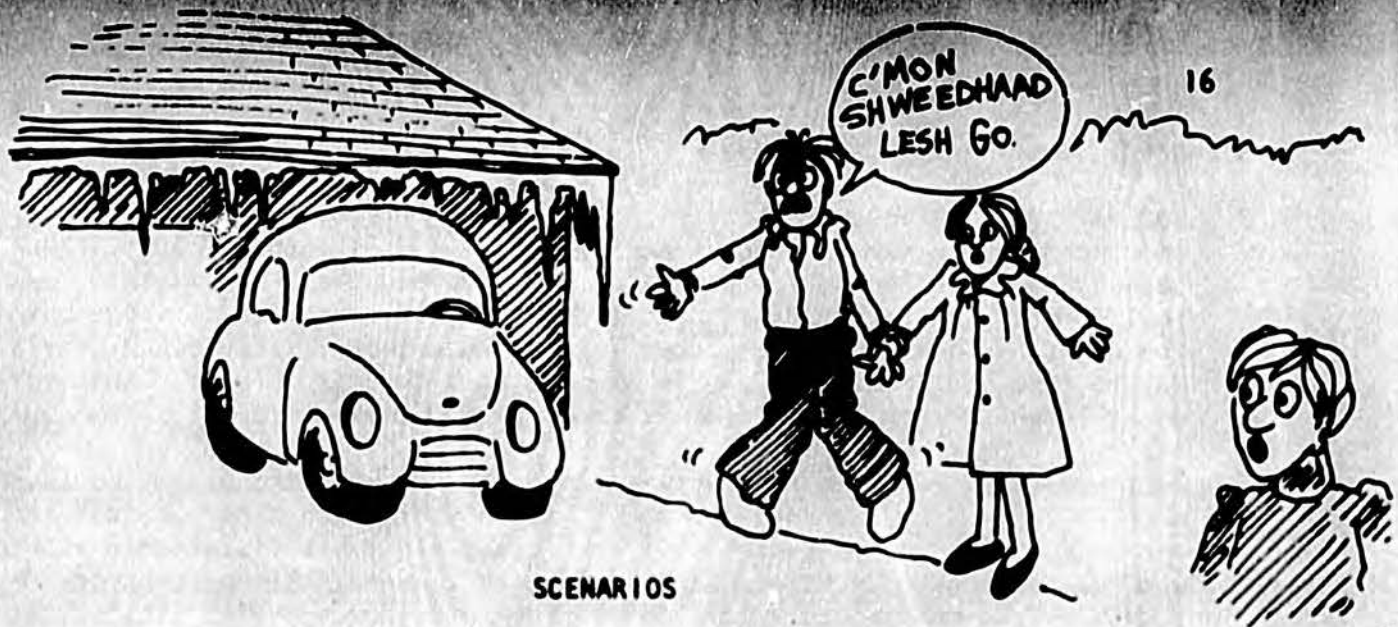
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\_\_\_\_\_

## ALCOHOL AND TRAFFIC SAFETY QUIZ

ANSWER KEY

1. (c) .10
2. (e) all of the above
3. (c) breath
4. (c) drinking experience
5. (a) .02 per cent
6. (d) reduced ability to react quickly
7. (c) 50 per cent
8. (c) 75
9. (e) all of the above
10. (c) 25 times greater
11. (d) alcohol
12. (a) 2/3 involve problem drinkers
13. (c) the reasoning process
14. (b) the implied consent law
15. (c) immediate suspension of one's driver's license
16. (b) they exhibit an attitude of tolerance toward drinking drivers
17. (d) they spend more time driving than adults do
18. (d) all of the above
19. True
20. False
21. True
22. True
23. True
24. False
25. True

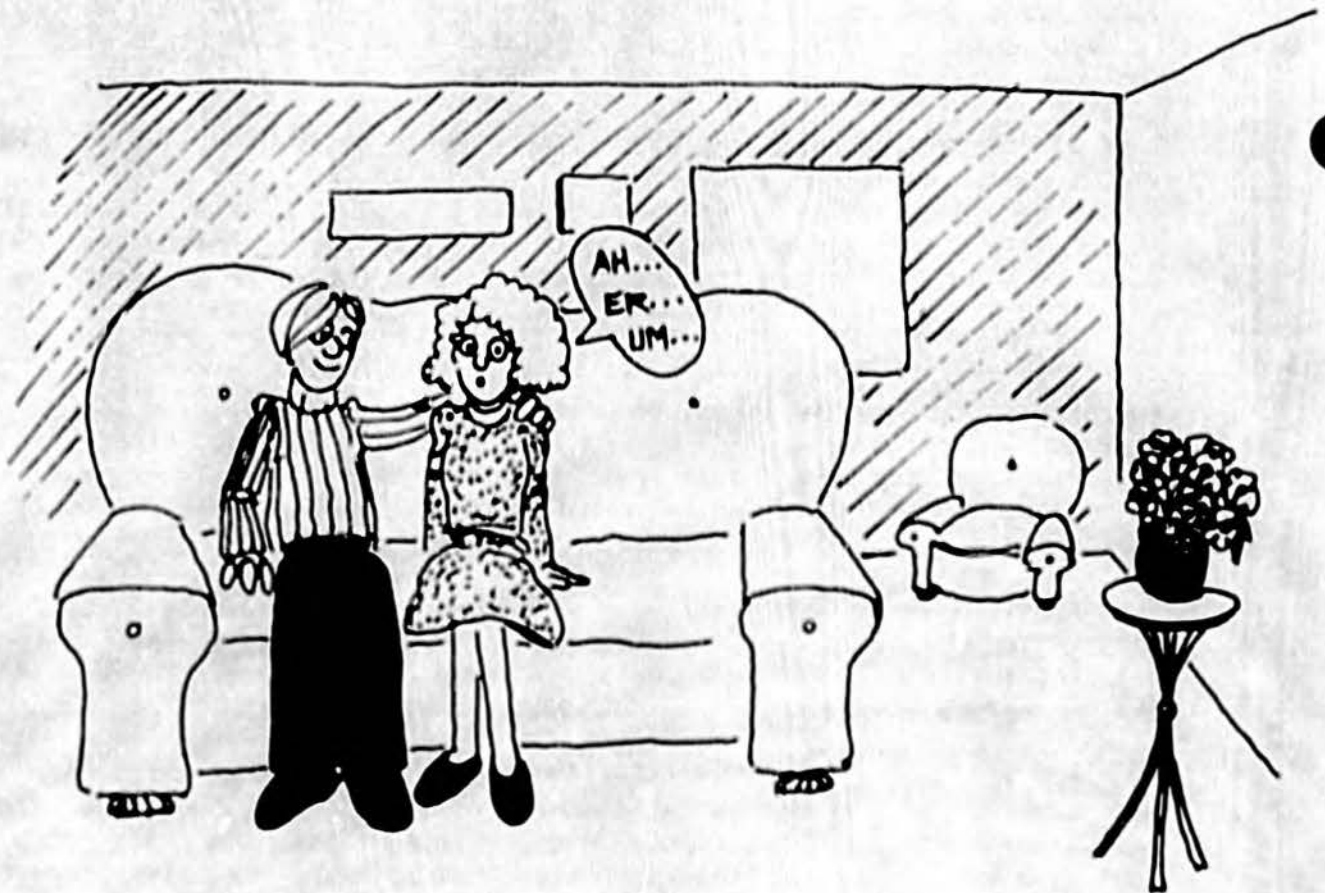


### SCENARIOS

1. Your father has been drinking heavily and is about to drive your mother to do some grocery shopping. It is 9 p.m., and the roads are still icy from the previous day's snowstorm. She has no license and there is no food in the refrigerator. What could you do? What would you do? Why?
2. You are at a party and your best friend has just accepted a ride home from another friend who is drunk. No one else lives near. You have no license and no money, and you know your friend doesn't have much money. He lives 2½ miles away. It is a cold winter night, around 11:30 p.m. What could you do? What would you do? Why?
3. Your 17-year-old sister has a date with her boyfriend. You just let him in the door, and he's obviously drunk since he knocked over a lamp trying to sit down and has talked only nonsense. You go upstairs and tell your sister he's drunk, and she tells you to mind your own business. You know they are going in his car to a party way on the other side of town. Your parents are next door with friends. What could you do? What would you do? Why?
4. You are hitch-hiking to school because you are already late for first period. A nice looking, middle-aged lady in a station wagon offers you a ride, so you get in. You are sitting next to her in the front seat, and you can smell whiskey on her breath. In the back are her two small children and a dog. What could you do? What would you do? Why?
5. You're driving home from a party, giving your best friend a lift home first. You simply don't believe you're drunk even though you had a lot to drink at the party. You feel perfectly capable of driving. You've had one DWI before. What could you do? What would you do? Why?
6. You know you have already had a little too much to drink at the kegger as you drive your friends to the concert. You don't want to stop driving because you desperately want to show off your new Fiat. On the other hand, you don't want to damage it in an accident or lose your license to operate it. If you can find a good excuse, you are willing to pull over, lock the car and hitch, but no one is going to replace you at the wheel of your new car. What could you do? What would you do? Why?

## Scenarios (Continued)

7. You have been going out lately with a group of friends and drinking heavily and then driving the 17 miles home from their houses late at night. You have not yet been in an accident, but you have had two close calls. You feel like trying to stop this practice of drinking and then driving, but you don't see how you can ask your friends to drive 17 miles out of their way to take you home. You really want to go with your friends. What could you do? What would you do? Why?
8. Your boyfriend has been frequently going out drinking with his friends and then driving home. He doesn't seem to see anything dangerous about it, and he's a nice guy in every other way. Last night his sister told you he was really drunk when he drove home the night before. His parents are always asleep when he gets in. You want him to stop. You're sitting talking with him and feel it's a good time to bring it up. What could you say? What would you say? Why?



AREA: Alcohol Education

PAGE: 18

TOPIC: DECISION-MAKING - "Decision: Alcohol"

GRADE: Senior High School

ready

The student will be able to identify his/her feelings and values about the use of alcohol and understand how they affect his/her decisions.

set

I will use this activity to help students:

<input type="checkbox"/> develop self-concept	<input type="checkbox"/> increase knowledge	<input type="checkbox"/> develop social responsibility
<input checked="" type="checkbox"/> improve decision-making ability	<input checked="" type="checkbox"/> improve communications	<input type="checkbox"/> other (please designate)
<input checked="" type="checkbox"/> clarify attitudes and values	<input type="checkbox"/> learn or improve health skills	

RESOURCES

ACTIVITY

EVALUATION

go

From the kit:  
Film-  
"Decision:  
Alcohol"  
(15 min.)

1. Show film "Decision: Alcohol."
2. Have students share their reactions to the film.
3. Discuss values and attitudes expressed in film, such as:
  - a. Friend to Rick: "Everyone's going to be way ahead of us" (if we don't have a beer before the party).
  - b. Father to son: "The minute we leave the house you grab a beer." Is the father modeling a behavior which he would like his son to follow? Discuss Do as I say, not as I do message.
  - c. Mother to son: "You shouldn't drink because you're under age and you could get arrested." Does fear of the law prevent or stop someone from drinking?
  - d. Television commercial: "The wine for the young and the young at heart." What influence does the liquor industry have over the public through commercials? Through other media?
  - e. Sharon's father explaining ground rules to Rick: "As long as no one acts in a way that makes any of us feel uncomfortable." What is responsible drinking? Is being drunk an acceptable excuse for poor behavior?

(Continued following page)

COMMENTS OR  
SUGGESTED CHANGES

Teacher evaluation  
of activity.  
Please circle:

1	2	3	4	5
Ugh!				Wow!

PHYSICAL EDUCATION

MUSIC

SOCIAL STUDIES

LANGUAGE ARTS

PHYSICS

MATH

BIOLOGY

HOME ECONOMICS

CHEMISTRY

PSYCHOLOGY

DRAMA

OTHER \_\_\_\_\_

AREA:

PAGE: 20

TOPIC:

GRADE: Senior High School

ready

set

I will use this activity to help students:

develop self-concept

increase knowledge

develop social responsibility

improve decision-making ability

improve communications

other (please designate)

clarify attitudes and values

learn or improve health skills

RESOURCES

ACTIVITY

EVALUATION

go

ACTIVITY (Continued)

- f. Rick's father to mother: "A man has to drink to put up with a wife's nagging." What happens to an alcoholic's family relations? Does the family contribute to the alcoholic's drinking?
  - g. "Adults just want you to be what they want." Do parents help their children to make their own decisions or do they tell them what to do?
  - h. Nurse to Rick: "They should lock up criminals like the drunk that hit you." Is being drunk a crime? Should there be a punishment?
  - i. Rick's question: "Doesn't anyone take a look at why they drink?" Why do people drink or not drink? Is it choice or chance?
4. Refer also to study guide questions accompanying film.

COMMENTS OR SUGGESTED CHANGES

Teacher evaluation of activity. Please circle:

1	2	3	4	5
Ugh!				Wow!

SUGGESTED WAYS TO INCORPORATE THIS ACTIVITY INTO OTHER SUBJECT AREAS

PHYSICAL EDUCATION

MUSIC

SOCIAL STUDIES

Study songs dealing with drinking:  
 "Show Me the Way to Go Home,"  
 "Cracklin' Rosie," "Bottle of Wine,"  
 etc. What do they reveal about  
 people's attitudes?

Survey adults on their attitudes  
 about social and problem drinking.

LANGUAGE ARTS

PHYSICS

MATH

Advertising - describe techniques  
 used by advertisers to influence  
 attitudes and to sell products.

BIOLOGY

HOME ECONOMICS

CHEMISTRY

PSYCHOLOGY

DRAMA

OTHER \_\_\_\_\_

Psychology of advertising.

AREA: Alcohol Education  
 TOPIC: ALCOHOL INFORMATION - CAC Speaker

PAGE: 22  
 GRADE: Senior High School

ready

The students will know the symptoms, effects and treatment of the illness, alcoholism, and its consequences for the individual. The student will be able to identify the resources available in his/her community to help people who have drinking problems and/or are coping with the drinking problems of someone else.

set

I will use this activity to help students:

develop self-concept

improve decision-making ability

clarify attitudes and values

increase knowledge

improve communications

learn or improve health skills

develop social responsibility

other (please designate)

RESOURCES

ACTIVITY

EVALUATION

go

Call your local Community Alcohol Center to request a speaker (See Resources page 96 for telephone number.) Specify topics to be covered (see Activity column)

Copy of:

Worksheet- "Alcohol Use-Self-Assessment" (see following page)

Read The Yellow Pages:

Alcoholism, p. 46;  
 Resources, p. 96-99.

1. Make copies of the Alcohol Use-Self Assessment worksheet (see following page) for your class.
2. Distribute the tests and have students fill them out individually and privately.
3. Have the speaker discuss:
  - a. Teenage Drinking
  - b. Teenage Alcoholism
  - c. What agencies provide help with drinking problems of youth
4. Allow ample time for questions and answers.

COMMENTS OR SUGGESTED CHANGES

Teacher evaluation of activity. Please circle:

1 2 3 4 5  
 Ugh! Wow!

PHYSICAL EDUCATION

MUSIC

SOCIAL STUDIES

Arrange for several students to visit local treatment agencies and report to the class.

LANGUAGE ARTS

PHYSICS

MATH

BIOLOGY

HOME ECONOMICS

CHEMISTRY

Discuss the effects of alcoholism on the family.

PSYCHOLOGY

DRAMA

OTHER ART

Make a bulletin board display with pamphlets from various agencies explaining their services.



### ALCOHOL USE - SELF-ASSESSMENT QUIZ

- |  | True | False |
|--|------|-------|
| 1. I can drink more than most of my friends.                     |      |       |
| 2. I have been "drunk" at least once a month in the past year.   | T    | F     |
| 3. I can drink 4 or 5 drinks without really feeling it."         | T    | F     |
| 4. I have blackouts (loss of memory about drinking experiences). | T    | F     |
| 5. I often drink to forget my problems.                          | T    | F     |
| 6. When I get drunk I tend to become a "different person."       | T    | F     |
| 7. I have been arrested for an alcohol-related charge.           | T    | F     |
| 8. I often drink alone.  | T    | F     |
| 9. I have missed some work because of my drinking.               | T    | F     |
| 10. I don't like this quiz because it hits too close to home.    | T    | F     |

NOTE:

There are no right or wrong answers to these questions. However, if you have circled as true (T) any of the ten items, stop for a moment and honestly ask yourself whether or not you might have a problem with alcohol; if so, ask for help - it is available.

ready

The student will be able to discriminate between responsible and irresponsible decisions related to alcohol.

set

I will use this activity to help students:

- |   |   |   |
|---|---|---|
| <input checked="" type="checkbox"/> develop self-concept            | <input type="checkbox"/> increase knowledge             | <input checked="" type="checkbox"/> develop social responsibility |
| <input checked="" type="checkbox"/> improve decision-making ability | <input type="checkbox"/> improve communications         | <input type="checkbox"/> other (please designate)                 |
| <input checked="" type="checkbox"/> clarify attitudes and values    | <input type="checkbox"/> learn or improve health skills |   |

RESOURCES

ACTIVITY

EVALUATION

go

From the kit:  
Photoboards  
Responsible/  
Irresponsible  
(10)

1. Teacher divides class into small groups giving a picture to each group.
2. Each group discusses the questions printed on the back of the photoboards and shares their answers to the questions with the class (see following page for composite list of the discussion questions).
3. Allow time for students to express their feelings about the other photoboards their group did not discuss.

COMMENTS OR SUGGESTED CHANGES

Teacher evaluation of activity.  
Please circle:

1	2	3	4	5
Ugh!				Wow!

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES Discuss how society's concepts of responsibility change and what affects our concept of responsibility.
LANGUAGE ARTS Define responsible and irresponsible and relate those definitions to the use of alcohol.	PHYSICS	MATH
BIOLOGY	HOME ECONOMICS	CHEMISTRY
PSYCHOLOGY	DRAMA	OTHER _____

1. What effect does alcohol have on your physical health?
  - a. Diet - resistance to illness
  - b. Strength and fitness
  - c. Skills, hobbies, recreation
2. What effect does alcohol have on your mental health?
  - a. Self-image
  - b. Relationships in the home and family
  - c. Relationship with peers
3. At what point does alcohol interfere with your health?
  - a. Physical
  - b. Mental

## #2

1. How do you know when to say no or when to stop?
2. Do your friends or environment influence your decisions to slow down or stop drinking? Could they?
3. What does "be cool" mean?
4. What legal problems could come up if you misuse alcohol?
5. Do you "be cool"
  - a. for your friends?
  - b. for your self-image and comfort?  
Are (a) and (b) the same?
  - c. to avoid hassles with the police?
6. Can you find the real you through alcohol?

## #3

1. Have any such events (accidents) influenced
  - a. You
  - b. Family
  - c. Friends
2. How long lasting are these changes? How long will this person stay away from alcohol?
3. What are some potential consequences of drinking heavily?

## #4

1. How could alcohol affect your job security?
2. How could alcohol affect your safety on the job?
  - a. Self
  - b. Others
3. Could the misuse of alcohol by others interfere with your safety or job security?
4. What types of jobs could people do if they were under the influence of alcohol?

## #5

1. Why do some people get nasty when they drink?
2. What are other types of behavior seen in people when they get drunk?
3. Can the crazy things people do lead to
  - a. Legal problems? Examples:
  - b. Good peer relationships? Examples:
  - c. Family harmony? Examples:
4. Is a drug influenced personality the "real you?"

## #6

1. Why is alcohol our number-one drug?
2. What is its value to society?
3. Why do some people drink too much? What is alcohol's value to them?
4. Why do some people not drink at all? What is alcohol's value to them?
5. "Most people drink okay." What does this mean?

## #7

1. Must one drink to have a party or good time? Why?
2. Do you think people drink because of taste? Watch people drink. Look at the expressions on their faces.
3. Do you do things just because your friends do? What do you do for fun because you want to?
4. What else could one do to beat boredom?
5. What else could one do to forget problems temporarily? Permanently?
6. Does alcohol give one courage?

## #8

1. How do you feel about the statement, "Alcohol is not really bad unless you're an alcoholic."? Explain.
2. What effects does continued alcohol consumption have on an alcoholic's
  - a. physical health
  - b. mental health
  - c. employment
  - d. family/social life
3. How can you recognize an alcoholic?
4. If you drink, what signs indicate you might have a drinking problem?
5. Name some sources of help for alcoholics.

## #9

1. What are some responsibilities you have if you use alcohol?
2. Is there an age when people should use alcohol?
3. What advantages/disadvantages do you see to having a legal drinking age of 21 years?
4. What influences people to begin using alcohol for the first time? What makes them continue to drink?

## #10

1. Can alcohol solve problems
  - a. temporarily
  - b. permanently
2. What can you do about problems that seem too heavy to handle?
3. What are some of the pleasant effects alcohol produces? Unpleasant?
4. Can you be sure that the effects of alcohol on you will be the same each time you drink? Explain.

AREA: Alcohol Education

PAGE: 29

TOPIC: DECISION MAKING - Responsible/Irresponsible Situations

GRADE: Senior High School

ready

The student will be able to discriminate between responsible and irresponsible decisions related to alcohol.

set

I will use this activity to help students:

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> develop self-concept                       | <input type="checkbox"/> increase knowledge                | <input type="checkbox"/> develop social responsibility |
| <input checked="" type="checkbox"/> improve decision-making ability | <input checked="" type="checkbox"/> improve communications | <input type="checkbox"/> other (please designate)      |
| <input checked="" type="checkbox"/> clarify attitudes and values    | <input type="checkbox"/> learn or improve health skills    |  |

RESOURCES

ACTIVITY

EVALUATION

go

Copy of:  
Worksheets-  
"The Slumber Party"  
"Saturday Afternoon Football Game"  
"The Older Brother"  
"An Evening With the Johnsons"  
"The Kegger"  
"The Wedding Reception"  
(see following pages)  
Read The Yellow Pages,  
Effects, p. 30;  
Decision-Making, p. 9.

1. Make copies of one or all of the situations (see following pages) for the class. Distribute and have them respond individually.
2. Give students the opportunity to share feelings and reasons in small groups or with the entire class.
3. Discuss with the class the differences of opinions among students as to what is a responsible or an irresponsible decision about drinking. What interferes with or stops people from making responsible decisions? What effects do your decisions have on you? on others? Do you have the right to affect others negatively? Discussion could include consideration of ways people's attitudes and values are formed.

COMMENTS OR SUGGESTED CHANGES

Teacher evaluation of activity. Please circle:

1	2	3	4	5
Ugh!				Wow!

SUGGESTED WAYS TO INCORPORATE THIS ACTIVITY INTO OTHER SUBJECT AREAS

<p>PHYSICAL EDUCATION</p>	<p>MUSIC</p>	<p>SOCIAL STUDIES                  Study society's attitudes about responsible and irresponsible decisions about alcohol.</p>
<p>LANGUAGE ARTS                  Have students write short stories using the situations on the following pages as a beginning.</p>	<p>PHYSICS</p>	<p>MATH</p>
<p>BIOLOGY</p>	<p>HOME ECONOMICS                  Child development - how our values and attitudes are influenced by our parents.</p>	<p>CHEMISTRY</p>
<p>PSYCHOLOGY</p>	<p>DRAMA</p>	<p>OTHER _____</p>



Read the following situations. Check in the appropriate space whether you think the decision about drinking described in the situation is responsible or irresponsible. Then explain briefly why you answered as you did.

### THE SLUMBER PARTY

1. Ann is spending the night at Cathy's house. Cathy is 17, and her parents are away for the week-end. Ann notices the well-stocked liquor bar and suggests that they make themselves a drink.

Responsible \_\_\_\_\_

Irresponsible \_\_\_\_\_

Why?

2. Cathy refused, knowing that her parents would not approve.

Responsible \_\_\_\_\_

Irresponsible \_\_\_\_\_

Why?

3. Ann begins to tease Cathy about being a coward and even offers to take the blame if they are caught.

Responsible \_\_\_\_\_

Irresponsible \_\_\_\_\_

4. Cathy pours a drink for Ann but not for herself.

Responsible \_\_\_\_\_

Irresponsible \_\_\_\_\_

Why?



Read the following situations. Check in the appropriate space whether you think the decision about drinking described in the situation is responsible or irresponsible. Then explain briefly why you answered as you did.

SATURDAY AFTERNOON FOOTBALL GAME

1. Robert, who is 16, is watching a football game on TV with his father. During a commercial his father goes to the kitchen for a beer and asks Robert if he'd like one, too.

Responsible \_\_\_\_\_ Irresponsible \_\_\_\_\_

Why?

2. Robert says yes and drinks the beer.

Responsible \_\_\_\_\_ Irresponsible \_\_\_\_\_

Why?

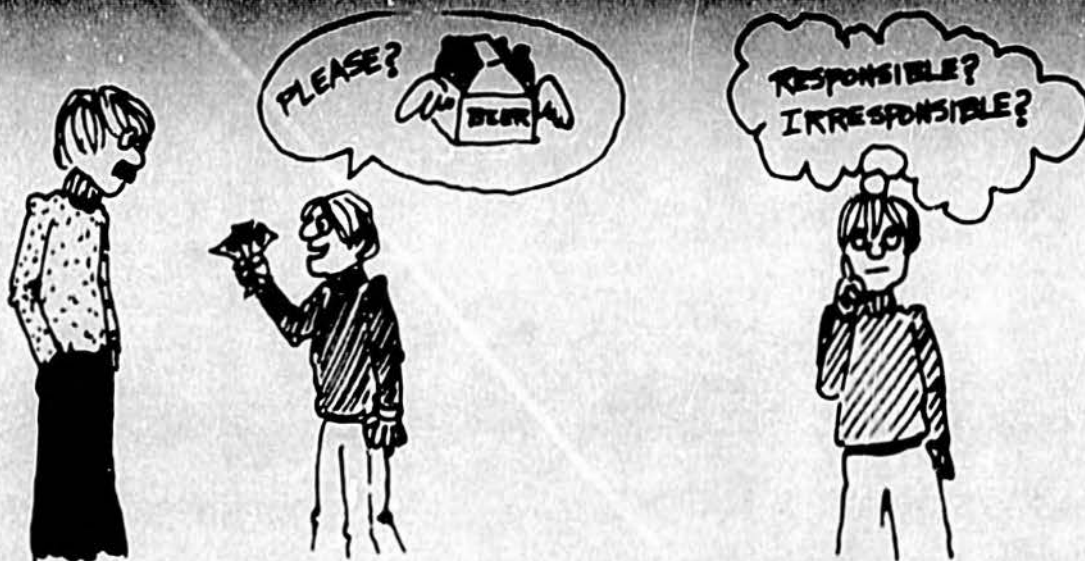
3. Robert's best friend, Bill, 15, comes in during half-time. Robert's father offers Bill a beer which Bill accepts.

Father Responsible \_\_\_\_\_ Irresponsible \_\_\_\_\_

Why?

Bill Responsible \_\_\_\_\_ Irresponsible \_\_\_\_\_

Why?



Read the following situations. Check in the appropriate space whether you think the decision about drinking described in the situation is responsible or irresponsible. Then explain briefly why you answered as you did.

### THE OLDER BROTHER

1. Mark, who is 16, asks his older brother, Rick, who is 22, to buy a case of beer for him and his friends.

Responsible \_\_\_\_\_

Irresponsible \_\_\_\_\_

Why?

2. Rick agrees to buy the beer on the condition that Mark doesn't drive after drinking.

Responsible \_\_\_\_\_

Irresponsible \_\_\_\_\_

Why?

3. Mark promises not to drive.

Responsible \_\_\_\_\_

Irresponsible \_\_\_\_\_

Why?

4. Rick buys the beer.

Responsible \_\_\_\_\_

Irresponsible \_\_\_\_\_

Why?

5. Mark drives home that night from his buddy's house after drinking 3 beers, disregarding his promise.

Responsible \_\_\_\_\_

Irresponsible \_\_\_\_\_

Why?



Read the following situations. Check in the appropriate space whether you think the decision about drinking described in the situation is responsible or irresponsible. Then explain briefly why you answered as you did.

### AN EVENING WITH THE JOHNSONS

1. It is Friday evening and Mr. and Mrs. Johnson relax by drinking a cocktail at home before dinner.

Responsible \_\_\_\_\_

Irresponsible \_\_\_\_\_

Why?

2. Larry, who is sixteen years old, enters the living room and asks his father for a sip of his cocktail. His father hands him the glass, and Larry takes a drink.

Larry Responsible \_\_\_\_\_

Irresponsible \_\_\_\_\_

Why?

Father Responsible \_\_\_\_\_

Irresponsible \_\_\_\_\_

Why?

3. Larry, his father, mother and 17-year-old sister, Jenny, begin eating dinner. During the meal both Larry and Jenny drink two glasses of wine.

Responsible \_\_\_\_\_

Irresponsible \_\_\_\_\_

4. After dinner Mr. and Mrs. Johnson go next door to their neighbor's for a beer.

Responsible \_\_\_\_\_

Irresponsible \_\_\_\_\_

Why?

5. Mrs. Johnson continues to drink one beer after another until she becomes loud and begins shouting at Mr. Johnson. She leaves the neighbor's house abruptly, staggers home and falls asleep in the bedroom with all her clothes on.

Responsible \_\_\_\_\_

Irresponsible \_\_\_\_\_

Why?



Read the following situations. Check in the appropriate space whether you think the decision about drinking described in the situation is responsible or irresponsible. Then explain briefly why you answered as you did.

### THE WEDDING RECEPTION

1. Eric, 20 years old, invites Jean who is 18 to his sister's wedding. The groom's father proposed a toast to the happy couple with a glass of champagne.

Responsible \_\_\_\_\_

Irresponsible \_\_\_\_\_

Why?

2. Eric's 15-year-old sister, Debbie, is poured a glass of champagne, and she drinks it.

Responsible \_\_\_\_\_

Irresponsible \_\_\_\_\_

Why?

3. For the wedding reception there are two kinds of punch - one with liquor and one without, but they both look the same.

Responsible \_\_\_\_\_

Irresponsible \_\_\_\_\_

Why?

4. Aunt Dorothy does not drink alcoholic beverages. Eric, as a joke, serves her a cup of the punch that contains alcohol, and Aunt Dorothy drinks it.

Responsible \_\_\_\_\_

Irresponsible \_\_\_\_\_

Why?

5. Miss Coleman who sang during the wedding ceremony is getting "high" on the punch that contains alcohol.

Responsible \_\_\_\_\_

Irresponsible \_\_\_\_\_

Why?

## THE WEDDING RECEPTION (Continued)

6. Paul Benson, the best man, has had more cups of the punch containing alcohol that he can count. He is getting loud with his funny jokes and spilling cake crumbs on the carpet. He asks Debbie to bring him another cup of punch.

Responsible \_\_\_\_\_

Irresponsible \_\_\_\_\_

Why?

7. Debbie gets him another cup of punch.

Responsible \_\_\_\_\_

Irresponsible \_\_\_\_\_

Why?

8. Eric appears sober, although Jean knows that he's had four cups of the punch containing alcohol within the past hour and one-half. He has to drive her home. He asks her to pour him one more cup "for the road."

Responsible \_\_\_\_\_

Irresponsible \_\_\_\_\_

Why?

## THE KEGGER

1. Rick and Heather, both 18, decide to go to the Friday evening kegger.

Responsible \_\_\_\_\_

Irresponsible \_\_\_\_\_

Why?

2. Rick drinks beer, while Heather opts for a soft drink.

Rick Responsible \_\_\_\_\_

Irresponsible \_\_\_\_\_

Heather Responsible \_\_\_\_\_

Irresponsible \_\_\_\_\_

Why?

Why?

3. Feeling that Rick has had a little too much, Heather offers to drive him home.

Responsible \_\_\_\_\_

Irresponsible \_\_\_\_\_

Why?

4. Not wanting anyone else to drive his car, Rick refuses.

Responsible \_\_\_\_\_

Irresponsible \_\_\_\_\_

Why?

AREA: Alcohol Education  
 TOPIC: DECISION MAKING - Role Playing

PAGE: 37  
 GRADE: Senior High School

ready

The student will know that the decision regarding drinking or not drinking is an individual choice and will not pressure others to change as long as their decisions are responsible ones.

set

I will use this activity to help students:

- |   |  |  |
|---|--|--|
| <input checked="" type="checkbox"/> develop self-concept            | <input type="checkbox"/> increase knowledge                | <input type="checkbox"/> develop social responsibility |
| <input checked="" type="checkbox"/> improve decision-making ability | <input checked="" type="checkbox"/> improve communications | <input type="checkbox"/> other (please designate)      |
| <input checked="" type="checkbox"/> clarify attitudes and values    | <input type="checkbox"/> learn or improve health skills    |  |

RESOURCES

ACTIVITY

EVALUATION

go

Copy of:  
 "Role Profiles"  
 (see following pages)

1. Students discuss why people exert pressure on others to drink, not to drink, or to drink excessively.
2. Students role-play parts in scenarios in which someone is being pressured not to drink, to drink, or to drink excessively. Students should be encouraged to develop their own role profiles.
3. After each role play, participants read their role profiles to the class and discuss feelings they had while role-playing. Others discuss how they might have acted or what they might have said had they been involved. Emphasize in each situation why and how people exert pressure as well as ways of coping. Other situations where pressure is often exerted, such as fashion, going steady, choice of friends could also be discussed.
4. Conclude role-playing with the following discussion questions:  
 If you choose not to drink, do you expect others to respect your choice? Do you respect a drinker's choice to drink as long as he/she drinks in a responsible manner?  
 If you choose to drink, do you respect the decision of non-drinkers?

COMMENTS OR SUGGESTED CHANGES

Teacher evaluation of activity.  
 Please circle:

1 2 3 4 5  
 Ugh! Wow!

<p>PHYSICAL EDUCATION</p>	<p>MUSIC</p>	<p>SOCIAL STUDIES</p>
<p>LANGUAGE ARTS</p> <p>Communication skills - use of active listening to <u>understand</u> others' points of view.</p>	<p>PHYSICS</p>	<p>MATH</p>
<p>BIOLOGY</p>	<p>HOME ECONOMICS</p> <p>Entertaining: Must a good host/ hostess serve alcohol to have a successful party?</p>	<p>CHEMISTRY</p>
<p>PSYCHOLOGY</p> <p>Persuasion: Four students agree on false length of line - one uninformed student is persuaded to agree, etc.</p>	<p>DRAMA</p> <p>Act out short skits on peer pressure.</p>	<p>OTHER _____</p>

## ROLE PROFILES

Non- or Social Drinker - Louis

You are 15 years old and sometimes go out with your three best friends, Sam, John and Bob when they've had an older brother buy you all some beer. Usually someone's parents are out and you go over to his house and drink. Your friends get pretty high and sometimes drunk. You try to drink as little as possible but they keep pressing you to drink more. If your parents catch you, you'll be grounded for weeks, and anyway you don't really like alcohol. But these are your closest friends.

You're now at a house drinking, but you've so far only had half a beer. How will you respond to your friends' efforts to get you to drink more?

Friends - 3 (Sam, John, Bob)

You and your three other friends form a close group and you all like to go drinking sometimes when you can get some beer and a vacant house. But Louis tries to drink as little as possible and acts chicken whenever the rest of you drink (though he's a great kid in every other way). It spoils your fun to have one of you sober.

You're now at a house drinking and he's already drinking hardly at all. What will you say to him to get him to drink with you and have some fun and not spoil it for you?

\*\*\*\*\*

Social Drinker - Marsha

You've been going with George whom you really like. He drinks (which is OK) but he objects to your drinking at parties. He feels "nice" girls don't drink, and he and you keep getting into fights over it. You like to relax with a beer or two at parties.

You're at a party now and he's starting to complain about your drinking. How will you respond?

\*\*\*\*\*

George

You don't like the idea of girls' drinking because it presents a lousy image. Your girl, Marsha, whom you really like in all other respects, is on her second beer already at this party. She doesn't usually have more than two or three and usually stays sober. Still, you think it looks cheap. You want her to stop. What will you say?

\*\*\*\*\*

Non- or Social Drinker - Fred

You are the star linebacker on your high school football team and after every game there's a party at someone's house with a lot of drinking. You don't like the taste of alcohol and you get a lot of razzing from the guys and girls at the parties and sometimes on the field for not drinking. You're sensitive about it and it affects your playing ability because you get self-conscious and feel you have to be twice as good as anyone else to make up for not drinking.

You're now at the party and being pressured to drink by your teammates and some of the girls. How will you respond? You've been drinking nothing but Coke and 7-Up.

Friends - 6

You are at a party with Fred after a Saturday football game. As usual, he's drinking 7-Up and Coke. He sure is weird about alcohol, and you're going to tease and razz him until he drinks like the rest of you. What will you say to him?

\*\*\*\*\*

Non- or Social Drinker - Ann

You have gone to the movies on this Saturday afternoon with three friends, Carol, Joyce and Cheryl. On the way home you run into one of their older brothers who has a case of beer in his car. He gives his younger sister (your friend) a six pack and tells you all to "have a blast - it's about time you found out what life's all about." Your friends think this is a great chance, and you all go off to the park behind the bushes to drink. You don't want to drink, however, but your friends are all starting to open the beer. What do you do now?

Friends - 3 (Joyce, Cheryl, Carol)

You have gone to the movies on this Saturday afternoon with three friends. On the way home you run into one of their older brothers who has a case of beer in his car. He gives his younger sister (your friend) a six pack and tells you all to "have a blast - it's about time you found out what life's all about." You think this is a great idea, but Ann doesn't seem to. In fact, now you're all in the park opening the cans and she hasn't picked up one. You don't want her to miss the fun or spoil it for the rest of you. How will you try to persuade her to drink?

\*\*\*\*\*

Tim

You are 16 years old and at a party with 25 friends. You've been going with Carey, your present date, for 5 months. She has a habit of drinking too much at parties and then going around flirting with other guys. She's already had two beers and has just opened a third. What, if anything, do you do? (You've had two beers, too, but you can hold your liquor.)

Excessive Drinker - Carey

You are 16 years old and at a party with 25 friends. You have been dating Tim for about 5 months. You like to get "high" at these parties because you feel less shy with other people and it just makes you happy - and you don't mind making your boyfriend a little jealous by flirting with another guy or two. You're on your third beer now.

\*\*\*\*\*

Ami

You are 16 years old and at a party with 14 friends. You've been dating Terry for 3 months, and he's never had more than two drinks. But tonight he's already on his fourth and starting to get loud and pushy. What, if anything, do you do?

Excessive Drinker - Terry

You are 17 years old and at a party with 14 friends. You've been dating Ami for 3 months. Tonight you feel especially good and you're on your fourth beer. Usually you have only two and hardly ever get drunk. You're sure you can hold your liquor.

\*\*\*\*\*

Linda

You are having dinner in a swank restaurant with Bob, your fiance. He had two cocktails before the meal and now he's on his second glass of wine. Neither of you have had anything to eat since breakfast, so he's getting very loud and attracting some attention from the waiters and other patrons. He likes to get "high" sometimes at parties, but this is the first time it's happened with you in a restaurant. What will you say?

Excessive Drinker - Bob

You are having dinner in a swank restaurant with Linda, your fiancée. You've had two cocktails and have been drinking from a bottle of wine. Since you had little to eat all day, you feel rosy and cheerful from the alcohol and you figure a few more glasses of wine will make you feel really great. You don't care what people think; you're paying a fortune for this meal.

AREA: Alcohol Education

PAGE: 42

TOPIC: COPING - Coping With Books

GRADE: Senior High School

ready

The student will know and practice specific coping skills.

set

I will use this activity to help students:

- |  |                                       |                                       |
|--|---------------------------------------|---------------------------------------|
| <u>develop self-concept</u>            | <u>increase knowledge</u>             | <u>develop social responsibility</u>  |
| <u>improve decision-making ability</u> | <u>improve communications</u>         | <u>other (please designate)</u>       |
| <u>clarify attitudes and values</u>    | <u>learn or improve health skills</u> | <b>X</b> <u>develop coping skills</u> |

RESOURCES

ACTIVITY

EVALUATION

go

From the kit:  
Coping With Books

Copy of:  
Information Sheet-  
"Coping Skills"  
(see following page)

**Note:** The teacher should be familiar with the books before beginning this activity.

1. Make copies of "Coping Skills" information sheet (see following page) for students.
2. Explain that coping behavior is a part of everyone's life. You may want to ask students what problems people their age have to cope with.
2. Review with them the Coping With books that are available in the kit:
 

"Facts and Fantasies about Alcohol"	"Easing the Scene"
"Parents Can Be a Problem"	"Living with Loneliness"
"To Like and Be Liked"	"Some Common Crutches"
"Coping With Cliques"	
3. Let the students select the books they are most interested in reading. If your students have difficulty reading or there are not enough books to go around, have students read in groups.
4. Give the students the remainder of the period to read.
5. When students have completed their reading, distribute the coping skills sheets and discuss them with the class. Then divide the class into groups according to which coping book they read and have them analyze which of the skills listed on the sheet were used by the character or characters in their book.

(Continued following page)

COMMENTS OR SUGGESTED CHANGES

Teacher evaluation of activity.  
Please circle:

1	2	3	4	5
ugh!				Wow!

PHYSICAL EDUCATION

MUSIC

SOCIAL STUDIES

LANGUAGE ARTS

PHYSICS

MATH

BIOLOGY

HOME ECONOMICS

CHEMISTRY

PSYCHOLOGY

DRAMA

OTHER \_\_\_\_\_

AREA:

PAGE: 44

TOPIC:

GRADE: Senior High School

ready

set

I will use this activity to help students:

\_\_\_\_\_ develop self-concept

\_\_\_\_\_ improve decision-making ability

\_\_\_\_\_ clarify attitudes and values

\_\_\_\_\_ increase knowledge

\_\_\_\_\_ improve communications

\_\_\_\_\_ learn or improve health skills

\_\_\_\_\_ develop social responsibility

\_\_\_\_\_ other (please designate)

RESOURCES

ACTIVITY

EVALUATION

go

ACTIVITY (Continued)

6. Then have students individually identify one problem they are presently experiencing. Have them analyze this problem step by step on paper using the various skills listed on the coping skills information sheet.
7. At the completion of the activity, ask for volunteers to share what they wrote.

COMMENTS OR SUGGESTED CHANGES

Teacher evaluation of activity. Please circle:

1	2	3	4	5
Ugh!				Wow!

PHYSICAL EDUCATION

MUSIC

SOCIAL STUDIES

How does society cope with problems?  
Discuss and compare with individual  
coping skills.

LANGUAGE ARTS

PHYSICS

MATH

BIOLOGY

HOME ECONOMICS

CHEMISTRY

Discuss how families develop ways  
of dealing with internal problems.

PSYCHOLOGY

DRAMA

OTHER \_\_\_\_\_

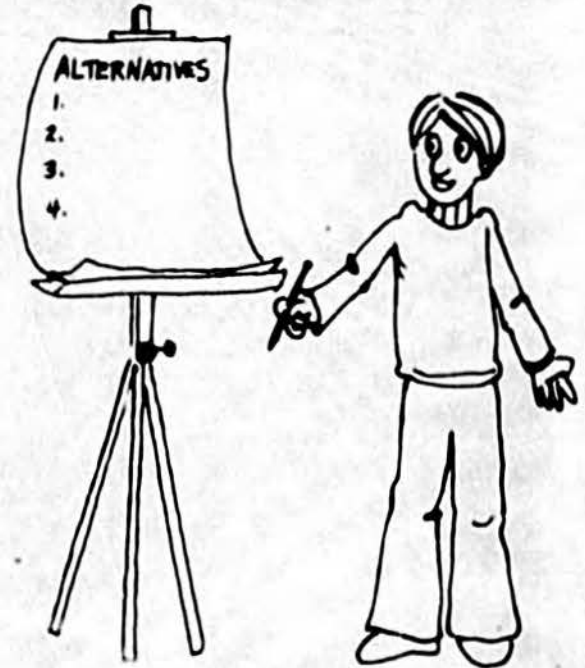
What happens to people who have  
difficulty coping?

## COPING SKILLS

1. Admitting a problem exists and facing it
2. Defining the problem and who owns it



3. Listing alternative solutions to the problem



4. Predicting consequences for yourself and others
5. Identifying and consulting sources of help



6. Giving help to others when needed and wanted
7. Experimenting with a solution and evaluating the results

ready

The student will know that coping behavior is part of everyone's life and people use various methods for coping with their problems, including alcohol. He/she will be able to identify the resources available in his/her community to help people who have drinking problems and/or are coping with the drinking problems of someone else.

set

I will use this activity to help students:

- develop self-concept
- improve decision-making ability
- clarify attitudes and values
- increase knowledge
- improve communications
- learn or improve health skills
- develop social responsibility
- other (please designate)
- develop coping skills

RESOURCES

ACTIVITY

EVALUATION

go

From the kit:  
Film-  
"All Bottled Up"  
(11 min.)

Contact your local Community Alcohol Center (see Yellow Pages p.96 for telephone number) to request a speaker from Alateen. Specify the topics (see next column)

Read The Yellow Pages:

Decision-Making,  
p. 12;  
Alcoholism,  
pp. 56-57.

1. Show the film, "All Bottled Up."
2. Have the speaker discuss
  - a. His/her own family situation
  - b. How he/she manages to cope with it
  - c. What Alateen is
  - d. How to get involved in Alateen
3. Allow ample time for discussion and questions.

COMMENTS OR SUGGESTED CHANGES

Teacher evaluation of activity. Please circle:

1 2 3 4 5  
Ugh! \_\_\_\_\_ Wow!

SUGGESTED WAYS TO INCORPORATE THIS ACTIVITY INTO OTHER SUBJECT AREAS

<p>PHYSICAL EDUCATION</p>	<p>MUSIC</p>	<p>SOCIAL STUDIES</p>
<p>LANGUAGE ARTS</p> <p>Write a poem or story illustrating how people have to cope and can cope with problems.</p>	<p>PHYSICS</p>	<p>MATH</p>
<p>BIOLOGY</p>	<p>HOME ECONOMICS</p> <p>Discuss methods families can use to cope with alcoholism.</p>	<p>CHEMISTRY</p>
<p>PSYCHOLOGY</p>	<p>DRAMA</p> <p>Find plays where characters have to cope. Role-play coping situations.</p>	<p>OTHER _____</p>

AREA: Alcohol Education  
 TOPIC: COPING - Friends

PAGE: 49  
 GRADE: Senior High School

ready

The student will be able to identify criteria for selecting valid and responsible sources of help.

set

I will use this activity to help students:

- |  |   |  |
|--|---|--|
| <input type="checkbox"/> develop self-concept            | <input type="checkbox"/> increase knowledge             | <input type="checkbox"/> develop social responsibility     |
| <input type="checkbox"/> improve decision-making ability | <input type="checkbox"/> improve communications         | <input type="checkbox"/> other (please designate)          |
| <input type="checkbox"/> clarify attitudes and values    | <input type="checkbox"/> learn or improve health skills | <input checked="" type="checkbox"/> increase coping skills |

RESOURCES

ACTIVITY

EVALUATION

go

From the kit:  
Cassette Tape on "Friends"

Butcher Paper  
Felt Pens

1. Discuss how being with friends and talking to them about problems is a means of coping with problem situations, including alcohol problems.
2. Have students listen to the lyrics of the music on the tape while they write down all of the qualities they feel are important in a friend.
3. At the conclusion of the tape have students divide into groups of five and make a composite list of the traits the group feels are important using the butcher paper and felt pens.
4. Regroup as a class and have each group share their list.
5. Discuss what characteristics, in addition to those already listed, would be important to consider if you wanted a friend's help on an alcohol problem. (Eg., knowledge of the resources, knowing how to get access to the treatment systems.)
6. Point out similarities in the groups' lists. Conclude the activity by replaying the tape as background music and having students individually analyze how many of the traits written on the composite list they have.
7. Leave the butcher paper lists up around the room for a few days as reinforcement.

COMMENTS OR SUGGESTED CHANGES

Teacher evaluation of activity. Please circle:

1 2 3 4 5  
Ugh! Wow!

PHYSICAL EDUCATION

MUSIC

SOCIAL STUDIES

LANGUAGE ARTS

PHYSICS

MATH

The students develop poems on what it means to be a friend.

BIOLOGY

HOME ECONOMICS

CHEMISTRY

Discuss the need people have for friendship.

PSYCHOLOGY

DRAMA

OTHER ART

Make a collage on traits of a friend.

AREA: Alcohol Education  
 TOPIC: DECISION-MAKING - Simulation Game

PAGE: 51  
 GRADE: Senior High School

ready

The student will identify his/her feelings and values about the use of alcohol and understand how they affect his/her decisions. The student will know that the community has a responsibility to alcoholics.

set

I will use this activity to help students:

- |   |  |   |
|---|--|---|
| <input type="checkbox"/> develop self-concept                       | <input type="checkbox"/> increase knowledge                | <input checked="" type="checkbox"/> develop social responsibility |
| <input checked="" type="checkbox"/> improve decision-making ability | <input checked="" type="checkbox"/> improve communications | other (please designate)  |
| <input checked="" type="checkbox"/> clarify attitudes and values    | <input type="checkbox"/> learn or improve health skills    |   |

RESOURCES

ACTIVITY

EVALUATION

go

From the kit:  
 Role-playing cards

1. Read the instructions and newspaper articles on the following pages. Read the role cards in the kit.
2. Make copies of the "Nowville News" (see following page) for the class.
3. Assign the students their roles at least one day prior to using the activity.
4. At the completion of the activity allow plenty of time to discuss the activity using the discussion questions found on the instruction sheet. (Note: This activity may take two classroom periods to complete.)

Copy of:  
 NOWSVILLE NEWS  
 (see following pages)

COMMENTS OR SUGGESTED CHANGES

Teacher evaluation of activity.  
 Please circle:

1	2	3	4	5
Ugh!				Wow!

PHYSICAL EDUCATION

MUSIC

SOCIAL STUDIES

Research what your community is presently doing about the alcohol problem.

LANGUAGE ARTS

PHYSICS

MATH

BIOLOGY

HOME ECONOMICS

CHEMISTRY

Discuss the effects of alcoholism on small children whose parents are alcoholic.

PSYCHOLOGY

DRAMA

OTHER \_\_\_\_\_

## ALCOHOL EDUCATION SIMULATION GAME

INSTRUCTIONS

The following pages contain simulated newspaper articles and eighteen role descriptions for the hypothetical town of Nowsville.

The newspaper articles are designed to give students background information and set the stage for the simulation game. The role descriptions for students to assume while playing the game are in the kit. Roles 1-7 are commission members, and only one of each of these people should be in the game. If you have over 18 students, you can use the additional copies of roles 8-18 so that more than two students are playing a given role. Distribute one role card to each student.

The setting for the game is a town meeting where the Alcohol Commission and local townspeople are to decide how \$50,000 should be spent in their town to curb the problem of alcohol abuse. The agenda for the meeting is contained in the role description of the City Council person.

The objectives of this activity are for students to consider different responses to the alcohol problem, for students to better understand others' responses to the problem, and for students to understand the responsibility a community has to deal with alcohol problems.

For the best results, assign a strong person as the city council person (Chairman of the Alcohol Commission), assign students roles that are different (sometimes even opposite) from their true feelings. At the completion of the activity give students ample time to discuss their feelings with others in the class. The following discussion questions may be useful:

1. How did you feel about the role you were playing?
2. Did playing the role give you any insights into your character? Explain.
3. Did the people in this game represent a realistic cross-section of your community?
4. How do you feel about the way the commission decided to spend the money?
5. What responsibilities does a community have to deal with this type of problem?
6. How would you recommend your community deal with this problem?

# WINDSVILLE NEWS

Volume XX - No. 5

54

## TEENAGE DRINKERS CAUGHT AGAIN

Sept. 15. Fourteen youths between the ages of 15 and 18 were arrested Friday evening at 11:45 for possession and consumption of alcoholic beverages.

Police Lt. Gary Carlson said that the arrests were made at a "kegger" party held at Loman Beach. Carlson said he and 3 other officers were alerted by neighbors that a loud party was taking place at the beach. When they arrived on the scene they found 14 youths and a keg of beer.

All of the teenagers involved were released in the custody of their parents.

This has been the third such series of arrests in the last two weeks. The other arrests also involved possession of marijuana as well as alcohol. In addition, there have been four fatal auto accidents this year in which teenagers under the influence of alcohol were at fault.

yesterday that he is formalizing his concern over the ever-increasing alcohol problem among youth and adults by appointing a seven-member commission to study the problem.

**MAYOR'S  
DAUGHTER  
REASON  
FOR  
CONCERN?**



**MAYOR ALLOCATES  
\$50,000 FOR ALCOHOL PROBLEMS**

Sept. 20. Mayor Dormant Brayman announced

Mayor Brayman cited the recent arrests of young people and auto accidents as indicators that the problem is on the increase.

The mayor has allocated \$50,000 from his emergency fund to begin to deal with the city's alcohol problem. The commission will be made up of a city council person, the chief of police, the director of the county mental health center, a local doctor, a minister, the director of a local alcoholism treatment facility, and the director of health education for the city schools.

The mayor stated that the commission's main task will be to decide on how to spend the \$50,000. The commission will hold a public meeting this Thursday night. All interested persons are urged to attend.

This paper has it from a reliable source that the mayor's real concern stems from the fact that his daughter was one of the students picked up at a recent kegger.

From the editorial page of the

NOWSVILLE DAILY NEWS, Sept. 22, 1975

### TEENAGE DRINKING: WHOSE PROBLEM?

Alcohol is America's most severe adult drug problem - one which is rapidly becoming as serious for young people as for their parents.

In recent weeks our paper has carried stories on a number of arrests of young people for drinking. Last week's auto accident killing a young motorcyclist and his companion after a kegger is another example of the tragic effect of alcohol on teenagers.

Students have told us that drinking at school is common since it's easy to smuggle alcohol into schools without being caught.

A counselor, Debbie Smith, from the local Community Alcohol Center stated, "Teachers and supervisors say alcohol in the school isn't a major problem. But they won't recognize students who have been drinking or who have a drinking problem if it hit them in the face."

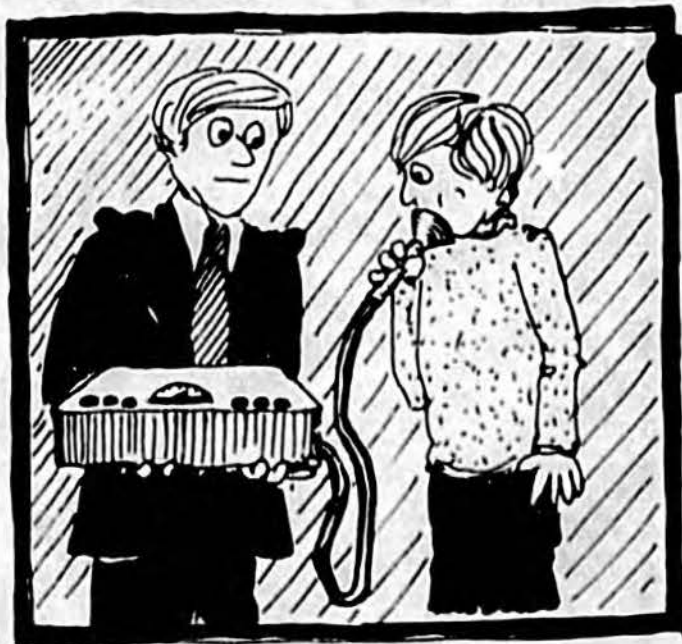


NORTH HIGH SCHOOL'S ASB PRESIDENT, RICK GRIFFIN, DISPLAYS ALCOHOL RECENTLY DISCOVERED IN THE STUDENT LOCKER AREA.

As yet school authorities, alcohol agencies and the police can only guess at the dimensions of the problem which threatens to cripple the young people of this country. The most alarming aspect of the crisis is that no one is concerned enough to try to work out solutions.

The mayor's special commission on alcohol problems will be meeting this week to consider ways of dealing with the alcohol problem in our community. We hope this committee will focus on the issue of alcohol use in the schools.

One suggestion to that commission would be to follow the lead of Coatsville, Pa. The Coatsville board of education voted unanimously last week to permit the use of a breathtester to determine if students were coming to school drunk.



### BREATHTESTER NEEDED IN OUR LOCAL SCHOOLS?

If alcohol abuse is the largest problem among young people today, as it appears to be, it cries for community attention. At the very least we should be able to identify those children who are involved. Once the facts are known, funds must be appropriated to combat a crisis which is endangering a whole generation.

AREA: Alcohol Education  
 TOPIC: SELF-IMAGE - Listening to Myself

PAGE: 56  
 GRADE: Senior High School

ready

The student will be able to identify a variety of ways to feel good.

set

I will use this activity to help students:

- |   |  |   |
|---|--|---|
| <input checked="" type="checkbox"/> develop self-concept            | <u>          </u> increase knowledge             | <u>          </u> develop social responsibility |
| <input checked="" type="checkbox"/> improve decision-making ability | <u>          </u> improve communications         | <u>          </u> other (please designate)      |
| <input checked="" type="checkbox"/> clarify attitudes and values    | <u>          </u> learn or improve health skills |   |

RESOURCES

ACTIVITY

EVALUATION

go

Copy of:  
 Worksheet  
 "Listening to  
 Myself" (see  
 following page)

1. Make copies of "Listening to Myself" worksheet (see following page) for the class.
2. Have students list on the worksheet ten activities that they really love to do.
3. Then have them complete the worksheet by marking each category with a Yes or No.
4. Discuss the answers on the worksheet, including the following topics:
  - a. Family influence on activities
  - b. Peer influence on activities
  - c. Range of activities which can produce good feelings.

COMMENTS OR  
 SUGGESTED CHANGES

Teacher evaluation  
 of activity.  
 Please circle:

1	2	3	4	5
light				Wow!

SUGGESTED WAYS TO INCORPORATE THIS ACTIVITY INTO OTHER SUBJECT AREAS 57

PHYSICAL EDUCATION

MUSIC

SOCIAL STUDIES

Have students share music that they enjoy and that makes them feel good.

LANGUAGE ARTS

PHYSICS

MATH

Have students give a speech on their interests.

BIOLOGY

HOME ECONOMICS

CHEMISTRY

PSYCHOLOGY

DRAMA

OTHER \_\_\_\_\_



ready

The student will know the major factors which influence self-concept, including messages from other people and one's own strengths and weaknesses. The student will know that how he/she feels about him/herself has a direct relationship to his/her behavior, including the use of alcohol.

set

I will use this activity to help students:

- |  |   |  |
|--|---|--|
| <input checked="" type="checkbox"/> develop self-concept         | <input type="checkbox"/> increase knowledge             | <input type="checkbox"/> develop social responsibility |
| <input type="checkbox"/> improve decision-making ability         | <input type="checkbox"/> improve communications         | <input type="checkbox"/> other (please designate)      |
| <input checked="" type="checkbox"/> clarify attitudes and values | <input type="checkbox"/> learn or improve health skills |  |

RESOURCES

ACTIVITY

EVALUATION

go

From the kit:  
 Film-  
 "Guidance for  
 the '70's: Self-  
 Esteem"  
 (17-3/4 min.)

1. View film, "Guidance for the '70's: Self-Esteem."
2. Discuss:  
 "As a man thinks, he is." How does "self-talk" affect decision-making or behavior?
3. Discuss how peer pressure can influence self-image and behavior:
  - a. Keggers
  - b. Drinking at school functions
  - c. Drinking and driving
  - d. Mixing alcohol with other drugs
4. Develop a class list of people who have had an effect on building self-image of students.
5. Have students complete self-esteem evaluation sheet.
6. Present scoring criteria:
  - a. Total all ODD statements.
  - b. Total all EVEN statements.
  - c. Subtract EVEN statements from ODD statements.
  - d. Perfect score would be 39.
7. Discuss setting personal goals to raise self-esteem:
  - a. Try to raise your rating on ODD numbered statements which were rated 0 or 1.
  - b. Try to lower your rating on EVEN numbered statements which were rated 2 or 3.

COMMENTS OR  
 SUGGESTED CHANGES

Teacher evaluation  
 of activity.  
 Please circle:

1	2	3	4	5
Ugh!				Wow!

<p>PHYSICAL EDUCATION</p> <p>Discuss the relationship of self-image to the successful athlete or to success in any physical activity.</p>	<p>MUSIC</p>	<p>SOCIAL STUDIES</p>
<p>LANGUAGE ARTS</p> <p>Write an autobiography, noting what you feel you have accomplished in your life so far. Write an obituary showing what you hope to have accomplished by the time you die.</p>	<p>PHYSICS</p>	<p>MATH</p>
<p>BIOLOGY</p>	<p>HOME ECONOMICS</p>	<p>CHEMISTRY</p>
<p>PSYCHOLOGY</p> <p>Discuss behavior modification and other techniques for changing one's self-esteem and behavior.</p>	<p>DRAMA</p>	<p>OTHER <u>DECA</u></p> <p>Salesmanship and its relationship to self-esteem.</p>

## SELF-ESTEEM EVALUATION

61

Score as follows:      3 - True  
                                  2 - Largely true  
                                  1 - Somewhat true  
                                  0 - Not True

POINTS

STATEMENT OF PRESENT CONDITION OR ACTION

- |       |  |
|-------|--|
| _____ | 1. I usually do my own thinking and make my own decisions.                         |
| _____ | 2. I often justify or rationalize my mistakes and defeats.                         |
| _____ | 3. I rarely experience envy, jealousy, or suspicion.                               |
| _____ | 4. Losing usually causes me to feel "less than."                                   |
| _____ | 5. I normally let others be "wrong" without attempting to correct them.            |
| _____ | 6. I am very concerned about what others think of me.                              |
| _____ | 7. I am free of guilt, shame and remorse.  |
| _____ | 8. I feel vulnerable to others' opinions, attitudes, and comments.                 |
| _____ | 9. I am not prejudiced toward religious, racial or ethnic groups.                  |
| _____ | 10. I tend to look down on my own achievements and talents.                        |
| _____ | 11. I willingly accept the consequences of my actions.                             |
| _____ | 12. I often exaggerate and lie to maintain a desired image.                        |
| _____ | 13. I normally feel warm and friendly toward all people.                           |
| _____ | 14. I usually feel inadequate to handle a new or changing situation.               |
| _____ | 15. I freely express love, hostility, joy, anger.                                  |
| _____ | 16. I am very often belittling or critical of others.                              |
| _____ | 17. I am normally poised and comfortable with new people.                          |
| _____ | 18. I try hard to please people.   |
| _____ | 19. I speak up for my own opinions and convictions.                                |
| _____ | 20. I have a strong need for recognition and approval.                             |
| _____ | 21. I normally anticipate new endeavors with a positive expectancy and confidence. |
| _____ | 22. I often brag about myself and my achievements.                                 |
| _____ | 23. I accept my own authority and do what I think is right.                        |
| _____ | 24. I am often embarrassed by the actions of my family or associates.              |
| _____ | 25. I accept compliments and gifts without embarrassment.                          |

