

ALASKA LEGISLATURE SPECIAL COMMITTEE / SUBJECT FILES 8672

58 SCOMM 6: SENATE SPECIAL COMM. ON ALCOHOLISM 1977-78

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 data-bbox="961 524 1106 561">SPELLING</p> <p data-bbox="717 574 1360 618">Look up the origin of the word "myth."</p>	MATH
<p data-bbox="200 932 325 969">SCIENCE</p> <p data-bbox="66 992 575 1068">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:

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

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!

<p>PHYSICAL EDUCATION</p>	<p>MUSIC</p> <p>Listen to songs about alcohol to determine what reasons are given for and against its use.</p>	<p>SOCIAL STUDIES</p> <p>Conduct a survey to determine why people in your community drink or don't drink.</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>Have a debate about why people use alcohol.</p>	<p>LANGUAGE ARTS (drama and role-playing)</p>	<p>OTHER _____</p>

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
<p data-bbox="242 508 300 535">ART</p> <p data-bbox="70 563 661 657">Have students make a class bulletin board illustrating the effects of alcohol.</p>	<p data-bbox="987 508 1119 535">SPELLING</p>	<p data-bbox="1668 508 1736 535">MATH</p>
<p data-bbox="229 905 342 931">SCIENCE</p>	<p data-bbox="1002 905 1119 931">WRITING</p> <p data-bbox="740 954 1395 1020">Write a paragraph describing the effects of alcohol on the body.</p>	<p data-bbox="1655 905 1768 931">READING</p>
<p data-bbox="38 1276 527 1310">LANGUAGE ARTS (oral discussion)</p>	<p data-bbox="746 1276 1353 1310">LANGUAGE ARTS (drama and role-playing)</p>	<p data-bbox="1570 1276 1910 1310">OTHER _____</p>

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?

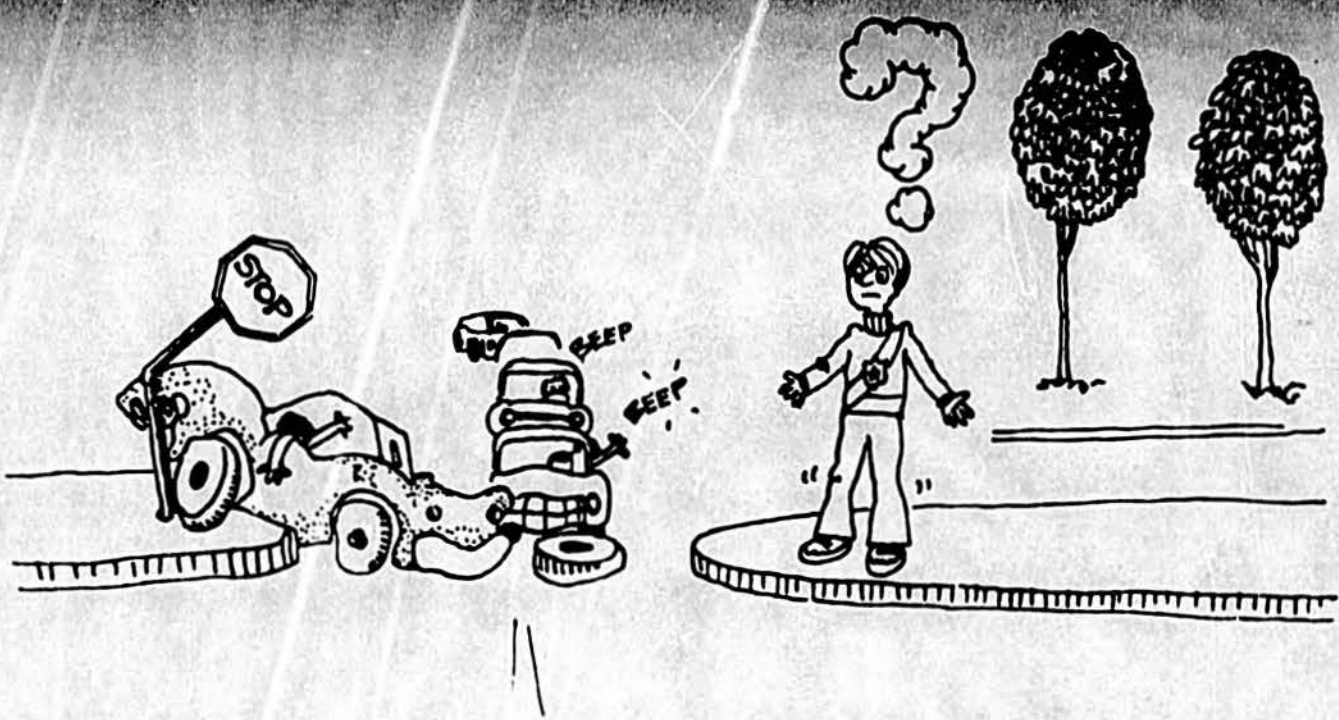
COMMENTS OR
SUGGESTED CHANGES

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

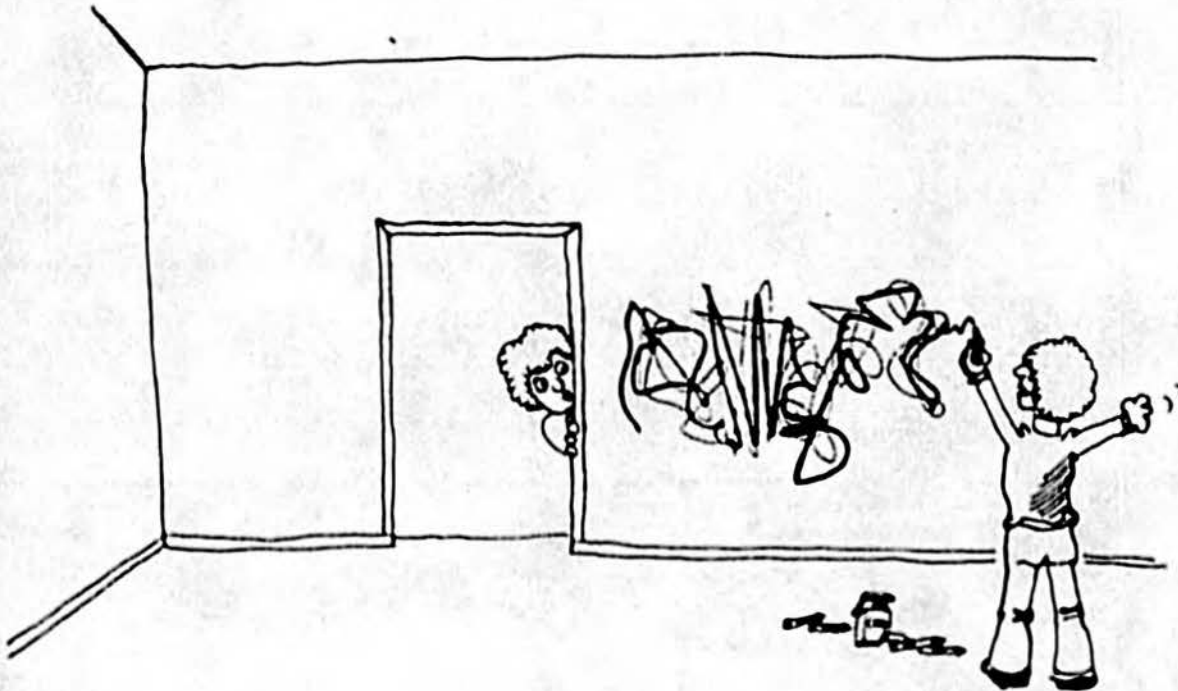
3. At Christmas time the PTA volunteered their time and painted the hallways and rooms in your school. They look much nicer, and you are proud of your PTA. One night after school your best friend takes a crayon and writes all over the new walls in a fit of anger. You are the only one who saw your friend 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>PHYSICAL EDUCATION</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>MUSIC</p>	<p>SOCIAL STUDIES</p>
<p>ART</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>SPELLING</p>	<p>MATH</p>
<p>SCIENCE</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>WRITING</p> <p>Write a story describing someone who is faced with a problem and how he/she coped with it.</p>	<p>READING</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>LANGUAGE ARTS (oral discussion)</p>	<p>LANGUAGE ARTS (drama and role-playing)</p>	<p>OTHER _____</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> </u> develop self-concept	<u> X </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

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>PHYSICAL EDUCATION</p> <p>For one day, students choose and do the activity they enjoy most.</p>	<p>MUSIC</p> <p>Listen to different kinds of music. Students identify what makes them feel good and why.</p>	<p>SOCIAL STUDIES</p> <p>Investigate things people in other cultures do to feel good.</p>
<p>ART</p> <p>Students draw pictures of themselves doing three things that make them feel good. Discuss.</p>	<p>SPELLING</p>	<p>MATH</p>
<p>SCIENCE</p>	<p>WRITING</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>READING</p>
<p>LANGUAGE ARTS (oral discussion)</p>	<p>LANGUAGE ARTS (drama and role-playing)</p>	<p>OTHER _____</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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GRADE 5

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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 "boot-legging."</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

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.

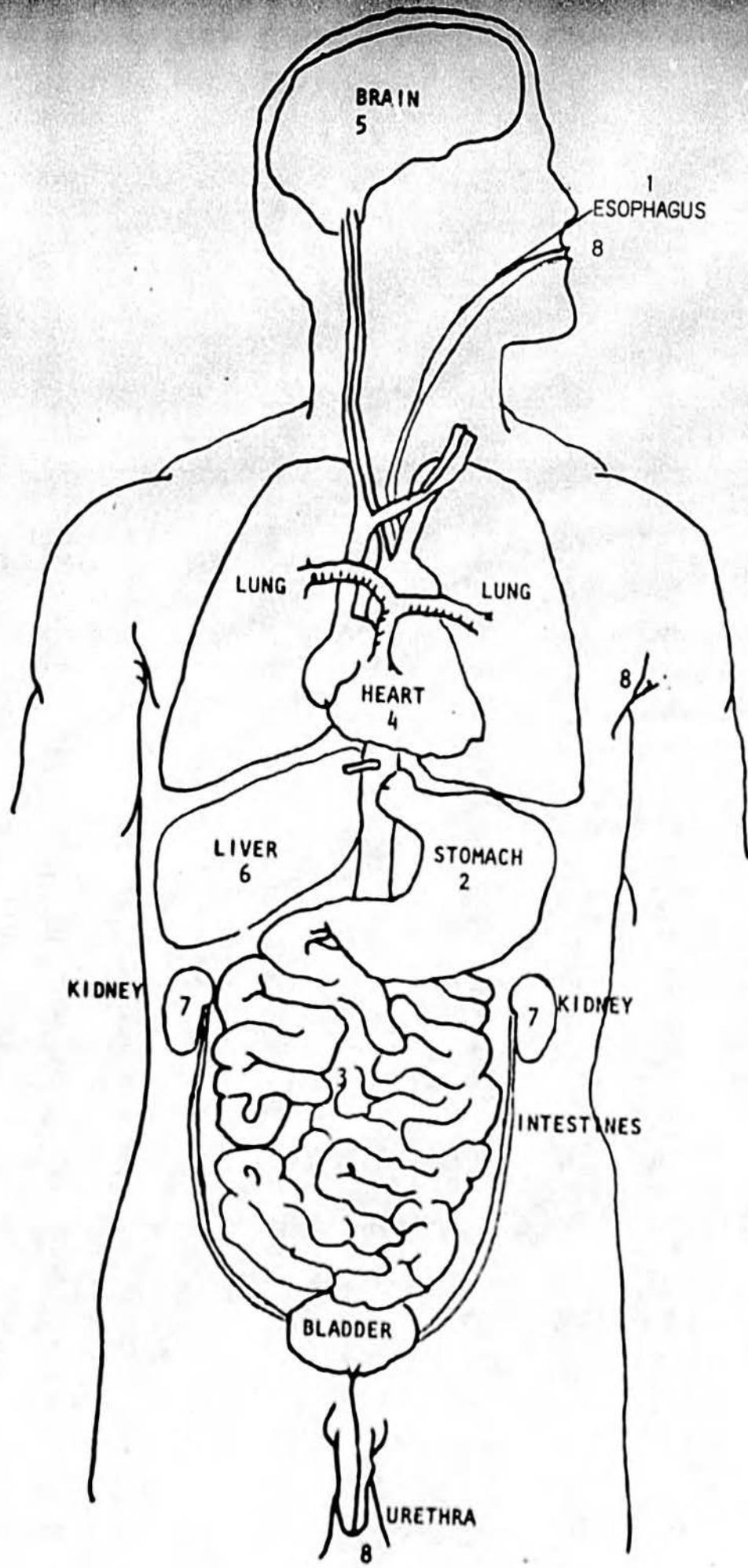
WRITING

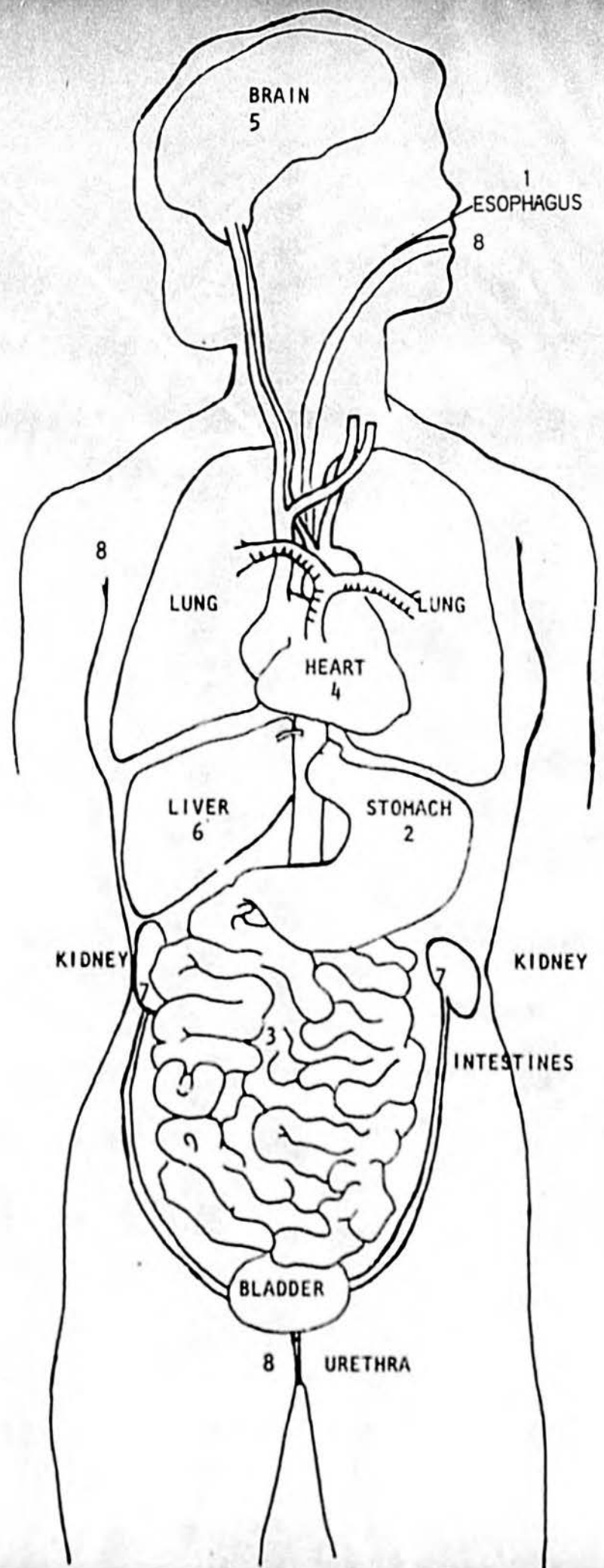
READING

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:

<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

go

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

- 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?
- 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.
- 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?
- 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

ART

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.

SPELLING

MATH

Develop a chart or graph to show reasons why people drink or don't drink.

SCIENCE

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."

WRITING

READING

LANGUAGE ARTS (oral discussion)

LANGUAGE ARTS (drama and role-playing)

OTHER _____

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

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?

Read The Yellow Pages:

Industry, pp. 25-26.

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?

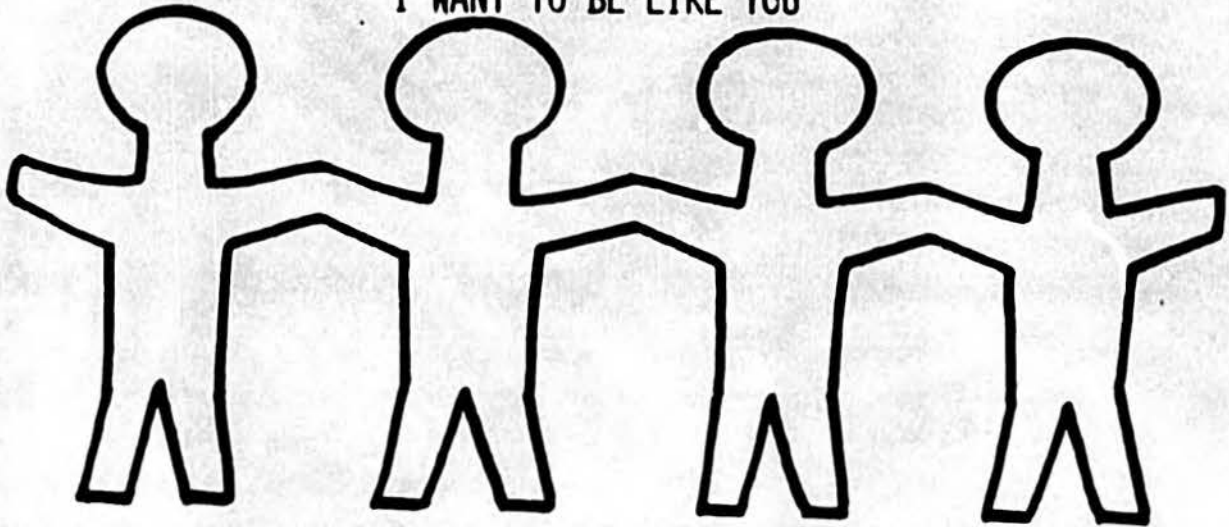
COMMENTS OR SUGGESTED CHANGES

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:

- | | | |
|---|---|---|
| <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

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> </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> x </u> clarify attitudes and values	<u> x </u> learn or improve health skills	

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>SAD</p> 			
<p>BORED</p> 			
<p>AFRAID</p> 			
<p>JEALOUS</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

