

ALASKA LEGISLATURE SPECIAL COMMITTEE / SUBJECT FILES 8672

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

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

GRADE 6

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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.)	

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	

RESOURCES

ACTIVITY

EVALUATION

go

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:

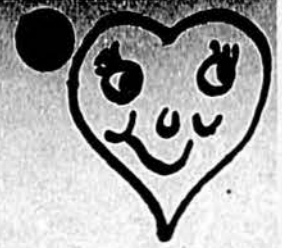
1	2	3	4	5
Ugh!				Wow!

SUGGESTED WAYS TO INCORPORATE THIS ACTIVITY INTO OTHER SUBJECT AREAS

<p>PHYSICAL EDUCATION</p> <p>Record moods resulting from competitive play. What precipitated the mood? What was your reaction? How was it resolved?</p>	<p>MUSIC</p> <p>Play a variety of kinds of music. Have students indicate what moods the music creates for them.</p>	<p>SOCIAL STUDIES</p> <p>Compare 2 cultures and the moods developed by a common element in both cultures: food, religion, clothing, etc.</p>
<p>ART</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>SPELLING</p> <p>Make a list of words expressing moods and learn to use and spell them.</p>	<p>MATH</p> <p>Chart the frequency of different moods--is there a pattern in relation to days of the week, time of day?</p>
<p>SCIENCE</p> <p>What effects do various chemicals or odors have on moods, e.g., sweet, sour, bitter, etc.</p>	<p>WRITING</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>READING</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

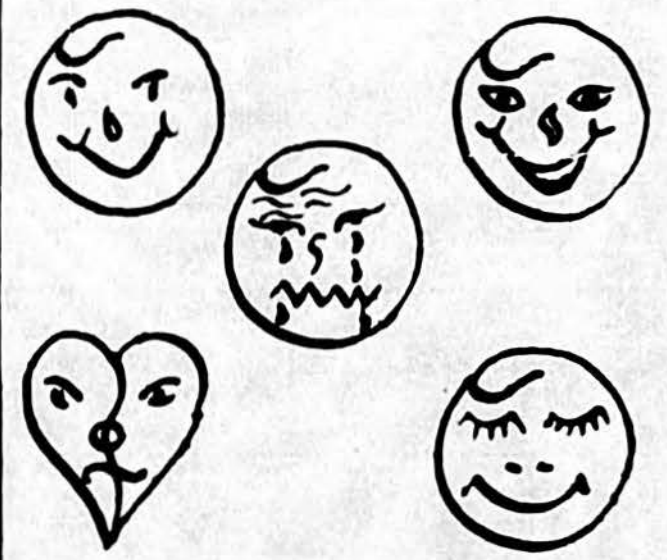
TUES

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>

ready

The student will know 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:
 Mazes
 Grease pencils

Read The Yellow Pages:
 Effects of Alcohol, p. 30.

1. Divide class into groups of 2 or 3 students with one maze per group. Students take turns answering the questions, explaining their answers and tracing the path through the maze. If the students answer the question correctly, the maze path will lead to the next question box. To allow maximum participation, each student should answer only 1 question and trace the path to the next box, then give the pencil to the next student, who follows the same procedure. Students should note their incorrect responses and research the correct answers when they finish the maze.
2. Combine the groups into 2 teams. Ask teams the questions on the maze or variations of those questions. A different student on the team must answer the question each time (and explain the reason - a true/false response is not sufficient). Teams score 5 points for each correct answer. The team with the highest score wins.

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 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>

AREA: Alcohol Education

PAGE: 13

TOPIC: ALCOHOL INFORMATION/COPING - Alcoholism and Community Resources

GRADE: 6

ready

A student will know that alcoholism is an illness and that it is treatable. He/she 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:

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 coping skills

RESOURCES

ACTIVITY

EVALUATION

go

Call your local community alcohol center to arrange for a speaker (see Resources page 96 for telephone number). Specify the topics to be covered (see next column)

Read The Yellow Pages:
Resources, p. 96;
Alcoholism, p.46.

The class should have an understanding of basic facts about the effects of alcohol before beginning this activity.

1. Several days before the speaker is scheduled give the class an opportunity to (a) write down their questions and put them anonymously into a question box to be answered by the speaker or (b) make a composite class list of questions on the board.
2. Ask the speaker to focus on the following areas of alcoholism as a disease:
 - a. signs of alcoholism - how do you know if you're an alcoholic?
 - b. age of alcoholics
 - c. where to go for help for the alcoholic and the family
 - d. effects of alcoholism on individual and others
3. Ask the speaker to answer questions from the question box or board. Give students the opportunity to ask additional 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>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.



WHERE TO TURN

SITUATION	Friend	Parent	Teacher	Counselor	School Nurse	Church	Doctor	Info & Referral Agencies	Dial A-BOTTLE	Yellow Pages	Treatment Center	Do Nothing	AA Alateen Al-Anon	Other
1.														
2.														
3.														
4.														
5.														
6.														
7.														
8.														

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:

- 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:
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 & 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 | 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:

- a. whether you want to influence people to drink or not or drink.
- b. 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

_____ 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)

2. 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 ³²

<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 |

RESOURCES

ACTIVITY

EVALUATION

go

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?

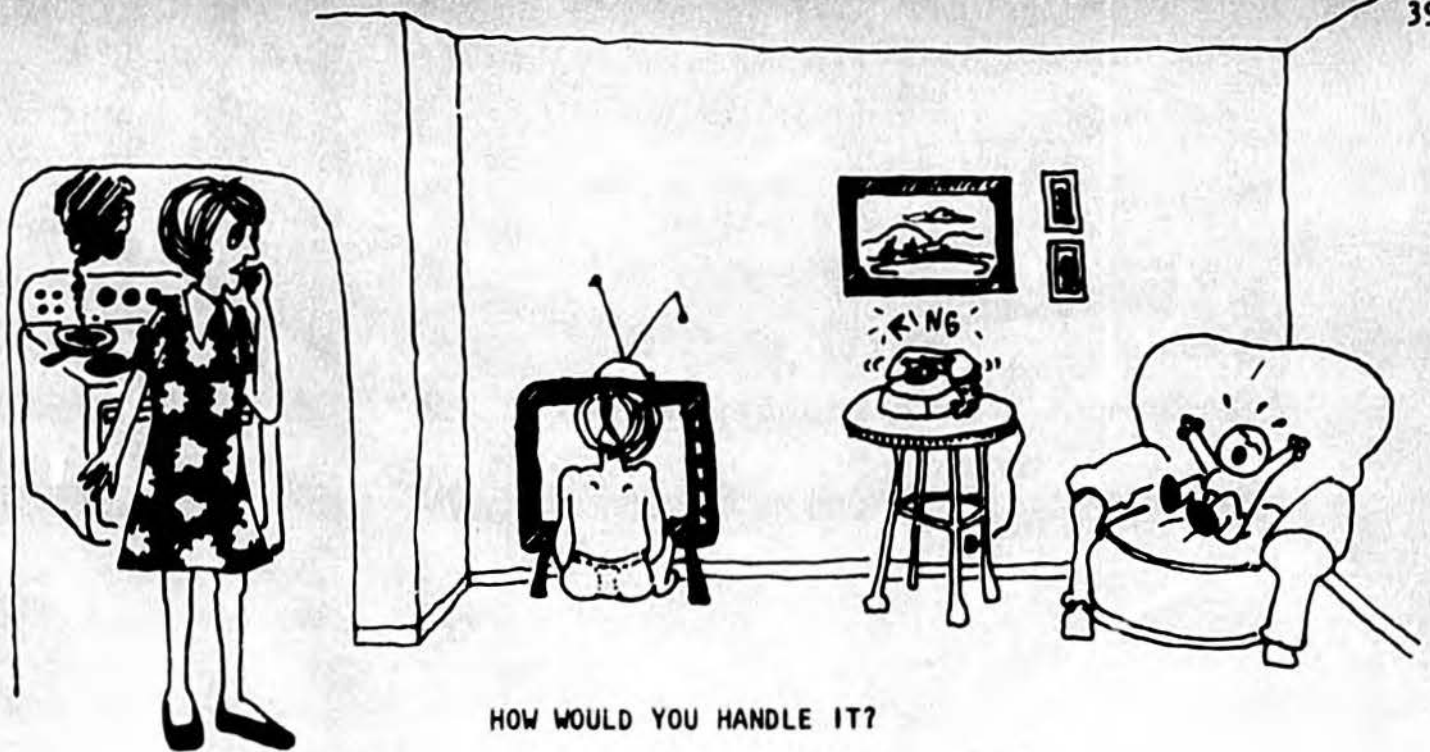
VARIATION: Have students complete the worksheet individually. Divide into small groups and have each group try to arrive at a consensus on the "best" decision for each situation. Groups share their choices and reasons with the class.

COMMENTS OR SUGGESTED CHANGES

Teacher evaluation of activity.
Please circle:

1	2	3	4	5
ugh!				Wow!

<p style="text-align: center;">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 style="text-align: center;">MUSIC</p>	<p style="text-align: center;">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 style="text-align: center;">LANGUAGE ARTS</p>	<p style="text-align: center;">PHYSICS</p>	<p style="text-align: center;">MATH</p> <p>Calculate odds (risks) of a certain thing happening with students.</p>
<p style="text-align: center;">BIOLOGY</p>	<p style="text-align: center;">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 style="text-align: center;">CHEMISTRY</p>
<p style="text-align: center;">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 style="text-align: center;">DRAMA</p>	<p style="text-align: center;">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 Pro-
cedure 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 ⁴²

<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

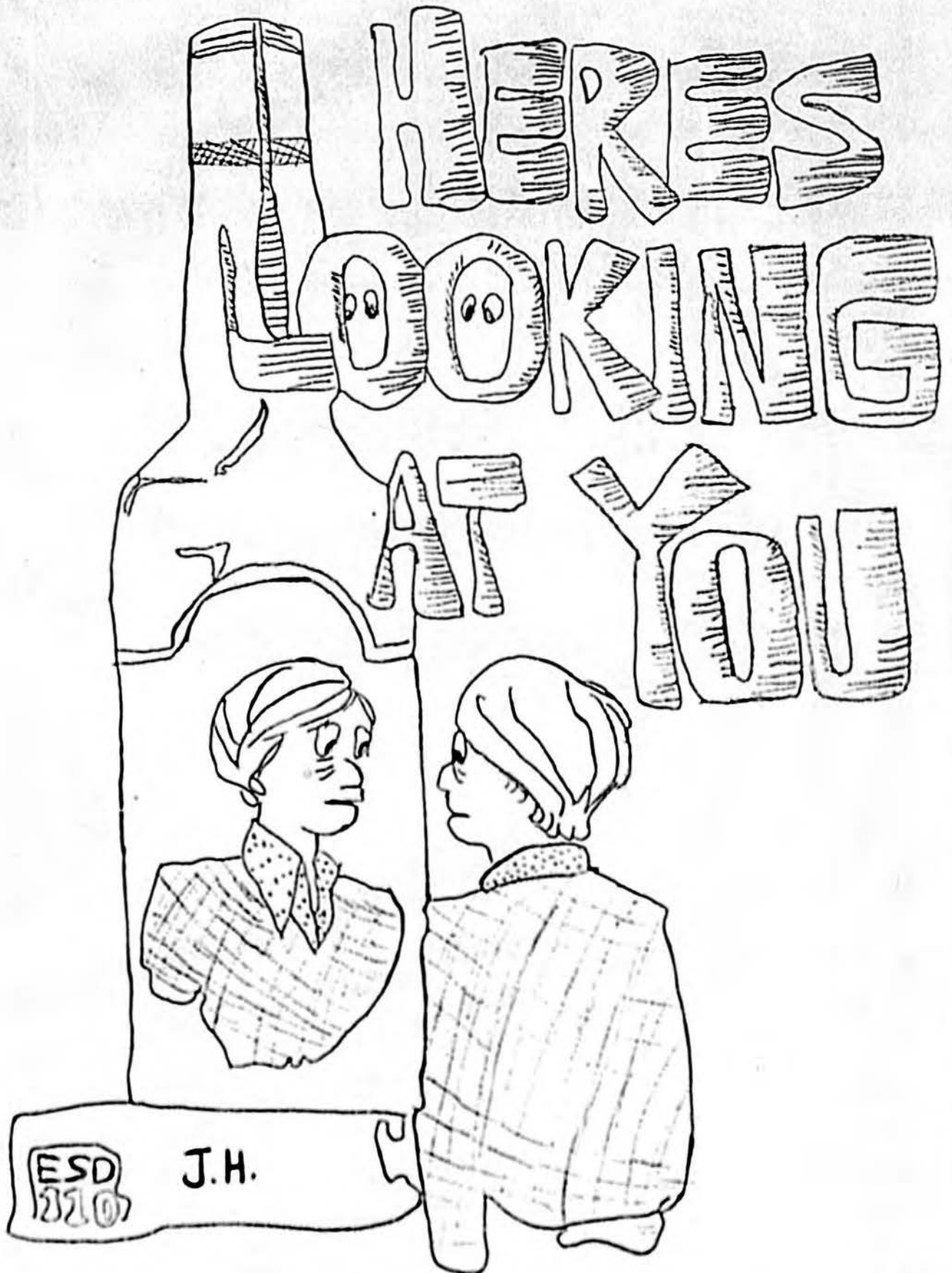


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Part III	<u>The Yellow Pages</u> --resource supplement	
	(See the Table of Contents in The Yellow Pages for more details.)	

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"> j. How did Rick's mother react to her husband's drinking problem? k. Is Rick's father an alcoholic? Explain what you think an alcoholic is. l. Discuss the various people affected by Rick's father's abuse of alcohol. How was each person affected? m. What effect do you think the accident will have on Rick's parents? on Mr. Walters and his family? n. Given Rick's point of view, do you think he'd press charges against his neighbor for the accident? Why or why not? o. Do you think Rick will drink? Why or why not? p. Why do people choose to drink or not to drink? List as many reasons as you can think of. <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"> a. "Maybe he doesn't know he's got a problem." b. "Some adults just want you to be what they want." c. "You can drink without becoming a drunk." d. "Maybe he can't help it." e. "No one wants to let me make up my own mind about anything." f. "You should have as much choice to say <u>no</u> as to say <u>yes</u>." g. "There are 100 things wrong with this family that have nothing to do with alcohol." h. "Doesn't anyone ever take a look at why they drink?" i. "Drinking is no excuse for poor behavior." 	<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>