

ALASKA LEGISLATURE SPECIAL COMMITTEE / SUBJECT FILES 8672

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

AREA: Alcohol Education

PAGE: 7

TOPIC: ALCOHOL INFORMATION - "Thinking About Drinking"

GRADE: Junior High School

ready

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

set

I will use this activity to help students:

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

RESOURCES

ACTIVITY

EVALUATION

go

From the kit:

Thinking About Drinking Booklets

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

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

COMMENTS OR SUGGESTED CHANGES

Teacher evaluation of activity. Please circle:

1	2	3	4	5
Ugh!				Wow!

SUGGESTED WAYS TO INCORPORATE THIS ACTIVITY INTO OTHER SUBJECT AREAS 8

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

ready

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

set

I will use this activity to help students:

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

RESOURCES

ACTIVITY

EVALUATION

go

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

1. Make copies of the body and brain diagrams (see following pages) for the class and distribute to students.
2. Using the body transparencies, explain what happens to alcohol in the body beginning with ingestion, through absorption, circulation, oxidation and excretion. Indicate the possible short- and long-term effects of alcohol on various organs. (Differentiate between light and heavy drinking.)
3. Students can follow teacher's explanation using their diagrams. Have them write in the names of the organs.

 Students could also note on the diagram the short- and long-term effects of alcohol on the organs, differentiating between light and heavy drinking.
4. Using the brain transparency, review the location and function of the control centers of the brain. Explain how increasing the blood alcohol level in the body progressively affects different centers of the brain. Describe what effect this has on immediate behavior. Explain the long-term effects of alcohol on the brain resulting from light and heavy drinking.
5. Students can follow teacher's explanation, shading their diagrams with different colors to indicate the progressive effects of alcohol in the centers of control in the brain.

COMMENTS OR SUGGESTED CHANGES

Teacher evaluation of activity.
 Please circle:

1	2	3	4	5
ugh!				Wow!

SUGGESTED WAYS TO INCORPORATE THIS ACTIVITY INTO OTHER SUBJECT AREAS 10

PHYSICAL EDUCATION

MUSIC

SOCIAL STUDIES

LANGUAGE ARTS

PHYSICS

MATH

BIOLOGY

HOME ECONOMICS

CHEMISTRY

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

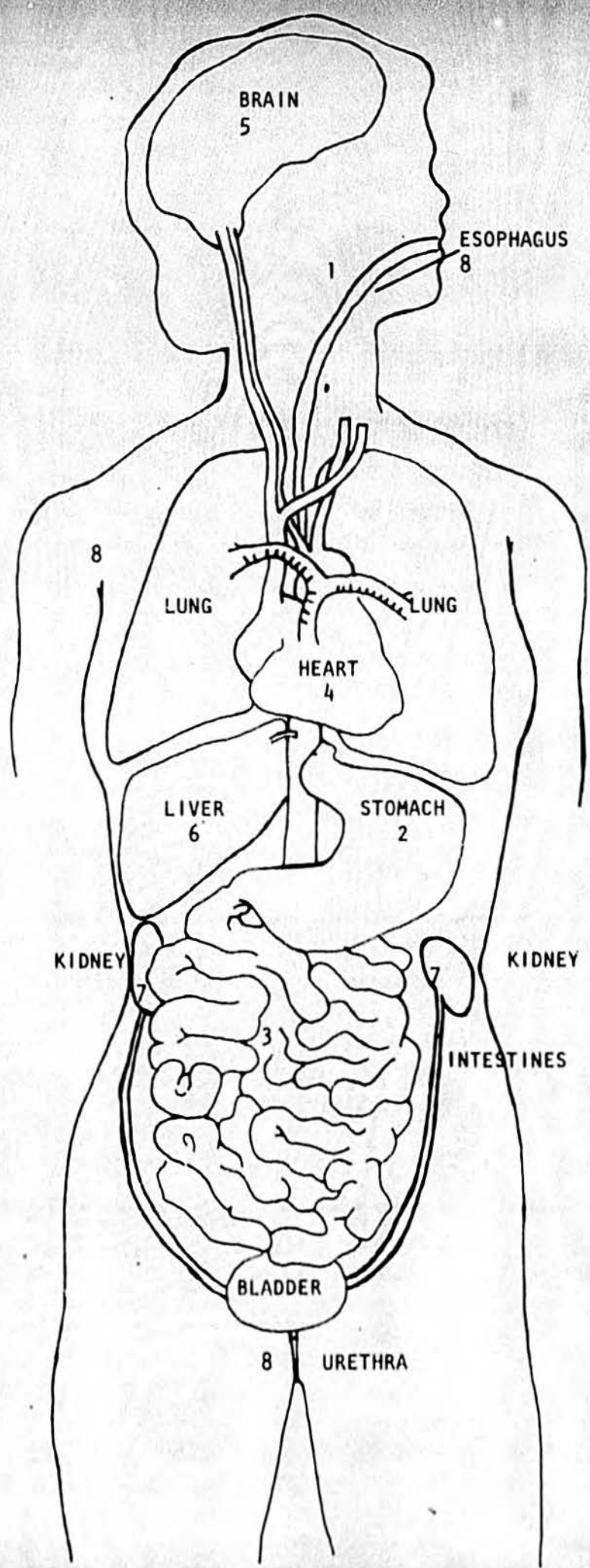
What chemical processes are in action to cause certain effects on certain organs.

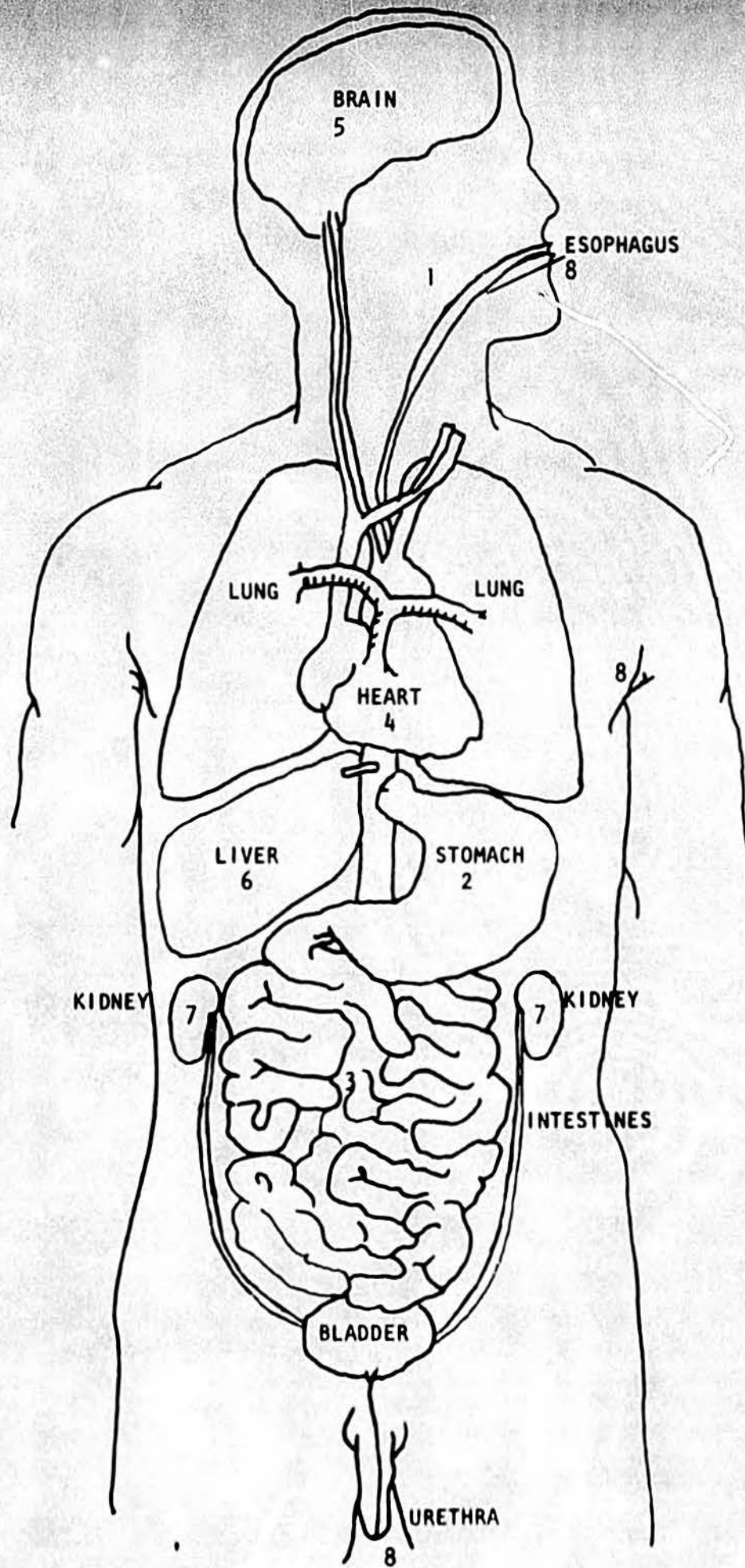
PSYCHOLOGY

DRAMA

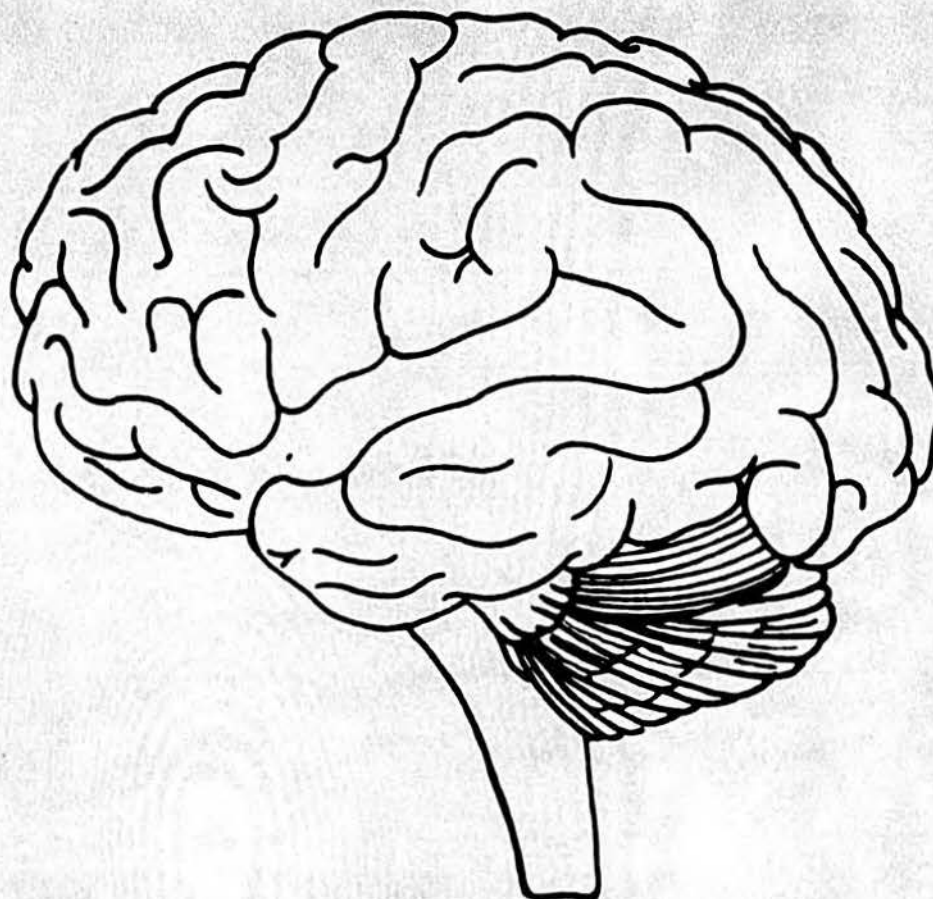
OTHER _____

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





BRAIN



ready

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

sheet

I will use this activity to help students:

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

oo

RESOURCES

ACTIVITY

EVALUATION

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

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

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

COMMENTS OR SUGGESTED CHANGES

Teacher evaluation of activity.
 Please circle:

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

SUGGESTED WAYS TO INCORPORATE THIS ACTIVITY INTO OTHER SUBJECT AREAS 15

PHYSICAL EDUCATION

MUSIC

SOCIAL STUDIES

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

LANGUAGE ARTS

PHYSICS

MATH

BIOLOGY

HOME ECONOMICS

CHEMISTRY

PSYCHOLOGY

DRAMA

OTHER _____

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



HELP ME!

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

This is a true story.

AREA: Alcohol Education

PAGE: 19

TOPIC: ALCOHOL INFORMATION - What Would You Do?

GRADE: Junior High School

ready

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

set

I will use this activity to help students:

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

RESOURCES

ACTIVITY

EVALUATION

go

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

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

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

COMMENTS OR SUGGESTED CHANGES

Teacher evaluation of activity. Please circle:

1 2 3 4 5
Ugh! Wow!

SUGGESTED WAYS TO INCORPORATE THIS ACTIVITY INTO OTHER SUBJECT AREAS 20

PHYSICAL EDUCATION

MUSIC

SOCIAL STUDIES

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

LANGUAGE ARTS

PHYSICS

MATH

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

BIOLOGY

HOME ECONOMICS

CHEMISTRY

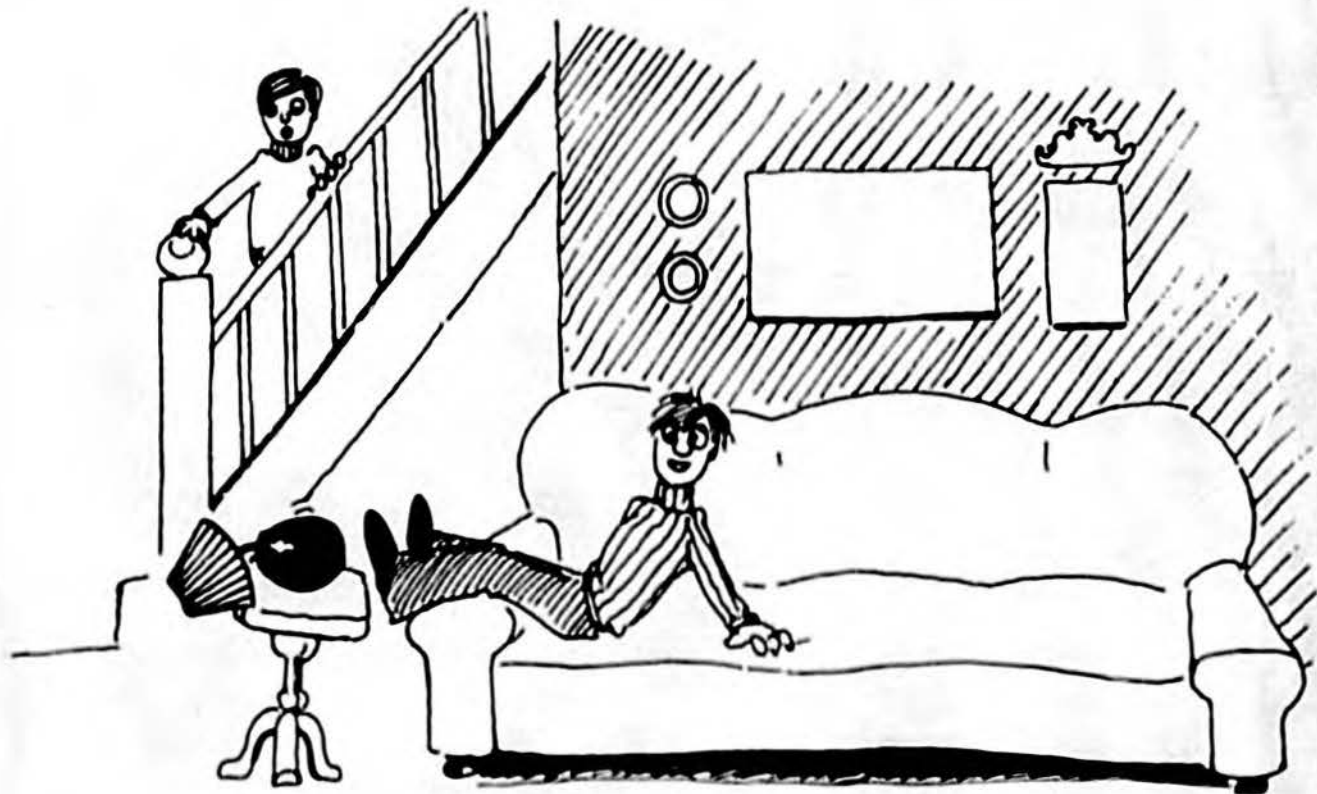
PSYCHOLOGY

DRAMA

OTHER _____

Role-play the scenes and solutions.

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



SUGGESTED WAYS TO INCORPORATE THIS ACTIVITY INTO OTHER SUBJECT AREAS 24

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

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

THINK/DRINK GAME

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

Questions:

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

AREA: Alcohol Education

PAGE: 27

TOPIC: DECISION-MAKING - Alcohol Attitudes

GRADE: Junior High School

ready

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

set

I will use this activity to help students:

<u> </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)
<input checked="" type="checkbox"/> clarify attitudes and values	<u> </u> learn or improve health skills	

	RESOURCES	ACTIVITY	EVALUATION
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go	Copy of: Worksheet- "Alcohol Attitudes" (See following page)	<ol style="list-style-type: none"> 1. Make copies of the "Alcohol Attitudes" worksheet (see following page) and distribute to students to complete. 2. After each individual has identified his/her own rank order, form groups of four or five students. Have each group come up with a group consensus ranking which is marked to the right of each item under "group response." 3. Discuss the groups' responses as a class and allow students time to express their feelings. 	<p>COMMENTS OR SUGGESTED CHANGES</p> <p>Teacher evaluation of activity. Please circle:</p> <table border="0" style="width:100%;"> <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 28

PHYSICAL EDUCATION

MUSIC

SOCIAL STUDIES

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

LANGUAGE ARTS

PHYSICS

MATH

BIOLOGY

HOME ECONOMICS

CHEMISTRY

PSYCHOLOGY

DRAMA

OTHER ART

Review how we develop our attitudes and values.

Make a collage or poster illustrating your attitudes about alcohol.



ALCOHOL ATTITUDES

Directions:

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

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

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

PAGE: 30
 GRADE: Junior High School

ready

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

set

I will use this activity to help students:

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

RESOURCES

ACTIVITY

EVALUATION

go

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

Read The Yellow Pages:

Teen-Age Drinking,
 p. 79.

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

COMMENTS OR SUGGESTED CHANGES

Teacher evaluation of activity.
 Please circle:

1 2 3 4 5
 Ugh! Wow!

SUGGESTED WAYS TO INCORPORATE THIS ACTIVITY INTO OTHER SUBJECT AREAS

PHYSICAL EDUCATION

MUSIC

SOCIAL STUDIES

LANGUAGE ARTS

PHYSICS

MATH

BIOLOGY

HOME ECONOMICS

CHEMISTRY

PSYCHOLOGY

DRAMA

OTHER _____

AREA:
TOPIC:

PAGE: 32
GRADE: Junior High School

ready

set

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

RESOURCES

ACTIVITY

EVALUATION

go

(Activity continued)

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

COMMENTS OR
SUGGESTED CHANGES

Teacher evaluation
of activity.
Please circle:

1 2 3 4 5
Ugh! Wow!

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

PHYSICAL EDUCATION

MUSIC

SOCIAL STUDIES

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

LANGUAGE ARTS

PHYSICS

MATH

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

BIOLOGY

HOME ECONOMICS

CHEMISTRY

PSYCHOLOGY

DRAMA

OTHER _____

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

Role-play different ways people try something new.

AREA: Alcohol Education
 TOPIC: COPING - Coping With Books

PAGE: 34
 GRADE: Junior High School

ready

The student will know specific coping skills.

sheet

I will use this activity to help students:

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

RESOURCES

ACTIVITY

EVALUATION

go

From the kit:
Coping With Books

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

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

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

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

COMMENTS OR
 SUGGESTED CHANGES

Teacher evaluation
 of activity.
 Please circle:

1 2 3 4 5
 Ugh! Wow!

SUGGESTED WAYS TO INCORPORATE THIS ACTIVITY INTO OTHER SUBJECT AREAS 35

PHYSICAL EDUCATION

MUSIC

SOCIAL STUDIES

LANGUAGE ARTS

PHYSICS

MATH

BIOLOGY

HOME ECONOMICS

CHEMISTRY

PSYCHOLOGY

DRAMA

OTHER _____

AREA:
TOPIC:

PAGE: 36
GRADE: Junior High School

ready

set

I will use this activity to help students:

- | | | |
|--|---------------------------------------|--------------------------------------|
| <u>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)

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

COMMENTS OR
SUGGESTED CHANGES

Teacher evaluation
of activity.
Please circle:

1 2 3 4 5
Ugh! Wow!

SUGGESTED WAYS TO INCORPORATE THIS ACTIVITY INTO OTHER SUBJECT AREAS

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

ready

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

set

I will use this activity to help students:

develop self-concept

increase knowledge

develop social responsibility

improve decision-making ability

improve communications

other (please designate)

clarify attitudes and values

learn or improve health skills

RESOURCES

ACTIVITY

EVALUATION

go

From the kit:

Set of Alcoholism Sharing Cards (1)

Read The Yellow Pages:

Alcoholism, p. 46,

and Resources, pp. 96-99.

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

COMMENTS OR SUGGESTED CHANGES

Teacher evaluation of activity. Please circle:

1 2 3 4 5
Ugh! Wow!

SUGGESTED WAYS TO INCORPORATE THIS ACTIVITY INTO OTHER SUBJECT AREAS 39

PHYSICAL EDUCATION

MUSIC

SOCIAL STUDIES

LANGUAGE ARTS

PHYSICS

MATH

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

BIOLOGY

HOME ECONOMICS

CHEMISTRY

Have students research the effects of alcoholism on the family.

PSYCHOLOGY

DRAMA

OTHER _____

Dramatize how a family might deal with an alcoholic parent.

FOLLOW-UP DISCUSSION QUESTIONS FOR ALCOHOLISM SHARING CARDS

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

ready

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

set

I will use this activity to help students:

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

go

RESOURCES

ACTIVITY

EVALUATION

From the kit:

Film:
"All Bottled Up" (11 min.)

Read The Yellow Pages:

Alcoholism, pp. 56-57, and Resources, pp. 96-99.

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

VARIATION:

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

COMMENTS OR SUGGESTED CHANGES

Teacher evaluation of activity. Please circle:

1 2 3 4 5
Ugh! Wow!

SUGGESTED WAYS TO INCORPORATE THIS ACTIVITY INTO OTHER SUBJECT AREAS 42

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

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

PAGE: 43
 GRADE: Junior High School

ready

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

set

I will use this activity to help students:

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

RESOURCES

ACTIVITY

EVALUATION

good

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

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

COMMENTS OR SUGGESTED CHANGES

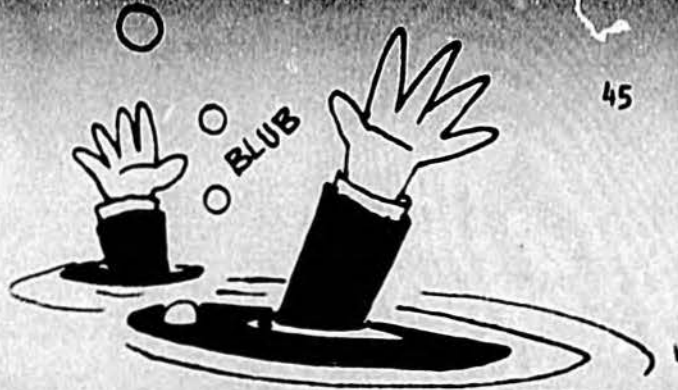
Teacher evaluation of activity.
 Please circle: .

1	2	3	4	5
Ugh!				Wow!

SUGGESTED WAYS TO INCORPORATE THIS ACTIVITY INTO OTHER SUBJECT AREAS

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

WHERE
IS
HELP?

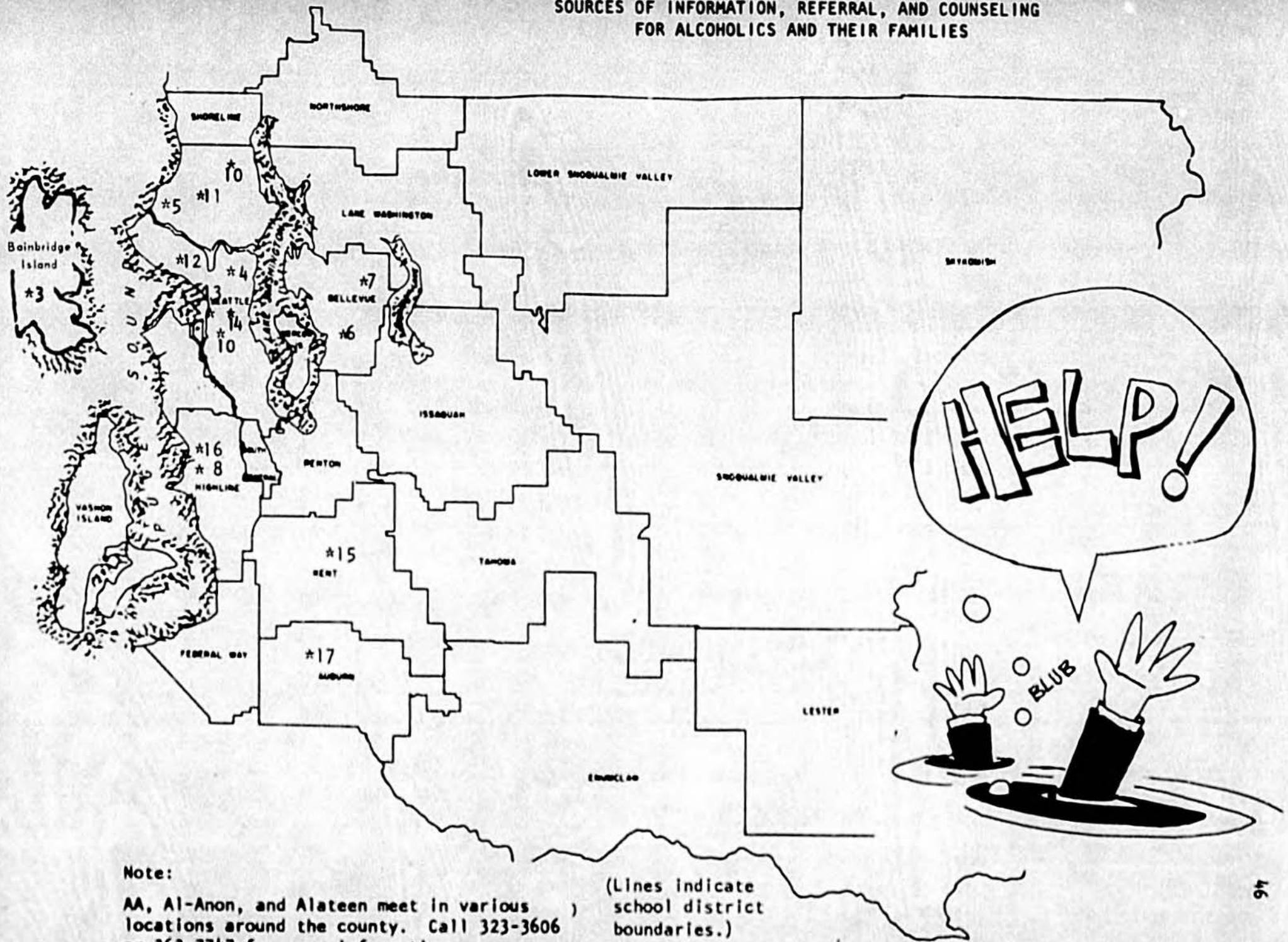


If you feel you have a drinking problem or if you need help coping with the drinking problem of a family member or someone else, there are many agencies to help you. Check the map of the following page for the location of facilities near you and find the corresponding number(s) on the listing below for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

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

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

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



Note:

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

(Lines indicate school district boundaries.)

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

PAGE: 47
 GRADE: Junior High School

ready

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

set

I will use this activity to help students:

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

RESOURCES

ACTIVITY

EVALUATION

go

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

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

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

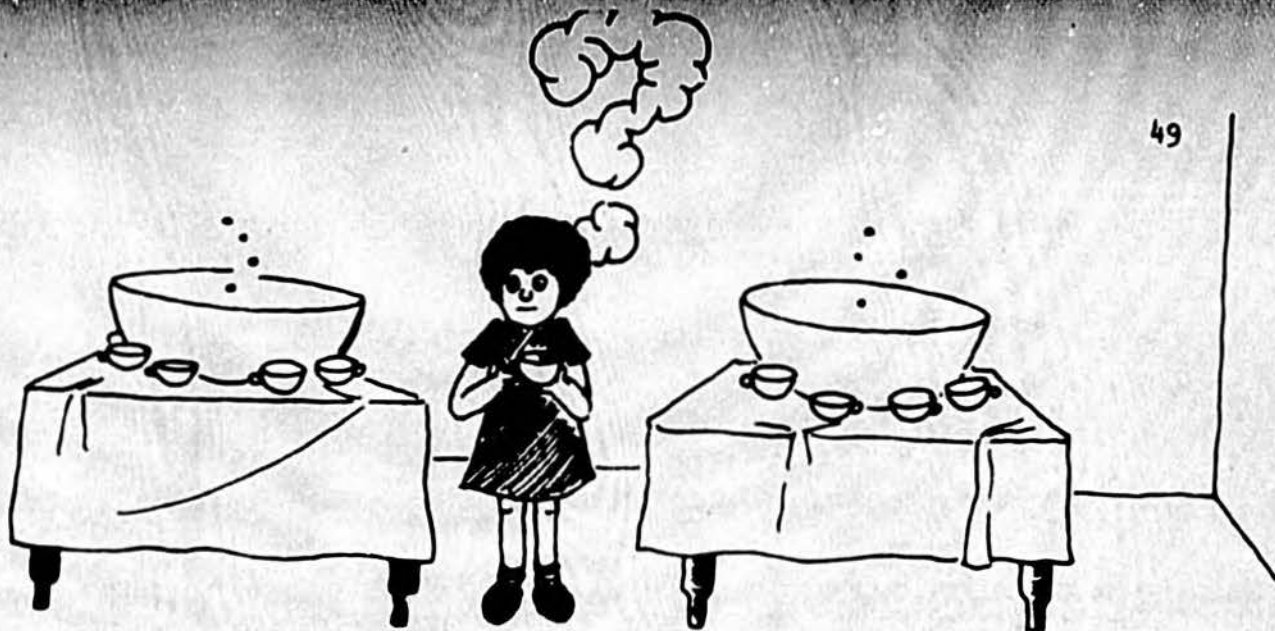
COMMENTS OR SUGGESTED CHANGES

Teacher evaluation of activity.
 Please circle:

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

SUGGESTED WAYS TO INCORPORATE THIS ACTIVITY INTO OTHER SUBJECT AREAS 48

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



Instructions:

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

THE CHRISTENING

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

_____ Responsible

_____ Irresponsible

Why?

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

_____ Responsible

_____ Irresponsible

Why?

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

_____ Responsible

_____ Irresponsible

Why?

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

_____ Responsible

_____ Irresponsible

Why?

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

_____ Responsible

_____ Irresponsible

Why?

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

_____ Responsible

_____ Irresponsible

Why?

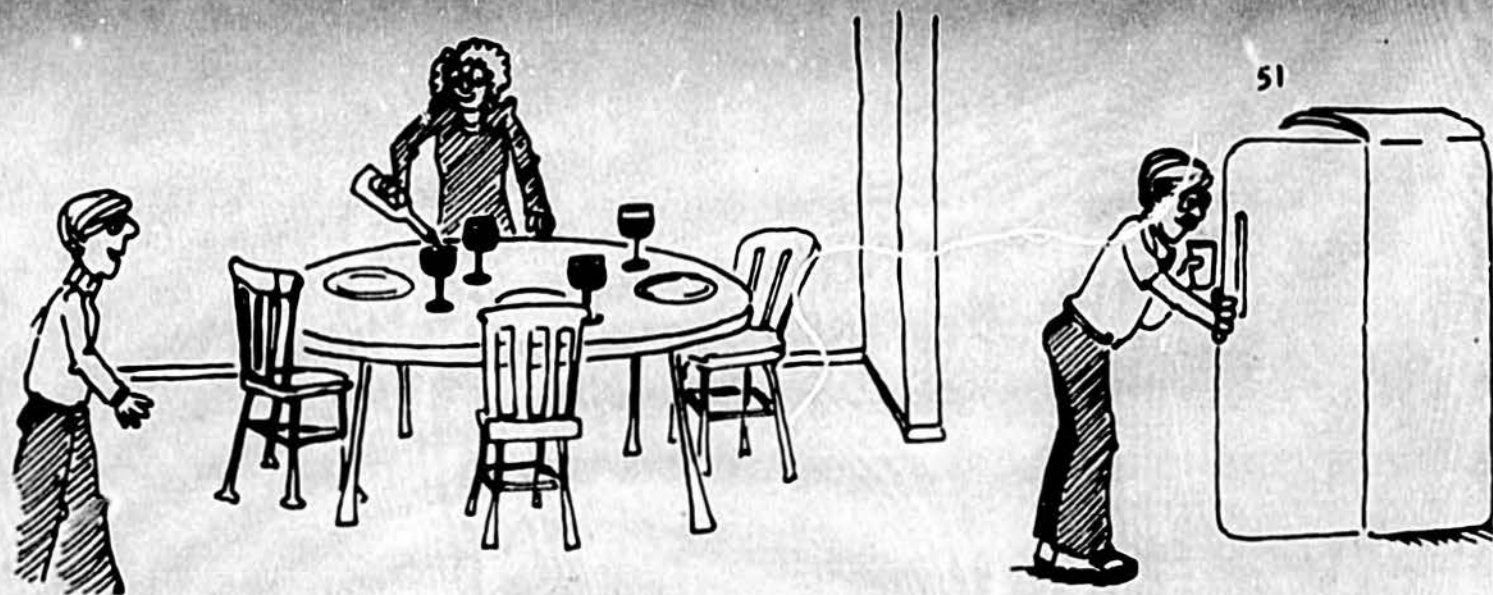
7. Professor Wilson, a teacher, does not appear at all intoxicated, but Julie knows he has had many cups of the punch containing alcohol and that he has to drive several miles back to the university. He asks Julie to get him another cup.

_____ Responsible

_____ Irresponsible

Why?





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

FRIDAY NIGHT WITH THE SMITHS

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

Responsible

Irresponsible

Why?

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

Responsible

Irresponsible

Why?

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

Responsible

Irresponsible

Why?

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

_____ Responsible

_____ Irresponsible

Why?

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

_____ Responsible

_____ Irresponsible

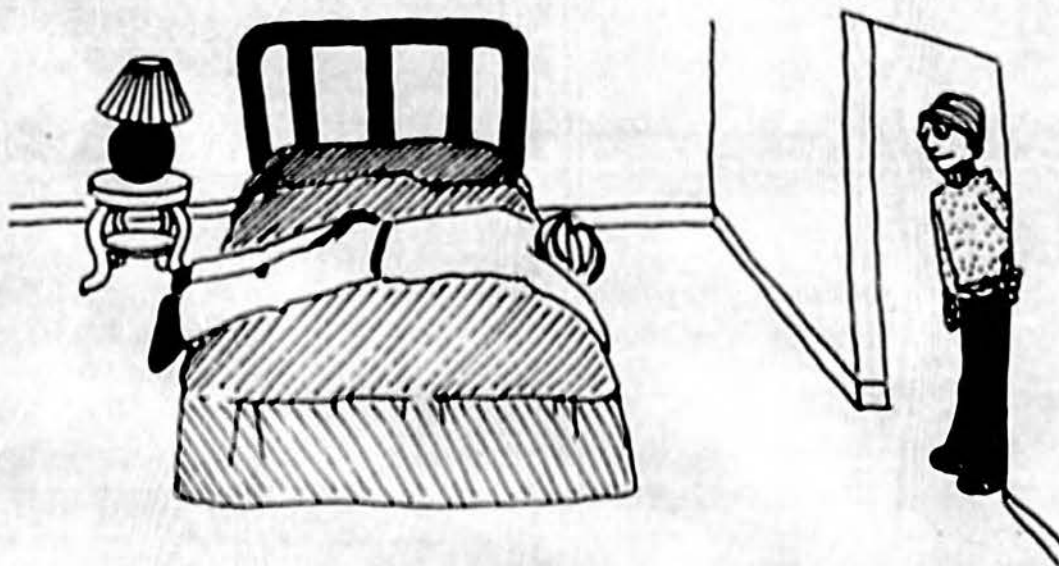
Why?

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

_____ Responsible

_____ Irresponsible

Why?



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

PAGE: 53
 GRADE: Junior High School

ready

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

set

I will use this activity to help students:

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

RESOURCES

ACTIVITY

EVALUATION

go

1. Students make a list of activities they enjoy, that make them happy, that make them feel good.
2. Teacher should emphasize that students should also include on their lists those activities that they do when they are depressed or discouraged to make themselves feel good.
3. Students break into small groups to share some of their activities. Choose one person as recorder and make a complete list.
4. After the groups have completed their lists, share with the class. Discuss the idea of alternatives - there are many ways to enjoy life. Emphasize that many of the activities people enjoy doing are also alternative ways to deal with depression, boredom, etc. (The teacher should make enough copies of these lists so that each student may have one.)
5. Have students try a few of the activities that can be done in class and discuss their 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 54

PHYSICAL EDUCATION

MUSIC

SOCIAL STUDIES

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

LANGUAGE ARTS

PHYSICS

MATH

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

BIOLOGY

HOME ECONOMICS

CHEMISTRY

PSYCHOLOGY

DRAMA

OTHER ART

Acting out ways people use to feel good.

Draw pictures of things that make them feel good.

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

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

RESOURCES

ACTIVITY

EVALUATION

go

Butcher Paper
 Felt Pens
 Masking Tape

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

COMMENTS OR SUGGESTED CHANGES

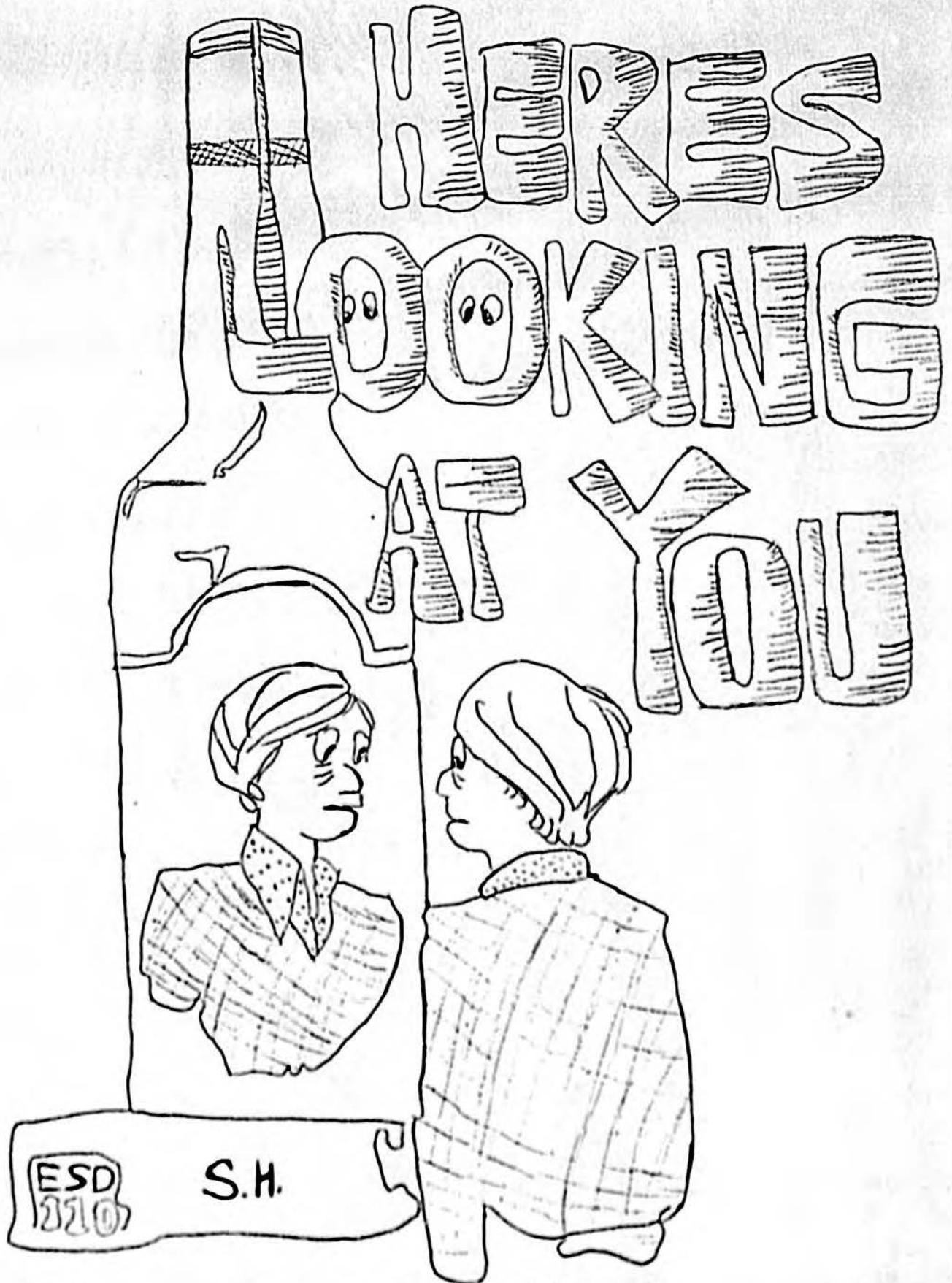
Teacher evaluation of activity.
 Please circle:

1 2 3 4 5
 light Wow!

SUGGESTED WAYS TO INCORPORATE THIS ACTIVITY INTO OTHER SUBJECT AREAS 56

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

A TEACHER'S GUIDE
FOR
ALCOHOL EDUCATION



ESD
220

S.H.

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SENIOR HIGH

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

SENIOR HIGH

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

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

DECISION-MAKING

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

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

COPING

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

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

ALCOHOL INFORMATION

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

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

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

SELF-IMAGE

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

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

INDIVIDUAL ACTIVITIES

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

PROJECTS

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

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

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

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

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

Individual Activities (Continued)

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

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

PAGE: 3
 GRADE: Senior High School

ready

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

set

I will use this activity to help students:

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

RESOURCES

ACTIVITY

EVALUATION

go

From the kit:
 Feel wheels
 Markers

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

COMMENTS OR
 SUGGESTED CHANGES

Teacher evaluation
 of activity.
 Please circle:

1 2 3 4 5
 Ugh! Wow!

SUGGESTED WAYS TO INCORPORATE THIS ACTIVITY INTO OTHER SUBJECT AREAS 4

<p align="center">PHYSICAL EDUCATION</p>	<p align="center">MUSIC</p> <p>What feelings does music create about alcohol? Select some songs dealing with alcohol and attempt to analyze the feeling the song is trying to create.</p>	<p align="center">SOCIAL STUDIES</p>
<p align="center">LANGUAGE ARTS</p>	<p align="center">PHYSICS</p>	<p align="center">MATH</p>
<p align="center">BIOLOGY</p>	<p align="center">HOME ECONOMICS</p>	<p align="center">CHEMISTRY</p>
<p align="center">PSYCHOLOGY</p> <p>Analyze how feelings affect human behavior.</p>	<p align="center">DRAMA</p>	<p align="center">OTHER <u>Environmental Education</u></p> <p>Examine different environments from the standpoint of how these environments affect our feelings e.g., urban, rural, small group, large group, etc.</p>

SITUATIONS

HOW DO YOU FEEL ABOUT:

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

AREA: Alcohol Education

PAGE: 6

TOPIC: ALCOHOL INFORMATION - Alcohol Abuse

GRADE: Senior High School

ready

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

set

I will use this activity to help students:

develop self-concept

improve decision-making ability

clarify attitudes and values

increase knowledge

improve communications

learn or improve health skills

develop social responsibility

other (please designate)

RESOURCES

ACTIVITY

EVALUATION

go

From the kit:
Pamphlet:
"Alcohol Abuse"

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

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

COMMENTS OR SUGGESTED CHANGES

Teacher evaluation of activity.
Please circle:

1	2	3	4	5
Ugh!				Wow!

SUGGESTED WAYS TO INCORPORATE THIS ACTIVITY INTO OTHER SUBJECT AREAS 7

PHYSICAL EDUCATION

MUSIC

SOCIAL STUDIES

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

LANGUAGE ARTS

PHYSICS

MATH

BIOLOGY

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

HOME ECONOMICS

CHEMISTRY

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

PSYCHOLOGY

DRAMA

OTHER _____

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

PAGE: 8
 GRADE: Senior High School

ready

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

set

I will use this activity to help students:

- | | | |
|--|---|--|
| <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-
 "Chalk Talk on
 Alcoholism"
 (44 min.)

Read The Yellow Pages-

Effects of
 Alcohol,
 pp. 30-45.

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

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

COMMENTS OR
 SUGGESTED CHANGES

Teacher evaluation
 of activity.
 Please circle:

1	2	3	4	5
ugh!				Wow!

SUGGESTED WAYS TO INCORPORATE THIS ACTIVITY INTO OTHER SUBJECT AREAS

PHYSICAL EDUCATION

MUSIC

SOCIAL STUDIES

Have students research how alcohol is used in other cultures and attitudes that exist in those cultures toward drinking.

LANGUAGE ARTS

PHYSICS

MATH

Analyze the similarities between alcohol and ether.

BIOLOGY

HOME ECONOMICS

CHEMISTRY

Discuss the use of wine with meals. Try to identify the reasons why people use wine before meals.

PSYCHOLOGY

DRAMA

OTHER _____

ready	The student will be able to identify the implications of the effects of alcohol on personal safety and the safety of others.									
set	<p>I will use this activity to help students:</p> <table border="0"> <tr> <td><input type="checkbox"/> develop self-concept</td> <td><input checked="" type="checkbox"/> increase knowledge</td> <td><input type="checkbox"/> develop social responsibility</td> </tr> <tr> <td><input checked="" type="checkbox"/> improve decision-making ability</td> <td><input type="checkbox"/> improve communications</td> <td><input type="checkbox"/> other (please designate)</td> </tr> <tr> <td><input type="checkbox"/> clarify attitudes and values</td> <td><input type="checkbox"/> learn or improve health skills</td> <td></td> </tr> </table>	<input type="checkbox"/> develop self-concept	<input checked="" type="checkbox"/> increase knowledge	<input type="checkbox"/> develop social responsibility	<input checked="" type="checkbox"/> improve decision-making ability	<input type="checkbox"/> improve communications	<input type="checkbox"/> other (please designate)	<input type="checkbox"/> clarify attitudes and values	<input type="checkbox"/> learn or improve health skills	
<input type="checkbox"/> develop self-concept	<input checked="" type="checkbox"/> increase knowledge	<input type="checkbox"/> develop social responsibility								
<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	<p>Copy of: Alcohol and Traffic Safety Quiz (see following page) Scenarios (see following page)</p> <p><u>Read The Yellow Pages:</u> Safety, pp. 69-78.</p>	<ol style="list-style-type: none"> 1. Make copies of the Alcohol and Traffic Safety quiz (see following page) and the scenarios for your class. 2. Distribute the quiz to students and ask them to answer the questions to the best of their ability. This is not a graded test. After students have completed the quiz, discuss the answers to the questions with them (see following page). Discuss any questions they may have about the information in the quiz. 3. Distribute copies of the scenarios to each student. Students should select two situations and write briefly (1/2 to 1 page) what they could do, what they would do, and why. 4. Have students share with the class what they could do, how and why, what they would do, how, why, and how they could resolve any conflict between what they could and what they would do. 	<p>COMMENTS OR SUGGESTED CHANGES</p> <p><i>Teacher evaluation of activity.</i> <i>Please circle:</i></p> <table border="0"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td>light</td> <td></td> <td></td> <td></td> <td>Wow!</td> </tr> </table>	1	2	3	4	5	light				Wow!
1	2	3	4	5									
light				Wow!									

SUGGESTED WAYS TO INCORPORATE THIS ACTIVITY INTO OTHER SUBJECT AREAS

PHYSICAL EDUCATION

MUSIC

SOCIAL STUDIES

Discuss what society should do about the drinking and driving problem.

LANGUAGE ARTS

PHYSICS

MATH

BIOLOGY

HOME ECONOMICS

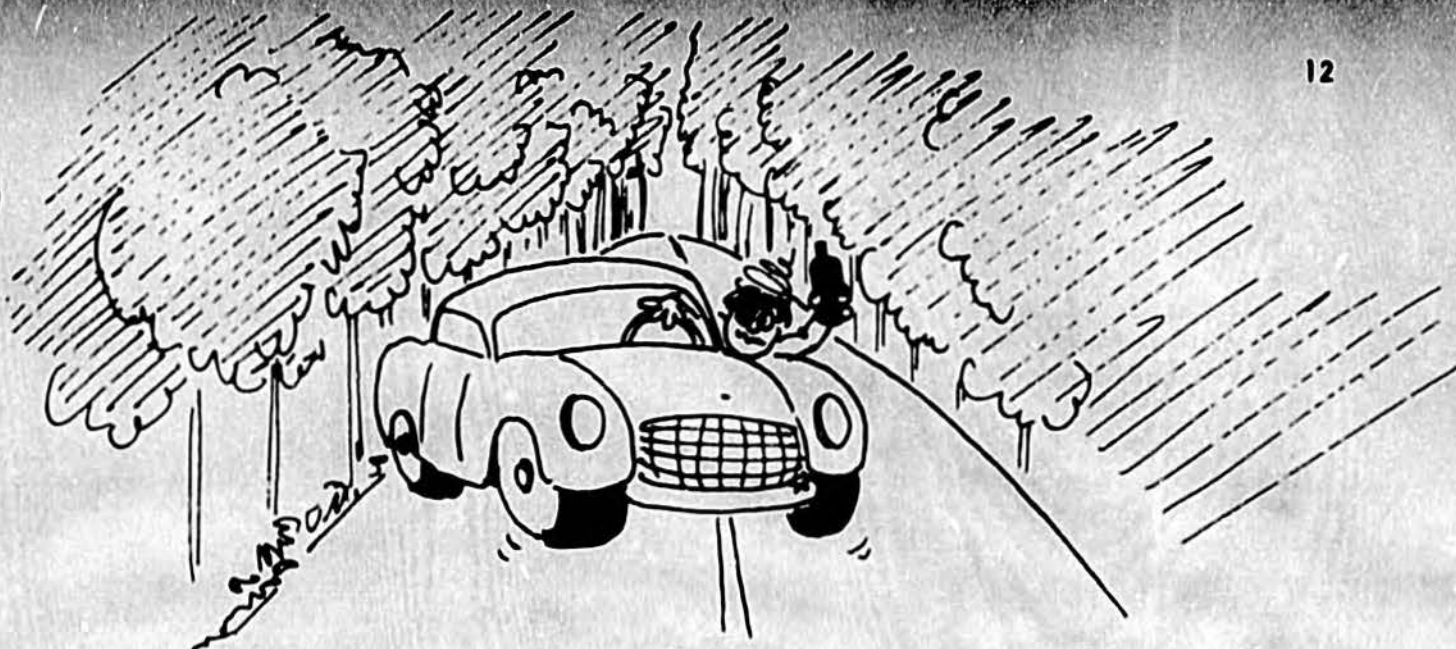
CHEMISTRY

PSYCHOLOGY

DRAMA

OTHER DRIVER EDUCATION

Go over statistics for alcohol-related traffic accidents in Washington state and King County.



ALCOHOL AND TRAFFIC SAFETY QUIZ

1. In the state of Washington the blood alcohol level at which a driver is considered under the influence is: (a) 0.05 per cent (b) 0.08 per cent (c) 0.10 per cent (d) 0.15 per cent
2. Blood alcohol level can be determined by analyzing the: (a) blood (b) saliva (c) breath (d) urine (e) all of the above
3. In the state of Washington the chemical test for blood alcohol most frequently used is: (a) blood (b) saliva (c) breath (d) urine (e) blood pressure
4. Which of the following least affects blood alcohol level: (a) stomach content (b) weight (c) drinking experience (d) time elapsed
5. Studies suggest that driving performance may be impaired when blood alcohol concentrations are as low as: (a) 0.02 per cent (b) 0.04 per cent (c) 0.07 per cent (d) 0.10 per cent
6. Which of the following statements best describes an effect of alcohol on driver performance: (a) blurred vision (b) reduced hearing ability (c) increased attention span (d) reduced ability to react quickly
7. Approximately what percentage of fatal traffic accidents involve the use of alcohol: (a) 10 per cent (b) 25 per cent (c) 50 per cent (d) 75 per cent
8. Every day in the United States approximately how many people are killed in car accidents where alcohol was involved: (a) 25 (b) 50 (c) 75 (d) 200 (e) 250
9. The drinking driver may show which of the following: (a) overconfidence (b) risk taking desires (c) decreased judgment (d) slower reaction time (e) all of the above

10. When a non-drinking driver is compared with a drinking driver who has a .15 per cent blood alcohol level, how much more likely is it that the drinking driver will become involved in a traffic accident: (a) no difference (b) 10 times greater (c) 25 times greater (d) no one knows
11. On the basis of present-day knowledge, the greatest single driver-related cause of fatal highway collisions is: (a) emotional upsets (b) inattention (c) fatigue (d) alcohol
12. Of all alcohol-related fatal car accidents: (a) 2/3 involve problem drinkers (b) most involve social drinkers who had one too many (c) 1/3 involve people who had only a little to drink (d) no one knows what kind of drinkers are involved.
13. Which of the following is most affected by heavy drinking: (a) brake reaction time (b) color perception (c) the reasoning process (d) distance judgment
14. There is a law in Washington for persons possessing a driver's license which states that if they are arrested for a driving violation and are suspected of driving while intoxicated they have consented to a chemical test for the presence of alcohol. This law is called: (a) The Chemical Test Law (b) The Implied Consent Law (c) The Intoxication Law (d) The Driving While Intoxicated (DWI) Law
15. If a driver in the state of Washington is arrested and refuses to take a chemical test, this refusal will result in: (a) fine of \$500 (b) courtroom trial (c) immediate suspension of one's driver's license (d) all of the above
16. The majority of the general public's response to current anti-drinking/driving efforts is: (a) they demand an effective program (b) they exhibit an attitude of tolerance toward drinking drivers (c) they want harsh penalties for guilty offenders (d) all of the above
17. Teenagers are more likely to have difficulty driving safely after drinking because of all the following except: (a) driving is a new and complicated skill for them (b) they have had less experience with alcohol's effects (c) they often weigh less than adults (d) they spend more time driving than adults do
18. Alcohol use is associated with a significant number of which of the following: (a) pedestrian accidents (b) private airplane accidents (c) household accidents (d) all of the above

True-False Questions

- | | True | False |
|--|-------|-------|
| 19. The action of alcohol on the nervous system resembles that of ether or other anesthetics. | _____ | _____ |
| 20. By eating some solid food along with your drinking you will not become an intoxicated driver. | _____ | _____ |
| 21. Judgment, vision, and reaction time in driver performance are impaired by even small amounts of alcohol. | _____ | _____ |

22. In Washington state, with a blood alcohol level of .05 - .09 per cent, a driver can be convicted of driving while impaired, a lesser offense than driving while intoxicated.
23. Alcohol affects the latest learned and the most complicated skills first.
24. Alcohol is a stimulant.
25. Being convicted of DWI will cause an increase in your car insurance rates.

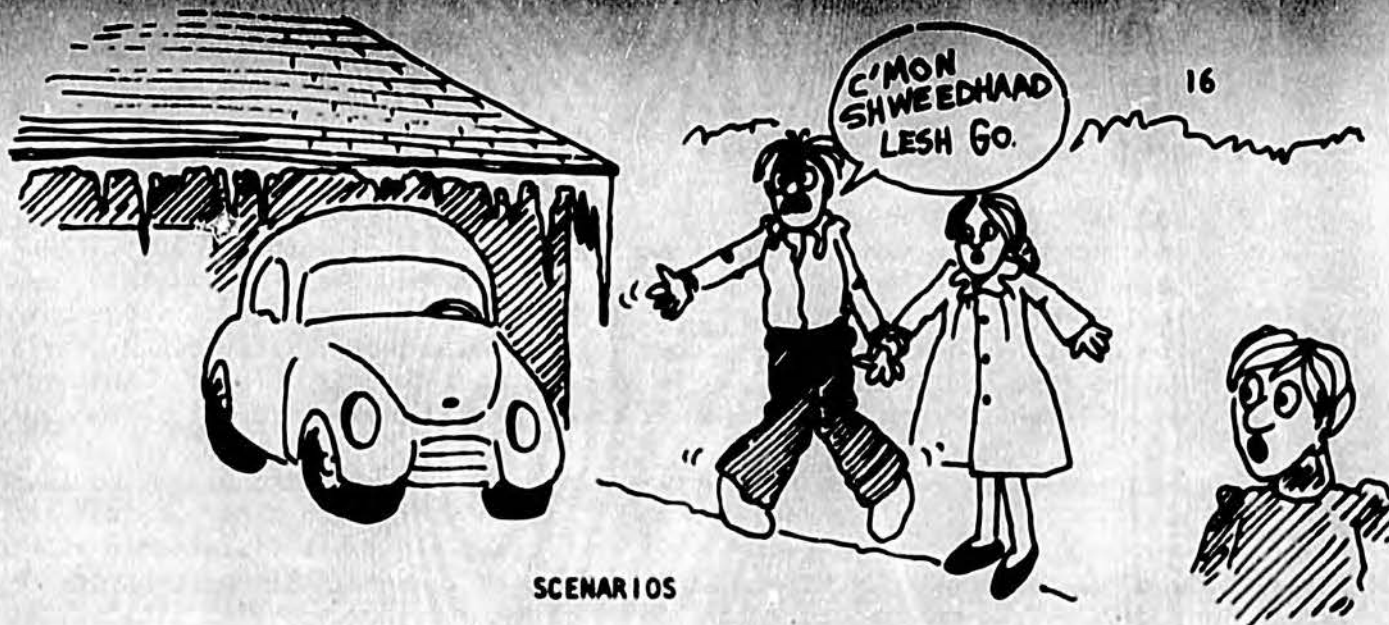
True

False

ALCOHOL AND TRAFFIC SAFETY QUIZ

ANSWER KEY

1. (c) .10
2. (e) all of the above
3. (c) breath
4. (c) drinking experience
5. (a) .02 per cent
6. (d) reduced ability to react quickly
7. (c) 50 per cent
8. (c) 75
9. (e) all of the above
10. (c) 25 times greater
11. (d) alcohol
12. (a) 2/3 involve problem drinkers
13. (c) the reasoning process
14. (b) the implied consent law
15. (c) immediate suspension of one's driver's license
16. (b) they exhibit an attitude of tolerance toward drinking drivers
17. (d) they spend more time driving than adults do
18. (d) all of the above
19. True
20. False
21. True
22. True
23. True
24. False
25. True

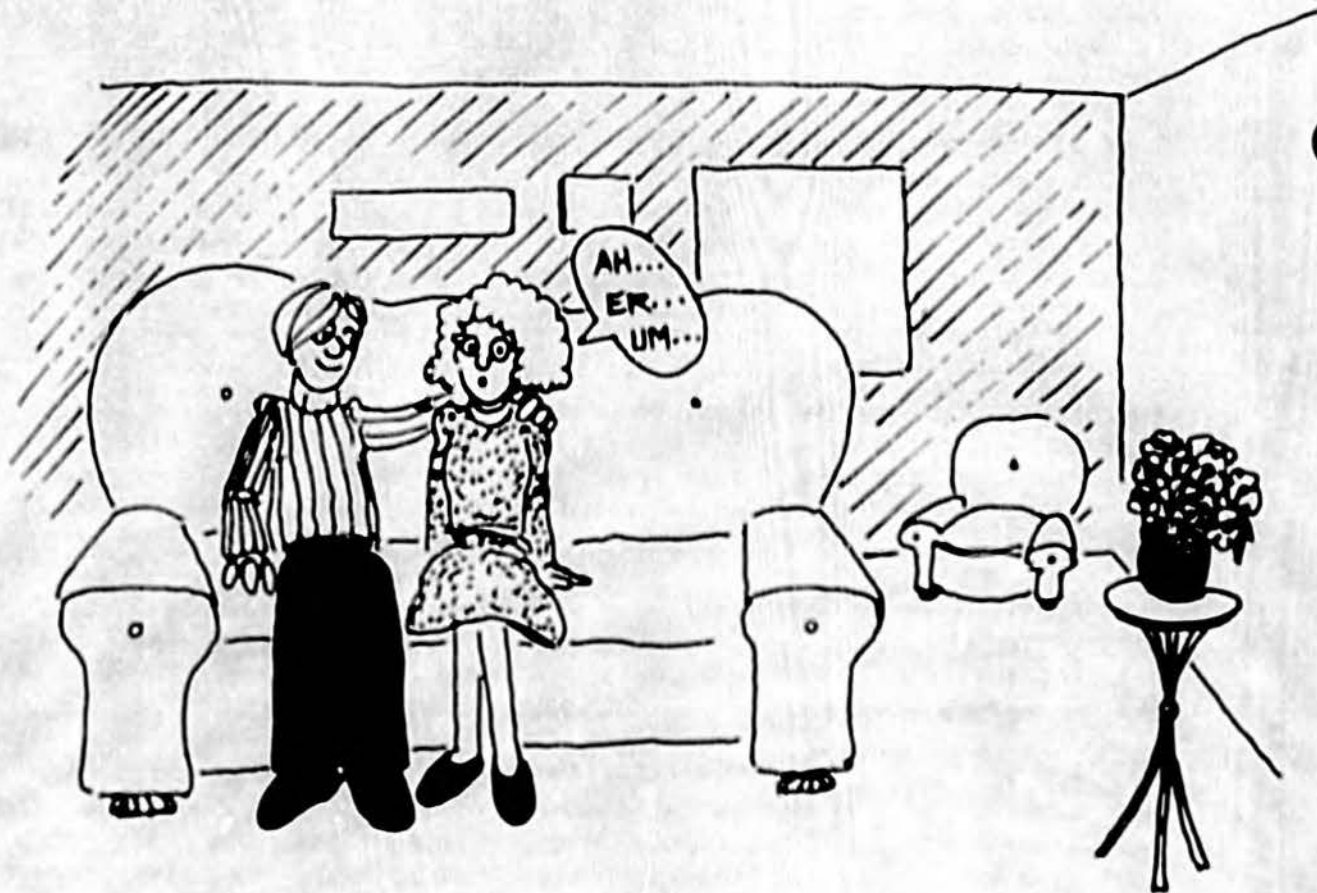


SCENARIOS

1. Your father has been drinking heavily and is about to drive your mother to do some grocery shopping. It is 9 p.m., and the roads are still icy from the previous day's snowstorm. She has no license and there is no food in the refrigerator. What could you do? What would you do? Why?
2. You are at a party and your best friend has just accepted a ride home from another friend who is drunk. No one else lives near. You have no license and no money, and you know your friend doesn't have much money. He lives 2½ miles away. It is a cold winter night, around 11:30 p.m. What could you do? What would you do? Why?
3. Your 17-year-old sister has a date with her boyfriend. You just let him in the door, and he's obviously drunk since he knocked over a lamp trying to sit down and has talked only nonsense. You go upstairs and tell your sister he's drunk, and she tells you to mind your own business. You know they are going in his car to a party way on the other side of town. Your parents are next door with friends. What could you do? What would you do? Why?
4. You are hitch-hiking to school because you are already late for first period. A nice looking, middle-aged lady in a station wagon offers you a ride, so you get in. You are sitting next to her in the front seat, and you can smell whiskey on her breath. In the back are her two small children and a dog. What could you do? What would you do? Why?
5. You're driving home from a party, giving your best friend a lift home first. You simply don't believe you're drunk even though you had a lot to drink at the party. You feel perfectly capable of driving. You've had one DWI before. What could you do? What would you do? Why?
6. You know you have already had a little too much to drink at the kegger as you drive your friends to the concert. You don't want to stop driving because you desperately want to show off your new Fiat. On the other hand, you don't want to damage it in an accident or lose your license to operate it. If you can find a good excuse, you are willing to pull over, lock the car and hitch, but no one is going to replace you at the wheel of your new car. What could you do? What would you do? Why?

Scenarios (Continued)

7. You have been going out lately with a group of friends and drinking heavily and then driving the 17 miles home from their houses late at night. You have not yet been in an accident, but you have had two close calls. You feel like trying to stop this practice of drinking and then driving, but you don't see how you can ask your friends to drive 17 miles out of their way to take you home. You really want to go with your friends. What could you do? What would you do? Why?
8. Your boyfriend has been frequently going out drinking with his friends and then driving home. He doesn't seem to see anything dangerous about it, and he's a nice guy in every other way. Last night his sister told you he was really drunk when he drove home the night before. His parents are always asleep when he gets in. You want him to stop. You're sitting talking with him and feel it's a good time to bring it up. What could you say? What would you say? Why?



AREA: Alcohol Education

PAGE: 18

TOPIC: DECISION-MAKING - "Decision: Alcohol"

GRADE: Senior High School

ready

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

set

I will use this activity to help students:

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

RESOURCES

ACTIVITY

EVALUATION

go

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

1. Show film "Decision: Alcohol."
2. Have students share their reactions to the film.
3. Discuss values and attitudes expressed in film, such as:
 - a. Friend to Rick: "Everyone's going to be way ahead of us" (if we don't have a beer before the party).
 - b. Father to son: "The minute we leave the house you grab a beer." Is the father modeling a behavior which he would like his son to follow? Discuss Do as I say, not as I do message.
 - c. Mother to son: "You shouldn't drink because you're under age and you could get arrested." Does fear of the law prevent or stop someone from drinking?
 - d. Television commercial: "The wine for the young and the young at heart." What influence does the liquor industry have over the public through commercials? Through other media?
 - e. Sharon's father explaining ground rules to Rick: "As long as no one acts in a way that makes any of us feel uncomfortable." What is responsible drinking? Is being drunk an acceptable excuse for poor behavior?

(Continued following page)

COMMENTS OR
SUGGESTED CHANGES

Teacher evaluation
of activity.
Please circle:

1	2	3	4	5
Ugh!				Wow!