**Lesson 6b: Alcohol**

**Overview**: This lesson combines students’ knowledge of the dangers and consequences of alcohol with communication skills to prevent alcohol use. Students identify myths and facts about alcohol as well as recognize negative influences. Students will generate a list of health-enhancing alternatives to alcohol use that can be combined with refusal skills to make a healthy choice.

National Health Education Standards:

**Standard 1:** Students comprehend functional health knowledge to enhance health.

**Standard 4:** Students demonstrate effective interpersonal communication skills to enhance health.

Healthy Behavior Outcome (HBO):

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| Students will avoid the consumption of alcohol. |

Lesson Objective – Students will be able to:

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| **Objective** | **Assessments** |
| 1. Identify the dangers/consequences associated with alcohol use. | Attachment 6b.1 – Guided Notes;  Attachment 6b.2 – Myths/Facts;  Attachment 6b.3 – Video Reflection |
| 1. Describe the signs of alcohol use, binge drinking, and alcohol poisoning and how to take action. | Attachment 6b.1 – Guided Notes |
| 1. Identify benefits of making healthy choices to prevent alcohol use. | Attachment 6b.1 – Guided Notes; Attachment  6b.2 – Myths/Facts; Attachment  6b.3 – Video Reflection |
| 1. Demonstrate effective interpersonal communication skills to prevent alcohol use. | Attachment 6b.4 – Know to NO! |
| 1. Apply substance use prevention principles to make a healthy choice and prevent alcohol use. | Attachment 6b.4 – Know to NO! |

Introduction:

* Alcohol is accessible and oftentimes associated with social gatherings. It is important for students to recognize that while alcohol may be perceived as celebratory, it is also associated with many risks and consequences. This lesson will review the effects of alcohol and how choices about alcohol impact not only the individual, but others too.

Teaching Steps:

Activity 1 – Solo Cup Activity

* *Teacher Notes – Solo Cup Activity can be found in Attachment 6b.6*
* *Ask Students* – What consequences have you heard about regarding alcohol use?
* *Possible Student Responses* – Alcohol poisoning; car accidents; get sick; get arrested; hurt someone; death; blackout; sexual assault; etc.
* Tell students: Today we are going to create a scenario where you are all gathered at a party, and for the duration of the song I will play in a few moments, you will be up and out of your seat talking with one another. You will each be given a plastic cup with an envelope inside when you arrive at the party. DO NOT open the envelope until that direction is given.
* Start playing the song you selected (make sure the popular song is the appropriate version for school). Direct students to an area in the classroom where each will grab one cup. Have them begin talking with one another and give the direction to switch cups with another student. Have about two more switches before the song concludes; when the song ends, have the students go back to their seats with the cup they are holding.
* Once the students settle into their seats, have them take turns reading the outcome they ended up with to the class. Some students may feel uncomfortable reading the outcome they received, so offer to read the outcome for them. Some of the outcomes are positive to allow good choices to be celebrated during the activity.
* If you have a smaller class and a few cups are remaining, you can offer student volunteers to grab an extra cup. They will be curious about what outcome was in each cup.
* After all the outcomes have been read, have the students put the outcome back inside the envelope and then into the cup for the next class.
* Debrief:
  + What are the consequences of alcohol use?
  + Despite the consequences, why do teens and adults use alcohol?
  + The key outcome of today’s lesson is to have the knowledge and skills to make healthy choices. Specifically, we’ll practice using communication skills to refuse to drink alcohol.
* Distribute the ***Alcohol Use Disorder Notes*** (Attachment 6b.1) for the students to record at least three consequences they remember from the Solo cup activity.
  + Students will follow along on the presentation slides to complete their notes.
  + Ask students: What percentage of teens in Ohio do you think have had a drink in the past 30 days? (Share student responses.)
    - *Answer – 22.8%*
    - *That means a majority (77.2%) of teens are alcohol-free.*
  + Agree or disagree – This portion of the lesson allows for sharing of additional information about alcohol.
    - Alcohol has the potential to cause harm.
    - Alcohol is a chemical substance that changes the normal body functions in some way.
    - In the United States, alcohol is a legal drug for people 21 and older.
    - It is illegal for parents and other adults to provide alcohol to minors.
    - Alcohol is easy to get and commonly seen in many social settings.
    - Alcohol impacts brain development.
* Ask students: What are some reasons or situations in which people might use alcohol?
  + Possible answers for students to record on attachment 6b.1:
  + Celebrate special occasions
  + To change the way they feel
  + Relax or feel less shy in social situations
  + As part of religious ceremonies
  + To escape problems
  + To feel like part of a group
  + Social pressure
* Ask students if they know how alcohol is measured.
  + Alcohol concentration is measured in “proof.”
  + Proof is twice the percentage of alcohol, so a beverage that is 80 proof is 40% alcohol. *(Students will record this answer in their notes.)*
* Students will learn the effects of alcohol on the body. Have them list at least five effects in their notes.
  + Depresses the central nervous system (CNS)
  + Impairs judgment and decision making
  + Loss of coordination, slower reflexes, distorted vision, memory lapses, and blackouts
  + Alters behavior; this can include aggressive behaviors, sexually risky behaviors, physical injuries, socially embarrassing situations, and legal issues.
  + Large quantities of alcohol can lead to loss of consciousness, respiratory failure, and death.
  + Cirrhosis of the liver, liver cancer, and liver failure
  + Long-term alcohol abuse can lead to stroke, some forms of cancer, and damage to the pancreas.
  + Fetal Alcohol Syndrome (FAS)
  + What factors affect intoxication? (This is the rate in which alcohol impacts the body.)
  + Students record answers in their notes.
  + Amount of alcohol consumed
  + Time between drinks
  + Body weight
  + Empty or full stomach
  + Mental/emotional state
  + Alcohol tolerance
  + *Note:* It is important that students understand that even though the rate of intoxication may be slowed, the person can still become impaired, and the negative effects of alcohol can still happen to the body.
  + These factors in alcohol’s effects impact the Blood Alcohol Level or Blood Alcohol Concentration (BAL/BAC).
  + Explain to students that the liver can only metabolize about one drink per hour.
* Binge drinking — four or more drinks within a couple of hours if your sex assigned at birth is female; five or more if your sex assigned at birth is male — can lead to alcohol poisoning.
* Binge drinking increases the chance of harm including blackouts and overdose. Binge drinking increases the likelihood of unsafe sexual behavior and the risk of Sexually Transmitted Infections (STIs) and unintentional pregnancy. The level of impairment also increases the likelihood of consequences including falls, burns, drowning, car crashes and violence.
* Have students record the eight signs of alcohol poisoning in their notes.
  + Confusion
  + Vomiting
  + Seizures
  + Slow breathing
  + Irregular breathing
  + Blue-tinged or pale skin coloring
  + Low body temperature
  + Passing out (unconsciousness)
  + *It is important to call 911 if a person is exhibiting these signs. In some situations, failure to call 911 for fear of getting into trouble for underage drinking has resulted in the loss of life. If anyone exhibits these signs, emergency help is needed right away.*
* Attachment 6b.2: Know to NO! Myth or Fact: Thumbs Up (FACT) or Thumbs Down (MYTH)
  + A cold shower or a cup of coffee will sober a person up. MYTH
  + The only thing that will sober a person up is time. FACT
  + A 250-pound person will be affected by alcohol faster than a 150-pound person drinking the same quantity and other factors being the same. MYTH
  + A 12-ounce beer or wine beverage, a 5-ounce glass of wine, and a 1.4-ounce shot all have the same amount of alcohol. FACT
  + A person metabolizes about one drink per hour. FACT
  + The legal blood-alcohol limit for driving under the influence (DUI) or operating a vehicle impaired (OVI) is .08%. FACT
    - Video: *The Truth About Alcohol*
* Have students watch the video and complete the reflection questions on Attachment 6b.3. <http://www.drugfreeworld.org/real-life-stories/alcohol.html>
  + Reflection
    - How old were the individuals in the video when they began using alcohol?
    - What was the progression of their alcohol use?
    - List at least five consequences from their struggle with alcohol use disorder.
* Attachment 6b.4: Know to NO!
  + Ask students, “What is needed to deliver a message to stay alcohol-free?”
    - Eye contact
    - Firm voice
    - Body language that matches your message
    - Clear “NO!” message
  + Examples of statements that help to keep your alcohol-free decision:
    - *I don’t want to get in trouble.*
    - *My parents would be disappointed in me.*
    - *I don’t want to feel sick.*
    - *I want to stay in charge of my decisions.*
    - *I don’t want to risk blacking out.*
    - *I don’t want to hurt my brain or my liver.*
    - *There are better things to do than drinking.*
    - *I care about my reputation.*
    - *I don’t want to risk being kicked off the team.*
    - *Note:* The scenarios could be modified and used in a role-play situation.
* Debrief the scenarios to reinforce Know to NO! and refusal skill cues.

Closure:

* What are your important takeaways? What are your reasons to refuse to use alcohol? What are key points you would use to make healthy choices?
* Review the homework: Time to Talk – Parent/Guardian Interview (Attachment 6b.5)
* Have students complete the lesson summary on the alcohol use disorder notes (Attachment 6b.1).

Lesson Resources:

* <https://www.cdc.gov/alcohol/about-alcohol-use/>
* <https://www.cdc.gov/alcohol/>
* <https://www.cdc.gov/drinklessbeyourbest/excessivedrinking.html>
* <http://www.drugfreeworld.org/real-life-stories/alcohol.html>

Attachment 6b.1 – Guided Notes – Alcohol

1. List three consequences you remember from the Solo cup activity.
2. TRUE or FALSE: A majority of teens using alcohol.
3. What are some reasons a person may use alcohol?
4. If an alcoholic beverage is 80 proof, what is the percentage of alcohol in the beverage? \_\_\_\_\_\_\_\_
5. Approximately how many drinks can the liver metabolize in an hour? \_\_\_\_\_\_\_\_
6. List three signs of alcohol use.
7. What is binge drinking?
8. List three consequences of binge drinking.

Attachment 6b.2: Know to NO! Myths and Facts about Alcohol

1. **MYTH or FACT** A cold shower or cup of coffee will sober a person up.
2. **MYTH or FACT** It is legal for an adult to supply alcohol to someone under the age of 21.
3. **MYTH or FACT** A 250-pound person will be affected by alcohol faster than a 150-pound person drinking the same quantity and other factors being the same.
4. **MYTH or FACT** A 12-ounce beer/wine beverage, 5-ounce glass of wine, and a 1.4-ounce shot all have the same amount of alcohol.
5. **MYTH or FACT** It is illegal to consume any amount of alcohol if I am under 21.
6. **MYTH or FACT** It is safe to drive if you’re only buzzed.
7. **MYTH or FACT** The only thing that will sober a person up is time.
8. **MYTH or FACT** A person metabolizes about one drink per hour.
9. **MYTH or FACT** Ohio’s legal blood alcohol concentration (BAC) limit for DUI/OVI is .08%.

Attachment 6b.3: Video Reflection:

1. How old were the individuals in the video when they began using alcohol?
2. What was the progression of their alcohol use?
3. List five consequences from their struggle with alcohol use disorder.
4. List three reasons you will not drink alcohol.

Attachment 6b.4: Know to NO! Application Task

A refusal skill is more than just what you say; it is **how you deliver the message**. What is needed to deliver an effective message to stay alcohol-free?

1. List at least three cues to remember to when delivering a refusal message.

Your friend tells you about a party this Saturday. Parents won’t be there, and there is a high probability that alcohol will be at the party.

1. Using the information you learned about alcohol use, **what will you do** to stay safe in this situation?
2. List two reasons you would make this choice.
3. You go to the party and are offered a drink. What will you say and do to avoid drinking?

Scenario 2: You are spending the night at a friend’s house with two other friends. After the parents go to bed, one friend takes a big bottle of vodka from their bag. You are shocked that they were even able to get a bottle like that. Your friends are excited to start drinking, but you are feeling nervous.

1. Using the information you learned about alcohol use, **what will you say to your friends** to stay safe in this situation?

Attachment 6b.5: Time to Talk – Parent/Guardian Interview

Directions: Talk with your parent/guardian about the dangers associated with alcohol consumption and what to do if you find yourself in an unsafe situation. You can write the responses from the person you are interviewing, or they can write their responses. The important thing is that you use the questions to help facilitate the conversation around this important topic. Include your name and a parent/guardian signature at the end of the assignment.

1. What are the possible consequences of alcohol that you would like to share with me?
2. What could I say if someone offered me alcohol?
3. What should I do if I go to a party and find out alcohol is there?
4. How would our relationship be impacted if I made the choice to drink alcohol?
5. What should I do if it’s getting late, and the person who was supposed to bring me home decided to drink alcohol?
6. What advice do you have for me to stay safe as I navigate choices I will make in high school?

Student Name:

Parent Signature:

Attachment 6b.6: Solo Cup Activity

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| **I drank too much and …**   * Embarrassed myself by flirting with everyone in the room. | **I drank too much and …**   * Got a ride home with someone who had been drinking. |
| **I drank too much and …**   * Passed out and didn't  wake up for hours. | **I drank too much and …**   * Passed out and woke up  without my clothes on. |
| **I realized …**   * My ride home was buzzed.  I called my mom to come pick me up. | **I realized …**   * I was too drunk to drive, so I stayed the night at the party. |

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| **I drank too much and …**   * Was talked into having sex,  and now I regret it. | **I drank too much and …**   * Had sex with someone at the party I hardly know, and we didn't use protection. I'm worried that I could have gotten an STI. |
| **I drank too much and …**   * Drove home drunk and crashed into some garbage cans. Now my parents’ car is scratched up. | **I drank too much and …**   * Drove drunk. I crashed into a  vehicle and killed my best friend in the car with me. |
| **I drank too much and …**   * Told my friends everything that bugs me about them. | **I drank too much and …**   * Threw up all over myself, the  couch, and the people near me. |

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| **I drank too much and …**   * Started a fight and got  my nose broken. | **I drank too much and …**   * Drove drunk. I got a DUI  and was arrested. |
| **I drank too much and …**   * Went home drunk. Mom was  so upset that now I'm grounded  and have lost her trust. | **I drank too much and …**   * Got my younger brother to drink with me. |
| **I drank too much and …**   * Got into a car crash that took my life. | **I realized …**   * The party I was at had alcohol, so I left. |

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| **I realized …**   * That drinking would impair my judgment, so I drank pop. | **I realized …**   * My friend was too drunk to  drive home; I took their car keys. |
| **I realized …**   * I could be arrested for being at a teen drinking party, so I left. | **I realized …**   * People act really stupid  when they are drunk. |
| **I realized …**   * This party was getting loud and out of control. People were going to get into so much trouble, so I left. | **I realized …**   * There were people at this party I didn’t know. I made sure to cover my soda and not set it down. |

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| **I realized …**   * The smell of your friend's vomit is hard to get out of your parents’ car. I will never let my friend drink that much again. | **I realized …**   * My life could be taken in one split second as that drunk driver collides with my car. |
| **I realized …**   * Drinking doesn't make you cool. | **I realized …**   * How much fun I could have  without alcohol. |
| **I realized …**   * My life is more important  than any drink. | **I realized …**   * If I ever need help, there are  people I can call. |