

Lesson 2

Alcohol: What's the Truth?

Overview

This informational lesson helps students see how much they know about alcohol and teaches key facts about this drug. Students complete a True/False quiz about alcohol and share their ideas in pairs. After reviewing the correct answers, they examine how alcohol use could affect their goals and activities.

Time: 45–60 minutes

Lesson Objectives

Students will be able to:

1. Summarize the negative consequences of using alcohol.
2. Explain how using alcohol could negatively affect their lives.
3. Describe the relationship between alcohol use and other risky behaviors.

National Health Education Standards

Standard 1: Comprehending Concepts

Performance Indicator

1.8.1: Analyze the relationship between healthy behaviors and personal health.

Standard 2: Analyzing Influences

Performance Indicator

2.8.9: Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.

Materials & Preparation

Prepare

- Have **It's a Fact—Alcohol** (Slide 2), or make a transparency, if needed.

Copy

- *Optional:* **Alcohol: What Do You Know Key** (pages 17–18) for each student.

Review

- **Alcohol: What Do You Know?** (*Student Workbook* pages 3–4).

- **How Alcohol Could Negatively Affect My Life** (*Student Workbook* page 5), and Scoring Rubric, page 170.
- **Alcohol: What Do You Know? Key**, pages 17–18.

Health Terms

Review the teaching steps, slide, teacher page and activity sheets for any terms or concepts your students may not know, and be prepared to explain them. Examples:

- addiction
- alcohol
- consequences
- dangers
- depressant
- experimentation
- long term
- risk
- short term
- stimulant

Support for Diverse Learners

To ensure student success with comprehending concepts:

- Pre-teach new concepts and terms. Write new terms on the board. Frequently use verbal checks for comprehension.

To ensure student success with reading:

- Read the questions on the **Alcohol: What Do You Know?** activity sheet aloud and allow time for students to answer each one. Or pair stronger readers with students who may need help.
- Read activity sheet directions aloud and allow time for questions and clarification as needed.

To ensure student success with writing:

- Pair students with stronger writing skills or peer tutors with students who may need help reading and responding to the questions on the activity sheet. Pairs can use partner reading, the peer can quietly read aloud, or the student can dictate ideas for the peer to transcribe.
- Allow students to draw and explain their depictions on the **How Alcohol Could Negatively Affect My Life** activity sheet.

Introduction

■ Get students ready for learning

Transition

On a piece of paper, write one thing you think you know about alcohol, and one thing you're curious about. Save your paper, because you'll use it during class.

Allow students to focus and work quietly for a minute or two.

Review

In the last lesson, you looked at how many young people are actually using tobacco, alcohol and other drugs. Raise your hand if you remember the percentage of eighth graders who use alcohol, according to the national survey.

Call on a few students to share what they remember.

Motivate

Today, you're going to have a chance to test your knowledge about alcohol. What are some of the things you think you know?

Call on students to share what they wrote at the beginning of class. List their ideas on the board. Involve all students by asking for a show of hands of those who wrote something similar as each student shares. Elicit responses until all ideas have been shared.

What are some things you are curious about?

Follow the same process to create a list on the board of things students are curious about.

Teaching Steps

Teach facts about alcohol

Complete & Share

Direct students to turn to **Alcohol: What Do You Know?** on page 3 of the Student Workbook.

You're going to see how much you know about alcohol. Read each statement. Put a T next to the statements you think are true and an F next to the statements you think are false. On the lines below each statement, explain your answer.

Allow time for students to complete the activity sheet.

Now, find a partner and share your answers, including the explanation of your answer. You may change your answer after discussing it with your partner. Be prepared to share your answers with the class.

Circulate as pairs work to monitor their progress and offer corrective feedback as necessary.

Alcohol: What Do You Know?

Directions: Read each statement. Put a T next to the statement if you think it is true. Put an F next to the statement if you think it is false. On the lines below each statement, explain your answer.

T or F?

① Alcohol can change how the brain works.

② Drinking alcohol isn't connected to doing other dangerous or risky behaviors.

③ Alcohol is a stimulant or "upper."

④ Alcohol can kill you.

⑤ Drinking alcohol can make you gain weight.

Tobacco, Alcohol & Other Drug Prevention 3

Workbook pages 3–4

Review & Discuss

Read the statements from **Alcohol: What Do You Know? Key**. Tell students to stand up or raise a hand if they think the statement is true and to remain seated or still if they think it's false. Process each statement by calling on a few different students to share their ideas, then summarizing using the answer provided. Encourage students to make corrections or add any missing information to their responses on the activity sheet.

Statement 1—Alcohol can change how the brain works—is true (T).

How does drinking alcohol change how the brain works?

Answer: Drinking alcohol can make people become clumsy and make poor choices. It can cause slower reflexes, blurred vision, memory lapses and even blackouts. The use of alcohol by teens is linked with a decreased ability to learn.

Statement 2—Drinking alcohol isn't connected to doing other dangerous or risky behaviors—is false (F). What is the connection between alcohol use and risky behaviors?

Answer: Alcohol can cause a person to have less self-control and make bad decisions. This can lead people to take risks they wouldn't take if they were sober. Teens who use alcohol are more likely to become sexually active at a younger age, have unprotected sex, take dares that can lead to serious injuries, and give in to peer pressure in dangerous situations.

Statement 3—Alcohol is a stimulant or “upper”—is false (F). Why do many people think alcohol is a stimulant or “upper”?

Answer: Many people think alcohol is a stimulant because 1 or 2 drinks can cause someone to laugh and talk louder. But alcohol is actually a depressant. It slows down the part of the brain that controls a person's judgment, thinking and speech.

Statement 4—Alcohol can kill you—is true (T). How can alcohol kill a person?

Answer: Large amounts of alcohol can slow down the central nervous system to the point that the heart and lungs quit working. A person's reflexes slow or shut down. If this happens to the gag reflex, a person could throw up from drinking too much and choke to death on the vomit. In addition, car crashes are the leading cause of death among people ages 15 to 19, and over one-third of all traffic deaths among 15 to 19 year olds are alcohol related.

Statement 5—Drinking alcohol can make you gain weight—is true (T). How can drinking alcohol make a person gain weight?

Answer: Alcohol has lots of calories. Drinking alcohol instead of water or low-calorie drinks can cause weight gain.

Statement 6—People who begin to drink alcohol before age 15 are more likely to get addicted than those who begin at the legal age of 21 or later—is true (T). Why are teens who drink more at risk of getting addicted and becoming alcoholics than adults are?

Answer: Because teens' bodies are still growing and developing, alcohol addiction occurs more quickly than it does for an adult. Addiction means that a person cannot stop using a drug even when the drug use causes serious problems.

Statement 7—Most teens don't drink alcohol—is true (T). Why do many people think a lot of teens drink and how might this affect their choices around alcohol?

Answer: Many people mistakenly think that teens drink because the media often report negative news about teens and drinking. The truth is that most kids your age do not drink. Official surveys show that more than 85% of people between ages 12 and 17 have not had a drink in the last month.

When young people think that more teens drink than actually do, they may be more likely to drink themselves. Knowing the truth—that most teens under age 17 do not drink—can help you make smarter choices about alcohol.

Statement 8—Teens who drink a lot have the same long-term health risks as adults who drink a lot—is true (T). What are some of the risks of heavy alcohol use?

Answer: Risks include increased chances of developing liver disease, stroke and some forms of cancer.

Statement 9—School grades aren't related to drinking—is false (F).

What is the relationship between school grades and using alcohol?

Answer: High school students who use alcohol are more likely to believe that earning good grades isn't important. They're also 5 times more likely than other students to drop out of school.

Statement 10—Experimenting with alcohol can be dangerous—is true (T). What are some ways experimenting with alcohol can be dangerous?

Answer: Negative consequences can happen even the first time a young person tries alcohol. These can include being in a car crash, having unprotected sex, violence and acute alcohol poisoning. When teens try drinking they often don't know how alcohol will affect them and are unprepared for the negative effects.

Statement 11—Activities teens like to do can be negatively affected by drinking alcohol—is true (T). What are some ways that activities teens like to do can be negatively affected by alcohol use?

Answer: Even small amounts of alcohol can affect reaction time, muscle control, speech, balance and vision. So drinking can hurt your ability to do many favorite activities such as sports, music and art. What are some activities you like that alcohol could get in the way of doing?

*Optional: Distribute copies of the **Alcohol: What Do You Know? Key** so that students will have the correct answers to all of the questions.*

Prepare

Show the **It's a Fact—Alcohol** slide.

State

It's a fact. Experimenting with or using alcohol as a teen can hurt your body, affect the things you like to do, and increase the risks you take.



Slide 2

Assessment & Closure

Students demonstrate learning

Complete

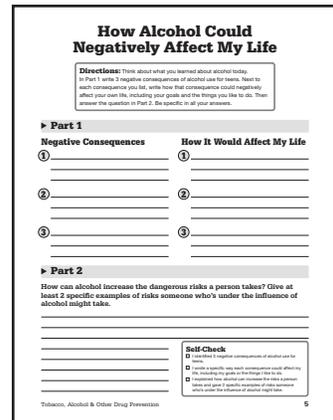
Direct students to turn to **How Alcohol Could Negatively Affect My Life** on page 5 of the Student Workbook.

Think about what you've learned today about alcohol. In Part 1, write 3 negative consequences of alcohol use for teens, and then describe how each consequence could affect your goals and the things you like to do. Be specific.

Allow time for students to complete Part 1 of the activity sheet.

For Part 2, answer the question: How can alcohol increase the dangerous risks a person takes? Give at least 2 examples of risks someone who's under the influence of alcohol might take.

Allow time for students to complete Part 2 of the activity sheet.



Workbook page 5

End the lesson

Close

Look at what you wrote at the beginning of class. Was the thing you thought you knew about alcohol correct?

Review the first list on the board. As students share, circle those statements that are correct and cross out any that are incorrect.

How many of you got your questions about alcohol answered or learned something new?

Go through the second list on the board. Call on a few students to share what they learned about each item. After each student shares, ask the class to raise their hands if this was something they had wondered about too.

Collect any papers with unanswered student questions and make time at the beginning of the next class to answer them.

Assess

*Collect students' **How Alcohol Could Negatively Affect My Life** activity sheets and evaluate their work for this lesson.*

Assessment Evidence

Objective 1

Students summarized negative consequences of using alcohol by:

- Completing Part 1 of the **How Alcohol Could Negatively Affect My Life** activity sheet.

Objective 2

Students explained how using alcohol could negatively affect their lives by:

- Completing Part 1 of the **How Alcohol Could Negatively Affect My Life** activity sheet.

Objective 3

Students described the relationship between alcohol use and other risky behaviors by:

- Completing Part 2 of the **How Alcohol Could Negatively Affect My Life** activity sheet.

(Scoring Rubric, page 170)

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How Alcohol Could Negatively Affect My Life Activity Sheet				
Objective	4	3	2	1
1. Negative Consequences (Part 1)	Correctly and clearly writes 3 negative consequences of alcohol use for teens.	Correctly writes 2 or 3 negative consequences of alcohol use for teens.	Correctly writes 1 or 2 negative consequences of alcohol use for teens.	Writes 1 negative consequence of alcohol use for teens that is somewhat correct.
2. How Life Would Be Negatively Affected (Part 1)	Clearly describes a specific way that each consequence could negatively affect his/her own life.	Clearly describes a specific way that 2 of the consequences could affect his/her own life.	Describes a way that 1 consequence could affect his/her own life, with little detail.	Does not describe how consequences could affect his/her own life.
3. Alcohol Use and Other Risky Behaviors (Part 2)	Correctly and clearly explains how alcohol use can lead a person to take other risks. AND Gives at least 2 correct and specific examples of risks a person under the influence of alcohol might take.	Explains how alcohol use can lead a person to take other risks. AND Gives at least 1 correct and specific example of a risk a person under the influence of alcohol might take.	States that alcohol use can lead a person to take other risks, without explaining how. AND Gives a weak or inaccurate example of a risk a person under the influence of alcohol might take.	Does not explain how alcohol use can lead a person to take other risks. AND Does not give any specific examples of risks a person under the influence of alcohol might take.

