Everything You Need to Know about Alcohol in 22 Minutes

LESSON PLAN

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**Teaching Point:**
Everything You Need to Know about Alcohol in 22 Minutes

**Subject Area:** Health Education

**Grade Level:** 9-12

**Time Frame:** One class period

**Relevant Standards:**
(National Health Education Standards, Grades 9-12)

1.12.4 Analyze how genetics and family history can impact personal health.

1.12.5 Propose ways to reduce or prevent injuries and health problems.

1.12.9 Analyze the potential severity of injury or illness if engaging in unhealthy behaviors.

2.12.3 Analyze how peers influence healthy and unhealthy behaviors.

2.12.9 Analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.

3.12.4 Determine when professional health services may be required.

3.12.5 Access valid and reliable health products and services.

4.12.2 Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.

5.12.6 Defend the healthy choice when making decisions.

7.12.3 Demonstrate a variety of behaviors to avoid or reduce health risks to self and others.

8.12.2 Demonstrate how to influence and support others to make positive health choices.

**Learning Objectives:**
Students will be able to…

- Recognize the short- and long-term health problems associated with alcohol use.
- Illustrate the connection between binge drinking and alcohol poisoning.
- Describe three effects alcohol has on the brain.
Learning Objectives continued:

- Define Fetal Alcohol Syndrome and summarize its symptoms.
- Explain the legal consequences of driving under the influence.
- Identify resources for getting help with an alcohol problem.

Materials:

- *Everything You Need To Know About Alcohol in 22 Minutes* video
- 6 pieces of large chart paper
- a thick marker for each student
- pre-/post-test for each student (see attached page 9 for template)
- homework assignment page for each student (see attached page 12 for template)
- 2 copies of pre/post assessment rubric (see attached page 8 for template)

Advanced Preparation:

- Prepare six charts, each with one of the headings below, and post them around the classroom where students can write on them.

  **Health Problems**
  - Binge Drinking
  - Alcohol and the Brain
  - Fetal Alcohol Syndrome
  - Driving Under the Influence
  - Alcohol Problem

To give students more room to write, you may want to provide two pieces of chart paper for each topic and place them side-by-side, like this:

- Optional: Give students the pre-test and fill in the pre-assessment rubric before teaching the lesson. Use the data to help you differentiate the lesson.
Procedure:

Motivation

- Tell students that they will be learning about alcohol today. Point out the six charts you posted around the room (see “Advanced Preparation”) and read each chart’s heading. Tell students that they will walk around the room and write one thing they know about each topic on the charts. If a student does not know any facts about a topic, he or she may write a question instead. Ask for a couple of examples for each topic, and write them on the corresponding charts.

**Teacher Note:** If your students have trouble thinking of facts to write on a chart, break the topic down into a few subtopics to help them get ideas. For example, Alcohol Problem can be broken down into: what it is, how it develops, how it affects a person’s friends and family, warning signs, and how to get help.

- Remind students of the classroom rules and explain that only two people may write on a chart at the same time (or up to four people, if you posted two pieces of chart paper for each topic). Have a few volunteers come up and demonstrate how they write on a chart at the same time. Suggest that students plan exactly what they are going to write while they are waiting for a chart and that they find another chart to write on if the one they are waiting for is too crowded. Explain that they should write something on as many charts as they can but that it is okay if they do not have time to get to every chart. Give each student a marker and five or ten minutes to complete the activity.

**Teacher Note:** It may help to have students write their initials next to each fact they write so that classmates can ask them questions about what they wrote during the class discussion. However, if you think shyness or teasing might be an issue with your students, keep the authors of each statement confidential.

- As students fill in the charts, circulate around the room and offer support as needed.

**Teacher Note:** If students write incorrect information on a chart, leave it for now. You will have an opportunity to discuss mistakes after students watch the video.
Motivation continued

- As students finish, have them go back to their seats and read what their classmates wrote on each chart. Ask them to hold any comments they have about the charts until after they watch the video.

Adaptation for students with special needs:

Instead of having students travel around the room and write on each chart, break the class into small groups and give each group one of the charts to fill in. When all of the groups have finished, have each group very briefly present their chart to the class. Depending on the size of your class, you may not use all of the charts. Instead, you can choose a few topics that are most relevant for your students.

Adaptation for English Language Learners:

If you have students who are not proficient enough in English to participate in the activity independently, pair them up with English-proficient peers. Allow each pair to word and write their ideas together. If possible, give English Language Learners a list of the vocabulary words ahead of time so they can learn unfamiliar words before the lesson.

Show the video

- Tell students that they will be watching a video about alcohol and that they should listen out for information about each topic on the charts.
Discussion

- Invite students to briefly share their thoughts and reactions to the video. Then ask them to reflect on the charts they filled in. They can add information, ask a question, or respectfully dispute something a classmate wrote on a chart. As they do this, review important content from the video. Then, engage students in a class discussion using the discussion questions below as a guide. You may want to begin filling out the post-assessment rubric as you listen to students’ comments.

Discussion Questions

- Why do you think teenagers abuse alcohol more than drugs like cocaine or heroin?

- What are some reasons why a high school student might try alcohol? What are some reasons why a high school student might choose not to try alcohol?

- You’ve probably heard someone use the phrase drugs and alcohol, but alcohol is a drug. If someone says that alcohol isn’t really a drug, what could you tell them about how alcohol affects a person’s brain, body, and behavior to prove that it is?

- When you think about the dangers of alcohol, obvious health risks might come to mind, like getting alcohol poisoning from binge drinking or liver damage from long-term heavy drinking. What are some of the dangers of having a few drinks at a party every now and then?

  Teacher Note: Possible responses include health problems indirectly associated with alcohol, including injuries resulting from falling or car accidents and unplanned pregnancy and sexually transmitted diseases resulting from risky behaviors.

- Peer pressure can come in many forms, obvious or subtle. A person can pressure someone to drink without even meaning to. What are some things peers do that make you feel pressure to drink?

- Alcohol doesn’t just affect the person who is drinking. Who else can be affected by a person’s drinking and how?

  Teacher Note: Possible responses include comments about peer pressure, families and friends of alcoholics, fetal alcohol syndrome, and car accidents caused by a drunk driver.
Wrap up/Assessment

- Cover the charts on the wall and pass out the post-test. Give students about 5 minutes to complete it.

- As you grade the tests, finish filling out the post-assessment rubric.

Homework

- Pass out the homework assignment page and have students read the directions. Explain that students should make a plan that they can really use to avoid situations in which they or someone else might drive under the influence. Tell students to be prepared to share their plans during the next class.
Pre/Post Assessment Rubric

Record each student's performance by writing a 1, 2, or 3 in each box, or use your own grading scale.

Key: 1 = not meeting expectations  2 = approaching expectations  3 = meets expectations

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<th>Illustrate the connection between binge drinking and alcohol poisoning</th>
<th>Describe three effects alcohol has on the brain</th>
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Pre/Post Test

Name: _______________________________________________

Directions: Answer each multiple choice question by circling the correct response.

1. Once in your bloodstream, alcohol
   a. is no longer dangerous
   b. travels to every part of your body, including your brain
   c. travels only to your liver
   d. causes immediate death

2. Which drug is the most highly abused by teenagers?
   a. alcohol
   b. marijuana
   c. cocaine
   d. heroin

3. While intoxicated, a person is more likely to engage in risky behaviors because of alcohol’s effect on their
   a. balance
   b. judgment
   c. liver
   d. immune system

4. Binge drinking means:
   a. drinking alcohol without eating any food
   b. drinking more than seven alcoholic drinks in a row
   c. drinking four or five alcoholic drinks in a short period of time
   d. having a drink every time there is a special occasion

5. Which of the following statements is true about alcohol poisoning?
   a. only alcoholics can get it
   b. it can cause a person’s heart to stop
   c. it is just as likely to happen after 1 drink as it is after 5 drinks
   d. a person can get it after drinking liquor but not beer
6. Alcohol increases the release of dopamine, a brain chemical that is associated with feelings of:
   a. rage
   b. embarrassment
   c. intoxication
   d. pleasure

7. A person who needs more and more alcohol in order to feel the same effect has developed:
   a. withdrawal
   b. alcohol poisoning
   c. tolerance
   d. a hangover

8. Which of the following is true about babies born with Fetal Alcohol Syndrome?
   a. they may have trouble breathing
   b. they have an increased risk of dying in their first week of life
   c. they are likely to have lifelong disabilities
   d. all of the above

9. Which of the following is NOT a sign of an alcohol problem?
   a. a strong compulsion to drink
   b. cigarette cravings
   c. difficulty stopping drinking once you start
   d. withdrawal symptoms when you stop drinking

10. Teenagers who drive under the influence of alcohol
    a. can end up with a criminal record
    b. cannot go to jail
    c. are not at fault if they are under 18
    d. are unlikely to be seriously injured in a car accident because their bodies are so resilient
Post-Test Answer Key

1. b
2. a
3. b
4. c
5. b
6. d
7. c
8. d
9. b
10. a
Homework Assignment:

Directions: At some point, you may have to confront a potential drinking and driving situation, even if you are not the one drinking. It is important to prepare for situations like these ahead of time. Choose one of the three scenarios on the left. Then, make a plan (Plan A) and two backup plans (Plans B and C) to prevent drunk driving in that situation.

Which scenario did you choose? __________________________

**Scenario 1:**
After school, your friend drives you to her house to hang out. Her older sister, home from college, lets her have some wine with dinner. After dinner, your friend offers to drive you home. You don’t feel comfortable accepting the ride, but you don’t want to make a big deal of it.

**Scenario 1:**
Your designated driver has to leave the homecoming dance early. You and your friends have taken a few swigs from a bottle that was being passed around. The dance is over and you have to get home.

**Scenario 1:**
After a party, you see a group of visibly intoxicated classmates getting into a car. You aren’t really friends with them, and you want to mind your own business, but the driver looks really drunk.

Name: ________________________________________________
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