



KidsHealth.org/classroom

Teacher's Guide

This guide includes:

- Standards
- Related Links
- Discussion Questions
- Activities for Students
- Reproducible Materials

Standards

This guide correlates with the following National Health Education Standards:

Students will:

- Comprehend concepts related to health promotion and disease prevention to enhance health.
- Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
- Demonstrate the ability to access valid information and products and services to enhance health.
- Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
- Demonstrate the ability to use decision-making skills to enhance health.
- Demonstrate the ability to use goal-setting skills to enhance health.
- Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
- Demonstrate the ability to advocate for personal, family, and community health.

National Health Education Standards:
<http://www.cdc.gov/healthyschools/sher/standards/index.htm>

Alcohol is both legal and accessible, which can be confusing for young students. Help your students understand why alcohol can be dangerous and learn strategies for making good decisions. These activities will help your students know about the effects of alcohol on the body and how to deal with peer pressure.

Related KidsHealth Links

Articles for Kids:

Alcohol

KidsHealth.org/en/kids/alcohol.html

What Kids Say About: Drinking Alcohol

KidsHealth.org/en/kids/poll-alcohol.html

Dealing With Peer Pressure

KidsHealth.org/en/kids/peer-pressure.html

School Counselors

KidsHealth.org/en/kids/school-counselors.html

Discussion Questions

Note: The following questions are written in language appropriate for sharing with your students.

1. Why do you think it's illegal for anyone to drink alcohol before they're 21 years old.
2. Although most kids know that alcohol can be bad for their health, some might be tempted to try it anyway. Why do you think this is? Have you ever been tempted to do something you know is dangerous?
3. Let's list of some negative things that can happen to a person if he or she starts drinking alcohol.



Activities for Students

Note: The following activities are written in language appropriate for sharing with your students.

Under the Influence | What Would You Do?

Objectives:

Students will:

- Determine who influences them and who they influence
- Participate in small group discussion
- Practice how to respond to peer pressure

Materials:

- "Under the Influence" handout, "What Would You Do?" handout
- Pen or pencil

Class Time:

1 hour

Activity:

Many kids know that drinking alcohol can be risky business, but sometimes, because of peer pressure, some kids do it anyway. These activities will help you learn more about peer pressure and how to deal with it.

First, fill out the "Under the Influence" handout to determine who has the most influence over you and whether that influence is positive or negative.

Next, in small groups, pretend that one kid or group of kids is trying to pressure another kid or group of kids to experiment with alcohol. Discuss how they might behave. What sorts of things might they say? How might they apply pressure on the kids to drink alcohol? Is it possible that they would lie? How could the kids being pressured respond? What sorts of responses would be good to use in situations like these? After the group discussion, complete the "What Would You Do?" handout individually. Think carefully about each situation and tell how you would respond. When you're finished, rejoin your group and discuss how each person came to his or her decisions.

Extension:

Create a list of at least three statements that you could use if you find yourself in a situation in which you're pressured to drink alcohol.



Alcohol's Path

Objectives:

Students will:

- Research how alcohol moves through the body and how various organs are affected
- Complete a flowchart that shows how alcohol moves through the body

Materials:

- "Alcohol's Path" handout
- Pen or pencil

Class Time:

45 minutes

Activity:

Alcohol's first pit stop may be the stomach, but it sure doesn't stay there! Alcohol moves through the body, entering various organs and affecting how they function. Once alcohol enters a person's brain, it can cause changes in both mood and behavior. First, do some research to find out about the path that alcohol takes once it enters the body.

Next, complete the "Alcohol's Path" handout to show that route. On the back of your flowchart, write five unhealthy or dangerous things that might happen if someone drinks too much alcohol.

Reproducible Materials

Handout: Under the Influence

KidsHealth.org/classroom/3to5/problems/drugs/alcohol_handout1.pdf

Handout: What Would You Do?

KidsHealth.org/classroom/3to5/problems/drugs/alcohol_handout2.pdf

Handout: Alcohol's Path

KidsHealth.org/classroom/3to5/problems/drugs/alcohol_handout3.pdf



Under the Influence

Instructions: List up to five people who influence you and up to five people you influence. Then, rate how much these people influence you and how much you influence them. Rate the influence on a scale from 1 to 3 (1 = a little, 2 = sometimes, 3 = a lot). Finally, write P, N, or PN to describe whether the influence is positive, negative, or both. Remember, this list is only for you. No one else will see it.

People who influence me

How much?

Positive or
negative?

- | | | | |
|----|-------|-------|-------|
| 1. | _____ | _____ | _____ |
| 2. | _____ | _____ | _____ |
| 3. | _____ | _____ | _____ |
| 4. | _____ | _____ | _____ |
| 5. | _____ | _____ | _____ |

People I influence

How much?

Positive or
negative?

- | | | | |
|----|-------|-------|-------|
| 1. | _____ | _____ | _____ |
| 2. | _____ | _____ | _____ |
| 3. | _____ | _____ | _____ |
| 4. | _____ | _____ | _____ |
| 5. | _____ | _____ | _____ |



What Would You Do?

Instructions: One of the best ways to deal with peer pressure is to practice what you would do before you find yourself in a sticky situation. Read these three situations and describe how you would handle each one. Explain how you came to this decision and tell specifically what you might say or do in each situation.

Your good friend John asked you to come over to his house after school to work on a science project. John is a straight-A student who has helped you with school projects before. When you get there you see that there are no adults or other kids there. John goes to refrigerator, gets a bottle of his father's beer, opens it, and takes a sip. He then hands you the bottle and says, "Here, have some. I do it all the time. I never get caught." What would you do?



You and your best friend, Karen, go on a camping trip with a group of other girls. After the adults go to bed, one of the girls pulls out a bottle of wine from her backpack. The bottle is passed around and when it gets to you, you say, "No, thanks." The other girls laugh at you and call you a big baby. The bottle is now passed to Karen, who is about to take a sip. What would you do?



Your best friend has an older brother who's 16. When you go over to your friend's house, you see that this older brother is sitting around with a group of his friends drinking beer with your friend's dad. What would you do?



Name: _____

Date: _____

Alcohol's Path

Instructions: Create a flowchart to show the path that alcohol takes in the body. On the back of the sheet, write five unhealthy or dangerous things that might happen if someone drinks too much alcohol.

