



[KidsHealth.org/classroom](http://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>

The cultural views surrounding alcohol, drinking, and drunkenness are complex - and often positive. These activities can help your students improve their understanding of alcohol, its health effects, and the cultural influences around them.

## Related KidsHealth Links

### Articles for Teens:

#### Alcohol

[TeensHealth.org/en/teens/alcohol.html](http://TeensHealth.org/en/teens/alcohol.html)

#### Binge Drinking

[TeensHealth.org/en/teens/binge-drink.html](http://TeensHealth.org/en/teens/binge-drink.html)

#### I Think I May Have a Drinking/Drug Problem. What Should I Do?

[TeensHealth.org/en/teens/drinking-drug-problem.html](http://TeensHealth.org/en/teens/drinking-drug-problem.html)

#### Dealing With Addiction

[TeensHealth.org/en/teens/addictions.html](http://TeensHealth.org/en/teens/addictions.html)

#### Peer Pressure

[TeensHealth.org/en/teens/peer-pressure.html](http://TeensHealth.org/en/teens/peer-pressure.html)

#### Coping With an Alcoholic Parent

[TeensHealth.org/en/teens/coping-alcoholic.html](http://TeensHealth.org/en/teens/coping-alcoholic.html)

#### School Counselors

[TeensHealth.org/en/teens/school-counselors.html](http://TeensHealth.org/en/teens/school-counselors.html)

## Discussion Questions

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

1. What effect does alcohol have on the body? What happens to people when they get drunk? How does it affect their bodies, thinking, and judgment?
2. How is alcohol physically and mentally addictive? What are the signs of an alcohol problem? What does "binge drinking" mean? How does alcoholism affect people's lives? How does it affect the people around them? How can people deal with alcoholism and treat it?
3. What aspects of our culture encourage drinking? For example, consider the role of drinking in movies, TV shows, and advertisements. Have you heard people brag about drinking beer, partying, and getting drunk?



## Activities for Students

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

### Tricks of the Trade

#### Objectives:

Students will:

- Analyze images of drinking alcohol in the media and contrast them with facts about alcohol
- Learn to recognize how drinking can be misrepresented in the media, as well as how ads can manipulate viewers

#### Materials:

- Old magazines or newspapers
- "Tricks of the Trade" handout

#### Class Time:

30 minutes

#### Activity:

You've read about all the problems that alcohol can cause, from drunk driving accidents to liver disease to just acting like a fool. Now take a look at some magazine and newspaper ads for beer and other alcoholic drinks. You won't find anybody throwing up or crashing into a tree. What do you see? Find an ad for alcohol. Attach it to the "Tricks of the Trade" handout, and answer these questions:

- What images are used in the ad?
- What words are used?
- What does the advertiser want you to think about this drink?
- In what publication did you find the ad? Who reads it? Who do advertisers want to buy the drink?
- How does this ad compare to what you know about alcohol?

#### Extensions:

1. Choose a video ad for an alcoholic beverage, and follow the same instructions as you did for the print ad.
2. Now it's time for an alcohol reality ad. In a paragraph or two, describe a print ad for alcohol that will show readers the realities of drinking. Be sure to include a catchy slogan to make your message memorable! You can turn your idea into a print or video public service announcement to educate peers at your school.



## Culture Clash

### Objectives:

Students will:

- Critically analyze the role of alcohol culture in their lives
- Create ways to deal with alcohol-related peer pressure

### Materials:

- Pen or pencil and paper

### Class Time:

20 minutes

### Activity:

Sometimes, the idea of “peer pressure” may be a little insulting. It can make it seem that your friends like to try to convince you to do things you don’t want to do and that you are so weak that you have to go along. But it isn’t that simple. Sometimes, the pressure doesn’t come from one person or even a few people. A culture surrounds certain things, including alcohol. Just the words “beer,” “wine,” and “booze” can bring to mind a multitude of images and feelings. You’ve seen alcohol ads and watched people drinking and partying in the movies. No one has to utter the clichéd line “If you want to be cool, you’ll drink with us” for someone to feel pressured to give in. It’s an unspoken rule of the alcohol culture, but you don’t need to fall in with that culture.

Draw a line down the center of a piece of paper. On the left side, list every adjective that you can think of to describe the drinking that you’ve seen in movies and beer commercials. On the right, list all the adjectives you can think of to describe a real drinking experience.

### Extensions:

1. Look at the words on the left side of your page. In a paragraph or two, explain how you formed these impressions about drinking alcohol.
2. Trapped with people who are drinking? Most people have been there at one time or another - you don’t want to drink, but everyone around you is drinking. In a paragraph, tell how you would handle such a situation, from trying to enjoy yourself without alcohol to getting home safely. How might you avoid this situation?

## Reproducible Materials

**Handout: Tricks of the Trade**

[KidsHealth.org/classroom/9to12/problems/drugs/alcohol\\_handout1.pdf](http://KidsHealth.org/classroom/9to12/problems/drugs/alcohol_handout1.pdf)



Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Tricks of the Trade

Instructions: Attach your ad to this sheet, and answer the following questions.

1. What images are used in the ad?
2. What words are used?
3. What does the advertiser want you to think about this drink?
4. In what publication did you find the ad? Who reads it?  
Who do advertisers want to buy the drink?
5. How does this ad compare to what you know about alcohol?

