

On the Rocks: The Epidemic of Teen Drinking



RESOURCE GUIDE



Connect with Kids

- Fact Sheet
- Parent Tip Sheet
- Grades 3-5 Lesson Plan
- Grades 6-8 Lesson Plan
- Grades 9-12 Lesson Plan
- Discussion Questions

Character Traits

All Connect with Kids programs address these 26 character traits:

Caring/Compassion	Citizenship
Civility	Conviction
Cooperation	Courage
Courtesy	Diligence
Freedom	Generosity
Helpfulness	Honesty
Honor	Integrity
Justice/Fairness	Kindness
Loyalty	Patience
Peace	Perseverance
Respect	Responsibility
Self-Control	Togetherness
Tolerance	Trustworthiness



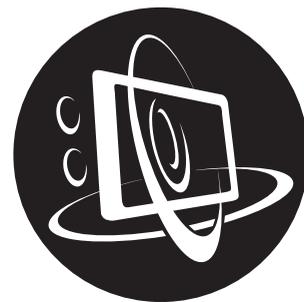
Connect with Kids

On the Rocks: The Epidemic of Teen Drinking

Underage drinking is reaching epidemic proportions. Can this trend be stopped or is it just a teenage right of passage? More importantly, is this behavior reinforced when kids see their parents having such a good time and socializing – as the alcohol is flowing freely? Is teenage drinking more about adult behavior than kids' attitudes?

This resource guide is designed to accompany the video entitled “On the Rocks.” This resource guide includes:

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On the Rocks

Fact Sheet

WHAT WE KNOW

Alcohol is the number one drug of choice among persons under the age of 21 in the United States. Despite the fact that drinking before age 21 is an illegal act, 20% of all alcohol consumed in the United States is attributed to people between ages 12 and 20. Unfortunately, most of that drinking is binge drinking, having more than five drinks on one occasion at least once in a month's time. Consider these statistics:

- 50% of high school teenagers drink some amount of alcohol.
- 25% of high school teenagers binge drink.
- Teenage girls who binge drink are up to 63% more likely to become teen mothers than those who do not.
- 25% of high school teenagers had their first alcohol before age 13.
- 10% of high school teenagers have driven after drinking alcohol.
- 33% have ridden with a driver who had been drinking alcohol.
- In 2004, over 142,000 teenagers between 12 and 20 years old visited American emergency rooms with injuries related to drinking alcohol.
- Every day, approximately three teens die from drinking and driving accidents.
- Every day, at least six teens die of non-driving alcohol-related causes such as homicide, suicide, and drowning.
- Two out of three teenagers said it was easy to get alcohol from their homes without their parents' knowledge, while one out of three teenagers said they were able to get alcohol from their own consenting parents.

WHAT WE CAN DO

A study by the National Research Council and Institute of Medicine outlines several strategies that can have a strong impact on reducing drinking among young people. These include the following:

- Action must be taken on all levels: national, state and local. Minimum drinking age laws must be enforced in drinking establishments as well as in private homes.
- Media campaigns that target youth and adults should be held to stricter guidelines so as to reduce their exposure to alcohol advertising.
- Community-based programs should be developed to educate and support alcohol awareness.
- Ways must be developed to limit easy access and widespread appeal of alcohol products to young people.

RESOURCES

American Medical Association Survey, 2005

CDC Quick Stats: Underage Drinking, 2006

National Survey on Drug Use and Health, 2004

Underage Drinking in the United States: A Status Report, 2005

U.S National Highway Traffic Safety Administration, 2004

Youth Risk Behavior Survey, 2003



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On the Rocks

Parent Tip Sheet

At the end of the documentary, Joilyn Lewis, Psy.D., LMFT, Drug Treatment Counselor, says, “I tell the parents in the parenting class, you know God has given you five senses — use those five senses. Look at your child! You can visibly see a difference in children once they’ve started doing drugs or once they’ve started drinking. You can see the difference. You can smell the difference. You know, listen to them, SMELL them — you know? We tell them use those senses, and then really talk to the kids. You’ve got to open up and be honest.”

Experts offer advice for the use of the following three senses:

Look for:

- Social changes — changes in groups of friends
- School problems — changes in attendance rate, poor or failing grades
- Hangovers, recurrent headaches
- Drastic weight loss or weight gain

Smell for:

- Alcohol on breath or on clothing
- Mints or gum to cover the smell of alcohol

Listen for:

- Memory lapses when talking; shortened attention span
- Defiance of authority
- Talk of depression or suicide

WHAT YOU CAN DO

Talk with your child about the dangers of alcohol, but try to avoid scare tactics. Know the facts, and be prepared to discuss the dangers and risks of drinking, and talk about it several times, not just once. Experts at Parenting Teens suggest the following guidelines for discussing alcohol with your child.

- Find discussion points, not lecture topics. Find out what your child knows about alcohol and how he/she feels about teen drinking. Ask why his/her peers drink and

listen without interrupting.

- Share facts about alcohol, dispelling myths and misinformation. Make sure he/she knows alcohol is a drug, and that people are very bad at judging how alcohol affects them, especially when under its influence.
- State your expectations in regards to avoiding alcohol and clearly establish consequences for any infraction of rules.
- Talk about how alcohol can compromise self-respect. People who drink often do things they regret later, and this can affect their own self-respect as well as damage relationships with others.
- Remind them that drinking before age 21 is illegal, and there are legal ramifications for breaking this law. Just because a person is not caught by the police each time he/she drinks does not mean others will not see their actions as inappropriate.
- Offer statistics of the dangers associated with drinking, especially in regards to drinking and driving, risky sexual behaviors, sexual assault and other hazardous activities. Drinking impairs judgment as well as physical capabilities.
- Assure them you love them.

RESOURCES

CDC Quick Stats Underage Drinking, 2006

“Girls at Much Greater Depression Risk When Experimenting with Alcohol, Drugs and Sex”, Pacific Institute for Research and Evaluation, Chapel Hill Center, 2006

KidsHealth,
www.kidshealth.org

Parenting of Adolescents,
<http://parentingteens.about.com>

SafeYouth,
www.safeyouth.org



Connect with Kids

For the
Classroom

On the Rocks

Title: Substitute Fun

Grade Level: 3-5

PROJECT AND PURPOSE:

Students will brainstorm a list of fun alternatives to drinking and create a commercial for one activity from the list.

OBJECTIVES

Students:

- Identify dangers of drinking
- Identify alternatives to drinking
- Create original advertisement/commercial for one activity
- Present commercials/advertisements to class

MATERIALS

- Black/white board or overhead projector
- Paper
- Writing Implements

PROCEDURE:

1. After viewing the documentary, ask students, *What do you do for fun? Does it need to include drinking?*
2. Ask the class about the negatives of drinking: *What are the dangers of drinking? What can it do to your health? How can it harm others?*
3. As a class, brainstorm a list of activities that they do to have fun that do not include drinking. Strive to collect a minimum of 25 activities.
4. Ask students, *Why wouldn't you want to include drinking as part of these activities?*
5. Break students into pairs or trios, but no more than three, and ask each group to select one of the activities on the board. Their job is to create a commercial or an advertisement for this activity that would show other kids how much fun this activity is and how it is a great alternative to drinking alcohol.

6. They may create a still advertisement, as one would see in a magazine or a newspaper, or they may create a radio or television advertisement. The ad should contain references to show how to participate in the activity, who can do it, what supplies are needed, where to participate, and why it is better than drinking.
7. Assign an appropriate amount of time to work on the advertisement, and then have each group present its ad to the class.
8. As each group presents, ask the rest of the class if the ad meets the criteria requested and how this ad would appeal to people their age. Ask, *Does this activity seem more appealing than getting drunk? Why or why not?*
9. Have students write a response to the following questions: *Why would somebody think getting drunk is more fun than the activity you selected? What would you say to somebody who tried to get you to drink instead of participate in your favorite activity?*

Evaluation:

- Did students participate in the discussion and commercial activity?
- Could students explain why their activity was more fun than drinking?
- Did each student write a response to the final questions?



Connect with Kids

For the
Classroom

On the Rocks

Title: Sing It!

Grade Level: 6-8

PROJECT AND PURPOSE:

Students will create original songs and/or song lyrics with anti-drinking messages.

OBJECTIVES

Students:

- Identify dangers of drinking
- Cite messages about drinking in music
- Create original songs promoting avoidance of alcohol or describing dangers of drinking
- Present musical numbers to class

MATERIALS

- Black/white board or overhead projector
- Paper
- Writing Implements
- Access to CD player, if necessary

PROCEDURE:

1. In Part III of the documentary, Joilyn Lewis, Psy. D, LMFT, Drug Treatment Counselor, says, "If you listen to the lyrics in music, they're not embarrassed to talk to our kids about [drinking alcohol, doing illegal drugs and having sex], so why would the parent, the person who gave you life, why would they be embarrassed to talk to them about it? Society and the world, they'll be happy to educate your child." Ask students, *What does this quotation mean? What is she saying about the music you listen to? What do you think about that? Can you give examples of music that might defend this statement? Can you give examples of music that refutes this statement?*
2. Ask, *What if you could write a song that delivers a message against drinking alcohol and getting drunk? What style would it take? Why?*

3. Break the class into groups of two or three, and challenge them to write a song that delivers an anti-drinking message. They have two choices for their song:
 - Create an original piece with original lyrics and melody OR
 - Take a song you know and write new, original lyrics
4. Each group will write its song and submit it. Extra credit will be given to those who perform their song and/or record their song and present it to the class.
5. Assign enough time for the projects to be completed; if done over several days, make sure to include checkpoint dates.
6. On the due date, have students present their songs, either by reading the original lyrics or performing or playing their songs.
7. Have students write a response to the following questions: *Would your parents allow you to listen to this song on a regular basis? Why? Would other kids your age listen to it? Why or why not? Does music in general affect your attitude toward drinking? Explain your answers.*

EVALUATION:

- Could students interpret Dr. Lewis's comments and apply them to their own behaviors and attitudes?
- Could students explain the effects of music on their behaviors?
- Could students deliver an anti-drinking message through song lyrics?
- Did each student write a response to the final questions?



Connect with Kids

For the
Classroom

On the Rocks

Title: Sing It!

Grade Level: 9-12

PROJECT AND PURPOSE:

Students will create original songs and/or song lyrics with anti-drinking messages.

OBJECTIVES

Students:

- Identify dangers of drinking
- Cite messages about drinking in media, including television, film and music
- Create original songs promoting avoidance of alcohol or describing dangers of drinking
- Present musical numbers to class

MATERIALS

- Black/white board or overhead projector
- Paper
- Writing Implements
- Access to CD player, if necessary

PROCEDURE:

1. In Part III of the documentary, Joilyn Lewis, Psy. D, LMFT, Drug Treatment Counselor, says, "You know you look at any TV series, they've got a little alcohol on the table, they've got the little references to drugs and sex and so forth. If you listen to the lyrics in music, they're not embarrassed to talk to our kids about it...so why would the parent, the person who gave you life, why would they be embarrassed to talk to them about it? Society and the world, they'll be happy to educate your child." Ask students, *What does this quotation say to you and/or to your parents? What is she saying about the music you listen to and the television you watch? Can you give examples of music or programs that might support this statement? Can you give examples of music or programs that refute this statement?*
2. Ask the big question: *How influenced by media and music are you? Do you pattern your lives by what you see and hear in the media, or by what your parents teach you?*
3. Break the class into groups of two or three and offer them the choice of either of the following

projects (some may choose to do option B on their own):

- A. Write a song that delivers an anti-drinking message. They can either create an original piece with original lyrics and melody OR take a song they know and write new, original lyrics. (Note: Be sure to review appropriate language for lyrics.)
 - B. "It will never happen to me." This is a phrase teens hear all the time, but, for some, it isn't true. Research a true story of something bad that happened because of alcohol and write a first person account from the victim's point of view that challenges or contradicts this attitude.
4. Each group will write its song or story and present it to the class.
 5. Assign enough time for the projects to be completed; if done over several days, make sure to include checkpoint dates.
 6. On the due date, have students present their songs and stories, either by reading the original lyrics or stories, or performing or playing their songs.
 7. Have students write a response to the following questions: *Which tends to affect your attitude toward drinking, music or first person accounts? Would either of these have more impact on your attitude and behavior toward drinking than a talk with your parents? Explain your answers.*

EVALUATION

- Could students interpret Dr. Lewis's comments and apply them to their own behaviors and attitudes?
- Could students explain the effects of music and television on their behaviors?
- Could students deliver an anti-drinking message through song lyrics or through the "It will never happen to me" assignment?
- Did each student write a response to the final questions?



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On the Rocks

Discussion Questions

Open

1. Why do experts say alcohol is the worst drug of all?
2. Why do some parents feel it is okay for their kids to drink as long as they are supervised while others feel it is never okay? Are these the only choices?

Part I

1. Have you ever attended a party similar to the party described in the documentary? Describe what happened.
2. Are these parties common? Explain your answer.
3. How did the Brakes and Brooks escape real trouble?
4. Should they have been arrested? Why or why not?
5. Explain the statement made by Jim Mosher, J.D, of the Pacific Institute for Research and Evaluation: "Teen drinking and teen safety cannot coexist."
6. Joilyn Lewis, Psy.D, LMFT, Drug Treatment Counselor, compares parental permission to drink to getting a flat tire: "Well, my car is eventually going to get a flat anyway, so I'm just going to get a knife and I'm just going to go ahead and puncture out the tire now." Do you think this is a fair comparison? Why or why not?

Part II

1. Is providing teenagers with evidence of alcohol-caused brain damage a good deterrent for them? Why or why not?
2. Describe where brain damage occurs in heavy drinkers.
3. What are the specific, potential risks for the brains of heavy drinkers? What are some of the necessary compensatory methods?
4. If the dangers are so obvious, why do kids drink?

Part III

1. What are the statistics quoted in this section regarding emergency room treatment, drunk driving deaths, suicide and date rape where alcohol is involved? What do these statistics mean for teenagers?
2. Why do teenagers binge drink more than adults?
3. Why is under-age drinking compared to opening Pandora's box?
4. Describe the importance of the pre-frontal cortex and how it can both influence whether or not a young person drinks and how drinking will impair its functions.

Close

1. What do you think about the statement that parents are the reason kids drink?
2. Is it realistic to think parents will keep liquor out of the house, lock it up, abstain from drinking in front of their children, and make sure parties stay alcohol free? Why or why not?
3. Do you agree with the experts that kids will listen when parents talk about the dangers of drinking? Explain your answer.

For more information



Connect with Kids

on *Connect with Kids* or *On the Rocks*,
please call (888) 598-KIDS (5437) or
email to sales@cwknetwork.com

in•tox•i•cate (in-tok-si-keyt)

To affect temporarily with diminished physical and mental control by means of alcoholic liquor, a drug, or another substance, esp. to excite or stupefy with liquor.



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This special program was produced by the highly skilled television and education team at CWK Network, Inc.

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