



## Grade 9 Sample Lesson Plan: Preventing Underage Drinking

### SOLs

- Explain how alcohol and other drugs increase the risk of injury.
- Analyze the deadly consequences of binge drinking.
- Evaluate the effects of alcohol and other drug use on human body systems, brain function, and behavior, and describe health benefits associated with abstaining from the use of alcohol, tobacco, or other drugs.
- Develop a set of personal standards to resist the use of alcohol, tobacco, and other harmful substances, and other harmful behaviors.
- Develop a personal plan to reduce or prevent injury, substance use, and communicable disease.

### Objectives/Goals

- Students will assess potential consequences of alcohol, tobacco, and drug (ATOD) use and the benefits of abstinence. Students will improve their resistance skills.

### Materials

- Handouts included in Brain Power, Heads Up. Real News About Drugs and the attached VDOE 9th Grade Alcohol and Underage Drinking Prevention Unit

### Procedure

- Implement the VDOE 9th Grade Alcohol Unit and/or lessons and activities from the following programs of the National Institute for Drug Abuse: Brain Power: Grades 6-9 (<https://www.drugabuse.gov/publications/brain-power/brain-power-grades-6-9>) and Heads Up. Real News About Drugs (<http://www.scholastic.com/drugs-and-your-body>).
- In addition, KidsHealth.org Teachers Guides (Alcohol\_Lesson 9-12, Smoking\_Lesson 9-12, and Drugs\_Lesson 9-12 - <http://classroom.kidshealth.org/index.jsp?Grade=912&Section=problems>) provide teachers with discussion questions and activities to enhance students' understanding of the consequences of ATOD use and increase their refusal and resistance skills (e.g., including having students prepare two side-by-side columns – one listing ways that they

may be pressured to use alcohol and drugs and the other listing their personal plans for resisting each of those approaches).

- **Supplemental Lessons:** With the growing concerns about the misuse of prescription drugs, teachers may want to implement some of the lessons and activities enclosed in RX for Understanding:- Preventing Prescription Drug Abuse – Grades 9-12  
<http://neahealthyfutures.org/wpcproduct/rx-for-understanding-preventing-prescription-drug-abuse-grades-9-12>

9th Grade Unit Alcohol & Underage Drinking

Lesson 1: Alcohol as a Health Issue

Lesson 2: Experiencing Impairment

Lesson 3: Resisting Pressure and Planning Ahead

## References

The following interactive websites can be integrated into alcohol lesson. They show the effect of alcohol on the brain and body and promote good decision-making.

- <http://bloodalcoholcalculator.org/#LinkURL>  
[http://www.collegedrinkingprevention.gov/CollegeStudents/anatomy/InteractiveBody\\_flash.aspx](http://www.collegedrinkingprevention.gov/CollegeStudents/anatomy/InteractiveBody_flash.aspx)
- <http://help4kids.stanford.edu/alcohol/framework.swf>  
<http://www.nhtsa.gov/links/sid/ABCsBACWeb/>  
<http://www.drinkingnightmare.gov.au/internet/drinkingnightmare/publishing.nsf/Content/game>
- <http://sciencenetlinks.com/interactives/alcohol/ebook/index.htm>  
<http://youthsolutions.com.au/young-people/interactive/quiz-game/>  
<http://abovetheinfluence.com/how-are-you-doing/>  
<http://www.toosmartostart.samhsa.gov/teens/default.aspx>

Numerous video resources are available at <http://www.preventunderagedrinkingva.com>.

## Handout

The next page includes a handout for the lesson. The handout is designed for print use only.

## 9<sup>TH</sup> Grade – Alcohol and Underage Drinking Education

### Lesson 1: Alcohol As A Health Issue

#### 1.1 Introduction – 5 minutes

1. Give the Students the CDC fact sheet about underage alcohol use and additional information sheets that provide information on alcohol, binge drinking, and terminology.

(<http://www.cdc.gov/alcohol/fact-sheets/underage-drinking.htm> )

[http://teenshealth.org/teen/drug\\_alcohol/alcohol/binge\\_drink.html#](http://teenshealth.org/teen/drug_alcohol/alcohol/binge_drink.html#)

2. Show the following video – it presents an animated overview of the way alcohol causes injury and impacts the body. <https://www.youtube.com/watch?v=EY37BFmVxwQ>

3. Talk about the short and long term effects of alcohol on the body. Make sure they understand that both the amount and rate that alcohol is consumed are important

#### 1.2. Myths or Facts Activity – 10 minutes

This interactive activity will quickly educate students about key alcohol information. When the activity is over, give the students a handout with all of the myths and factual information discussed in class.

#### Supplies needed:

- ✓ Create a PowerPoint presentation based on Attachment 1. Myths and Fact Statements- each of the 19 statements will be on a slide followed by a slide with the statement, whether it is a myth or fact, and the explanation.
- ✓ Large index cards with Myth written on one side and Fact on the other.
- ✓ Hand out with each of the following 19 statements and explanation

#### How to Conduct the Activity:

1. Divide students into groups of three.
2. Each group will get a sign that says Myth on one side and Fact on the other side.
3. A series of PowerPoint slides are loaded with the following statements.
4. The teacher advances the PowerPoint slides.
5. As each statement comes up on the PowerPoint, the students discuss within their group if they think it is a myth or fact then hold up the side of what they think it is.
6. After they do this, the teacher advances the slide to an explanatory slide that provides factual information.

#### 1.3 Binge Drinking Consequences Discussion - 10 minutes

1. Tell students that **Binge Drinking is the heavy consumption of alcohol over a short period of time.**
2. Hand out Attachment 2 - Sheet A. Tell students that the sheet lists some common effects of drinking too much alcohol, especially for young people. Ask them to tick the boxes to say whom each one may affect.
3. In small groups, have the students compare answers. (Do you agree with each other? If not, discuss your reasons for the choices you've made.)

4. Ask the group to select someone to report out the group's answer to the following question - In general, does getting drunk affect just the drinker or other people?
5. Have students read the case study in Attachment 3- Sheet B and then have students engage in the following discussion in groups or as a whole class.

Ask questions to find out what each person felt about the evening's events: *It was not only Stephen who was affected by what happened that night – several people were involved in his 'story'. What did they do wrong? What did they do right? How might the events of the evening affect their attitude to alcohol?*

#### **1.4 Binge Drinking Blackout Activity - 20 minutes**

<http://www.albertahealthservices.ca/AddictionsSubstanceAbuse/if-tch-grade11-byoh-lesson2.pdf>

1. Ask students if they know what it means to “blackout.” A person who blacks out experiences a short-term loss of memory and forgets events that occurred while drinking.
2. Conduct Binge Drinking Blackout Activity to have students identify what it would be like to blackout after a bout of drinking, or to be subjected to the irresponsible actions of someone who has been drinking.

#### **How to Conduct the Activity:**

There are two versions of this activity (see Attachment 4 – Version 1 and Attachment 5 – Version 2). Select the one that you feel is most appropriate for your class. Regardless of which version you choose, it is important to emphasize that the situations presented are hypothetical. Some students may recognize behaviors that they or others have exhibited while drinking. It is necessary for them to keep real names and events separate from this activity. Also emphasize that the activity is not meant to embarrass anyone, or to glamorize drunken behavior. The focus is to identify negative emotions that result from binge drinking, experienced by the person who was drunk and others who were subjected to his or her behavior. Students will have a chance to voice any personal concerns they have during the discussion that follows.

#### **Discussion:**

- ✓ Have students describe the range of detrimental emotions that could result from blacking out (embarrassment, guilt, shame, remorse, etc.).
- ✓ Ask how they or their friends would react to the types of behavior demonstrated in this game.
- ✓ Discuss the negative consequences that these scenarios could potentially lead to. If you find that students are sharing personal experiences, try to bring the conversation back to a more general context. Remind everyone of the importance of confidentiality when describing events that involve others.

#### **1.4. Assessment and Homework Assignment – 5 minutes**

1. Summarize what you have taught the students and some of the insight gained from activities and discussions.
2. Explain Homework Assignments.

Today we have learned about the effects of alcohol on the body and experience some of the consequences of drinking. Your assignment will be to do some additional research on the facts and consequences of underage drinking and develop messaging to share what you have learned to dissuade others from drinking underage or engaging in hazardous drinking behaviors.

- ✓ Students will review the information and resources at <http://sciencenetlinks.com/interactives/alcohol/ebook/index.htm>.
- ✓ Students will develop social media messaging to promote what they have learned about the hazards of underage drinking. They can complete a visual poster or *infographic*, a series of 8 unique tweets, or 4 unique Facebook posts with images.
- ✓ Display the posters or “screen capture” images of their social media messaging in the next session.

**9<sup>th</sup> Grade Alcohol and Underage Drinking Education**  
**Lesson 1**  
**Attachment 1. Alcohol - Myth and Fact Statements**

**1. Alcohol makes someone perform tasks and activities better.**

**MYTH**

Heavy drinking has a negative effect on judgments, coordination and reaction time. Due to alcohol's relaxing effects, drinking alcohol can lead to a false sense of confidence that can have deadly consequences if unchecked.

**2. Alcohol affects every system in the body.**

**FACT**

Consuming too much alcohol affects the brain and causes unclear thinking, poor coordination, and slurred speech. It affects the eyes and causes blurred vision by affecting the metabolism of glucose in the brain. Alcohol can affect the heart by causing an irregular heartbeat and high blood pressure. Drinking too much alcohol over a period of years also can cause damage to the liver, stomach, pancreas, or kidneys. It can cause blood vessels to widen, resulting in headaches. Finally, alcohol abuse can cause systemic muscle weakness.

**3. Alcohol only affects the body in the short term.**

**MYTH**

Over time, alcohol abuse can cause even greater damage to other body systems, resulting in permanent liver damage and damage to the frontal lobes of the brain.

**4. Alcohol affects teens the same way it affects adults.**

**MYTH**

Alcohol has a less sedating effect on teens than it does on adults. As a result, teens may be more likely to drive under the influence, which can lead to car accidents. Teens also show signs of reduced function in the hippocampus, the part of the brain critical for forming new memories. As a result, young drinkers score lower on standardized tests than non-drinkers.

**5. Alcohol is a stimulant, meaning that it accelerates the workings of the body's key functions.**

**MYTH**

Alcohol is a depressant. It slows the body's key functions, including breathing, heartbeat, and thinking.

**6. Beer doesn't make a person intoxicated like wine and hard liquor.**

**MYTH**

A 12-ounce can of beer, a five-ounce glass of wine, and a standard mixed drink (1.5 ounces of hard liquor) all contain the same amount of alcohol.

**7. Coffee or a shower helps people become sober faster.**

**MYTH**

It takes over one hour for a standard drink of alcohol [beer, wine, or liquor] to work its way out of the bloodstream.

**8. Teens who drink are more likely to be victims of violent crimes and be involved in alcohol-related traffic accidents-**

**FACT**

Impaired judgment and coordination results from alcohol use and increases the risk of negative consequences.

**9. Alcohol use is not common among teens.**

**MYTH**

According to one national survey, one in four eighth graders reports drinking alcohol within the past month and 18% of eighth graders have gotten drunk at least once in the past year.

**10. Females become intoxicated more quickly when it comes to drinking alcohol.**

**FACT**

Gender, weight, tolerance to alcohol and state of mind all contribute to the effect alcohol will have on an individual. The same amount of alcohol affects most women more than it affects men because women generally have less water in their bodies and bloodstream to dilute or water down the alcohol.

Also, men have more of the enzyme gastric alcohol dehydrogenase, which breaks down alcohol in the stomach (Kinney, 2000, pp. 52-53). For men, more alcohol breaks down in the stomach; therefore, less alcohol enters the bloodstream and goes to the brain. However, for women, less alcohol is broken down in the stomach; more alcohol is absorbed into the bloodstream and sent to the brain.

**11. A person is in control when he/she is drunk.**

**MYTH**

Alcohol affects judgment, lowers inhibitions and can lead to poor choices, which may mean that you take chances you would not otherwise take. For example, some people have unplanned and unprotected sex when they are drunk.

**12. If someone passes out from drinking, it's OK to let him or her sleep it off.**

**MYTH**

A person is experiencing alcohol overdose if he or she  
a. is not responding when spoken to, pinched, shaken or poked  
b. cannot stand up  
c. does not respond to being woken up

- d. shows slow and labored breathing
- e. has purplish, cold or clammy skin
- f. has a rapid pulse rate

Seek medical attention if you see these signs in a person who has been drinking by calling 911, roll the person on his or her side to prevent choking if vomiting occurs, and stay with him or her to monitor breathing.

### **13. One or two drinks will affect a person's driving ability.**

#### **FACT**

After one drink, a person begins to lose coordination, even if he or she does not appear drunk. A driver who has had one or two drinks may take more chances at a time when judgment, coordination and reaction time are reduced. Driving after drinking is foolish, dangerous and illegal, and being "a little bit drunk" is just as dangerous as being "really drunk." Some people think that they will not get drunk if they don't drink hard liquor, but a standard drink of any type has the same alcohol content, whether it is a standard glass of wine (5 ounces), a bottle of regular (5%) beer (12 ounces), or a regular serving of hard liquor (1.5 ounces).

### **14. As long as you're eating while you're drinking, you won't get drunk.**

#### **MYTH**

Alcohol enters the bloodstream by absorption through the lining of the stomach and intestine, mainly the intestine. The presence of food in the stomach can slow the absorption of the alcohol into the bloodstream. Drinking non-alcoholic beverages will also decrease the effects of alcohol to an extent by diluting alcohol in the blood. With continued drinking, however, neither food nor non-alcoholic beverages will prevent intoxication.

### **15. I'm more appealing to others when I've been drinking.**

#### **MYTH**

You may think that you look attractive to others, but that does not mean that they share your opinion. Alcohol changes the way your body and mind function. You might say or do things under the influence of alcohol that you would not normally say or do.

Many people drink in social situations to feel more self-confident, relieve anxiety or lower inhibitions; however, if you feel the need to rely on alcohol to elevate your mood or feel better about yourself, this can lead to negative consequences and dependence.

### **16. Drinking can make you feel invincible.**

#### **FACT**

But you're not. Alcohol affects judgment, reduces inhibitions and influences decision-making. It is a depressant drug that travels quickly through the bloodstream to the brain. It slows down the central nervous system and brain functioning. If you are under the influence of alcohol, you are more likely to make mistakes that could embarrass or even hurt you.

**17. "Drinking coffee, getting some fresh air, or taking a cold shower will sober you up."**

**MYTH**

The only way to get sober is to wait for the body to metabolize (eliminate) the alcohol – it takes several hours. The body metabolizes about one drink each hour. Coffee or a shower may make you feel more awake, but you will still be impaired.

**18. "I only drink beer. Beer won't affect my driving."**

**MYTH**

Beer will fill you up more than wine or hard liquor, but a glass of beer has the same alcohol content as a glass of wine or a mixed drink. Myth: "Alcohol helps me socialize better."

**19. Alcohol makes me perform better."**

**MYTH**

Heavy drinking has a negative effect on judgments, coordination and reaction time. Due to alcohol's relaxing effects, drinking alcohol can lead to a false sense of confidence that can have deadly consequences if unchecked.

<http://sciencenetlinks.com/student-teacher-sheets/learning-about-teen-drinking-teacher>

**9<sup>th</sup> Grade Alcohol and Underage Drinking Education Lesson 1**

**Attachment 2.**

**HANDOUT A. EFFECTS OF DRINKING**

Source: <a href="http://www.alcoholeducationtrust.org/wp-content/uploads/2014/11/You-friends-and-strangers.pdf">http://www.alcoholeducationtrust.org/wp-content/uploads/2014/11/You-friends-and-strangers.pdf</a>	Does this affect the drinker? How?	Does this affect the drinker's friends? How?	Does this affect other people as well? How?
Vomiting			
Blurred vision			
Can't stand or walk straight			
Being louder than normal			
Saying things you wouldn't normally say			
Causing an accident			
Arguing and fighting			
Making a fool of yourself			
Ending up in hospital			
Having a hangover			
Unable to go to school the next day or poor school performance			

## 9<sup>th</sup> Grade Alcohol and Underage Drinking Education Lesson 1

### Attachment 3

#### HANDOUT B. Who is the victim?

*Stephen is 15 and was out with three friends in the town. They met up behind the mall and had a few drinks and a laugh. Stephen drank a few cans of extra-strength cider and soon became drunk.*

*It got pretty late and the group was hanging about waiting for the last bus home. Ben started fooling around and started teasing Stephen for not being able to handle his alcohol. The drink had begun to affect Stephen's judgment and he started to get dizzy. He playfully lunged forward and hit Ben in the face ... then lost his balance, fell over, hit his head, and lost consciousness.*

*Ben and the two other friends panicked and tried to wake Stephen up. The two others then ran off, not wanting to get involved. Fortunately an ambulance was driving past and Ben flagged it down. The ambulance driver said she was going to inform the police and wanted to know Stephen's parents' phone number. Ben asked her not to involve anyone else but she said they had to contact them. Stephen and Ben were taken to hospital where the police met them.*

Source with Adaptation: <http://www.alcoholeducationtrust.org/wp-content/uploads/2014/11/You-friends-and-strangers.pdf>

**9<sup>th</sup> Grade Alcohol and Underage Drinking Education**  
**Lesson 1**  
**Attachment 4. Alcohol – Binge Drinking Consequences: Version 1**

Ask up to seven volunteers to take turns standing at the front of the room, one at a time. Fully explain the parameters of volunteering, so that students will know exactly what they are getting themselves into. Each volunteer will assume the role of someone who has been binge drinking. The rest of the class will read a sign describing a specific behavior that the volunteer displayed while he or she was drinking. The volunteer should not be aware of the behavior, and therefore, is not permitted to look at this sign.

Seven signs are provided entitled “I drank too much and...”:

***I drank too much and... embarrassed myself by flirting with everyone in the room.***

***I drank too much and... got a ride home with someone who had been drinking.***

***I drank too much and... passed out and didn’t wake up for hours.***

***I drank too much and... told my friends everything that bugs me about them.***

***I drank too much and... threw up all over the couch and the people sitting on it.***

***I drank too much and... fell down the stairs and broke my ankle.***

***I drank too much and... started a fight and broke someone’s nose.***

The object of the game is to have the class treat the volunteer according to the role he or she has assumed. The class can give hints about events that occurred, without being obvious or directly stating what happened, for example, “Don’t you remember what you said to me?” “I was sitting right beside you when it happened!” “I can’t believe you went with him.” Even though the situations are hypothetical, stress the importance of refraining from using hurtful comments.

The volunteer can also ask specific questions about his or her behavior, such as, “Was I rude to you?” “Did I hurt you?” “Did we leave alone or with other people?” This student will attempt to guess his or her behavior.

You may also allow the class to indicate if he or she is “hot, warm or cold” in guessing. The game is played until the volunteer can account for his or her behavior. You can repeat the game up to six times using other volunteers.

**9<sup>th</sup> Grade Alcohol and Underage Drinking Education**  
**Lesson 1**  
**Attachment 5. Alcohol – Binge Drinking Consequences- Version 2**

As an alternative, have volunteers work in pairs. Give each pair one of the “I drank too much and” signs. Allow the students a few minutes to go into the hallway and develop a brief dialogue about the situation they have been assigned. One student will role-play the person who was drunk, and the other student will role play a person who witnessed or was subjected to the behavior. Both volunteers will know about the behavior, but the class will not. Through their dialogue, they will help the class determine what happened. Each pair will present their dialogue to the class, without being obvious or stating what happened.

*Sample Dialogue*

**Student A:** *Don't you remember what you said to me?*

**Student B:** *Not really, but I think I was out of line.*

**Student A:** *Yeh, that would be a good guess.*

**Student B:** *Did I lie to you?*

**Student A:** *Not exactly. But you didn't have to be brutally honest.*

**Student B:** *So I told you the truth?*

**Student A:** *It's not about whether you were honest or not. If you don't want to be my friend, why don't you just say so!*

**Student B:** *Why wouldn't I want to be your friend?*

**Student A:** *Well, it sure didn't seem like you wanted to be my friend at the party.*

Members of the class will try to identify the event that occurred, based on the dialogue presented. This version of the game can also be played up to seven times.

## 9<sup>TH</sup> Grade – Alcohol Education

### Lesson 2: EXPERIENCING IMPAIRMENT

#### 2.1. Overview – 5 minutes

1. Remind students that alcohol impairment is a major problem for adolescents and adults. Review what they have learned already about alcohol- that it increases the risk of motor vehicle crashes, injury, violence, unplanned pregnancy, sexual assault, personal, academic and legal problems. Tell them that today we will spend class time engaging in simulations so that they can understand the various impairments that may be caused by alcohol.

Alcohol and drug use can affect everyone differently, but generally result in:

- Difficulty judging distances and slower reaction times
- Panic, anxiety
- Impaired short term memory and coordination
- Slowed, drowsy, disoriented feelings and thinking
- Confusion, hard to concentrate
- Lower inhibitions
- Impaired judgment
- Slurred speech
- Blurred vision

This is especially dangerous when driving

2. Show the MADD Video “Glasses” <http://www.youtube.com/watch?v=MrhV3QTkNyw> to demonstrate how alcohol impairs vision.

#### 2.2. Impairment Simulation – 30 minutes.

1. Re-enact the following Alcohol Impairment Simulation (Source: Jessica Halverson) which is intended to teach students that: alcohol use can cause blurred vision and poor coordination and to help them understand the various impairments that can be caused by the use of alcohol.

##### Supplies Needed:

- ✓ 36” wooden dowel- one for each group
- ✓ Leather or cloth worker’s gloves- one for each group
- ✓ Large marshmallows- 3 per person (Cheetos may be substituted)
- ✓  Small envelopes numbered one through six- one set per group
- ✓  Statements printed on paper and placed in numbered envelope (saying printed below)
- ✓ Sunglasses with Elmer’s Glue (light coating of glue on front of both lenses, dries in 2 hours for use)
- ✓  6’ nut and bolt- one per group.

## How to Conduct the Activity:

1. Divide the class into groups of 4-6. All groups must be equal in number or someone may have to do each skill twice.
2. Conduct the Activity: Nut and Bolt with No Impairment

*Each group gets a nut and bolt. It's placed on a desk. At the signal "go," one person threads the nut onto the bolt all the way to the top. When this is completed, the nut and bolt are handed to the next team member who removes the nut. This continues until every team member has completed one of the tasks. To signal the team has finished, everyone in the group stands.*

3. Conduct the Activity: Nut and Bolt with Visual Impairment (Glasses)

*Students repeat the nut and bolt task wearing the glasses with the glue smudge. When every team member has completed the task, the team stands.*

4. Conduct the Activity: Nut and Bolt with Impaired Dexterity (Gloves)

*Each team member repeats the nut and bolt task wearing the glasses and the worker's gloves. The team stands to indicate they've all had a turn.*

5. Conduct the Activity: Marshmallow and Saying (Verbal Impairment)

*Each student is given three marshmallows and an envelope with a printed statement inside. The envelope should not be opened until it is that student's turn. Students should not show their table the printed quote inside.*

*A group member must put on the glasses, put on the gloves, place the marshmallows in his/her mouth and repeat the statement that's in their envelope until a fellow teammate can correctly identify the saying (start with different statements for each group so that other groups can't eavesdrop.) Once correctly identified pass the gloves and glasses on to the next person. The whole group stands when finished.*

*Six sample statements are included below, but feel free to develop your own:*

1.  *I really don't think we've known each other long enough.*
2.  *I'm really uncomfortable with this.*
3. *I'm really drunk. This isn't such a good idea.*
4.  *When I say "no" that means no. Understand?*
5.  *It's been a long night. I think someone should just take me home.*
6. *I think I'm going to be sick. Will you stop the car?*

## 2.3 Discussion and Closing Video– 10 minutes.

1. Discuss the following questions with students:

- ✓ How did each impairment affect your ability to perform the task?
- ✓ How was it different when there was no impairment?

- ✓ These exercises are fun, but how is it different when there is alcohol use/misuse in real life?

2. Show the following video clip <https://www.youtube.com/watch?v=WGQ8F05C5gk> or another one of the brief video clips from [www.preventunderagedrinkingva.com](http://www.preventunderagedrinkingva.com)

#### **2.4 Assessment and Homework Assignment–5 minutes**

1. Explain and assign Homework Assignment including distribution of Lesson Plan 2 - Attachment 1.

Students will respond to the “Dear Abby” letter (Source: TheCoolSpot.gov ) in the attachment. Their responses must clearly indicate:

- ✓ A restatement of the problem
- ✓ Possible choices, including positive and negative consequences of each
- ✓  A rationale for the final choice
- ✓ A plan of action

2. Download the MADD Power of Parent’s Handbooks or provide the link

<http://www.madd.org/underage-drinking/the-power-of-parents/> and send home a request that parents review the resources which encourages them to have conversations with their teens about alcohol.

Refer parents to the resources and recommendations at [www.preventunderagedrinkingva.com](http://www.preventunderagedrinkingva.com)

9<sup>th</sup> Grade Alcohol and Underage Drinking Education Lesson 2

Attachment 1

Name \_\_\_\_\_

Date \_\_\_\_\_ Class \_\_\_\_\_

Directions: The student must respond on the same page. Responses must clearly indicate the following:

- A restatement of the problem
- Possible choices, including positive and negative consequences of each
- A rationale for the final choice
- A plan of action

***Help!***

***I have been having a problem that maybe you can help me with. I have a really good friend, Chris. He is really into drugs and alcohol. In fact, Chris threatened not to be my friend anymore if I keep making excuses not to drink and smoke marijuana with him. Chris is putting a lot of pressure on me. Chris and I have been friends since third grade and I would be devastated if our friendship ended. He will call me to come to parties where I am not comfortable attending; but I go for the sake of his friendship. This has really been bothering me. Help!!***

***Signed,  
Stressed in Ninth Grade***

**Dear Stressed in Ninth Grade,**

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Source: TheCoolSpot.gov

## 9<sup>TH</sup> Grade – Alcohol Education

### Lesson 3: Resisting Pressure and Planning Ahead

#### 3.1. Factors/Influences Activity–5 minutes

1. Prepare a board or a projection with 3 columns.
2. Ask students to identify the 3 major influences in a person's choice to drink.
3. Write the categories: Family, Peers, Media and Advertising and say that these have been shown to have the most influence on a young person's drinking behaviors and attitudes.
4. Have them list the reasons why and how each group influences decisions.
5. Remind them of the effects that alcohol has on the body and how alcohol can influence a person to make poor decisions that can have a detrimental impact on their health and future success. Even though there may be people around them who are encouraging or influencing them to drink, encourage your students to do the right thing by not drinking and to be positive influencers in encouraging others not to drink. Tell them that more young people don't drink than do drink so they'd be in good company.

#### 3.2. Pros and Cons of Drinking Discussion – 5 minutes

1. Tell the students that they will be critically examining the pros and cons to drinking.
2. Tell them that you will be doing a role play activity that will help them practice and observe strategies that will help them refuse alcohol if offered it. Tell them that this is important because if they haven't drunk or been offered to drink alcohol yet, there is a very high chance that they will be offered in the near future.
3. On the overhead or blackboard, create two columns: pros of drinking and cons of drinking. Instruct the students to shout out things to fill in each column. Continue to take answers until all students have had an opportunity to include something.
4. Ask for volunteers to discuss the pros on the list and ask them if these pros are more important than the cons that have been listed.
5. Do a round robin and ask each student to read out a con on the list or another con that they have thought about:

*Anticipate some of the pros to be able to counter them during the discussion (e.g., you look cool, you feel older, helps you socialize, its fun, makes you happy). Anticipate the possible cons so that you can reinforce how problematic, detrimental, or damaging they can be (e.g., hangover, bad breath, loose coordination, say stupid things, embarrassing moments, alcohol poisoning, get in trouble (with severe punishment), its illegal, impaired decisions, puts your health at risk).*

### 3.3 Alternatives to Drinking Discussion – 5 minutes

1. Write “ Why Drink When We Could...?” on the blackboard.
2. Challenge students to suggest a wide range of alternative choices to complete the sentence such as: Why drink when we could play soccer? Why drink when we could go to the movies. Write down these responses on the board and keep them up for the whole class period

### 3.4. Peer Pressure/Saying No Discussion – 5 minutes

1. Give students the definition of Peer Pressure - the feeling that someone your own age is pushing you toward making a certain choice, good or bad....
2. Tell students that everyone gives in to pressure at one time or another, but why do people sometimes do things that they really don't want to do? Write down some of the reasons that young people give in to peer pressure, e.g., are afraid of being rejected by others, want to be liked and don't want to lose a friend, want to appear grown up, don't want to be made fun of, don't want to hurt someone's feelings, aren't sure of what they really want, don't know how to get out of the situation.
3. Have discussion:

*Think about all sorts of situations where you have given in to pressure? Like when a friend begs to borrow something you don't want to give up or to do something your parents say is off limits? Chances are you probably have given into pressure at sometime in your life. How did it feel to give into pressure? If you did something you wish you hadn't, then most likely you didn't*

4. Conclude the discussion with the following:
  - ✓ *Usually after giving in to pressure people may feel, sad, anxious, guilty, like a wimp or pushover, disappointed in yourself.*
  - ✓ *But when you face pressure you can stand your ground.*
  - ✓ *Giving in to peer pressure is most dangerous when you are being pressured to do something illegal or dangerous like using alcohol or drugs. The best way to avoid peer pressure is by practicing refusal strategies and planning ahead. We are going to spend the rest of the class doing just that.*

### 3.5 Practicing Refusal Strategies Activity – 30 minutes

#### Introductory Discussion

1. Use a whiteboard and ask students for strategies they could use to prevent form underage drinking and keeping themselves and their friends out of trouble. Once students have generated a list, talk about why each refusal strategy could be effective.

2. Hand out Attachment 1 A and go over the information on saying no in Attachment 1 - A. Encourage students to apply these refusal skills to their personal life and tell them we will be practicing these.

### Practicing Refusal Activity

1. Print and hand out the scenarios from Attachment 1.B. Each group gets one. Put the above say no/refusal information on a projector or blackboard.
2. Organize the students in groups of 2,3,4 based on each scenario's requirements. Ask for volunteers to go first.
3. After each group has finished, ask them if they had any other ideas for refusing alcohol. Ask the class for specific and constructive feedback. Ask the class if they would have handled the situation any differently. Ask the class if they can relate to the scenario.
4. Summarize and Debrief Conversation: Ask your students what refusal skill they used and why? Once a refusal skill has been said, ask for any students with a different one until you have heard 5 or 6 different choices. Tell the students to weigh the pros and cons of drinking alcohol and come up with a refusal strategy before they get into a situation with alcohol.

### 3.6. Homework Assignment: PLAN AHEAD / PERSONAL PLAN

#### Lesson Summary

In this unit, we have learned about the dangers and consequences of alcohol and the challenges of media, family, and peer pressure. We have also learned strategies for saying no and keeping yourself safe. Sometimes you can make it easier on yourself by preparing in advance for a possible pressure situation. Here are some things you can do ahead of time.

- ✓ Think ahead and try to anticipate possible situations in the future where alcohol may be involved and prepare to keep you and your friends safe and healthy.
- ✓ Decide in advance what you intend to do.
- ✓ Think of some good ways to handle the situation if it arises, or some good ways to avoid the situation altogether

Your homework assignment is going to give you the opportunity to do that.

Homework Assignments:

1. Visit the Cool Spot website at <http://www.thecoolspot.gov>
2. Read their Why Peer Pressure Can Work and Resisting Spoken Pressure sections.
3. Read the Dear Abby Advice Column entries in Lesson 3 – Attachment 2 and write a reflective paragraph on how you will apply what you have read or learned to help you be yourself and resist pressure from the media, friends and peers and family to drink or use drugs.
4. Look at the SAMHSA poster in Attachment 3 and complete the Planning Ahead worksheet to help you practice anticipating situations in the future that might include underage drinking and deciding in advance what you would do.

## 9<sup>th</sup> Grade Alcohol and Underage Drinking Education Lesson 3

### Attachment 1A: Saying No to Alcohol Handout

#### HOW TO REFUSE OR SAY NO TO ALCOHOL

Saying "no" to your friends can be very hard sometimes. You may be afraid of what they'll think of you if you don't go along with them.

**Say “no” with Confidence: Here is a good way to say "no" and still be cool.**

1. **Be direct**, look the other person in the eye and say what the problem is (that's mean, or, that's illegal, etc.).
2. **Say what the consequences are.**
3. **Suggest something to do instead** (let's go shoot some hoops instead).
4. **If your friends insist on doing it anyway, leave. But leave the door open for them to change their minds and join you.**

**You can also:**

- ✓ **Enlist a Friend's support** – have a friend who will back up your decision.
- ✓ **Use Humor** – think of something witty.
- ✓ **Give an excuse** – think of several and practice saying them with confidence.
- ✓ **Plan your exit ahead** – know of ways to avoid the situation.
- ✓ **Suggest an alternative to drinking:**
  - Do you have any water or soda?
  - Let's go shoot some hoops instead.
- ✓ **Be truthful and assertive** –
  - No thanks. I don't feel like it.
  - Alcohol's not my thing?
  - Are you talking to me? FORGET IT.
  - Why do you KEEP pressuring me when I've said NO.
- ✓ **Delay the decision** – put it off until later.
- ✓ **Blame shift** – parent, coach, or other close friend.

## Ways A Teen Can Say No to Drugs and Alcohol

Teens can use an excuse, such as:

1. I can't stay; I've got to help my dad with something.
2. That stuff makes me sick.
3. I'm supposed to meet so and so in a few minutes.
4. No way. I think you just want me to get in trouble.

Teens can explain to their friends about the dangers of these substances:

5. That stuff is so bad for you.
6. Why would you use that junk?
7. Haven't you heard about the kid in the news who died from doing that?
8. Go ahead if you want to kill yourself – I don't want to.
9. You're crazy!

Teens can also just be honest with their friends:

10. I'm not into that.
11. My mom would kill me if she found out.
12. I don't have time for drugs.
13. I'd be suspended from the team.
14. Forget it. There's no way I'm going to do drugs.
15. I've got more to do with my life.

Once you have given your answer, you should be ready to leave. It rarely does any good to argue with someone about alcohol or drugs, and it might make it difficult for you to stick with your answer if you stay.

You should be confident in your answers. So many teens that experiment with drugs and alcohol do so to feel more popular. By giving a firm “no”, you can actually influence their friends in a good way. Teens tend to follow a strong leader among them, and sometimes all it takes is a positive teen that says no to drugs to keep the whole group away from drugs.

<http://www.treatmentsolutions.com/15-ways-a-teen-can-say-no-to-alcohol-and-drugs>

## 9<sup>th</sup> Grade Alcohol and Underage Drinking Education Lesson 3

### Attachment 1B: Scenarios for Practicing Refusal Strategies

#### **Scenarios to be cut out and given to a group:**

##### **Scenario 1 (4 people):**

While riding in the back of the bus on the way home from a sporting event, one of your teammates pulls out a bottle of vodka and offers you a drink.

##### **Scenario 2 (2 people, male/female):**

You're friend is having a small party. You show up and everybody you see is either drinking alcohol or appears to be. Your big "crush" walks up and offers you a drink.

##### **Scenario 3 (4 people, mixed gender):**

You are at a party and are drinking with a few of your friends. The person you have a "crush" on walks up to you and says in a very disappointing tone, "I didn't know that you drank."

##### **Scenario 4 (2-3 people):**

You go over to a friend's house after school and their parents are not home. Your friend walks in, hands you a drink of alcohol, and exclaims, "My parents left the liquor cabinet open!"

##### **Scenario 5 (2-4 people):**

You don't have your driver's license yet, but your junior friend drove you to this party. When it's time to leave, you realize they have been drinking, but they climb in the driver's side door and tell you to get in.

##### **Scenario 6 (3 people):**

You're at a party with a bunch of people from your school. A student who just moved in town a few weeks ago shows up and your friend offers them a drink. There is hesitation and a look of uncertainty on the new student's face.

##### **Scenario 7 (2 people):**

You get invited to your first party as a sophomore, but you have never drunk alcohol before and you know it will be there. You go and when someone offers you an alcoholic drink you accept. You finish the drink but don't like it. The person comes around and offers you another one.

##### **Scenario 8 (2-4 people):**

You go to a party and have had several alcoholic drinks. As you finish your current drink, someone walks in and tries to give you another drink, but you know that you have had way too much and should not drink another.

Source: [www.talkaboutalcohol.co.uk](http://www.talkaboutalcohol.co.uk)

**9<sup>th</sup> Grade Alcohol and Underage Drinking Education Lesson 3**  
**Attachment 2 – Homework Reading & Reflection**  
**Source: TheCoolSpot.gov**

Ashley writes the advice column for a website that she and her friends designed. Lately she's been getting a lot of e-mails about unspoken pressure to drink, so she made this week's column all about that. Take a look....

Dear Ashley,  
My mom drinks a lot, especially since she lost her job. She says it helps her deal with the stress. Lately I've also been stressed out and I think about drinking, too. I'm feeling mixed up and don't know where to turn. Help!  
13 and Troubled

*Dear 13 and Troubled,*  
*Everyone learns from his or her parents—they're our first role models. But you don't need to drink to handle your troubles, just because your mom does. Alcohol won't make you feel better—you can get sick, get in trouble, or do poorly in school. Try hanging out with friends who don't drink, and get out of the house.*  
*Also, there are people you can call for help. Your mother might have a drinking problem. Start by talking to an adult you trust. Also, [check out these sources](#). Good luck!*  
*Peace Out, Ashley*

Dear Ashley,  
I'm a 14-year old boy and my brother, T.J., is 21. He's a popular guy with lots of friends and a girlfriend. He's been drinking beer with his buddies for a few years. He hasn't gotten into any trouble--my parents didn't know about it when he was younger. Meanwhile, my friends are starting to talk about drinking on Saturday nights. I don't really want to, because I'm afraid I'll get caught or sick or something. But so far it hasn't hurt my brother, so I'm thinking about it. What should I do?  
Unsure

*Dear Unsure,*  
*You may think drinking is OK because your brother--a major role model for you--hasn't gotten into trouble with drinking. But that doesn't make it any safer for you to drink at your age.*  
*It is illegal to drink alcohol under the age of 21, and you could face serious legal problems. Also, alcohol won't make you popular or help you find a girlfriend. It could do just the reverse. When your friends want to drink, you have a few options. First, remind yourself that most teens don't drink, and remind yourself that it's risky. Then, either find something non-alcoholic to drink or leave and hang out with friends who aren't drinking.*  
*Laterz, Ashley*

Dear Ashley,  
My best friend just moved away. Now I pretty much watch TV everyday after school and on the weekends. There are a lot of ads for alcohol, and I always see people partying with drinks and having a

good time. If they're having such a good time and I'm lonely at home, should I go out and join the drinkers?

Thanks, TV Boy

*Hi TV Boy,*

*Alcohol in TV shows may make you think that all the beautiful people with lots of friends drink and that drinking will turn you into one of them. The truth is not everyone drinks and a lot of bad things can happen with alcohol. Don't let the TV fool you. Get off the couch and join a club or group at school and make some new friends.*

*Good luck! Ashley*

Dear Ashley,

I moved to a new neighborhood with my family and don't know any of the kids, so I don't really have anyone to hang out with. There is a group of kids my age that sit in the park and drink. They seem like they're cool. I'm tired of being bored. Should I start hanging out with them even though they are into drinking?

Sick of Hanging out with Myself

*Dear Sick of Hanging out with Myself,*

*If you decide to join that crowd, you will face pressure to drink. There are too many risks with drinking alcohol. Remind yourself that most kids your age don't drink. Be careful about who you choose as friends. A good way to make new friends is to join a group or club at school or near your new neighborhood. Find some friends who enjoy things you like and who don't drink.*

*See ya! Ashley*

Dear Ashley,

I was at a party last night where people were drinking. They were all hanging out in a circle, and I felt left out. I picked up a beer can and pretended to drink so I'd fit in. It seemed like a good idea at the time, but later I felt kinda dumb about it. What do you think of this trick? What should I do next time?

Thanks, Party Animal

*Hi Party Animal,*

*First of all, if the party got busted you would be in serious trouble. Pretending to drink is not a good thing to do, because your friends will start asking you if you want drinks in the future. The best thing to do is to find something else to drink, find others who are not drinking and hang out with them, or, if you feel really uncomfortable, leave the party. You will get a chance to see your friends later.*

*Good luck, Ashley*

**Write a paragraph about how you will apply what you have read or learned to help you be yourself and resist pressure from the media, friends and peers and family to drink or use drugs.**

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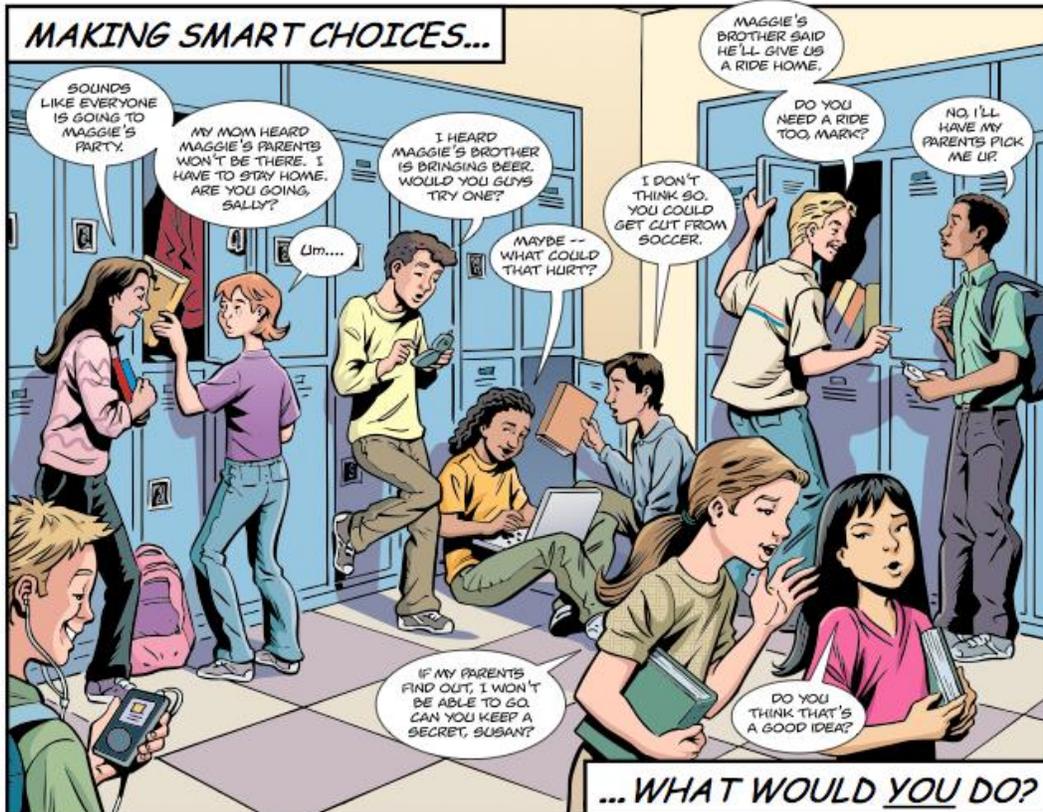
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## 9<sup>th</sup> Grade Alcohol and Underage Drinking Education Lesson 3

### Attachment 3 - Homework Assignment

1. Review the following SAMHSA Poster.
2. Complete the following Planning Ahead worksheet. The Event will be Maggie's Party which is rumored to involve alcohol. The worksheet will help you think through what your personal plan will be for preventing problems from happening. Anticipating problems and planning ahead for circumstances or situations you find yourself in that may involve alcohol is the best way to keep yourself safe and healthy.



### FAST FACTS About Alcohol

- Alcohol can have long-lasting effects on your brain and body.
- Drinking alcohol can impair your senses.
- Alcohol affects nearly every organ system in the body.
- A young person's brain may be more sensitive to the harmful effects of alcohol than an adult's brain.
- Alcohol can slow your reflexes and make it hard to keep your balance.
- Drinking alcohol can affect your ability to make smart decisions.

For more information about preventing underage alcohol abuse, visit:  
<http://www.stopalcoholabuse.gov>

Ready, Set, Think!  
National Institute on Alcohol Abuse and Alcoholism

STAY SMART  
THE 5 C'S

## Planning Ahead Worksheet

What is the event?

Where is it taking place?

Who is attending?

How can we prevent problems from happening?

What are potential problems that might occur?

What is my plan of action for handling these problems? For making sure I and my friend stay safe and healthy? For getting home safely?