

The Truth About Teen Alcohol Use 101: A Social Norms Approach

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ADDITIONAL AIMS MULTIMEDIA PROGRAMS

ANSWER KEYS



Congratulations!

You have chosen a learning program that will actively motivate your students and provide you with easily accessible and easily manageable instructional guidelines and tools designed to make your teaching role efficient and rewarding.

The AIMS Teaching Module (ATM) provides you with a video program correlated to your classroom curriculum, instructions and guidelines for use, plus a comprehensive teaching program containing a wide range of activities and ideas for interaction between all content areas. Our authors, educators, and consultants have written and reviewed the AIMS Teaching Modules to align with the Educate America Act: Goals 2000.

This ATM, with its clear definition of manageability, both in the classroom and beyond, allows you to tailor specific activities to meet all of your classroom needs.

RATIONALE

In today's classrooms, educational pedagogy is often founded on Benjamin S. Bloom's "Six Levels of Cognitive Complexity." The practical application of Bloom's Taxonomy is to evaluate students' thinking skills on these levels, from the simple to the complex:

1. Knowledge (rote memory skills),
2. Comprehension (the ability to relate or retell),
3. Application (the ability to apply knowledge outside its origin),
4. Analysis (relating and differentiating parts of a whole),
5. Synthesis (relating parts to a whole)
6. Evaluation (making a judgment or formulating an opinion).

The AIMS Teaching Module is designed to facilitate these intellectual capabilities, and to integrate classroom experiences and assimilation of learning with the students' life experiences, realities, and expectations. AIMS' learner verification studies prove that our AIMS Teaching Modules help students to absorb, retain, and to demonstrate ability to use new knowledge in their world. Our educational materials are written and designed for today's classroom, which incorporates a wide range of intellectual, cultural, physical, and emotional diversities.

ORGANIZATION AND MANAGEMENT

To facilitate ease in classroom manageability, the AIMS Teaching Module is organized in three sections:

I. Introducing this ATM

will give you the specific information you need to integrate the program into your classroom curriculum.

II. Preparation for Viewing

provides suggestions and strategies for motivation, language preparedness, readiness, and focus prior to viewing the program with your students.

III. After Viewing the Program

provides suggestions for additional activities plus an assortment of consumable assessment and extended activities, designed to broaden comprehension of the topic and to make connections to other curriculum content areas.

AIMS Teaching Module written by E. J. von Schoff.

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AIMS Multimedia at:

Toll Free: 1-800-367-2467

Fax: 818-341-6700

Web: www.aimsmultimedia.com

Email: info@aimsmultimedia.com

FEATURES

INTRODUCING THE ATM

Your AIMS Teaching Module is designed to accompany a video program written and produced by some of the world's most credible and creative writers and producers of educational programming. To facilitate diversity and flexibility in your classroom and to provide assessment tools, your AIMS Teaching Module features these components:

Themes

This section tells how the AIMS Teaching Module is correlated to the curriculum. Themes offers suggestions for interaction with other curriculum content areas, enabling teachers to use the teaching module to incorporate the topic into a variety of learning areas.

Overview

The Overview provides a synopsis of content covered in the video program. Its purpose is to give you a summary of the subject matter and to enhance your introductory preparation.

Objectives

The ATM learning objectives provide guidelines for teachers to assess what learners can be expected to gain from each program. After completion of the AIMS Teaching Module, your students will be able to demonstrate dynamic and applied comprehension of the topic.

Preparation for Viewing

In preparation for viewing the video program, the AIMS Teaching Module offers activity and/or discussion ideas that you may use in any order or combination.

Introduction To The Program

Introduction to the Program is designed to enable students to recall or relate prior knowledge about the topic and to prepare them for what they are about to learn.

Introduction To Vocabulary

Introduction to Vocabulary is a review of language used in the program: words, phrases, and usage. This vocabulary introduction is designed to ensure that all learners, including limited English proficiency learners, will have full understanding of the language usage in the content of the program.

Discussion Ideas

Discussion Ideas are designed to help you assess students' prior knowledge about the topic and to give students a preview of what they will learn. Active discussion stimulates interest in a subject and can motivate even the most reluctant learner. Listening, as well as speaking, is active participation. Encourage your students to participate at the rate they feel comfortable. Model sharing personal experiences when applicable, and model listening to students' ideas and opinions.

Focus

Help learners set a purpose for watching the program with Focus, designed to give students a focal point for comprehension continuity.

Jump Right In

Jump Right In provides abbreviated instructions for quick management of the program.

After Viewing the Program

After your students have viewed the program, you may introduce any or all of these activities to interact with other curriculum content areas, provide reinforcement, assess comprehension skills, or provide hands-on and in-depth extended study of the topic.

SUGGESTED ACTIVITIES

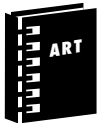
The Suggested Activities offer ideas for activities you can direct in the classroom or have your students complete independently, in pairs, or in small work groups after they have viewed the program. To accommodate your range of classroom needs, the activities are organized into skills categories. Their labels will tell you how to identify each activity and help you correlate it into your classroom curriculum. To help you schedule your classroom lesson time, the AIMS hourglass gives you an estimate of the time each activity should require. Some of the activities fall into these categories:

Meeting Individual Needs



These activities are designed to aid in classroom continuity. Reluctant learners and learners acquiring English will benefit from these activities geared to enhance comprehension of language in order to fully grasp content meaning.

Curriculum Connections



Many of the suggested activities are intended to integrate the content of the ATM program into other content areas of the classroom curriculum. These cross-connections turn the classroom teaching experience into a whole learning experience.



Critical Thinking

Critical Thinking activities are designed to stimulate learners' own opinions and ideas. These activities require students to use the thinking process to discern fact from opinion, consider their own problems and formulate possible solutions, draw conclusions, discuss cause and effect, or combine what they already know with what they have learned to make inferences.



Cultural Diversity

Each AIMS Teaching Module has an activity called Cultural Awareness, Cultural Diversity, or Cultural Exchange that encourages students to share their backgrounds, cultures, heritage, or knowledge of other countries, customs, and language.

Hands On



These are experimental or tactile activities that relate directly to the material taught in the program. Your students will have opportunities to make discoveries and formulate ideas on their own, based on what they learn in this unit.

Writing



Every AIMS Teaching Module will contain an activity designed for students to use the writing process to express their ideas about what they have learned. The writing activity may also help them to make the connection between what they are learning in this unit and how it applies to other content areas.



In The Newsroom

Each AIMS Teaching Module contains a newsroom activity designed to help students make the relationship between what they learn in the classroom and how it applies in their world. The purpose of In The Newsroom is to actively involve each class member in a whole learning experience. Each student will have an opportunity to perform all of the tasks involved in production: writing, researching, producing, directing, and interviewing as they create their own classroom news program.

Extended Activities



These activities provide opportunities for students to work separately or together to conduct further research, explore answers to their own questions, or apply what they have learned to other media or content areas.

Link to the World



These activities offer ideas for connecting learners' classroom activities to their community and the rest of the world.

Culminating Activity



To wrap up the unit, AIMS Teaching Modules offer suggestions for ways to reinforce what students have learned and how they can use their new knowledge to enhance their worldview.

ADDITIONAL ATM FEATURES

Vocabulary

Every ATM contains an activity that reinforces the meaning and usage of the vocabulary words introduced in the program content. Students will read or find the definition of each vocabulary word, then use the word in a written sentence.

Checking Comprehension

Checking Comprehension is designed to help you evaluate how well your students understand, retain, and recall the information presented in the AIMS Teaching Module. Depending on your students' needs, you may direct this activity to the whole group yourself, or you may want to have students work on the activity page independently, in pairs, or in small groups. Students can verify their written answers through discussion or by viewing the video a second time. If you choose, you can reproduce the answers from your Answer Key or write the answer choices in a Word Bank for students to use. Students can use this completed activity as a study guide to prepare for the test.

Reproducible Activities

The AIMS Teaching Module provides a selection of reproducible activities, designed to specifically reinforce the content of this learning unit. Whenever applicable, they are arranged in order from low to high difficulty level, to allow a seamless facilitation of the learning process. You may choose to have students take these activities home or to work on them in the classroom independently, in pairs or in small groups.

Checking Vocabulary

The checking Vocabulary activity provides the opportunity for students to assess their knowledge of new vocabulary with this word game or puzzle. The format of this vocabulary activity allows students to use the related words and phrases in a different context.

Test

The AIMS Teaching Module Test permits you to assess students' understanding of what they have learned. The test is formatted in one of several standard test formats to give your students a range of experiences in test-taking techniques. Be sure to read, or remind students to read, the directions carefully and to read each answer choice before making a selection. Use the Answer Key to check their answers.

Additional AIMS Multimedia Programs

After you have completed this AIMS Teaching Module you may be interested in more of the programs that AIMS offers. This list includes several related AIMS programs.

Answer Key

Reproduces tests and work pages with answers marked.

JUMP RIGHT IN

Preparation

- Read *The Truth About Teen Alcohol Use 101: A Social Norms Approach Themes, Overview, and Objectives* to become familiar with program content and expectations.
- Use **Preparation for Viewing** suggestions to introduce the topic to students.

Viewing

- Set up viewing monitor so that all students have a clear view.
- Depending on your classroom size and learning range, you may choose to have students view *The Truth About Teen Alcohol Use 101: A Social Norms Approach* together or in small groups.
- Some students may benefit from viewing the video more than one time.

After Viewing

- Select Suggested Activities that integrate into your classroom curriculum. If applicable, gather materials or resources.
- Choose the best way for students to work on each activity. Some activities work best for the whole group. Other activities are designed for students to work independently, in pairs, or in small groups. Whenever possible, encourage students to share their work with the rest of the group.
- Duplicate the appropriate number of Vocabulary, Checking Comprehension, and consumable activity pages for your students.
- You may choose to have students take consumable activities home, or complete them in the classroom, independently, or in groups.
- Administer the Test to assess students' comprehension of what they have learned, and to provide them with practice in test-taking procedures.
- Use the Culminating Activity as a forum for students to display, summarize, extend, or share what they have learned with each other, the rest of the school, or a local community organization.

The Truth About Teen Alcohol Use 101: A Social Norms Approach

Themes

The main theme in (Format: Please italicize title.) *The Truth About Teen Alcohol Use 101: A Social Norms Approach* is that - regardless of what students assume - most of their peers do not drink. Students are relieved when they learn that their own non-drinking behavior allies them with the majority of their peers. Another important theme is the dangers of alcohol abuse, including alcohol poisoning.

Overview

A group of Riverfront High School students discuss the perception common at their school that alcohol use is rampant among their peers; they agree that such perceptions often result from stereotyping based on the behavior of a few individuals and the fabrications some tell in order to appear to lead exciting lives. But these perceptions are wrong. To the great surprise of those interviewed, a survey conducted at the school has shown that 70% of students do NOT drink alcohol.

The group discusses the reasons why some students do drink, such as the wish to appear more mature, the urge to conform, and stress. They also explore reasons why it is desirable not to drink, like getting good grades, avoiding compromising situations, and safeguarding their health - not to mention their lives. The symptoms of and responses to alcohol poisoning are also reviewed.

A social norms strategy like the one used in this show has proven to be an effective prevention method in high school awareness programs since knowledge of what "everybody's doing" gives students the self-confidence to make healthful choices regarding their own behavior.

Objectives

- To show students that they need not feel pressured to indulge in unhealthful behavior in order to conform
- To demonstrate that the norm for student behavior in any school is often far different from students' perception
- To point out that drinking can have detrimental effects on students' grades, their emotions, and their health
- To warn that alcohol poisoning and death can result from an episode of binge drinking

Introduction to the Program

Ask your class how many students drink at your school. Why, in their opinion, do people drink? Why might it be desirable not to drink? If you feel it is appropriate, ask them whether they themselves drink; why, or why not?

Tell them that in the video they're about to see a survey showed that the majority of students at one school actually don't drink - in contrast to people's perceptions.

Introduction to Vocabulary

Before starting the program, write the following words on the board. Ask the class to discuss the meaning of each word, and review the terms that are unfamiliar to students.

Alcohol poisoning - a severe elevation of the amount of alcohol in the blood which may lead to coma or death

Date rape - rape committed by someone known to the victim

Role model - a person who is admired by others and whose behavior in a particular role may be imitated by others

Discussion Ideas

- Some people seem to think drinking makes them funnier and more popular. Is this true?
- Ask your students to speculate on why high school students might drink heavily.
- What do the students know of the dangers of heavy drinking? Have they ever personally seen the results of heavy drinking?

Focus

The students in the video will be discussing the misperceptions and realities of alcohol consumption at their school. Ask your class to take note of who is believed to drink a lot and why. Are there similar stereotypes at your school? Have your students ever witnessed or experienced the same sorts of situations as reported by the young people in the program?

Do they think it's possible that drinking alcohol might be a minority activity at your school, too?

SUGGESTED ACTIVITIES

Connection to Media

Ask the students to bring to class magazine advertisements and descriptions of television and radio commercials for alcoholic beverages. What techniques do the ads use to promote alcohol consumption? Is there any truth in this advertising?



30 Minutes

Do movies and television project particular images of alcohol outside of advertising? What are they? Have the students discuss specific examples.

It may be useful to find out more about how the media influence our perceptions. A rich source of material on this subject is the Center for Media Literacy; you may want to refer your students to their website (www.medialit.org).

In the Newsroom

Many stories in the news involve crimes or accidents that are alcohol-related. Ask each student to find an alcohol-related article from a local or national newspaper. Their articles might be about a car crash, drowning, rape, murder, suicide, or some other dire situation. Encourage students to make sure that the articles mention alcohol as a contributing factor.



60 Minutes

Have students write summaries of their articles, along with their own thoughts on the significance of the information. Make sure each explains the role that alcohol played in the story, as well as what might have happened if alcohol had not been involved. Ask them to attach their articles to the summaries.

Connection to Language Arts

Have students work in small groups of three or four. Have members of each group review the newspaper articles submitted by their group for the "In the Newsroom" exercise. Tell them that, once they've read all the stories, they should select one they all feel would make an effective one-act play on a theme related to the dangers of alcohol abuse. Have each group write a short play on the news story they've chosen, rehearse it, and perform it for the class.



Extended

Connection to Language Arts/Critical Thinking

Ask the class to generate effective slogans to raise awareness of the following problems:

(Format: Please bullet the following list.)

drinking and driving

alcohol poisoning

alcohol addiction

alcohol's effects on judgment (which can lead to date rape, unprotected sex, etc.)

the ridiculous behavior of people who are intoxicated



30 Minutes

Connection to Art

Ask each of your students to bring some used magazines and newspapers to class. Provide each student with a poster-sized piece of poster board or butcher paper, and write the following side effects of drinking on the chalkboard:

loss of coordination
changes in personality
increased aggression
memory loss and confusion
dizziness
unconsciousness
intense thirst
double vision
sluggishness
vomiting
bloodshot eyes
headache

Have the students clip photographs, drawings, cartoons, and ads from their magazines and newspapers to create posters illustrating the negative effects of drinking. If you wish, they can include the slogans they generated in the "Connection to Language Arts/Critical Thinking" exercise. Display their completed posters in the classroom or another suitable location in the school.

Link to the World

There are many myths and misunderstandings associated with alcohol. Some of the most common are listed below. Divide the class into small groups. Assign a myth to each; then ask them to research the facts related to their myths. Is there truth to any of the myths? If not, what is the truth? Have a spokesperson for each group present their findings to the class.

Coffee or a cold shower will help a person sober up.
It's not illegal for minors to drink if they're at home.
Most alcoholics are jobless and homeless.
Adults have a greater risk of becoming addicted to alcohol than teenagers.
A wine cooler contains less alcohol than other drinks.
Some states have a lower legal drinking age than others.
People think more creatively when intoxicated.

Extended Activity

Some people have a hard time separating fun from alcohol. They believe that the only way to have a good time is to get drunk. Ask students to use their imaginations and creativity to challenge this belief. Have each student list some group activities that do not involve alcohol or other drugs. Examples might include a rock-climbing excursion, a garage band competition, or a scavenger hunt.

Consider offering extra credit to students who organize one of their event ideas. Ask them to record the event with photographs or video and share it with the class. Discuss the success of each event. Was the absence of alcohol noticed? Why or why not?



Extended



60 Minutes



60 Minutes

Critical Thinking

Alcohol can have serious effects on judgment and decision-making skills, especially for young people. In fact, young people face at least eight increased risks because of alcohol. Ask students how many of these risks they can guess. Encourage them to think about various situations that would become more dangerous if alcohol were involved.



20 Minutes

The increased risks include attempted or successful suicide, sexual abuse or rape, becoming a victim or perpetrator of violence, car accidents, unprotected sex leading to unwanted pregnancy or sexually transmitted disease, drowning, falls and other types of accidents, and drug overdose.

Connection to Language Arts

Have your students write short stories, poems, essays, or plays dealing with the risks associated with alcohol discussed in the "Critical Thinking" exercise above.



40 Minutes

Connection to Health/Research Skills

Alcohol is a depressant. In large amounts, it causes the body's major systems to slow down. This is the main danger associated with alcohol poisoning. Talk with students about the signs of alcohol poisoning (see list below). How is each sign related to the depressant effect of alcohol? Have them research alcohol poisoning to find out the answer.



20 Minutes

does not respond when talked to or shaken (slowed brain activity)
does not wake up while vomiting (slowed brain activity)
cannot sit up or stand (loss of coordination due to slowed brain activity)
breathes less than six times per minute (depressed respiratory function)
skin appears to be blue or purple (slowed circulation)
hands are cold and clammy (slowed circulation)
pulse rate is slow (slowed circulation)

Connection to First Aid

When alcohol poisoning becomes a matter of life or death, many people don't know what to do. Discussing the proper steps to take can help students be prepared. Talk about each of the steps below with the class. Make sure they understand the dangers of leaving an alcohol poisoning victim unattended.



40 Minutes

If you see signs of alcohol poisoning, call 911 for medical assistance.
Place the person on his or her side to reduce the risk of choking on vomit.
Check the person's breathing. If they take less than six breaths per minute, perform rescue breathing.
Check the person's pulse. If it goes below 40 beats per minute, perform CPR until the ambulance arrives.
Stay with the person until the medical emergency crew arrives.
Explain what you know to the medical emergency crew. If you can, tell them what the person was drinking and how much.

An optional, but valuable, activity would be to have a certified CPR trainer visit the class to demonstrate rescue breathing and CPR.

Culminating Activity

Have your class put together a weeklong campaign on why “It’s Cool Not to Drink.” They can use the plays, stories, and poems they’ve written, the posters and slogans they’ve created, and the photos and videos of the non-alcoholic events they’ve staged. If you want, have them write and distribute handouts on the dangers of alcohol as well as flyers on how to recognize and what to do about alcohol poisoning. Their newly acquired understanding of advertising techniques will help them publicize their anti-alcohol messages.

*Extended*

VOCABULARY

The words listed below are relevant to any discussion of alcohol abuse among teens. Read each definition. Then match the words to their definitions by writing the word in the blank before its definition.

alcoholic
alcohol poisoning
binge drinking
date rape
dependency
intoxication
role model
sober
stereotype
toxic

1. _____ overgeneralization of people in a certain group
2. _____ the state of not being under the influence of alcohol or other drugs
3. _____ sexual assault committed by someone known to the victim
4. _____ the state that occurs when someone drinks enough alcohol to affect his or her brain
5. _____ a physical or psychological need to use a drug
6. _____ severe elevation of the level of alcohol in the blood which may lead to coma or death
7. _____ consuming large quantities of alcohol in very short time
8. _____ someone who is addicted to alcohol
9. _____ containing enough poison to be dangerous or lethal if ingested in certain amounts
10. _____ a person who is admired by others and whose behavior in a particular role may be imitated
by others

CHECKING COMPREHENSION

Answer the questions below based on what the students said in *The Truth About Teen Alcohol Use 101: A Social Norms Approach*.

1. Why do students believe so many of their peers drink alcohol? _____

2. Why do some people drink even though they don't like the taste of alcohol? _____

3. Why do some people claim to get drunk even though they don't drink? _____

4. What are three of the dangers of drinking a lot of alcohol? _____

5. What should you do if someone exhibits the symptoms of alcohol poisoning? _____

QUESTIONS FOR THOUGHT

1. What do you think makes people begin to drink? Do you know anyone who drinks? Why did that person start drinking? _____

2. Do you think the pressure to drink is different for guys than for girls, or is it equally tough for both? Explain your answer. _____

3. Do you know of anyone whose schoolwork has suffered because of drinking? What happened? _____

4. Has someone you know ever had firsthand experience of the risks of drinking alcohol? What happened? _____

5. Has someone you know ever had an experience with binge drinking? What happened? _____

IT'S GOOD ADVICE!

Imagine you write the advice column *Dear Susan* and have received these letters from your readers. On a separate piece of paper, write answers to them, giving the best advice you can.

Dear Susan, I'm 17 and don't have a car yet. My friend Sean has an SUV, and so he's always the one who drives me and our other friends to parties and things. At the last few parties Sean got into drinking contests with a couple of other guys and was pretty drunk when he drove us home. I feel uncomfortable about riding with him when he's drunk, and so do my other friends. But there's no other way for us to go places or get home at night. What can I do? Scared in Schenectady

Dear Susan, Last weekend my best friend, Kerry, went to a party with a bunch of kids from our school. She never drinks, but a really cute guy asked if she'd like to try some beer, so she did. She didn't like the taste much, but, because she was too embarrassed to say so, she drank a couple of cans of it. She told me she doesn't remember how she got home on Saturday and was sick all day Sunday. She's feeling really depressed, and I don't know how to help her. Any suggestions? Worried in Warsaw

Dear Susan, My parents really want me to get good grades, but I feel like everyone thinks I'm a nerd if I just study all the time. It occurred to me that if I went to some parties and got a little drunk, the other guys would see I was just like them. Then I could get back to my studies without feeling like they're all laughing at me behind my back. Do you think that's a good plan? What else could I do? Lonely in Louisville

Dear Susan, My boyfriend likes cocktails and makes them for himself in his parents' basement recreation room. He keeps telling me that I'd feel more relaxed if I had a couple of drinks, too. I don't want to disappoint him. What do you think I should do? Confused in Kansas City

VIDEO QUOTES

The quotes below are from teenagers in the video *The Truth About Teen Alcohol Use 101: A Social Norms Approach*. Choose one of the quotes and write a short essay (one to two pages) describing how you feel about the quote. Keep the following questions in mind:

- Do you agree or disagree with the speaker? Why?
- Does the quote remind you of a situation in your own life?
- Does the quote remind you of a friend?
- What would you say to the speaker if you could?

"You don't want to comment and say, 'Oh, no, we weren't drinking - we were just playing Scrabble.' ...You want to say, 'Yeah, we were all drunk - it was so awesome!'" - Laura

"I had a beer once, and I didn't like the taste. My boyfriend told me, you know, that "Don't worry, you'll get used to it." Why would you want to get used to something that tastes so horrible?" - Mykia

"It's a lot of times the smart people and regular people, who are dealing with grade problems or different issues, and they just need something to relieve the stress - and it's that alcohol, that booze that they call to." - Isreal

"Holding a drink, you just feel mature." - Sophie

HIGH SCHOOL NORMS DRINKING SURVEY

This is the survey taken by students at Riverfront High School. Answer it, and then discuss your answers with your class as directed by your teacher.

1. Which statement below about students drinking alcoholic beverages do you feel best represents your own attitude? (Select one.)

- A) Drinking is never a good thing to do.
- B) Drinking is all right but a student should never get drunk.
- C) An occasional "drunk" is okay as long as it doesn't interfere with academics or responsibilities.
- D) An occasional "drunk" is okay even if it does interfere with academics or responsibilities.
- E) A frequent "drunk" is okay if that's what the individual wants to do.

2. Which statement below about students drinking alcoholic beverages do you expect to be the most common attitude among students in general in your grade? (Select one.)

- A) Drinking is never a good thing to do.
- B) Drinking is all right but a student should never get drunk.
- C) An occasional "drunk" is okay as long as it doesn't interfere with academics or responsibilities.
- D) An occasional "drunk" is okay even if it does interfere with academics or responsibilities.
- E) A frequent "drunk" is okay if that's what the individual wants to do.

3. Overall, what percentage of students at your grade level do you think consume NO alcoholic beverages at all? Just give your best estimate (from 0 to 100%). _____

4. How often, if ever, have you been drunk in the last year? (Select one.)

- A) Never
- B) Within the last year, but not within the last month
- C) Within the last month
- D) More than once within the last month

5. Overall, what percentage of students at your grade level do you think have been drunk on at least one occasion in the last month? Again, just give your best estimate (from 0 to 100%). _____

6. If you did not drink at all during the last academic year (including the summer), check here _____ and skip the next question.

7. During the previous academic year (including the summer), which, if any, of the following has occurred as a consequence of your drinking: (Mark all of those that apply.)

Consequence of Drinking	Not During This Academic Year	Once During This Academic Year	More Than Once This Academic Year
Physical Injury to Yourself			
Physical Injury to Others			
Fighting			
Damage to Property			
Cutting Class			
Inefficiency in Homework or Classwork			
Late papers, Missed Exams, Failure to Study for Exams			
Damaged Friendships or Relationships			
Impaired Driving			
After Drinking Could not Remember Events or Actions that Occurred While Drinking			
Missed an Athletic Events or Performed Poorly in an Event			

FIGURE IT OUT: THE RISKS OF ALCOHOL

At the bottom of this page is a coded list of potential dangers involved with alcohol abuse. Use the following code to unscramble the coded words.

A = Z, B = Y, C = X, D = W, E = V, F = U, G = T, H = S, I = R, J = Q, K = P, L = O, M = N, N = M,
O = L, P = K, Q = J, R = I, S = H, T = G, U = F, V = E, W = D, X = C, Y = B, Z = A

1. vnyziizhnhvmg _____

2. zoxlslorhn _____

3. olhh lu uirvmwh _____

4. wzgv izkv _____

5. zmtib kzivmgh _____

6. zoxlslo klrhlmrmt _____

7. yzw tizwvh _____

8. xlnz _____

9. xzi zxxrwvmgh _____

10. wvzgs _____

TEST

Write a sentence or circle the letter of the correct answer in the multiple-choice questions below. Give short answers to other questions in the spaces provided.

1. In the video, what reason do the students give for football players and cheerleaders having the reputation of drinking a lot of alcohol?
 - a) Football players and cheerleaders at their school drink a lot.
 - b) If one football player or cheerleader is seen drinking a lot, people think they all do it.
 - c) They can't explain it.

2. The survey done at Riverfront High School showed that students believed _____ of the other students drank alcohol.
 - a) none
 - b) some
 - c) most

3. The survey done at Riverfront High School showed that _____ of the students actually drink alcohol.
 - a) 30%
 - b) 70%
 - c) 90%

4. What explanation did the students give for the belief that so many students drink?
 - a) A lot of students do drink.
 - b) They only hear stories about the ones who drink.
 - c) They couldn't explain it.

5. What stereotype about cheerleaders does Laura mention?
 - a) They aren't very good students.
 - b) They don't drink.
 - c) They're popular.

TEST (CONTINUED)

6. What might make freshman go to parties and get drunk?

7. What made Devin stop exaggerating about going to parties and getting drunk?

- a) He thought people might consider him stupid for doing that.
- b) He got so drunk one night he missed class the next morning.
- c) He realized that others might be imitating him.

8. When the students at Riverfront High found out the results of the survey, how did they feel?

- a) happy and relieved
- b) disappointed
- c) apathetic

9. If someone at a party is unconscious, short of breath, pale or bluish, and cold to the touch, what is probably wrong with him or her?

10. If you believe a friend is suffering from alcohol poisoning, what should you do?

- a) Go tell your friend's parents.
- b) Get the person to bed to sleep it off.
- c) Call 911, and stay with your friend till help arrives.

ADDITIONAL AIMS MULTIMEDIA PROGRAMS

You and your students might also enjoy these other AIMS Multimedia programs:

9865-EN-VID: *Alcohol Abuse and Teens: The Turning Point*

9954-EN-VID: *Alcohol Addiction and Teens*

9769-EN-VID: *Alcohol and Human Physiology*

2256-EN-VID: *The Teen Files: The Truth About Drinking*

9099-EN-VID: *Watch What You Drink*

ANSWER KEY for page 11

VOCABULARY

The words listed below are relevant to any discussion of alcohol abuse among teens. Read each definition. Then match the words to their definitions by writing the word in the blank before its definition.

alcoholic
alcohol poisoning
binge drinking
date rape
dependency
intoxication
role model
sober
stereotype
toxic

1. **stereotype** overgeneralization of people in a certain group
2. **sober** the state of not being under the influence of alcohol or other drugs
3. **date rape** sexual assault committed by someone known to the victim
4. **intoxication** the state that occurs when someone drinks enough alcohol to affect his or her brain
5. **dependency** a physical or psychological need to use a drug
6. **alcohol poisoning** severe elevation of the level of alcohol in the blood which may lead to coma or death
7. **binge drinking** consuming large quantities of alcohol in very short time
8. **alcoholic** someone who is addicted to alcohol
9. **toxic** containing enough poison to be dangerous or lethal if ingested in certain amounts
10. **role model** a person who is admired by others and whose behavior in a particular role may be imitated by others

ANSWER KEY for page 12

CHECKING COMPREHENSION

Answer the questions below based on what the students said in *The Truth About Teen Alcohol Use 101: A Social Norms Approach*.

1. Why do students believe so many of their peers drink alcohol?

Answers may vary but should include stereotypes, embarrassment over not drinking, and exaggerations and/or lies in order to appear "cool."

2. Why do some people drink even though they don't like the taste of alcohol?

Answers may vary but should include peer pressure and attempts to conform.

3. Why do some people claim to get drunk even though they don't drink?

Answers may vary but should include the desire to appear "cool" and to be amusing and popular.

4. What are three of the dangers of drinking a lot of alcohol?

Answers may include any of these: lower grades, parents' anger and punishment, headache and other sickness, alcohol poisoning, and date rape. Accept any other plausible answers as well.

5. What should you do if someone exhibits the symptoms of alcohol poisoning?

Call 911, and stay with the person until help arrives.

ANSWER KEY for page 13

QUESTIONS FOR THOUGHT

Answers will vary. Accept any plausible and serious answers.

1. What do you think makes people begin to drink? Do you know anyone who drinks? Why did that person start drinking? _____

2. Do you think the pressure to drink is different for guys than for girls, or is it equally tough for both? Explain your answer. _____

3. Do you know of anyone whose schoolwork has suffered because of drinking? What happened? _____

4. Has someone you know ever had firsthand experience of the risks of drinking alcohol? What happened? _____

5. Has someone you know ever had an experience with binge drinking? What happened? _____

ANSWER KEY for page 14

IT'S GOOD ADVICE!

Imagine you write the advice column *Dear Susan* and have received these letters from your readers. On a separate piece of paper, write answers to them, giving the best advice you can.

Students' answers will vary. Accept any serious and plausible answers. You can also treat this as a group exercise by dividing the class into groups of three or four, then having them decide how to answer each question. Members of the groups can read out their answers to the class for comparison.

Dear Susan, I'm 17 and don't have a car yet. My friend Sean has an SUV, and so he's always the one who drives me and our other friends to parties and things. At the last few parties Sean got into drinking contests with a couple of other guys and was pretty drunk when he drove us home. I feel uncomfortable about riding with him when he's drunk, and so do my other friends. But there's no other way for us to go places or get home at night. What can I do? Scared in Schenectady

Dear Susan, Last weekend my best friend, Kerry, went to a party with a bunch of kids from our school. She never drinks, but a really cute guy asked if she'd like to try some beer, so she did. She didn't like the taste much, but, because she was too embarrassed to say so, she drank a couple of cans of it. She told me she doesn't remember how she got home on Saturday and was sick all day Sunday. She's feeling really depressed, and I don't know how to help her. Any suggestions? Worried in Warsaw

Dear Susan, My parents really want me to get good grades, but I feel like everyone thinks I'm a nerd if I just study all the time. It occurred to me that if I went to some parties and got a little drunk, the other guys would see I was just like them. Then I could get back to my studies without feeling like they're all laughing at me behind my back. Do you think that's a good plan? What else could I do? Lonely in Louisville

Dear Susan, My boyfriend likes cocktails and makes them for himself in his parents' basement recreation room. He keeps telling me that I'd feel more relaxed if I had a couple of drinks, too. I don't want to disappoint him. What do you think I should do? Confused in Kansas City

ANSWER KEY for page 15

VIDEO QUOTES

The quotes below are from teenagers in the video *The Truth About Teen Alcohol Use 101: A Social Norms Approach*. Choose one of the quotes and write a short essay (one to two pages) describing how you feel about the quote. Keep the following questions in mind:

Student answers will vary; accept any that are serious and plausible.

- Do you agree or disagree with the speaker? Why?
- Does the quote remind you of a situation in your own life?
- Does the quote remind you of a friend?
- What would you say to the speaker if you could?

"You don't want to comment and say, 'Oh, no, we weren't drinking - we were just playing Scrabble.' ...You want to say, 'Yeah, we were all drunk - it was so awesome!'" - Laura

"I had a beer once, and I didn't like the taste. My boyfriend told me, you know, that "Don't worry, you'll get used to it." Why would you want to get used to something that tastes so horrible?" - Mykia

"It's a lot of times the smart people and regular people, who are dealing with grade problems or different issues, and they just need something to relieve the stress - and it's that alcohol, that booze that they call to." - Isreal

"Holding a drink, you just feel mature." - Sophie

ANSWER KEY for page 16

HIGH SCHOOL NORMS DRINKING SURVEY

This is the survey taken by students at Riverfront High School. Answer it, and then discuss your answers with your class as directed by your teacher.

Student answers to this survey will vary. In addition to utilizing the survey for a class discussion, you might also have your class form a task force to administer the to your school's student body to find out the truth about drinking at your school. What are your students' predictions? Will the results be similar to those at Riverfront High?

1. Which statement below about students drinking alcoholic beverages do you feel best represents your own attitude? (Select one.)

A) Drinking is never a good thing to do.
B) Drinking is all right but a student should never get drunk.
C) An occasional "drunk" is okay as long as it doesn't interfere with academics or responsibilities.
D) An occasional "drunk" is okay even if it does interfere with academics or responsibilities.
E) A frequent "drunk" is okay if that's what the individual wants to do.

2. Which statement below about students drinking alcoholic beverages do you expect to be the most common attitude among students in general in your grade? (Select one.)

A) Drinking is never a good thing to do.
B) Drinking is all right but a student should never get drunk.
C) An occasional "drunk" is okay as long as it doesn't interfere with academics or responsibilities.
D) An occasional "drunk" is okay even if it does interfere with academics or responsibilities.
E) A frequent "drunk" is okay if that's what the individual wants to do.

3. Overall, what percentage of students at your grade level do you think consume NO alcoholic beverages at all? Just give your best estimate (from 0 to 100%). _____

4. How often, if ever, have you been drunk in the last year? (Select one.)

A) Never
B) Within the last year, but not within the last month
C) Within the last month
D) More than once within the last month

5. Overall, what percentage of students at your grade level do you think have been drunk on at least one occasion in the last month? Again, just give your best estimate (from 0 to 100%). _____

6. If you did not drink at all during the last academic year (including the summer), check here _____ and skip the next question.

7. During the previous academic year (including the summer), which, if any, of the following has occurred as a consequence of your drinking: (Mark all of those that apply.)

ANSWER KEY for page 17

Consequence of Drinking	Not During This Academic Year	Once During This Academic Year	More Than Once This Academic Year
Physical Injury to Yourself			
Physical Injury to Others			
Fighting			
Damage to Property			
Cutting Class			
Inefficiency in Homework or Classwork			
Late papers, Missed Exams, Failure to Study for Exams			
Damaged Friendships or Relationships			
Impaired Driving			
After Drinking Could not Remember Events or Actions that Occurred While Drinking			
Missed an Athletic Events or Performed Poorly in an Event			

ANSWER KEY for page 18

FIGURE IT OUT: THE RISKS OF ALCOHOL

At the bottom of this page is a coded list of potential dangers involved with alcohol abuse. Use the following code to unscramble the coded words.

A = Z, B = Y, C = X, D = W, E = V, F = U, G = T, H = S, I = R, J = Q, K = P, L = O, M = N, N = M,
O = L, P = K, Q = J, R = I, S = H, T = G, U = F, V = E, W = D, X = C, Y = B, Z = A

1. vnyziizhnmvg _____ **EMBARRASSMENT**

2. zoxlslorhn _____ **ALCOHOLISM**

3. olhh lu uirvmwh _____ **LOSS OF FRIENDS**

4. wzgv izkv _____ **DATE RAPE**

5. zmtib kzivmgh _____ **ANGRY PARENTS**

6. zoxlslo klrhlmrmt _____ **ALCOHOL POISONING**

7. yzw tizwvh _____ **BAD GRADES**

8. xlnz _____ **COMA**

9. xzi zxxrwvmgh _____ **CAR ACCIDENTS**

10. wvzgs _____ **DEATH**

ANSWER KEY for page 19

TEST

Write a sentence or circle the letter of the correct answer in the multiple-choice questions below. Give short answers to other questions in the spaces provided.

1. In the video, what reason do the students give for football players and cheerleaders having the reputation of drinking a lot of alcohol?

a) Football players and cheerleaders at their school drink a lot.

☒ b) If one football player or cheerleader is seen drinking a lot, people think they all do it.

c) They can't explain it.

2. The survey done at Riverfront High School showed that students believed _____ of the other students drank alcohol.

a) none

b) some

☒ c) most

3. The survey done at Riverfront High School showed that _____ of the students actually drink alcohol.

☒ a) 30%

b) 70%

c) 90%

4. What explanation did the students give for the belief that so many students drink?

a) A lot of students do drink.

☒ b) They only hear stories about the ones who drink.

c) They couldn't explain it.

5. What stereotype about cheerleaders does Laura mention?

☒ a) They aren't very good students.

b) They don't drink.

c) They're popular.

ANSWER KEY for page 20

TEST (CONTINUED)

6. What might make freshman go to parties and get drunk?

Answers may vary, but should be along the lines of emulating role models and trying to fit in.

7. What made Devin stop exaggerating about going to parties and getting drunk?

a) He thought people might consider him stupid for doing that.

b) He got so drunk one night he missed class the next morning.

c) He realized that others might be imitating him.

8. When the students at Riverfront High found out the results of the survey, how did they feel?

a) happy and relieved

b) disappointed

c) apathetic

9. If someone at a party is unconscious, short of breath, pale or bluish, and cold to the touch, what is probably wrong with him or her?

alcohol poisoning

10. If you believe a friend is suffering from alcohol poisoning, what should you do?

a) Go tell your friend's parents.

b) Get the person to bed to sleep it off.

c) Call 911, and stay with your friend till help arrives.