

Lesson 6 | Server Not Responding

Effects of Alcohol Use

Rationale

Underage consumption of alcohol has detrimental effects on the development of a healthy body and healthy brain. Student knowledge of the physical consequences of drinking alcohol lessens the propensity to consume alcohol; however, the protective effect of this knowledge can be overridden by social pressures and influences. Capacity to resist the internal and external pressures, influences, and expectations to consume alcohol builds protection within the adolescent to remain alcohol free.

Objectives

In this lesson, the student will be able to:

- Recognize the role expectations play in decision making
- Discuss the short-term and long-term effects of alcohol use on the teenage brain and body
- Evaluate the effects of alcohol use on reaching goals, decision-making, managing emotions, communication, and relationships
- Predict the consequences of underage alcohol use
- Discuss the benefits of positive health behaviors and their effect on preventing alcohol use

Activities

1. High Expectations..... 10 minutes
2. Alcohol and the Teenage Brain..... 10 minutes
3. The Uninvited Guest..... 30 minutes

Before You Start

- Distribute the Student Workbooks at the beginning of the lesson.
- Review the Party Smart Game Materials, lesson script on Teacher's Manual pages 99-102, and Game Instructions on Teacher's Manual page 105.
- To reinforce the skills taught in this lesson, prepare journal activities or lesson extenders from the **Looking for More?** section to assign at the beginning or end of your classes throughout the week.
- Make a copy of **Home Workout 6** for each student. Distribute at the end of the lesson.

Materials

To deliver this lesson, you will need:

- Student Workbook page 13
- Scan of Healthy Brain (Top) (in your kit)
- Scan of Brain Damaged by Alcohol Use (Top) (in your kit)
- Party Smart Game Board, Scenario Cards, Positive Play Cards, Consequence Cards, and Game Pawns & Dice (in your kit)
- Home Workout 6, Teacher's Manual page 104



1. High Expectations

In the decision-making lesson, we played a game called “Spend or Save?” In the game, you were taking a trip and you set a goal to save money to buy a cell phone plan. Along the way, you made decisions to either spend money or save it. If you chose to buy something rather than save toward your goal, the purchase would have to be pretty special.

We often have expectations of the products we buy. What is an expectation? A strong belief something will happen. When you buy new sunglasses, you expect those sunglasses to do something for you, and those expectations influence your decision to buy them. What expectations would you have of new sunglasses?

They would make me look cool; protect my eyes; get attention; fit in; etc.

Today, we’re going to talk about a drug that people often have high expectations of. It is legal for adults 21 and older to use.

What drug am I talking about? Alcohol.

Some people are drawn to alcohol by a positive expectation of what they think drinking will do for them. What might these expectations be? What do people think alcohol will do for them?

As the students respond, write their answers on the board. Possible student responses include:

Become happy

Feel mature

Be funny

Be cool

Be accepted

Be more social

Get drunk

Look attractive

Become uninhibited

Appear smart

Feel relaxed

Does drinking alcohol really make someone mature or attractive?

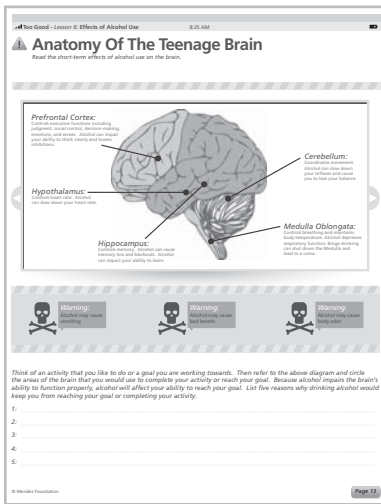
Encourage student response.

Where does this expectation come from? They saw it in a movie; they see parents or adults act that way; it’s what people say; everybody says; etc. **Would a teenager with positive expectations about drinking alcohol be more likely to drink?** Probably. **If people expect drinking alcohol to be so glamorous, they might not consider**

Notes

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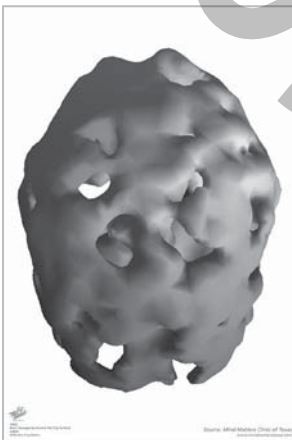
The presence of alcohol in your body systems inhibits the healthy growth and development of the brain. So, if you think it's tough to be a teen with a developing brain, imagine life as an adult with an underdeveloped brain due to alcohol.



Workbook page 13
Anatomy of the Teenage Brain



Scan of Healthy Brain
(Top Surface)



Scan of Brain Damaged by
Alcohol Use (Top Surface)

Turn to page 13 in your workbook and look at the image of the brain at the top of the page. Alcohol consumption first affects the frontal lobe of the brain which includes the pre-frontal cortex. Which functions does the frontal lobe control? Judgment, social control, decision-making, emotions, and senses. That's right; your ability to reason, distinguish right from wrong, and other judgment functions are controlled here.

Look at the rest of the diagram, which other brain functions does alcohol use impair? Heart rate, memory, balance and coordination, and breathing.

Put the Scan of the Healthy Brain (Top Surface) and the Scan of the Brain Damaged by Alcohol Use (Top Surface) on the board.

Take a look at these two scans of the top surface of the brain. What do you notice about these brains? Encourage student response.

Which brain do you think is the healthy one? The image with bright colors and a smooth surface.


Point to the Scan of the Brain Damaged by Alcohol Use. This scan depicts the brain of a chronic drinker.

Point to the Scan of the Healthy Brain. The smooth, symmetrical shape of this brain indicates the healthy brain activity of a non-drinker. Point to the Scan of the Brain Damaged by Alcohol Use. The lack of symmetry of this brain indicates the brain is not working as it should. When the brain is impaired by alcohol it is less active. The areas that appear to have holes represent damaged brain cells or brain cells with no activity at all.

Look again at the brain diagram on page 13. Think of an activity you like to do or a goal you are working toward. Circle the areas of the brain you would use to complete your activity or reach your goal. Allow time for students to complete the activity.

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Because alcohol impairs the brain's ability to function properly, alcohol will affect your ability to reach your goal. List five reasons why drinking alcohol would keep you from reaching your goal or completing your activity.


 Allow time for the students to complete the activity and share their answers.

Underage drinking affects the healthy development of the brain and can affect a person's ability to participate in activities and reach goals.

3. The Uninvited Guest

Pressure to drink does not always come from someone saying, "Drink this or else." Often people pressure themselves to drink alcohol believing it is something they need to enhance their social lives. This expectation often leaves the individual surprised by the reality of the negative outcomes and consequences.

In a moment, you will get into groups to play a game called "Party Smart." In this game, you and your friends attend a party. Alcohol is present at this party, and a few of the partygoers drink and face the consequences of their decision to drink. The object of the game is to be the first player or team to match the alcohol-related scenario cards to the alcohol-related consequence cards. As a non-drinker moving through the party, you avoid the negative consequences of alcohol and have a great time.

 Put the students into groups of 2-6 players. For groups of more than two, players should pair up to speed up game play. For example, four players in a group could make two teams of two; six players in a group could make three teams of two.

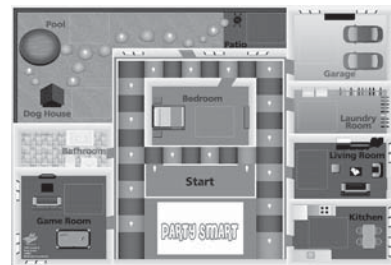
Shuffle the Positive Play Cards and place them in the appropriate space on the board. Blindly place a Scenario Card face down in each room. Shuffle the alcohol-related Consequence Cards and deal an equal number of cards to each player or team within the group. If there are any extra Consequence Cards, place them off to the side face down.

Teaching Tip

The SPECT Scan of the Brain Damaged by Alcohol Use shows changes that have occurred in the brain over an extended period of substance abuse as well as in someone who is acutely intoxicated.



Party Smart Game Cards



Party Smart Game Board

Teaching Tip

Display the game board to demonstrate the game set up.

Each player, or team, rolls the die and moves the designated number of spaces on the board. You may move in any direction. Once you are in a room, pick up the card, read it aloud, and try to match it to a Consequence Card in your hand. If you have a match and everyone is in agreement, put the pair down. If you cannot match the Scenario Card with a card in your hand, put the Scenario Card back in the room face down. The first person or team to match up all of the cards in their hand with Scenario Cards wins the game. If you land on a square with a “light bulb,” draw a Positive Play card, read it aloud, and advance forward.

Notes

✂ Allow time for the students to play the game. When the game play is over, bring the students back together for a discussion. Use the answer key below if students have questions about matching the Scenario Card to the Consequence Card.

Abigail Abbott expected alcohol to help her seem more likable. Instead, she ended up kissing her best friend’s date whom she secretly had a crush on.

Consequence: Loss of Self-control and Judgment

Augustus Argyle expected alcohol to help him have more fun. Instead, no one wanted him to play video games because he was so dazed and slow.

Consequence: Slow Reaction Time

Boris Buck joined a drinking game expecting alcohol to bring out his true self. Instead, he humiliated himself by throwing up on a girl he wanted to ask out.

Consequence: Nausea and Vomiting

Desmond Drake expected alcohol would make him entertaining on the dance floor. Instead, he couldn’t keep a beat and tripped all over himself looking like a fool.

Consequence: Loss of Balance and Coordination

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Ingrid Inglemeyer expected alcohol to make her look more attractive. Instead, her breath smelled so bad the boys thought she was gross.

Consequence: Bad Breath and Body Odor

Matilda Morgan expected alcohol to boost her confidence. Instead, she was scared because she couldn't figure out where she was because of alcohol-induced short-term memory loss.

Consequence: Short-term Memory Loss

Oliver Otis expected alcohol to help him be more outgoing. Instead, he passed out.

Consequence: Loss of Consciousness

Rufus Radley expected alcohol to make him look cool. Instead, he experienced blurred vision and ended up in the closet looking for the bathroom.

Consequence: Blurry Vision

Tallulah Tanner expected alcohol to make her appear more intelligent. Instead, no one could even understand what she was saying when she tried to tell a story.

Consequence: Slurred Speech




Velma Victor expected drinking alcohol would earn her respect. Instead, she started feeling bad and, when people tried to help, she started fighting with them.

Consequence: Aggression

We have talked about peer-refusal strategies to help you get out of a peer-pressure situation, but pressure doesn't always come from other people. Did any of these characters in the game experience direct peer pressure to drink alcohol? 🗣️ *No.* **Each of these characters was pressured by what they thought they needed to do to fit in or be accepted. What were some of the false expectations that influenced some of the teenagers to drink?** ✂️ *Encourage student response.*

Notes

Because you knew the truth about alcohol, you avoided alcohol and enjoyed the party without any negative consequences. Drinking alcohol is not necessary to have a good time or to fit in. In our next lesson, we will talk about what influences teenagers to use nicotine.

-  *Collect Game Materials.*
-  *Collect the Student Workbooks.*
-  *Distribute Home Workout 6.*

SAMPLE