

# Lesson 6

## Server Not Responding - Alcohol

### 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 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. The Teenage Brain—Alcohol Facts ..... | 10 minutes |
| 3. The Unexpected Guest .....            | 30 minutes |

### Materials

In this lesson, you will need.

- The Healthy Brain Image (Top Surface-A4847)
- The Brain Damaged by Alcohol Image (Top Surface-A4848)
- Student Workbook page 14
- Party Smart Game Board, Scenario Cards, Playing Cards, Consequence Cards, and game pieces
- Party Smart Game Instructions, Teacher's Manual page 76
- Home Workout 6, Teacher's Manual page 77

### Before You Start

- Distribute Student Workbooks at the beginning of the lesson.
- Review the game materials, game instructions, and teacher's script page 78 prior to teaching the lesson.
- Put all the Party Smart Cards, game instructions, and game pieces in a bag for each group. Distribute game set along with the game board, prior to playing the game in Section 3: The Unexpected Guest.
- Make a copy of Home Workout 6 for each student. Distribute at the end of the lesson.

## Lesson 6: Server Not Responding - Alcohol

### 1. High Expectations

Last week we discussed friendships and relationships. We bond with others to share experiences, find common interests, and match values. When you can be yourself, you don't need to hide or change who you are to be around your friends. Remember, you are responsible for the friends you choose, so choose good ones!

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. Along the way, you made decisions to either spend or save money. If you chose to buy the sunglasses rather than save toward your goal, the sunglasses would have to be pretty special. What might have been the high expectation of the sunglasses that would have convinced you to spend rather than save money toward your goal? 🗨️ *They would make me look cool, be popular, get attention, fit in.* Sometimes our decisions can be influenced by our high expectations.

Today, we are going to talk about a substance that people often have high expectations of. It is legal for adults 21 and older to use this drug. What drug do you think I'm talking about? 🗨️ *Alcohol.*

People don't typically drink alcohol to quench a thirst or because it tastes so good. Instead, there are expectations of this drug that often make drinking alcohol appealing. People expect alcohol to do something for them. What might these high expectations be? What do people think alcohol will do for them?

✂️ *As the students respond, write their answer on the board. Possible student responses could be:*

Happy	Mature	Funny
Cool	Accepted	Social
Drunk	Attractive	Uninhibited
Smart	Relaxed	

**Does drinking alcohol really make someone mature or attractive?** ✂️ *Allow for student responses.*

**So, if people expect alcohol to enhance their social lives, where do you think this expectation comes from?** 🗨️ *Saw it in a movie or on TV; modeled an adult or parent; it's what people say; everybody does it.* **Would a teenager with positive expectations about drinking alcohol be more likely to drink?** 🗨️ *If teenagers believe or expect alcohol to make their life better, they will be more likely to try it.* **If people expect drinking alcohol to be so glamorous, they might not consider any of the undesirable outcomes of drinking. What negative outcomes of drinking alcohol do people ignore?**

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

Easily Angered	Act Stupid	Get Sick
Act Aggressively	Be Forgetful	Become Addicted
Feel Embarrassed	Make Regrettable Decisions	Get Arrested

**Being forgetful, sick, and stupid doesn't sound so great, does it? Regretting something you did or wishing you could take back something you said is no picnic either. Do people plan to get sick at a football game? Would someone expect to humiliate themselves at a party?** 🗨️ *Probably not.* **What percentage of students your age drink alcohol?** 🗨️ *Answers will vary.*

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Would you be surprised if I told you that the actual number is much lower? Less than 15 percent of eighth graders have used alcohol in the past month. That means more than 85 percent of eighth graders do not use alcohol. Sometimes people believe that everyone is doing something simply because of the people they hang around with. For example, if someone hangs out with a crowd that drinks alcohol, then that person may believe “everyone” drinks. The reality is the majority of teenagers do not use drugs, including alcohol. So, don’t let any false expectations convince you to do something you know you shouldn’t.

### 2. The Teenage Brain - Alcohol Facts

Alcohol affects every part of the body that it encounters, starting with the mouth, and continuing to the small intestine, the heart, the brain, and then finally the liver. Of all these body systems, which do you think is most impacted by underage drinking? 🗣️ *The brain.*

Your brain has been growing and developing since you were still in the womb, and it continues to develop into your mid-twenties. In fact, your brain is developing right now. Your teen years are critical in the developmental stages of your brain. Newer, more powerful sections of your brain are growing, giving you greater capacity to learn; to make better judgments and decisions; and to better relate and connect with people. This process prepares you for more serious challenges you will face as an adult.

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.

Turn to page 14 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. Can anyone tell me what functions the frontal lobe controls? 🗣️ *Decision making, judgment, reason.* That’s right; the pre-frontal cortex of the brain controls the executive functions. Your ability to reason, distinguish right from wrong, and other judgment functions are controlled here.

So, if the part of the brain that controls decision making and reasoning is not fully developed in a healthy teenage brain, what do you think happens when alcohol is impairing its functions? 🗣️ *The person will make poor decisions, act impulsively, and take more risks.* That’s right; a person under the influence of alcohol is more likely to do something foolish or dangerous. As alcohol consumption continues, more areas of the brain become impaired such as the cerebellum which controls movement and balance, the hippocampus which controls memory, and the medulla oblongata which controls breathing.

✂️ *Put the Healthy Brain (Top Surface) and 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? ✂️ *Allow time for the students to study the pictures and share their observations.*

Are they both healthy brains? 🗣️ *No.* Which brain do you think is the healthy one?

🗣️ *The image with bright colors and a smooth surface.*

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What effects could result from a brain that looks like this one? ✕ *Point to the Brain Damaged by Alcohol Use and allow for student responses. This scan depicts the brain of a chronic drinker.*

✕ *Point to the Healthy Brain. The smooth, symmetrical shape of this brain indicates the healthy brain activity of a non-drinker.* ✕ *Point to the Brain Damaged by Alcohol Use. A lack of symmetry on 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.*

A lack of activity in the brain causes slurred speech, blurred vision, and impaired motor skills, in addition to short-term memory loss. As people continue to drink, more areas of the brain will be impaired. Repeated use causes long-term brain damage. Because the teenage brain is not fully formed, these damaged areas affected by alcohol will not fully develop.

What kind of decision-making ability does the less active brain have? 🗣️ *Impaired, delayed, weakened. A couple of weeks ago we talked about what it takes to make good decisions. Do you think an impaired person would be able to process the decision-making steps effectively?* 🗣️ *No.*

Look again at page 14 and read the short-term consequences alcohol can have on the teenage brain. Think of an activity that you like to do or a goal you are working toward. Then, refer back to the brain diagram and circle the areas of the brain that you would use to complete your activity or reach your goal. 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 students to complete the activity and share their answers.*

We discussed in the beginning of the lesson what people expect alcohol to do for them. However, many of these expectations do not include the real consequences of using this drug.

### 3. The Unexpected 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 titled "Party Smart." In this game, you and your friends are going to attend a house party. There will be alcohol present at this party and a few of the partygoers will drink and face the consequences from the decision to drink. The object of the game is to be the first player or team to match the alcohol-related, side-effect cards to the alcohol-related consequence cards in the room. As a non-drinker moving through the party, you avoid the negative consequences of alcohol and have a fun time.

✕ *Have students get 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 three teams of two; six players in a group could make three teams of two. You may want to hold up the game board to demonstrate the game set up.*

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

Each player, or team, rolls the die and moves the designated number of spaces on the board. You may choose to 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 one in your hand, put the Scenario Card back in the room facedown. The first person or team to match up all 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.

✂ Allow time for the students to play the game. A discussion will follow the game. When game time is over, bring 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

**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

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**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 the 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? ✂️ Allow time for students' responses. 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. Next week we will talk about what influences teenagers to use tobacco.

✂️ Distribute the Home Workouts.

✂️ Collect Student Workbooks.

# Looking for More?

## Supplemental Activities & Resources

### Journal Assignments

Write a paragraph about one of the following quotations:

"Is it you or the alcohol talking?" *Author Unknown*

"The first thing in the human personality that dissolves in alcohol is dignity." *Author Unknown*

### Language Arts Extender

Write an essay contrasting one of the myths about alcohol use versus the reality. For example, Myth: drinking alcohol makes people look cool; Reality: drinking alcohol makes people sloppy and stupid. Consider the origin of the myth and the facts about alcohol. How can this information help young people remain drug free?

### Math Extender

Research statistics on alcohol-related deaths among teens in the U.S. in your own state. Graph your findings by age and type: number of deaths by car accident, alcohol poisoning, etc. Write about what you learned from your research and the findings.

SAMPLE

# Party Smart

## Set-Up Instructions

1. Place the Party Smart Positive Play cards facedown in the “Party Smart” box on the board.
2. Randomly place the small Party Smart Scenario Cards facedown on the box in each room, including the bathroom.
3. Shuffle and deal the alcohol-related Party Smart Consequence Cards to each team so each team has an equal amount of cards. If there are any cards left over, place them facedown off to the side.

## Taking a Turn

1. Each team selects one colored game piece and places it inside the “Start” box.
2. Each team rolls the die to determine who goes first. Exit the “Start” box by the indicated arrows.
3. To move about the game board, teams must roll the die and move the indicated number of spaces.
4. Teams can only enter rooms through designated doorways. A team may roll a number higher than the number of spaces required to get into the room.
5. Once in a room, the team picks up the Scenario Card and reads it to the group. If the team has a matching alcohol-related Consequence Card in their hand, they have a match and set the pair aside. The object of the game is to be the first player/team to match all their alcohol-related Consequence Cards. If the team does not have a match, the Scenario Card is put back in the room facedown.
6. While moving about the board, teams may land on “Light Bulb” spaces. Take a Party Smart Card, read it aloud, and follow the instructions.

# Home Workout 6

for adults and teens together

Underage drinking has detrimental effects on the development of a healthy body and brain. Student knowledge of the physical consequences of drinking alcohol lessens the likelihood of consuming alcohol; however, social pressures and influences can override the protective effect of this knowledge. Today we learned about the short- and long-term effects of underage drinking on the teenage brain and body. We also recognized the role expectations play in decision making and the origin of these expectations.

## Activity: Intoxicating Tunes

Music influences our lives. We all have favorite songs from the past or present. In this activity, think of as many song titles and lyrics that you can remember that have to do with drinking alcohol. Write the titles and lyrics, if you know them, on a sheet of paper and share them with each other.

Let's take a look at the lists and compare!

	Student	Adult
1. How many songs?		
2. Purpose of the songs?		
3. How many have a positive influence?		
4. How many have a negative influence?		

- Discuss how the two lists compare.
- What were some of the expectations about alcohol in these songs? \_\_\_\_\_  
\_\_\_\_\_
- Why do you think so many songs make reference to alcohol? \_\_\_\_\_  
\_\_\_\_\_
- Will this activity cause you to listen to songs differently? \_\_\_\_\_  
Why? \_\_\_\_\_

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

Adult Signature: \_\_\_\_\_