

ADDICTION: YOUNG ADULTS WINNING THE BATTLE

ALCOHOL

Teacher's Guide



INTRODUCTION

This Teacher's Guide provides information to help you get the most out of *Addiction: Young Adults Winning the Battle—Alcohol*. The contents in this guide will allow you to prepare your students before using the program and present follow-up activities to reinforce the program's key learning points.

This program focuses on three teenagers as they candidly reflect on their first tastes of alcohol, how they got hooked on getting drunk, and how they finally summoned the strength to stop drinking, once and for all. Interviews with experienced addiction counselors stress easy availability and societal acceptance of drinking as the main reasons alcohol abuse is so popular with middle school and high school students, while onscreen lists spell out the hard facts of alcohol abuse.

LEARNING OBJECTIVES

After viewing the program, students will be able to:

- Discuss what influences young adults to drink alcohol.
- Explain the physical and emotional effects of alcohol.
- Identify the symptoms of alcoholism.
- Describe the psychological impact of alcohol on an individual.
- Understand the influence of the home environment on an individual's predisposition to alcohol usage.
- Understand the components of a helpful treatment plan for alcohol abuse.

EDUCATIONAL STANDARDS

National Standards

This program correlates with the Project 2061 Benchmarks for Science Literacy by the American Association for the Advancement of Science, the National Health Education Standards: Achieving Health Literacy by the Joint Committee on National Health Education Standards, and the National Standards for Family & Consumer Science Education by the Family & Consumer Science Education Association. The content has been aligned with the following educational standards and benchmarks from these organizations.

- Evaluate the significance of family and its impact on the well-being of individuals and society.
- Demonstrate respectful and caring relationships in the family, workplace, and community.
- Demonstrate standards that guide behavior in interpersonal relationships.
- Demonstrate communication skills that contribute to positive relationships.
- Analyze personal needs and characteristics and their impact on interpersonal relationships.
- Analyze functions and expectations of various types of relationships.
- Demonstrate the ability to use interpersonal communication skills to enhance health.
- Demonstrate the ability to practice health-enhancing behaviors and reduce health risks.
- Comprehend concepts related to health promotion and disease prevention.
- Understand that the immune system is designed to protect against microscopic organisms and foreign substances that enter from outside the body and against some cancer cells that arise within.
- Understand that the nervous system works by electrochemical signals in the nerves and from one nerve to the next. The hormonal system exerts its influences by chemicals that circulate in the blood. These two systems also affect each other in coordinating body systems.

- Understand that communication between cells is required to coordinate their diverse activities. Some cells secrete substances that spread only to nearby cells. Others secrete hormones, molecules that are carried in the bloodstream to widely distributed cells that have special receptor sites to which they attach. Along nerve cells, electrical impulses carry information much more rapidly than is possible by diffusion or blood flow. Some drugs mimic or block the molecules involved in transmitting nerve or hormone signals and therefore disturb normal operations of the brain and body.
- Understand that various body changes occur as adults age. Muscles and joints become less flexible, bones and muscles lose mass, energy levels diminish, and the senses become less acute. Women stop releasing eggs and hence can no longer reproduce. The length and quality of human life are influenced by many factors, including sanitation, diet, medical care, sex, genes, environmental conditions, and personal health behaviors.
- Understand that toxic substances, some dietary habits, and personal behavior may be bad for one's health. Some effects show up right away, others may not show up for many years. Avoiding toxic substances, such as tobacco, and changing dietary habits to reduce the intake of such things as animal fat increases the chances of living longer.
- Understand that benefits and costs of proposed choices include consequences that are long-term as well as short-term, and indirect as well as direct. The more remote the consequences of a personal or social decision, the harder it usually is to take them into account in considering alternatives. But benefits and costs may be difficult to estimate

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National Standards for Family and Consumer Science Education reprinted with permission.

English Language Arts Standards

The activities in this Teacher's Guide were created in compliance with the following National Standards for the English Language Arts from the National Council of Teachers of English.

- Use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).
- Adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
- Participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.
- Use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.
- Conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and nonprint texts, artifacts, people) to communicate their discoveries.

- Read a wide range of print and nonprint texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace.

Standards for the English Language Arts, by the International Reading Association and the National Council of Teachers of English, Copyright 1996 by the International Reading Association and the National Council of Teachers of English. Reprinted with permission.

Technology Standards

The activities in this Teacher's Guide were created in compliance with the following National Education Technology Standards from the National Education Technology Standards Project.

- Demonstrate a sound understanding of the nature and operation of technology systems.
- Develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.
- Practice responsible use of technology systems, information, and software.
- Use a variety of media and formats to communicate information and ideas effectively to multiple audiences.
- Use technology resources for solving problems and making informed decisions.
- Use technology to locate, evaluate, and collect information from a variety of sources.
- Use technology resources for solving problems and making informed decisions.
- Employ technology in the development of strategies for solving problems in the real world.

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PROGRAM OVERVIEW

The program explores the lives of three teenagers who battled with their addiction to alcohol.

MAIN TOPICS

Topic 1: Young People and Alcohol

The program begins with an introduction to how and when individuals begin drinking alcohol, what influences young adults to drink, and the correlation of early drinking with alcoholism.

Topic 2: Getting Hooked

Here we begin the journey with three teenagers from different backgrounds—Trisha, ChiQuita, and Matt—who openly discuss how they started drinking and their drinking histories. The euphoric feelings experienced by teens and pre-teens which influences their need to drink, along with an explanation of how alcohol affects young people differently than adults, is explored.

Topic 3: It's Not Fun Anymore

We continue with Trisha, ChiQuita, and Matt as they discuss the negative influence of alcohol on their lives. Included in this section are the physical and emotional effects of alcohol, and how quickly alcohol can control your life.

Topic 4: Warning Signs

The focal point of this section is recognizing the warning signs of alcohol use and abuse.

Topic 5: Sobering Up

We conclude with the three teenagers' stories of how they received treatment, and the positive changes that occurred in their lives as a result. They discuss what they learned from the experience and what they need to work on to continue their progress.

FAST FACTS

- Alcoholics Anonymous was founded in 1935 by two alcoholics who stayed sober by helping each other.
- As little as two beers can impair coordination and thinking.
- Almost 40% of traffic deaths of 15-20-year-olds are alcohol-related.
- People who begin drinking before age 15 are four times more likely to develop alcoholism than those who begin at age 21.
- A teenager can develop Stage II or Stage III alcoholism in six months, while an adult takes between ten and fifteen years.
- Americans drink the equivalent of 500 million gallons of alcohol each year.
- The average age of a person when they take their first drink is 13.
- 80% of high school seniors have tried alcohol and 62% have been drunk.
- Alcohol is a contributing factor in the top three causes of teen death—accident, homicide, and suicide.
- The 21-year-old required purchase age for alcohol has saved more than 19,000 lives by preventing alcohol-related car accidents.
- 25% of college students grew up with a parent who abused alcohol.
- In families with one alcoholic parent, a child is 34% more likely to become an alcoholic.
- The average sixth grader believes that half of his/her peers drink alcohol, when the actual figure is only 20%.
- Youths who reported using alcohol or illicit drugs in the past year were more likely to be at risk for suicide.
- Youths who reported participating in violence during the past year were more likely to have used alcohol and illicit drugs during the past month than those who did not report past year violence.
- Penalties for drinking, possession, or trying to buy alcohol under the age of 21 include fines, loss of driving privileges, and jail time. If you are under the legal driving age, then your driving privileges will be suspended for 90 days, starting from the day you apply for a driver's permit.
- If you drink and drive under the age of 21, you can be charged with Driving Under the Influence if your BAC (blood alcohol content) is as little as 0.02%, which is a very small amount of alcohol.
- Nearly 20% of 12-20-year-olds are considered binge drinkers.
- Due to binge drinking, 16% of teenagers have experienced blackouts where they could not remember what happened the previous evening.
- Chronic alcohol use disrupts the release of growth hormones in young people.
- Adolescents who abuse alcohol remember 10% less of what they've learned than those who don't drink.
- Moderate drinking is said to have beneficial effects on the heart, but long-term heavy drinking increases the risk for high blood pressure, heart disease, and stroke.
- Alcohol relaxes every muscle in the body except the heart. In fact, it makes your heart beat faster, or irregularly.

- 54% of people in state prisons who were convicted of violent crimes had used alcohol just prior to their offense.
- Alcohol content is expressed as “proof.” Two proof equals 1% alcohol; 80 proof liquor is actually 40% alcohol.
- Food slows down the absorption of alcohol into the system and increases the rate of elimination of alcohol from the body.
- Chronic users (or alcoholics) metabolize or eliminate alcohol up to 72% faster than non-alcoholics. Therefore, they need to drink more and more in order to feel the alcohol’s effects.
- A survey of high school students reported that 39% of boys and 18% of girls thought it was acceptable for a boy to force sex on a girl if the girl was drunk or stoned.
- Alcohol abuse is a factor in 60% of all cases of sexually transmitted disease.
- Fetal alcohol syndrome (FAS) is the largest single cause of mental retardation in the Western hemisphere.
- In the U.S., 70 people are killed daily in drunken driving accidents; that means one person is killed approximately every 22 minutes.
- Although most states have set the legal BAC limit for adults between 0.08 and 0.10 percent, impairment of driving skill begins at much lower levels.

VOCABULARY TERMS

addiction: Uncontrollable use of habit-forming drugs.

alcohol: The world’s most popular drug, legally used in most countries. Alcohol is produced through the fermentation of fruits, vegetables, and grains.

alcoholism: Continued, uncontrolled, and greater than normal use of alcoholic drinks.

beer: A fermented beverage made from barley, malt, or other cereal grains.

blood alcohol content (BAC): The amount of alcohol in your blood stream. It is recorded in milligrams of alcohol per 100 milliliters of blood, or milligrams percent. For example, a BAC of .10 means that 1/10 of 1 percent (or 1/1000) of your total blood content is alcohol.

cirrhosis: A chronic disease of the liver characterized by the replacement of normal tissue with fibrous tissue, and the loss of functional liver cells.

depressants: Drugs that relieve anxiety and produce sleep. Depressants include barbiturates, benzodiazepines, and alcohol.

hangover: The unpleasant consequence of over-consuming alcohol. It is characterized by headache, fatigue, and often nausea, and can be prevented by not over-consuming alcohol.

ingestion: The act of taking in food or other material into the body through the mouth.

intoxicated: To stupefy or excite by the action of a chemical substance such as alcohol.

legal drinking age: Refers to the minimum age at which alcoholic beverages may legally be consumed.

overdose: An excessive dose.

physical dependence: An adaptive physiological state that occurs with regular drug use and results in a withdrawal syndrome when drug use is stopped; usually occurs with tolerance.

proof: Refers to the alcohol content of a beverage. In the U.S., proof represents twice the alcohol content as a percentage of volume.

sedative: A drug which calms or eases tensions in the body.

tolerance: A condition in which higher doses of a drug are required to produce the same effect as during initial use; often leads to physical dependence.

wine: A beverage made of the fermented juice of any of various kinds of grapes, usually containing from 10 to 15 percent of alcohol by volume.

withdrawal: Symptoms that occur after chronic use of a drug is reduced or stopped.

PRE-PROGRAM DISCUSSION QUESTIONS

1. In what ways might the media affect a person's choices regarding their health?
2. What types of behaviors make a person fit in with a group of friends?
3. What do you think are some of the social dangers involved with drinking alcohol?
4. Is it possible to be a social drinker on a regular basis and not become addicted to alcohol?
Explain your opinion.
5. How does using alcohol influence other decisions you make about your life?
6. Why do you think it would be so difficult to ban drinking alcohol completely from our culture?
Are there societies where drinking alcohol does not exist? If so, what makes those cultures different from ours?

POST-PROGRAM DISCUSSION QUESTIONS

1. What factors might influence someone to resist using alcohol?
2. If you or a friend had an alcohol issue or problem, where could you go for help?
3. How might family members make a teen more vulnerable to substance abuse?
4. Do you feel alcohol companies specifically target young adults? How and why?
5. How does alcohol increase other risk-taking behaviors such increased sexual activity, crime, life-threatening actions, and violence against others?

GROUP ACTIVITIES

Role Play

Students work in small groups to create a fictional pressure situation involving alcohol. These situations are then distributed to the other small groups, who create role plays using a different refusal strategy for each scenario.

Guest Speaker

Invite a local community health representative (school nurse, public health official, school counselor, drug/alcohol counselor, police officer, etc.) to speak to students regarding substance use and abuse. As a response, students can write a one-page reflection paper about their thoughts and reactions to the material presented.

INDIVIDUAL STUDENT PROJECTS

Alcohol Advertisement Scrapbook

Have student compile a scrapbook of at least ten advertisements promoting drinking. Have them label where each ad came from and what features are being presented to influence their decision to buy alcohol. These features can include youth, beauty, having a great time, money, popularity, etc. Use these scrapbooks as a springboard for a small group or class discussion on the influence of advertising on teen drinking.

INTERNET ACTIVITIES

Drug Prevention Program

Using the Internet, research and write a paper outlining the components necessary for a responsible school drug prevention program. Students may even design their own drug prevention program based on their discoveries.

www.whitehousedrugpolicy.gov/prevent/practice.html

www.drugstory.org/prevention_treatment/prevention_national.asp

Fetal Alcohol Syndrome

Using the Internet, research the topic of fetal alcohol syndrome. Design a Web page or power PointPresentation to share your findings. Include information on what fetal alcohol syndrome is, its symptoms, treatment programs, statistics on the number of cases reported, and how alcohol creates this problem.

ASSESSMENT QUESTIONS

Q: What is alcohol?

A: Alcohol is a liquid drug made from fermented grain, fruit juice, and honey. It is a depressant, which means it will slow down brain activity.

Feedback: Alcohol is physically and mentally addictive.

Q: Alcoholism is a progressive disease that can be treated. (*True or False*)

A: True

Feedback: The American Medical Association declared alcoholism a disease over 40 years ago.

Q: Name three ways alcohol abuse and addiction may be treated.

A: Treatment may include detoxification, taking prescription medicine, individual counseling, group counseling, marital counseling, and family counseling.

Feedback: The type of treatment someone receives for alcohol dependence depends on the severity of the disease and the resources available in his or her community.

Q: Why do people choose to use alcohol?

A: Some reasons people choose to use alcohol are that they think “everyone is doing it,” it’s cool, to numb pain, because they are curious, it’s readily available, and peer pressure.

Feedback: Approximately 3 million United States teenagers are alcoholics.

Q: What is the difference between alcohol abuse and alcohol addiction?

A: Alcohol abuse is when drinking interferes with any aspect of a person’s life, while alcohol addiction is when a person loses control over his or her drinking.

Feedback: Alcohol abuse can progress into alcohol addiction or alcoholism.

Q: To legally purchase alcohol in the United States you must be _____.

(a) 18 years of age

(b) 21 years of age

(c) it depends on the state your live in

A: (b)

Feedback: Between the 1960’s and the early 1980’s the drinking age was 18 years old. Teenage deaths in fatal car crashes dropped 28% after the drinking age was set at 21 years of age.

Q: _____ is a measure of the amount of alcohol in the bloodstream.

A: Blood alcohol concentration, or BAC

Feedback: BAC can be measured in breath, blood, or urine tests.

Q: What are some warning signs of an alcohol problem?

A: Getting drunk on a regular basis, lying about the amount of alcohol being consumed, frequent hangovers, avoiding friends and family to get drunk, giving up usual activities, constantly talking about drinking, pressuring others to drink, having “blackouts,” taking risks including sexual risks and drinking and driving, feeling rundown, depressed, or even suicidal, having problems at school, and getting in trouble with the law.

Feedback: People who begin drinking before the age of 15 are four times more likely to develop alcohol dependence than those who wait until the age of 21.

Q: Name five factors that affect your blood alcohol concentration.

A: The amount of alcohol you drink, how fast you drink, type of alcohol you drink, type of mixer used, temperature of the drink, amount of food eaten, body weight, gender, overall health, other drugs or medications taken.

Feedback: A blood alcohol concentration (BAC) of .10% means that one-tenth of 1% of your total blood contains alcohol. Eating food before and during drinking slows the absorption of alcohol, and can reduce peak BAC by as much as 50%.

Q: The legal intoxication level in most states is _____ percent BAC.

- (a) .01
- (b) .8
- (c) .08
- (d) .10

A: (c)

Feedback: If you drink and drive under the age of 21, you may be charged with a crime if your BAC is .02%, which is a very small amount of alcohol.

ADDITIONAL RESOURCES

WEB SITES

BACCHUS Peer Education Network and GAMMA

www.bacchusgamma.org

International association of college and university-based peer education programs focusing on alcohol abuse prevention and other student health and safety issues. Membership available at no fee. A catalog of materials is also available.

Leadership to Keep Children Alcohol Free

www.alcoholfreechildren.org

An initiative to prevent the use of alcohol by children ages 9 to 15. It is the only national effort that focuses on alcohol use in this age group. The initiative was founded by The National Institute on Alcohol Abuse and Alcoholism and The Robert Wood Johnson Foundation, and has been joined by additional federal sponsors.

Al-Anon/Alateen

1-800-344-2666

www.al-anon.org

National Association for Children of Alcoholics

1-888-554-COAS

www.nacoa.org

National Council on Alcoholism and Drug Dependence

1-800-NCA-CALL

www.ncadd.org

Alcoholics Anonymous—Teens

www.teen-anon.com

Focus Adolescent Services

www.focusas.com/Alcohol.html

Why Teens Drink

<http://health.discovery.com/newsbreak/focus/teendrink.html>

Students' Guide to Drinking

www.mcneese.edu/community/alcohol/index.html

NIAAA & Mental Health Services Administration's Adolescent Underage Drinking Prevention Website

www.thecoolspot.gov

Facts on Tap

www.factsontap.org

HOTLINES

Center for Substance Abuse Treatment

1-800-ALCOHOL (252-6465)

National Council on Alcoholism and Drug Dependence

1-800-NCA-CALL (622-2255)

National Clearinghouse for Alcohol & Drug Information

1-800-729-6686

Al-Anon Family Group Headquarters

1-800-356-9666

Locations of Alateen Meetings

1-888-4AL-ANON (425-2666)

National Association for Children of Alcoholics

1-888-55-4COAS (2627)

BOOKS

It Won't Happen to Me: True Stories of Teen Alcohol and Drug Abuse by Susan Newman and George Tiboni. Perigee, 1987. ISBN: 0399513426

Addiction: The "High" That Brings You Down (Teen Issues) by Miriam Smith McLaughlin, Sandra Peyser Hazouri. Enslow Publishers, Inc., 1997. ISBN: 0894909150

A Teen's Guide To Living Drug-Free by Bettie B. Youngs, Jennifer Leigh Youngs, Tina Moreno. Health Communications, 2003. ISBN: 0757300413

Life's Too Short!: Pull the Plug on Self-Defeating Behavior and Turn on the Power of Self-Esteem by Abraham J., MD Twerski. St. Martin's Press, 1997. ISBN: 0312155700

OTHER PRODUCTS

Facts on...Alcohol, CD-ROM, Cambridge Educational

Conversational in tone yet authoritative in content, this interactive electronic reference guide presents the hard facts on alcohol. Images and audio effects support the disc's targeted data on what exactly alcohol is, how it works, its short- and long-term effects, alcohol use- and abuse-related issues, and treatment and counseling options, while fact vs. myth quizzes help students recognize misinformation that can lead to illness and tragedy. (Windows/Macintosh)
Order #: 31771, www.cambridgeeducational.com, 1-800-468-4227

Drug-Pushing Parents: Just Say—Yes?, VHS/DVD, Cambridge Educational

According to a survey, one in five candidates for drug treatment at Phoenix House was introduced to drugs by his or her parents. Addiction experts including Mitchell Rosenthal, president of Phoenix House, and Alyse Booth, spokesperson for Columbia University's National Center for Addiction and Substance Abuse, agree that although the study is limited in scope, the figures are alarming. Are parents coming to view drug use as merely another teenage rite of passage?
Order #: 11449 www.cambridgeeducational.com, 1-800-468-4227

Drinking and Driving: A Crash Course, VHS/DVD, Meridian Education

In just one decade, four times as many Americans died in drunk-driving crashes as were killed in the entire Vietnam War. By serving up a variety of sobering statistics, this video provides a "crash course" on the perils of drinking and driving.
Order #: 25232, www.meridianeducation.com 1-800-727-5507

Everyday Addictions, VHS/DVD, Films for the Humanities & Sciences

Nicotine, alcohol, and gambling are among the most preventable causes of premature death through illness or suicide in the U.S. In this program, doctors from Brown University's School of Medicine and Harvard Medical School talk with host Kat Carney about the psychological, physiological, and genetic components of addiction while considering treatments such as hypnotherapy, Naltrexone therapy, and experimental vaccines. Some of the medical outcomes of addiction are also discussed, as well as a new form of dependency: addiction to the Internet.
Order #: 29617, 1-800-257-5126, www.films.com

Kids Under the Influence, VHS/DVD, Cambridge Educational

This program looks at alcohol, our number one drug problem among kids. It examines school problems, run-ins with the law, and the long-term physical and psychological disorders caused by alcohol consumption; demonstrates the enormous influence of peer pressure and seductive advertisements; shows the wrenching process of rehabilitation; and explains why alcohol is so easily abused by youngsters, and what can be done about it.
Order #: 2216, 1-800-468-4227, www.cambridgeeducational.com

Teens and Alcoholism, VHS/DVD, Cambridge Educational

In this timely program, teenagers from varying economic backgrounds—all recovering alcoholics—discuss their drinking histories, tell why and how they began drinking, how the drinking led to eventual alcoholism, and the steps taken to address the problem. Alcohol recovery therapist David Moore discusses the short- and long-term physiological effects of alcohol on younger people, and the overall psychology behind today's teenage drinking epidemic.

Order #: 6644, 1-800-468-4227, www.cambridgeeducational.com

The Truth About Alcohol, VHS/DVD, Cambridge Educational

Utilizing hard-hitting, dramatic footage with insightful interviews, this program graphically illustrates why alcohol is so widely used and abused by both adults and teens. From its role as an important commodity in our economic system, to its role as a deceptive escape from personal problems...from the enormous media campaigns promoting alcohol to its role as a major contributing factor in the deaths of thousands of drunk drivers...from the societal pressures to the shattered personal lives, *The Truth About Alcohol* exposes the contradictions of the drug while encouraging the viewer to think about the implications. Why do people drink? How much is too much? How can one deal with the peer pressure? When does "social drinking" stop and the self-deceptive web of alcoholism begin? What role do low self-esteem, self-doubt, and insecurity play in making decisions about drinking? These and many other questions are explored.

Order #: 8183, 1-800-468-4227, www.cambridgeeducational.com



For information on other programs

**VISIT OUR WEBSITE AT
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