



AlcoholEdu

FOR
HIGH SCHOOL

Appendix D: Supplemental Activities

Lesson Plan: Alcohol and the Media

Overview:

The goal of this activity is for teachers to facilitate an in-class discussion with students about the misleading nature of the alcohol advertising industry. Students will be encouraged to look critically at alcohol advertisements and discuss their unique tactics and harmful effects together as a group. Students will then be challenged to create their own ad to debunk some of the common myths conveyed in alcohol advertisements.

Time Estimate: 45 minutes

What You Will Need:

- Paper
- Pens /markers

Activity:

1. Using the questions below, discussing the misleading alcohol advertisements.



start by
nature of

- *How do alcohol advertisements portray drinking?*
- *Do these ads ever portray the negative effects of drinking? Why not?*
- *In what ways can alcohol advertisements be misleading? What kinds of messages are they trying to send?*
2. Ask students to describe any alcohol advertisements they've seen recently on television, in magazines, or even in song lyrics. Encourage them to answer the following questions about a few of the ads they recall:
 - *Who do you think the ads were targeting?*
 - *What thoughts or feelings were the ads trying to get people to experience?*
 - *What were the ads failing to tell us about alcohol?*
3. In small groups, challenge students to create their own advertisements to counter the alcohol industry's harmful approach. Pass out blank pieces of paper and ask students to sketch out or brainstorm their ads using the following prompting questions:
 - *How would you use advertising techniques to reduce the positive expectations that some people have about drinking alcohol?*
 - *What message might you create to help debunk the myths that only good things happen to people when they drink?*
4. Come back together as a class to discuss each group's ideas. Use the following questions to guide the discussion.
 - *What is your message and why did you choose that particular message?*
 - *What kind of impact are you hoping your ad will have on its audience?*
 - *What tactics does your ad use to help debunk the myths that only good things happen to people when they drink?*

Lesson Plan: Original Research

Overview:

The goal of this activity is for students to uncover alcohol's impact on their community. Students will be asked to interview various individuals in their school or town to better understand how others deal with the consequences of underage drinking and alcohol abuse.

Note: This may be completed as a homework assignment.

What You Will Need:

- Paper
- Pens /pencils

Activity

1. Using the questions below, start by discussing the ways that alcohol can impact a community.
 - *How can alcohol abuse negatively impact community's safety and well-being?*
 - *In what ways have you seen people's lives impacted by underage drinking?*
 - *What can communities and families do to reduce alcohol's negative effects?*
2. Ask students to interview 5-10 teens or adults about how they think alcohol impacts their community. Students should try and speak with a wide range of individuals, such as coaches, teachers, classmates, parents, and law officials. Provide them with the following set of questions, but encourage them to create their own as well.
 - *How does underage drinking and excessive alcohol use negatively impact your community?*
 - *Does alcohol use impact everyone in the same way?*
 - *What advice would you give to young people about alcohol?*
 - *How can we work together to reduce alcohol's negative effects?*
3. Ask students to analyze their findings and share them with the class. They may choose to write a brief paper, poem, or create a poster presentation featuring quotes and highlights from their interviews. Encourage students to address the following in their reports:
 - *Were you surprised by anything you heard?*
 - *What did people's responses have in common? How did they differ?*
 - *Based on what you heard, what do you think your community should do in order to combat underage drinking and alcohol abuse in your town?*



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Lesson Plan: Family Contract

Overview:

The goal of this activity is to encourage open and honest communication between students and their parents or guardians. Students will be asked to complete and sign a contract with their families outlining their family's rules for appropriate and respectful behavior. A key emphasis will be placed on setting rules around underage drinking and driving under the influence.

Time Estimate: 45 minutes

What You Will Need:

- Pens or pencils
- The Family Values Worksheet

Activity:

1. Using the discussion questions below, discuss as a group the benefits of setting rules together as a family.
 - *Why is it important for families to have rules? What are some of the benefits of discussing those rules together as a family?*
 - *What are some common issues that families might address with rules (e.g., academics, drug and alcohol use, curfew, etc)?*
 - *What are some examples of consequences that you think should be enforced for breaking those rules?*
2. As a home assignment, ask students to sit down with their parents or guardians and fill out the Family Values Worksheet. **Note:** *Students can start this activity in class and then complete it at home with their parents or guardians.*
3. Encourage students to follow these steps when completing the worksheet
 - **Start by discussing your family values.** What does your family value most? Is it clear and consistent communication and/or respecting each other's personal space and property? What about when it comes to drugs and alcohol? Work together to come up with a statement of your family values.
 - **Set rules together.** Discuss what the family rules should be. Make a list of the most important rules and talk about the reason behind each rule. Discuss how each rule is meant to protect the safety and well-being of every member of your household.
 - **Outline consequences.** Work together to outline any specific consequences for breaking each rule. Try and select consequences that are related to the specific behavior that violates the rule.
 - **Sign the worksheet.** Treat this exercise as a family contract by having every member of the household sign his or her name.



The _____ Family Rules

Last Updated: ____/____/____

Our Family Values:

Key Rules:

- **Rule #1:** _____
- **Consequence:** _____
- **Rule #2:** _____
- **Consequence:** _____
- **Rule #3:** _____
- **Consequence:** _____
- **Rule #4:** _____
- **Consequence:** _____
- **Rule #5:** _____
- **Consequence:** _____
- **Rule #6:** _____
- **Consequence:** _____
- **Rule #7:** _____
- **Consequence:** _____
- **Rule #8:** _____
- **Consequence:** _____
- **Rule #9:** _____
- **Consequence:** _____
- **Rule #10:** _____
- **Consequence:** _____

All family members are in agreement with and will follow the rules and consequences outlined in this document.

Parent/ Guardian _____ Teen/ Child _____

Parent/ Guardian _____ Teen/ Child _____

Parent/ Guardian _____ Teen/ Child _____

Parent/ Guardian _____ Teen/ Child _____

Lesson Plan: Social Marketing

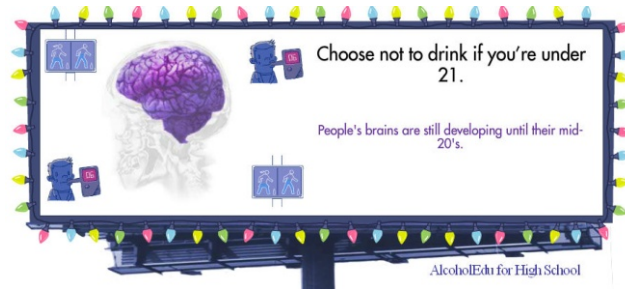
Overview:

In this activity, students will use the information and knowledge gathered from the course to create a social marketing message for their high school or community about the dangers of underage drinking.

Time Estimate: 45 minutes

What You Will Need:

- Pens or pencils
- Notebook paper
- The AlcoholEdu Billboard Template



Activity:

1. Ask students to work individually or as a team to come up with a message and design for a social marketing message about the dangers of underage drinking. Encourage them to follow these steps when planning their message.
 - a. **Choose your AUDIENCE.** Which group of people do you want to influence? Teens, parents, or an entire community?
 - b. **Choose your ACTION.** What do you want your audience to *do*? For example, a message for teens might be “Choose not to drink if you are under 21.” A message for an entire community might be “Don’t drink and drive.”
 - c. **Determine the SUPPORTING FACTS AND MESSAGES.** What does your audience need to know to perform this behavior? For example, a supporting message for “Choose not to drink if you are under 21” might be “People’s brains are still developing until their mid-20’s.”
 - d. **Choose your DESIGN.** Use the The AlcoholEdu Billboard Template to sketch and write your message as if it were appearing on an actual billboard.
2. Bring students back together as a group to discuss their campaign messages. Use the following questions to guide the discussion.
 - a. *What message did you select and why?*
 - b. *What made you think that was the most important message for your billboard?*
 - c. *Why did you choose that audience? How do you think that audience will benefit from your message?*
 - d. *Where would you place your billboard to have the most impact?*
3. Encourage students to put their ideas to real-life use! Ask them to consider launching a campaign at school or in their community using flyers, posters, or artwork to distribute their message. This can be completed as extra credit or as an additional homework assignment.



Description