

COURSE: Health	GRADE(S): 7 th Grade
UNIT: Alcohol	TIMEFRAME: 10 Lessons

<p>NATIONAL STANDARDS:</p> <p>STANDARD 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p> <p>STANDARD 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</p> <p>STANDARD 3: Students will demonstrate the ability to access valid information and products and services to enhance health.</p> <p>STANDARD 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p>STANDARD 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p> <p>STANDARD 8: Students will demonstrate the ability to advocate for personal, family and community health.</p>

<p>STATE (draft) STANDARDS:</p> <p>10.1. Concepts of Health</p> <p>10.1.9.A. Analyze factors that impact growth and development between adolescence and adulthood.</p> <p>10.1.9.D. Analyze prevention and intervention strategies in relation to adolescent and adult drug use.</p> <p>10.1.9.E. Analyze how personal choice, disease and genetics can impact health maintenance and disease prevention.</p> <p>10.2. Healthful Living</p> <p>10.2.9.C. Analyze media health and safety messages and describe their impact on personal health and safety.</p> <p>10.3. Safety and Injury Prevention</p> <p>10.3.9.A. Analyze the role of individual responsibility for safe practices and injury prevention in the home, school and community.</p> <p><i>Reading Assessment Anchors:</i></p> <p>R7.A.2 Understand nonfiction appropriate to grade level</p> <p>R7.A.2.1 Identify and apply the meaning of vocabulary in nonfiction</p> <p>R7.A.2.3 Make inferences, draw conclusions, and make generalizations based on text.</p> <p>R7.A.2.4 Identify and explain the main ideas and relevant details.</p> <p>R7.B.3 Identify, interpret, describe, and analyze concepts and organization of non-fictional text.</p> <p>R7.B.3.1 Interpret, describe, and analyze the characteristics and uses of facts and opinions in non-fictional text.</p> <p>R7.B.3.2 Distinguish between essential and nonessential information within or between text.</p>
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<p>UNIT OBJECTIVES:</p> <p>Recall general information pertaining to alcohol.</p>	<p>CONTENT:</p> <p>I. What is alcohol?</p> <ul style="list-style-type: none"> - A drug that is produced by a chemical reaction in fruits, vegetables, and grains. - Alcohol affects your body, as well as, your
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<p>Compare and contrast short term vs. long term effects of alcohol.</p>	<p>judgment.</p> <p>II. Alcohol and your body</p> <ul style="list-style-type: none"> - Alcohol is a depressant <ul style="list-style-type: none"> o A depressant is a drug that slows down the working of the brain and other parts of the nervous system. <p>III. Factors that Influence Alcohol's Effects on a Person:</p> <ul style="list-style-type: none"> ➤ Speed ➤ Weight ➤ Quantity ➤ Food ➤ Mood ➤ Gender ➤ Other Drugs <p>IV. Alcoholic Content of Beverages</p> <ul style="list-style-type: none"> - No alcoholic drink is a safe drink - A 12-ounce can of beer or a 4-ounce glass of wine contain the same amount of alcohol as 1.5 ounces of vodka or whiskey. <p>V. Blood Alcohol Concentration</p> <ul style="list-style-type: none"> - <u>BAC</u>: The amount of alcohol in a person's blood expressed by percentage. <ul style="list-style-type: none"> o Most states have a BAC limit of .08% At this level it is illegal to operate a vehicle o At .08 percent it means that 1/8 of one percent of the fluid in the blood is alcohol. <p>VI. Short term effects of alcohol</p> <ul style="list-style-type: none"> - Chemicals affect mucosal lining, tongue, gums, and throat. - About 20% of the alcohol consumed passes through the lining of the stomach and into the bloodstream. Too much alcohol in the stomach may cause vomiting. The rest of the alcohol moves to the small intestine, where it enters the bloodstream more slowly. - Alcohol causes the heart to beat faster, the blood vessels to widen, and body temperature to drop. - Alcohol reaches the brain within minutes. Movement, speech, and vision may be affected. - The liver changes alcohol into water and CO₂. When a person drinks faster than the liver is able to break it down, the person becomes intoxicated. - The carbon dioxide is released from the body through the lungs. The water passes out of the body in the form of urine, perspiration, and breath vapor.
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VII. Long Term Effects

- Brain: Drinking alcohol for many years eventually destroys millions of brain cells. Unlike other body cells, brain cells can not be repaired or replaced.
- Liver: Cirrhosis scarring and destruction of liver tissue. Cirrhosis can cause death.
- Heart: Heavy drinking contributes to high blood pressure and may damage the heart muscle.
- Stomach: Alcohol increases the flow of gastric juices from the stomach lining. Large amounts of alcohol cause a larger flow of these gastric juices, irritating the stomach lining. Repeated irritation can cause open sores called ulcers.

VIII. Fetal Alcohol Syndrome

- A woman who drinks alcohol when she is pregnant may cause permanent damage to her developing baby.
- Fetal Alcohol Syndrome; a group of alcohol related birth defects that may include both physical and mental problems.
 - o Low birth
 - o Weight
 - o Facial deformities
 - o Mental retardation
 - o Behavior problems
- The safe decision for a pregnant woman is not to drink.

IX. Drinking and Driving

- Alcohol impairs a person's ability to operate a vehicle.
- In 2004 drinking drivers were involved in over 39% of the fatal traffic accidents in the United States.

X. Alcoholism

- Begin to need more and more of it to get the desired effect.
- Addiction: A physical or mental need for a drug or other substance.

XI. Alternatives to Drinking

- Talk to a friend
- Be active in school activities
- Exercise
- Find a new hobby

XII. Why Some Young People Drink

- Friends Drink
- Act Grown Up
- Forget Problems
- Relax

	<p>XIII. Some Reasons Not to Drink</p> <ul style="list-style-type: none"> - It is Illegal - It gets in the way - It is not fun - It is not smart - It does not solve problems - It disappoints others - It harms your health <p>XIV. How to Say No To Alcohol</p> <ul style="list-style-type: none"> - Choose a way that speaks the truth for you. - Avoid situations where people may be drinking. - Suggest Alternatives - Stick with friends who support you.
<p>ACTIVITIES:</p> <p><i>Pretest:</i> Check for students' background knowledge (with a partner) about alcohol. <i>Worksheets:</i> Alcohol What Do You Know, and Alcohol Pretest. (Analyzing Information)</p> <p>Demonstrate the pathway that alcohol takes once it enters the body through psychomotor movement with students holding signs.</p> <p>Design a three dimensional cube on how alcohol affects the physical, social, and emotional well-being.</p> <p><i>Handouts:</i> "What's in a Drink, and Proof It". Students will analyze different types of drinks and their percentage of alcohol.</p> <p><i>Handout/Overhead:</i> "Effects of Alcohol on the Brain". The students will see how impairment starts with the first drink. They will follow along with the handout, and participate in class discussion.</p> <p><i>Gloves and Paperclips:</i> Students will try to untangle several paperclips without gloves, and then try again with gloves. This will demonstrate similar effects to what a person would experience drinking alcohol.</p> <p><i>Hands in Ice:</i> Students will place their hands in ice for 1 minute, and then try to catch a ruler between 2 fingers. This will show how a person's reactions slow down as they drink.</p>	<p>ASSESSMENTS:</p> <p>Students will score a 70% or better on a teacher constructed quiz.</p> <p>Students will complete a poster, which includes at least ten healthy alternatives to drinking, four ways to say no, and a headline to persuade others about the importance of alternatives to drinking. (Advocacy)</p> <p>Teacher observation of students demonstrating the correct pathway for how alcohol travels through the body once consumed.</p> <p>Pair share their results of how alcohol affects their well-being and then have a discussion with the class. (Interpersonal Communication)</p> <p>Correctly calculate the proof or percentages in drink from criteria on worksheet.</p> <p>While working in stations students will complete worksheet on how alcohol affects speech, hand eye coordination, reaction time, and vision.</p> <p>Students will demonstrate their mastery of refusal skills and alternatives while discussed in class. (Interpersonal Communication)</p> <p>REMEDIATION:</p> <ul style="list-style-type: none"> ◇ Meet one on one with teacher to discuss materials. ◇ Make adaptations to test. ◇ Teacher highlights key facts in handouts. ◇ Partner activities and small groups.

✧ Notes when needed.

Slurred Speech: Students will be placed in groups of three. Each student will be asked to read a poem. Student one will read the poem with no marshmallow. Student two will read with one. Student three will read with two. Then student one will read again with three marshmallows. This activity will show how speech is slurred when a person drinks alcohol.
(Interpersonal Communication)

Fatal vision goggles: Simulate how vision is impaired while drinking.

Stages of Alcoholism: Students will see the progression of alcohol through class discussion and use of the handout and then create their own poster. (Advocacy)

Students will brainstorm reasons why people drink, consequences of drinking, and alternatives to drinking on a debate format.
(Interpersonal Communication/ Decision Making)

With a partner, create a skit in which a teen is offered alcohol. Show the use of one or more of the techniques discussed to refuse the alcohol.
(Interpersonal Communication/ Decision Making)

Make a poster that shows alternatives to using alcohol. Find or draw pictures that show young people taking part in worthwhile activities. At the top or bottom of the poster, write a headline that will persuade others about the importance of alternatives to drinking.
(Decision Making/ Advocacy)

Teacher directed differentiated instructional projects and activities are ongoing and based on student need.

RESOURCES:

Teen Health Course 1,
by Merki, Mary Bronson, Ph.D. ,
Glencoe McGraw Hill (1999) New York, NY
pp. 232-235

Web Sites:

All About Your Health, *Alcohol (2006)*
Retrieved on June 21, 2006 from:
http://www.teengrowth.com/index.cfm?action=info_su

ENRICHMENT:

Research community agencies that can help people with alcohol addiction.
Attend an Alcoholics Anonymous meeting.

Search the internet for informative sites about alcohol.

Interview a police officer about legalities of using alcohol.

[b&SubCategory=danger_Alcohol&CatDesc=Danger&SubDesc=Alcohol&Category=danger](#)

Nemours Foundation, *Drugs and Alcohol (2006)*

Retrieved on June 20, 2006 from:

http://www.kidshealth.org/teen/drug_alcohol/

U.S. Department of Health and Human Services,
Publications on Alcohol 2006

Retrieved on June 21, 2006 from:

<http://store.health.org/catalog/results.aspx?h=drugs&topic=3>