GRADES 5–6

Part 1 of 2

Reach Out Now: Poster/Teaching Guide

Aligns with National Standards

Lessons and Worksheets to:
- give students facts about alcohol
- help them make smart choices

HELP PREVENT UNDERAGE ALCOHOL USE

LESSON 1

HELP PREVENT UNDERAGE ALCOHOL USE
Dear Teacher:

Welcome to Reach Out Now, a program developed for teachers and families to help prevent underage alcohol use. As an educator, you know it is not too early to start communicating with your fifth and sixth graders about the risks of underage alcohol use. This skills-based teaching guide is designed to give students the facts about alcohol, so they can make informed choices today and tomorrow.

Developed by the Substance Abuse and Mental Health Services Administration’s Center for Substance Abuse Prevention in conjunction with Scholastic Inc., the program provides students with the scientific facts about the effects of alcohol on the brain and the body. Inside, you’ll find lessons and worksheets that build the scientific literacy and critical thinking skills necessary to make informed decisions. Thank you for sharing this important program with your students.

Steven K. Galson, M.D., M.P.H.
RADM, USPHS
Acting Surgeon General
U.S. Department of Health and Human Services

Getting Started

Hang the classroom poster to involve students in a discussion about the dangers of underage alcohol use. Before displaying the poster, be sure to make copies of all the lessons and worksheets on the poster back. Lessons and worksheets inside support your science lessons with facts about the brain and the body. They also reinforce key skills such as reading comprehension, critical thinking, graphs, and persuasive writing.

Worksheets in the teaching guide can be used individually or in sequence with each other. Bonus worksheets reinforce the information in the lessons.

Family Pages included in the accompanying booklet extend the discussion outside of the classroom.

All materials are designed with flexibility to be taught throughout the school year, as well as part of a Reach Out Now Teach-In.

Additional Resources

For Teachers and Other Adults

http://www.samhsa.gov
http://www.stopalcoholabuse.gov
http://www.niaaa.nih.gov
http://www.toosmarttostart.samhsa.gov

FOR YOUTH

http://www.toosmarttostart.samhsa.gov/tweens
http://www.thecoolspot.gov
http://www.toosmarttostart.samhsa.gov/teens

PRINTABLE PUBLICATIONS

http://pubs.niaaa.nih.gov/publications/MakeADiff_HTML/makediff.htm

IN SPANISH


Alignment with National Standards

See the back cover for alignment with:
• National Science/Personal Health Standards
• Goals of The Surgeon General’s Call to Action To Prevent and Reduce Underage Drinking

What Is Reach Out Now?

Reach Out Now is a collaboration between the U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration, and Scholastic Inc., to provide school-based, underage alcohol use prevention materials for students in time for Alcohol Awareness Month each April.

Reach Out Now National Teach-Ins are an opportunity for prominent national, youth, state, and local leaders to use evidence-based lessons and other helpful materials to teach fifth and sixth graders, parents, teachers, and the community about the dangers of underage alcohol use and to encourage young people to make healthy decisions.
Lesson Overviews for Teachers

Lesson 1
Alcohol and Your Brain
Objective: Students will learn about the harmful effects of alcohol on different parts of the brain.

Materials: (1) reproducible worksheet

Time Required: 20 minutes, with additional time for classroom discussion

Discussion:
- Before introducing the topic, ask students: What did you learn? What facts about alcohol most surprised you? How do you think you know about how alcohol affects the body?

Critical Thinking:
- Have students complete the Student Worksheet individually or in small groups.
- Ask: Could drinking alcohol affect your relationships with your friends and family? How? Why might drinking alcohol make it difficult to do other activities, such as drive a car or ride a bike? Could drinking alcohol as a teenager affect your adult life? Why or why not?

Key Concepts:
- Each part of the brain is responsible for different processes in the body.
- The brain keeps developing well into a person’s twenties.

Reading Comprehension/Critical Thinking/Skills Covered:
- Discussion
- Worksheet 1 reproducible

Lesson 2
Alcohol and Your Body
Objective: Students will learn about the harmful effects of alcohol on different parts of the body.

Materials: (1) reproducible worksheet

Time Required: 10 minutes, with additional time for classroom discussion

Discussion:
- Before introducing the topic, ask students: What pressures are there for students to use underage alcohol? As you teach about the effects of alcohol on the body, jot down notes about how alcohol affects the body, such as a liver, heart, or kidney. (Note: the specific organ is not important in this lesson.)

Critical Thinking:
- Have students complete the Student Worksheet individually or in small groups.

Key Concepts:
- Alcohol is absorbed into the bloodstream and affects nearly every organ system in the body. Alcohol can have short-term effects on the body, such as a stomachache. Long-term abuse can damage vital organs such as the heart, liver, kidneys, and stomach. This damage can lead to potentially deadly conditions.

Reading Comprehension/Critical Thinking/Skills Covered:
- Discussion
- Worksheet 2 reproducible

Lesson 3
Making Smart Choices
Objective: Students will consider why young people may be tempted to use alcohol. They will use the facts they have learned to determine healthy responses to scenarios in which alcohol is involved.

Materials: (1) reproducible worksheet

Time Required: 30 minutes, with additional time for classroom discussion

Discussion:
- Before introducing the topic, ask students: Why do you think the drinking age in the United States is 21? What are some reasons you think underage youth are tempted to use alcohol? What are some resources that you could turn to for support if you are faced with situations that involve alcohol?

Critical Thinking:
- Have students complete the Student Worksheet individually or in small groups.

Key Concepts:
- Alcohol abuse can damage critical areas of the brain, and these effects may be particularly susceptible to damage from alcohol because it is still developing. Recent research by the National Institutes of Health and the National Institute on Alcohol Abuse and Alcoholism shows that the brain—leading to a coma. Research shows that a teen’s brain may be particularly susceptible to damage from alcohol because it is still developing. Recent research by the National Institutes of Health and the National Institute on Alcohol Abuse and Alcoholism shows that the brain—leading to a coma. Research shows that a teen’s brain may be particularly susceptible to damage from alcohol because it is still developing.

Reading Comprehension/Critical Thinking/Critical Writing/Persuasive Writing:
- Discussion
- Worksheet 3 reproducible

Lesson 4
Pre- and Post-assessment
Objective: To assess your students’ knowledge about the effects of alcohol.

Materials: (1) reproducible pre- and post-assessment

Time Required: (1) 10 minutes, with additional time for classroom discussion

Discussion:
- Before hanging the poster, be sure to photocopy the lessons and worksheets on the back of the poster. The poster can be used as a trigger to get students talking about the effects of alcohol. Explain to the students that they can use the poster to help them decide whether or not they should drink alcohol.

Critical Thinking:
- Have students complete the Assessment Quiz reproducible individually or in small groups.

Key Concepts:
- Alcohol abuse can damage critical areas of the brain, and these effects may be particularly susceptible to damage from alcohol because it is still developing. Recent research by the National Institutes of Health and the National Institute on Alcohol Abuse and Alcoholism shows that the brain—leading to a coma. Research shows that a teen’s brain may be particularly susceptible to damage from alcohol because it is still developing.

Reading Comprehension/Critical Thinking:
- Discussion
- See back cover for Worksheets Answer Key
Assessment Quiz

Take the quiz below to find out whether you know the facts about alcohol.

1. When a person drinks alcohol, it is absorbed into the bloodstream within minutes. True False
2. A given amount of alcohol has the same effect on an adult as it does on a younger, smaller person. True False
3. Alcohol can affect women differently than men. True False
4. Long-term alcohol abuse may lead to some types of cancer. True False
5. Drinking alcohol can affect your emotions. True False
6. Alcohol can make your senses, such as vision, work better. True False
7. Heavy alcohol use has no risk of any long-lasting effects on the body. True False
8. Drinking a lot of alcohol at one time can lead to a coma. True False

7 – 10 correct Congratulations! You are a champion of mastering the facts.
4 – 6 correct On your way to mastering the facts. You have a good grasp of the facts.
0 – 3 correct We know you are “too smart to start.” Continue to learn the facts.
Alcohol and Your Brain

Hippocampus: Your memory is controlled by the hippocampus. Drinking a lot of alcohol at one time can cause you to blackout, or forget a period of time. Long-term alcohol abuse can permanently damage the hippocampus, making it difficult for a person to learn.

Hypothalamus: Many body processes, such as heart rate and the feeling of hunger or thirst, are controlled in this small area. Alcohol can slow your heart rate and may make you hungrier and thirstier.

Cerebral Cortex: This is the main area involved in thinking, decision-making, emotions, and the five senses. Alcohol's effects on this area can impair your ability to think clearly and lower your inhibitions. It may make you act without thinking or make you angry for no reason. Alcohol may affect your senses, such as blurring your vision. Long-term alcohol abuse can permanently damage this region.

Cerebellum: This part of the brain is important for coordinating many of your daily movements, such as walking and grabbing objects. Alcohol can slow your reflexes. It may cause you to lose your balance or make your hands shake.

Central Nervous System: Alcohol slows down this system, which is made up of the brain, spinal cord, and nerves. That affects how signals flow through your body, making you think, speak, and move more slowly.

Medulla: Involuntary processes, such as breathing and maintaining body temperature, are controlled here. Drinking a lot of alcohol at one time can shut down the medulla, leading to a coma.

Use the information above to answer the following questions.

1. Which part of the brain is responsible for the five senses?
2. Which part of the brain is affected when a person experiences a “blackout” in which they can’t remember entire events?
3. How can alcohol lead to a coma?

Fast Fact
Research suggests that a young person's brain is more sensitive to some of alcohol's harmful effects because it is still developing.
When a person drinks alcohol, it is absorbed into the bloodstream within minutes and affects nearly every organ system in the body. How alcohol affects people depends on a number of factors, such as:

- The same amount of alcohol may strongly affect a person who weighs less than a heavier person because their body has less mass to break it down.
- The same amount of alcohol typically affects women more than it does men.

On the right, read through facts about the effects of alcohol on the body. Then test what you know by selecting the correct answers below.

1. Which organ breaks down alcohol?
   a. Liver
   b. Kidneys
   c. Heart
   d. Lungs

2. Over time, alcohol can make it difficult for the body to soak up bone-building ___.
   a. calcium
   b. enamel
   c. oxygen
   d. carbon

3. Alcohol causes your ___.
   a. liver to produce more urine.
   b. heart to produce more blood.
   c. stomach to produce more acid.
   d. stomach to produce more urine.

4. Which of the following statements is FALSE?
   a. Long-term alcohol abuse may lead to cancer.
   b. Drinking alcohol even a long period of time damages blood pressure.
   c. Alcohol affects nearly every organ system in the body.
   d. Alcohol causes the heart’s rate to slow down.

Fast Fact

The word “intoxicated” refers to the fact that alcohol is toxic, or hazardous, to the body.
Worksheet 3

Name: ____________________

What to Do

What to Say

Underage drinking causes serious risks. Drinking and driving may permanently damage your brain and body. Every year, thousands of people under the age of 21 die of alcohol-related injuries, including car crashes and drowning.

Imagine you were faced with the scenarios below. Using the facts you have learned, write a paragraph explaining how you might respond in each scenario. Be sure to include facts about how alcohol affects the body in your answer.

1. Mark is with his older cousin, Justin. Justin is talking about why he likes to drink alcohol.

   On a separate sheet of paper, explain: What would you say to Justin if you were Mark?

2. Sally is waiting for a ride. Her older sister Jennifer picks her up. She is with some friends. Sally notices some empty beer cans in the car.

   On a separate sheet of paper, explain: What would you do if you were Sally?

Critical Thinking:

What are some ways in which you can say “No” if a friend asks you to drink alcohol?
### Alignment with National Standards:

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<th>Science/Personal Health (NRC/NSES)</th>
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<td>Students read a wide range of print and nonprint texts to build an understanding of texts, of themselves…to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment.</td>
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<td>Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts.</td>
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<td>Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.</td>
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<td>Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.</td>
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<td>Students use spoken, written, and visual language to accomplish their own purposes.</td>
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<td>### Skills aligned with this program:</td>
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