



Preview Materials

Grade 6



Educators love our K-12 curriculum based on a user-friendly design and its supreme effectiveness in delivering comprehensive health knowledge and skills.

- Health Promotion Wave (HPW) is **research based** and has been **proven effective** upon the results of an independent evaluation. We provide the connections between the latest proven teaching methodologies and strategies and the most current health information available.
- Health Promotion Wave's **materials are reusable** year after year because no consumable student text is required; in addition, the program provides **updated inserts** on a regular basis at minimal cost.

- Health Promotion Wave's lessons can be **integrated within the current frameworks** of a variety of subjects like reading, writing, math, science, art and music (Grades K-5).
- Health Promotion Wave is **engaging**, with lessons designed to promote **direct participation of students, parents and teachers**.
- Health Promotion Wave incorporates a variety of quality custom made and collected multimedia outlets to **accommodate diverse teaching and learning styles**. Multimedia resources include literature, posters, games, videos, software and models all used to enhance the enrichment of the information and skills taught by our program.

Using this Preview:

Refer to the bookmarks on the left to navigate to the page you need. Included in the PDF files are:

Lesson Plans: The complete Teacher Edition contains lessons that cover a broad range of health topics including Personal and Mental Health; Family Life; Stress Management; Safety and Injury Prevention; Nutrition and Fitness; Drug Prevention; Growth and Development; Community Health and Disease Prevention.

Student Activities: Reproducible activity sheets that easily accommodate any class size. These hands-on activities are designed for use directly with the corresponding lessons in the Teacher Edition. No additional planning or drafting of lesson plans from a student text is required.

Transparencies: These full-color custom designed transparencies are one of many tools used to accommodate a variety of learning styles within the classroom.

Posters: These full-color custom designed pieces are one of many tools used to accommodate a variety of learning styles and provide colorful reminders of the lessons taught throughout the school year. Actual posters are 18" by 24".

Drug Prevention

Sessions 39-40 Alcohol Facts and Prevention Skills

GOALS

To enhance student understanding of the dangers related to alcohol use, and to prevent use of this drug among youth.

OBJECTIVES

1

Trends in Alcohol Use

Recognize current trends in alcohol use, and assess knowledge and attitudes about alcohol.

Skills: *critical thinking, communication*

2

Getting the Facts

Clarify understanding of the adverse health and social consequences of alcohol abuse.

Skills: *communication, critical thinking, personal responsibility*

3

Prevention Strategies

Develop effective communication and interpersonal skills for avoiding alcohol and other drugs.

Skills: *communication, critical thinking, personal responsibility, interpersonal relations, refusal*

PARENT/ COMMUNITY CONNECTION

Share alcohol knowledge and prevention skills at home.

Skills: *communication, critical thinking, personal responsibility*

Introduction:

Many consider alcohol to be a “soft” drug, one not as harmful as marijuana, cocaine, or heroin. In fact, among young people, alcohol is more deadly than all other drugs combined.

Alcohol, like tobacco, acts as a gateway to other drug use among youth. It is a difficult drug to address with young people because of its legal status with adults, well-known social acceptability, and health benefits when used in moderation. Kids therefore view alcohol as a privilege of growing up, and often fail to recognize the dangers of alcohol to their growing bodies and minds. Regardless of its status with adults, alcohol remains dangerous, addictive, and illegal for youth.

These sessions focus on raising student awareness of the real dangers and consequences of alcohol abuse, and reinforcing essential skills for resisting and preventing alcohol and other drug use.

Trends in Alcohol Use

OBJECTIVE

Purpose: To recognize current trends in alcohol use, and identify knowledge and attitudes about alcohol.

Skills: *communication, critical thinking*



Trends and Attitudes About Alcohol

ACTIVITY 1

Materials: Transparency 19, Trends in Alcohol Use
butcher paper or newsprint

Time: about 35 minutes

1. Ask students to identify current trends in alcohol use. Display Transparency 19, Trends In Alcohol Use, and encourage students to comment on how these trends compare to those that they generated.
2. You may want to use the following questions to emphasize important trends presented on the transparency:
 - *Why do you think so many people choose not to drink?* [People recognize the problems caused by alcohol; others have experienced alcohol-related tragedies; and others simply do not enjoy alcohol]
 - *Why do you think some teenagers choose to drink?* [Peer influence, parental influence; to socialize and relax, to appear mature and sophisticated; because they do not believe anything bad could happen to them]
 - *What are the legal problems an under-age drinker faces?* [Fines, probation, school/license suspension, legal record, detention]
 - *Do you think most teens think it is impossible to become an alcoholic at their age?* [Many teens are addicted to alcohol and cannot quit without professional help; others feel that alcoholism (addiction to alcohol) could never happen to them]
3. Use the following trigger statements to encourage students to explore their own alcohol-related attitudes, and those of their peers. There will most likely be some strong debate on several of the statements, due to the social prevalence of alcohol in our culture, and its legal status among adults. However, it is essential that students receive a clear message that alcohol is dangerous and illegal for people their age. Encourage students to respect the opinions of others at all times.
 - If alcohol is so dangerous, why isn't it illegal for everyone? [History of cultural, religious, social uses; some medicinal benefits from use of small amounts of certain types of alcohol; 2/3 of adult population use alcohol socially]
 - Alcohol has been proven to be good for health [Emphasize that this is

Drug Prevention

only certain types of alcohol, and when used in small amounts, among certain populations]

- People who drink too much often make such fools of themselves.
- Drinking alcohol is cool [It is illegal, deadly, addictive and responsible for more injuries and death among young people than all other drugs combined]
- If kids are going to do drugs, at least alcohol is not a hard drug [It is the most dangerous of all drugs due to its high rate of addiction, injury, and early death]

This is a good time to invite student(s) to present the alcohol research project. This provides a strong introduction, directed and presented by peers.

OBJECTIVE **Getting the Facts**

2

Purpose: To clarify understanding of the adverse health and social consequences of alcohol abuse.

Skills: *communication, critical thinking, responsibility, decision-making*

★ **ACTIVITY 1 Alcohol Facts and Information F.Y.I.**

Materials: Health Flash: Activity 4 Alcohol
Activity 38, Alcohol F.Y.I.
Student Resource CD: *Tips for Teens: The Truth About Alcohol*

Time: about 25 minutes

1. Refer students to Activity 4 of the Health Flash (Alcohol). Also copy and distribute Activity 38, Alcohol F.Y.I. and the handout *Tips for Teens: The Truth About Alcohol* on the Student Resource CD. This critical thinking activity provides an excellent reinforcement of essential knowledge and skills students have gained during previous activities. It also helps them to synthesize and respond to alcohol-related choices. This activity is also an effective home assignment.

2. Allow sufficient time for students to read the background information contained in the Health Flash and *Tips for Teens*, and respond to the questions. Bring students together to discuss their responses (see Student Activity Answer Key).

Refer to Alcohol Facts and Information in the Teacher Resource Guide for more detailed information.

Legal and Social Realities—Chemical Addiction

ACTIVITY 2

Materials: Activity 39, Chemical Addiction
butcher paper or newsprint, local phone directories

Time: 40 minutes

This activity raises student awareness of chemical addiction and the need to seek appropriate treatment.

1. Ask students if they have heard the term addiction or chemical dependence/addiction. Describe chemical addiction as an illness characterized by the body's need for drugs in order to function, or make it through the day. The body and/or mind craves a drug to keep functioning. Without this drug, the body goes into withdrawal, sometimes including tremors, sweats, depression, inability to cope, dramatic mood swings, and delirium. A person with chemical addiction needs medical care, often including a period of time in a recovery center to help the body and mind get off, and stay off of the drugs. Many kids live in homes where chemical addiction exists. Sometimes a parent or sibling is addicted to a drug, and life in that home can be extremely difficult without medical intervention.

2. Ask students how they would try to cope with chemical addiction of a loved one. Copy and distribute Activity 39, Chemical Addiction. These scenarios help identify warning signs and promote compassion for those living with loved ones with chemical addiction. Have students work individually or in small groups to read and respond to each of the scenarios. You may want to assign each group a scenario to present to the class; however, they should be familiar with all the scenarios.

3. Invite students to discuss their responses. Be sure to emphasize the following points:

- Chemical addiction can happen to anyone, regardless of age, social status, education, race, or sex.
- Chemical addiction is an illness.
- You are not alone if someone you know suffers with this illness.
- There are many opportunities for support and recovery for anyone suffering with chemical dependence, including family members and friends.

4. It is important for students to recognize the wide range of support and treatment options available to those suffering with chemical dependence, or living with addiction in the family. Have them look through local yellow pages or community directories and write down all the programs they can locate which offer support or treatment services.

See Where To Get Help
in the Alcohol Facts
and Information section
of the Teacher
Resource Guide

Drug Prevention

5. You may also want to invite a guest speaker from a local recovery center or other organization who can share some insights about addiction and recovery with students.

This activity frequently results in one or more students identifying a problem with chemical dependence (self or a loved one) and it is important to offer appropriate follow-up and guidance (social worker, guidance counselor, substance abuse counselor).

OBJECTIVE **Prevention Strategies**

3

Purpose: To develop effective communication and interpersonal skills for avoiding alcohol and other drugs.

Skills: *communication, critical thinking, personal responsibility, interpersonal relations, refusal*

★ **ACTIVITY 1 Counteracting Negative Influences**

Materials: HPW Poster: Methods of Communication
Activity 40, Strategies for Refusing Drugs

Time: about 25 minutes

This activity helps reinforce effective communication and interpersonal skills while students practice resisting and avoiding alcohol and other drugs.

- 1.** Review the HPW Methods of Communication poster. Have students offer examples of healthy and assertive communication strategies, while respecting the dignity of others.
- 2.** Copy and distribute Activity 40, Strategies For Refusing Drugs. Keeping in mind their effective communication skills, have students work in small groups to develop effective and realistic strategies for preventing alcohol and other drug use presented in each of the scenarios.
- 3.** Allow sufficient time to complete the activity; then, invite students to share their responses (see Student Activity Answer Key). You may want to use the following questions to help students clarify and resolve some of the temptations they face related to drugs:
 - *Have you ever faced any temptations like these? What did you do?*
 - *What are the toughest temptations you face related to drugs?*

- *Is it always easy to turn down drugs?*
- *What strategies do you feel most comfortable using to resist and avoid drugs?*

4. Complete this activity by having the students act out some of the scenarios to demonstrate their refusal skills.

Developing Effective Strategies

ACTIVITY 2 ★

Materials: Transparency 20, Strategies For Refusing Drugs

Time: about 20 minutes

1. Display Transparency 20, Strategies for Refusing Drugs. Use this visual, together with the following lecture notes, to review effective ways for students to resist and avoid the different drug temptations they may face. Encourage them to add their own ideas to strategies listed below, and also to use these skills for avoiding other high risk situations they may face.

Strategies for Resisting and Avoiding Drugs

LECTURE NOTES

Be Prepared: Know before hand what you would say to someone who tempts you with a risky proposal. Have several responses ready.

Know Your Facts: Let the person know you have thought about this and it's not for you because of the health, legal, social, parental, and peer consequences. Maybe you can prevent him or her from doing drugs too!

Be Assertive: Make sure you come across firmly with your decision and your response.

Be Clear: Make no mistake about saying 'no.' Don't lead on that maybe you will try it another time, or that you just are not sure. Cool people make their own decisions and stick with them!

Be Respectful: Listen and do not judge the person; it is the drug-taking that is harmful and wrong, not the individual. He or she may really need help.

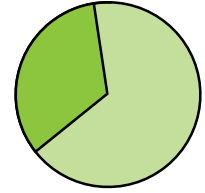
Don't Be Afraid That You Will Look Uncool: The person who needs drugs to get through life is uncool!

Avoid Risky Locations: Don't wait to be in the midst of a risky situation before communicating your feelings. This will only add to the stress and discomfort.

Walk Away: Sometimes a person who is bent on using drugs will not accept no for an answer—just get out of there.

Alcohol Trends

1/3 of adults **don't** drink

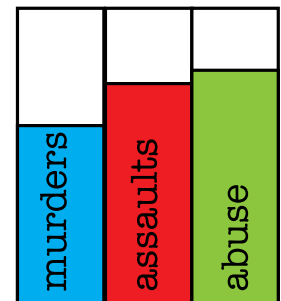


Motor vehicle crashes are the leading cause of death for people 15-20 years old. In 2002, 41% of traffic fatalities were alcohol-related.

This is an average of 1 alcohol-related fatality every 30 minutes

Minimum drinking age laws have saved an estimated 21,887 lives since 1975

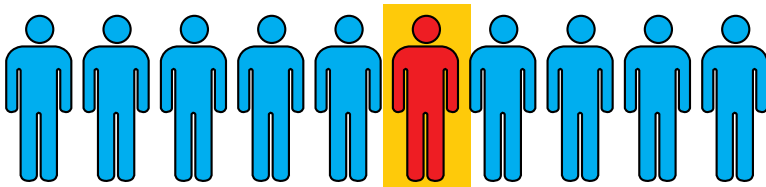
Alcohol abuse is responsible for more than **one third** of all murders, assaults and abuse, including rape



alcohol related

ALCOHOL SUICIDE

alcohol is also linked to many suicides



1 of **10** drinkers will become an alcoholic

Youth who **drink before age 15** are 4 times more likely to develop **alcohol dependency** than those who begin drinking at age 21.

Alcohol Facts

Fact

Alcohol is a depressant—not a stimulant.

Ethanol, the active drug in alcohol, is often mistaken for a stimulant because most people are more outgoing after using it. It slows down the heart rate, breathing, and blood pressure. It also interferes with brain functioning, making it difficult to think clearly, use good judgment, and coordinate muscles.

Fact

The earlier you start drinking, the more likely you are to develop an alcohol problem.

The average 6th grader believes that half of his or her peers drink alcohol, when in fact the actual figure is much lower.

Fact

Alcohol can hurt you — even if you're not drinking.

If you're around people who are drinking, you have an increased risk of being seriously injured, involved in a car crash, or affected by violence.

Fact

Alcohol affects your body.

Alcohol can damage every organ in your body. It goes directly into your bloodstream and can increase your risk for a variety of serious health problems.

Fact

A person can die of an overdose of alcohol.

A can of beer has the same amount of alcohol as a wine cooler, a glass of wine, a shot of whiskey. Drinking large amounts of any type of alcohol can lead to coma or even death.

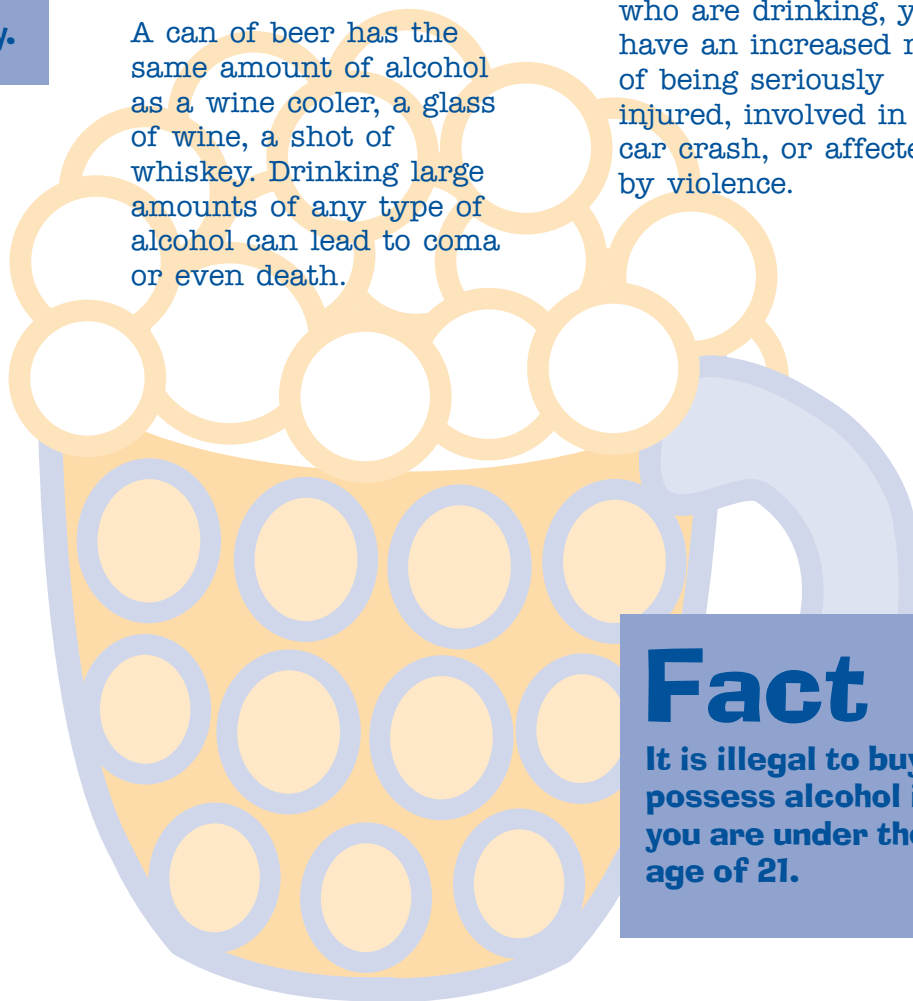
Fact

Alcohol affects the brain, especially the brains of young people.

Drinking alcohol slows your brain and central nervous system, leads to loss of coordination, poor judgment, slowed reflexes, distorted vision, memory lapses and even blackouts.

Fact

It is illegal to buy or possess alcohol if you are under the age of 21.



Alcohol For Your Information

DIRECTIONS: Complete these questions as you review the corresponding Health Flash (Activity 4).

1 The drug classification of alcohol:

2 Depressants affect the body by:

3 The active ingredient in alcohol:

4 Alcohol is digested like food and other beverages.
TRUE FALSE

5 How does alcohol affect the brain?

6 Does alcohol provide any nutritional value to the body?

7 List three long-term effects of alcohol on the mind and on the body.

8 The organ most affected by alcohol:

9 Cancers linked to alcohol abuse:

10 Harmful effects of alcohol on the unborn and the newborn:

11 What alcohol temptations do you think young people face?

12 Effective ways of avoiding these temptations:

Tips for Teens^{**}

The Truth About  Alcohol

SLANG . . . Booze, Sauce, Brews, Brewskies, Hooch, Hard Stuff, Juice

GET THE FACTS . . .

Alcohol affects your brain. Drinking alcohol leads to a loss of coordination, poor judgment, slowed reflexes, distorted vision, memory lapses, and even blackouts.

Alcohol affects your body. Alcohol can damage every organ in your body. It is absorbed directly into your bloodstream and can increase your risk for a variety of life-threatening diseases, including cancer.

Alcohol affects your self-control. Alcohol depresses your central nervous system, lowers your inhibitions, and impairs your judgment. Drinking can lead to risky behaviors, including having unprotected sex. This may expose you to HIV/AIDS and other sexually transmitted diseases or cause unwanted pregnancy.

Alcohol can kill you. Drinking large amounts of alcohol can lead to coma or even death. Also, in 1998, 35.8 percent of traffic deaths of 15- to 20-year-olds were alcohol-related.

Alcohol can hurt you—even if you're not the one drinking. If you're around people who are drinking, you have an increased risk of being seriously injured, involved in car crashes, or affected by violence. At the very least, you may have to deal with people who are sick, out of control, or unable to take care of themselves.

BEFORE YOU RISK IT...

Know the law. It is illegal to buy or possess alcohol if you are under 21.

Get the facts. One drink can make you fail a breath test. In some states, people under the age of 21 who are found to have any amount of alcohol in their systems can lose their driver's license, be subject to a heavy fine, or have their car permanently taken away.

Stay informed. "Binge" drinking means having five or more drinks on one occasion. About 15 percent of teens are binge drinkers in any given month.

Know the risks. Mixing alcohol with medications or illicit drugs is extremely dangerous and can lead to accidental death. For example, alcohol-medication interactions may be a factor in at least 25 percent of emergency room admissions.

Keep your edge. Alcohol can make you gain weight and give you bad breath.

Look around you. Most teens aren't drinking alcohol. Research shows that 70 percent of people 12-20 haven't had a drink in the past month.

KNOW THE SIGNS...

How can you tell if a friend has a drinking problem? Sometimes it's tough to tell. But there are signs you can look for. If your friend has one or more of the following warning signs, he or she may have a problem with alcohol:

- Getting drunk on a regular basis
- Lying about how much alcohol he or she is using
- Believing that alcohol is necessary to have fun
- Having frequent hangovers
- Feeling run-down, depressed, or even suicidal
- Having "blackouts"—forgetting what he or she did while drinking
- Having problems at school or getting in trouble with the law

What can you do to help someone who has a drinking problem?

Be a real friend. You might even save a life. Encourage your friend to stop or seek professional help. For information and referrals, call the National Clearinghouse for Alcohol and Drug Information at 800-729-6686

QUESTIONS & ANSWERS

Q. Aren't beer and wine "safer" than liquor?

A. No. One 12-ounce beer has about as much alcohol as a 1.5 ounce shot of liquor, a 5-ounce glass of wine, or a wine cooler.

Q. Why can't teens drink if their parents can?

A. Teens' bodies are still developing and alcohol has a greater impact on their physical and mental well-being. For example, people who begin drinking before the age of 15 are four times more likely to develop alcoholism than those who begin at age 21.

Q. How can I say no to alcohol? I'm afraid I won't fit in.

A. Remember, you're in good company. The majority of teens don't drink alcohol. Also, it's not as hard to refuse as you might think. Try: "No thanks," "I don't drink," or "I'm not interested."

INFORMATION

To learn more about alcohol or obtain referrals to programs in your community, contact:
SAMHSA's National Clearinghouse for Alcohol and Drug Information
800-729-6686
TDD 800-487-4889
Linea gratis en espanol 877-767-8432
Web site: www.health.org

Curious about the TV ads of the National Youth Anti-Drug Media Campaign? Check out the Web site at
<http://www.freevibe.com>
or visit the Office of the National Drug Control Policy Web site at
<http://www.whitehousedrugpolicy.gov>

The bottom line: If you know someone who has a problem with alcohol, urge him or her to stop or get help. If you drink—stop!! The longer you ignore the real facts, the more chances you take with your life.

It's never too late. Talk to your parents, a doctor, a counselor, a teacher, or another adult you trust. Do it today!

FOOTNOTES

1. Fatality Analysis Reporting System. National Highway Traffic Safety Administration, 1998.
2. 1998 National Household Survey on Drug Abuse. Substance Abuse and Mental Health Services Administration (SAMHSA), 1998.
3. Holder, H.D. Effects of Alcohol, Alone and in Combination with Medications. Walnut Creek, CA: Prevention Research Center, 1992.
4. 1998 National Household Survey. (SAMHSA), 1998.
5. National Institute on Alcohol Abuse and Alcoholism press release. January, 14,1998.

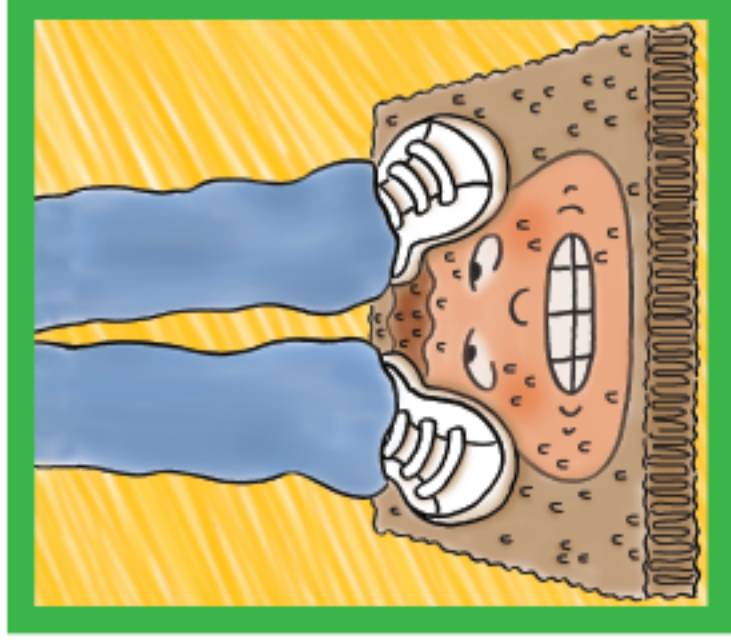
Methods of Communication

BULL DOG



Aggressive; **V**iolent;
Loud; **I**nconsiderate
of others; **A**ppears to
know it all

DOOR MAT



Passive; **A**voids
communication; **A**llows
others to 'walk over'; **D**oes
not stand up for beliefs

ASSERTIVE



Positive; **D**efends personal
beliefs; **S**tands up for rights;
Not rude or inconsiderate;
Shows self confidence

Strategies for Refusing Drugs

DIRECTIONS: For each scenario below, identify the reasons you would resist the temptation, and offer an effective resistance strategy (healthy alternative).

You are at your best friend's home after school, and out of the blue she asks you to try a beer she has hidden in her closet.

How you will resist:

Why you will avoid this temptation:

You are offered a cigarette by one of the starting players on the basketball team. You just made the team.

How you will resist:

Why you will avoid this temptation:

While on a class fieldtrip, a friend offers you and several other friends a marijuana joint. No one is anywhere in sight.

How you will resist:

Why you will avoid this temptation:

Strategies for Resisting and Avoiding Drugs

avoid risky situations

be prepared

know your facts

be assertive

be clear

be respectful

don't be afraid that you will
look uncool

walk away

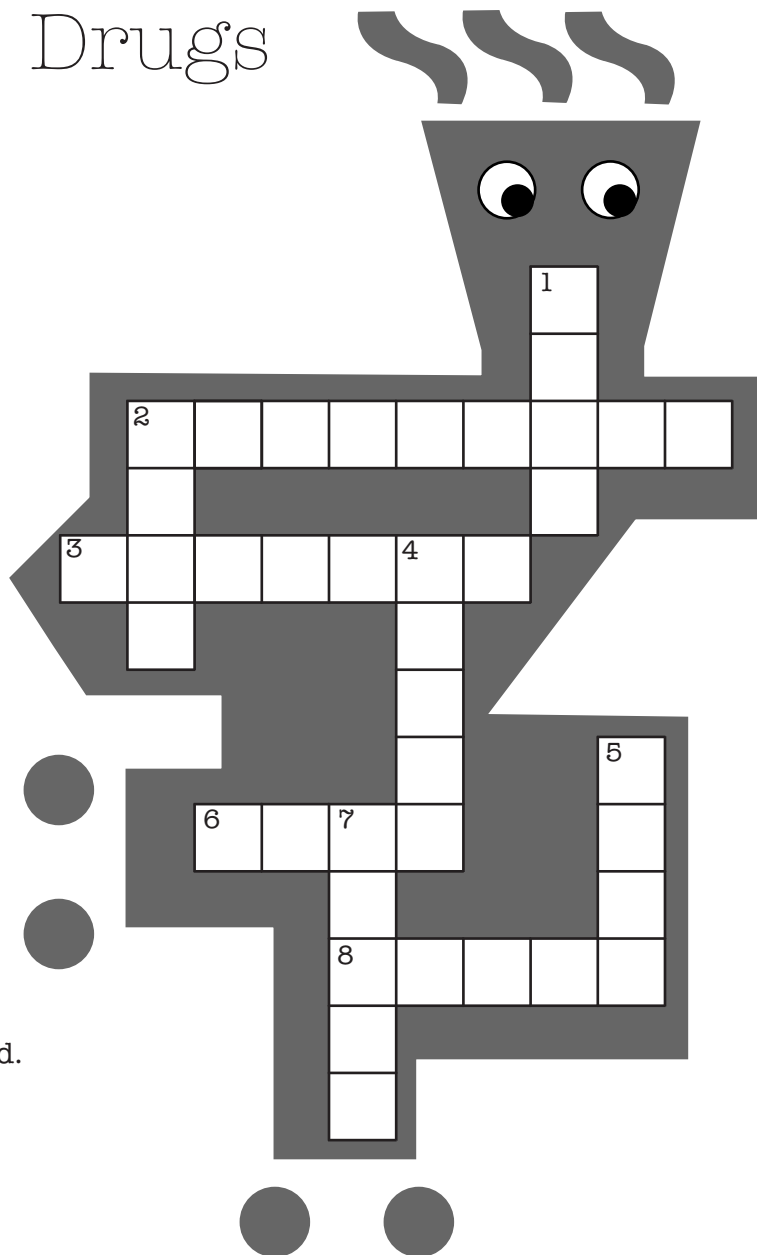
Healthy & Fun Alternatives to Drugs Crossword

DOWN

1. _____ a favorite book.
2. You can do this on water, using a board or your body
4. Line, square, disco, jazz, and tap are all examples of this
5. For this activity you will need a helmet and wheels
7. Rap, rock, classical, and country western to name a few ...

ACROSS

2. A new sport that snowskiers enjoy
3. Spend time with these peers
6. Quality _____ with family is a key to good health.
8. This can be done on ice or on board.



Identify **5** more healthy and fun alternatives to drugs.

1. _____
2. _____
3. _____
4. _____
5. _____