**Lesson Title:** Alcohol: What it does

**Grade:** 9-12

Day 1

**Alcohol: What it Does**

1. Standards

A. Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks by demonstrating refusal and negotiation skills to avoid or reduce health risks. (4.8.2)

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks by demonstrating behaviors to avoid or reduce health risks to self and others. (7.8.3)

B. Effects of Alcohol use

C. Students will learn the harmful effects of Alcohol use, avoid riding with drivers under the influence of Alcohol, avoid pressuring others to use Alcohol, will quit using Alcohol, and will seek help for stopping.

D. Influence of others on health behaviors and (subjective norms)

E. PE Standard (10.1.6 D) Students in a class session will demonstrate an understanding of the harmful effects alcohol has on the human body by, participating in the class discussion and performing in the end of class activity.

1. Assessment

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| Performance task | Criteria |
| Have each student create one fictional situation in which something bad could have happened while using alcohol and describe what could have been done to improve that situation. At the next class session, divide the class into small groups and have each small group draw two to three of the situations and role-play them for the class.  | Student work demonstrates proficiency by showing the ability to: * Identify harmful effects of alcohol use.

Student work demonstrates proficiency by showing the ability to: * Communicate the negative consequences of consuming alcohol.
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1. Active Learning Strategies:
	1. Students will listen and actively participate in the lecture and then will be placed in groups to complete a group activity.

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| Teacher Will: | Students Will: |
| ***Given an anticipatory:*** Good morning class I need everyone in the room to close their eyes. Good, keeping them closed listen to this scenario. You’re at a party you’re having a great time drinking a few beers and then all of a sudden you feel sick you run to the bathroom and its occupied so you run outside and throw up outside in your friends pool, and you pass out right next to the edge of the pool. Now open your eyes, what could have happened to you? How close did you come to having something very serious happen to you? Theses are some of the types of things we will discuss in class today, the effects of alcohol.” | Students will remain in their seats and will listen to the anticipatory set and await further instructions.  |
| Discuss Alcohol.* Is ILLEAGEL for MINORS to consume.
* Alcohol is a depressant
* Acts as an anesthetic in the central nervous system
* Alcohol has a unique action that initially creates a feeling of mild and pleasant stimulation

Discuss Effects sheet:**Brain:*** Alcohol affects the thinking, judgment and reasoning abilities first.
* More alcohol intake means that breathing and reflexes will also be impaired.
* Heavy social drinking may also cause brain atrophy.
* Over time, the brain and nervous system become less sensitive to alcohol's effects.

**Lungs:**Extremely high alcohol levels result in unconsciousness, coma and even death through the suppression of the brain's breathing center, the cerebellum**Reproductive System:*** Males: Alcohol decreases production of the male sex hormone testosterone
* Females: Women who drink during pregnancy risk giving birth to an infant with Fetal Alcohol Syndrome (FAS), a disorder that causes heart malformation, joint problems, growth deficiencies and mental retardation. Less obvious but more common is Fetal Alcohol Effect, which includes all of the conditions of FAS, but to a lesser degree.

**Kidneys:**Alcohol is a diuretic, so it increases the production of urine from the kidneys. Drinking alcohol on a hot day greatly increases the risk of dehydration. | Students will be asked to identify things they already know about Alcohol.Students will be asked to identify some side effects of Alcohol use before they are listed.Students will actively participate in the discussion with question or appropriate comments.Students will actively participate in the discussion with question or appropriate comments. |
| Discuss reasons why people might use Alcohol. * Depression
* Addiction
* To feel cool or fit in
* To feel older

Discuss relationship problems alcohol might cause:* May make you an alcoholic and can you to become violent.
* May make you less motivated.
 | Students will be asked to come up with reasons why people use Alcohol.Students will actively participate in the discussion with question or appropriate comments.  |
| Teacher will now instruct the class to get into their groups for a group discussion.Teacher will instruct students to come up with a scenario of their own about the use and abuse and how to get that person help and will act out the part. Each person in the group will have a job to do.  | Students will get into their groups and await instruction.Students will come up with scenario and will discuss with their group what to do in that situation. They will then assign roles and will come up to the front of the class and act it out. |

* 1. Materials: Use of an over head, scenario sheets for the students. Assessment sheets for homework.
	2. 45 minutes
	3. I will make the font on the hand outs and over head appropriate for all students in the class and if needed would make it bigger, and if a student was had any other impairment I would have them work with a partner.
	4. Resources:

Telljohann, S. (2006). *Health Education Elementary and Middle School*

*Applications.* New York, NY: McGraw-Hill Publishing.

www.healthteacher.com/lessons/lessonid/16. [Accessed on February 26](http://www.healthteacher.com/lessons/lessonid/16.%20Accessed%20on%20Febuary%2026),

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 <http://www.healthteacher.com/lessons/lessonid/14/section/1>. Accessed on

February 26, 2007

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| **Title:** |  **Effects of Alcohol** |
| **Lesson:** |  No Call for Alcohol |
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| **Topic:** |  Alcohol  |
| **Grades:** |   9-12 |
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|  **Directions:** Use this page to take notes about alcohol's effects on different parts of the body.1. **Brain/Central Nervous System**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_2. **Lungs**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_3. **Kidneys**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_4. **Reproductive System**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_9. **What seven factors affect alcohol's impact?**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| **Title:** |  **Alcohol's Effects on the Body** |
| **Lesson:** |  [No Call for Alcohol](http://www.healthteacher.com/lessons/lessonid/14) |
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| **Topic:** |  Alcohol and Other Drugs |
| **Grades:** |  9-12 |
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| Alcohol is a depressant drug. It has wide-ranging effects on the body.**Brain/Central Nervous System**Alcohol is a depressant that also acts as an anesthetic in the central nervous system. Although a depressant, alcohol has a unique action that initially creates a feeling of mild and pleasant stimulation. Alcohol affects the thinking, judgment, and reasoning abilities first. More alcohol intake means that breathing and reflexes will also be impaired. Heavy social drinking may also cause brain atrophy. Over time, the brain and nervous system become less sensitive to alcohol's effects.**Lungs**Some alcohol is exhaled through the breathing process, which is why alcohol can be smelled on the breath of a person who has been drinking. Extremely high alcohol levels result in unconsciousness, coma, and even death through the suppression of the brain's breathing center, the cerebellum.**Reproductive System**Alcohol decreases production of the male sex hormone testosterone. Women who drink during pregnancy risk giving birth to an infant with Fetal Alcohol Syndrome (FAS), a disorder that causes heart malformation, joint problems, growth deficiencies, and mental retardation. Less obvious but more common is Fetal Alcohol Effect, which includes all of the conditions of FAS, but to a lesser degree. |

 Mr. Sevier

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Grade: \_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_

**Directions:** Students are to create one fictional situation in which something bad could have happened while using alcohol. Along with the situation list consequences and solutions to how these consequences are solved. (Students are not permitted to use Driving Drunk or getting Raped) These situations will be acted out in class. All scenarios must be appropriate for class. In order to get full credit you must have: (Situation, Consequences, and Solution)