



# DUI Court in Schools Training Manual

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ADMINISTRATIVE OFFICE  
OF THE COURTS



CALIFORNIA OFFICE  
OF TRAFFIC SAFETY

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## **Overview of the Manual**

### Tab 1

This section supplies a brief overview of the rationale for the program and its goals and objectives. It also describes the audience for which the manual was created, and the educational standards that can be met by the program.

### Tab 2

This section supplies a brief description of the three model programs that exist in San Joaquin, Santa Clara, and Sonoma counties. It also describes the roles and responsibilities of the various players and provides a general timeline for carrying out the programs. Forms that have been used by the model programs are supplied, such as letters to the various participants. A DVD describing the programs is also provided.

### Tab 3

This section describes the program “DUI Court in the Schools: DUI Trial” as it exists at this time in Santa Clara county. It includes specific forms used in the program, a sample timeline and related documents.

### Tab 4

This section describes the program “Choices and Consequences: DUI Sentencing” as it exists at this time in San Joaquin county. It includes two DVDs of excerpts from events that have taken place as well as the PowerPoint presentation that is used by Judge Richard Vlavianos.

### Tab 5

This section describes the program “Courage to Live: DUI Outreach Program” as it exists at this time in Sonoma county. It includes a DVD of an event that has taken place as well as the PowerPoint presentation that is used by Judge Gary Nadler.

## Tab 6

This section supplies some of the educational, psychological, and pedagogical principles helpful for teaching young people. Topics include learning styles, presentation skills, and attention span. The section suggests specific activities that can be carried out with students in order to take into account the principles described.

## Tab 7

This section introduces the reader to the University of Michigan curricular materials on alcohol abuse for middle and high school that are included in this manual. It also discusses evaluation of the program that was carried out in Michigan.

## Tabs 8 - 12

These sections supply five 45-minute classroom lessons for middle school students on the topic of alcohol abuse, developed by the University of Michigan. These lessons have been modified for the purposes of this manual. Each lesson supplies goals, objectives and interactive activities. This section also includes activities to be carried out jointly between students and their parents.

## Tabs 13 - 17

These sections supply five 45-minute classroom lessons for high school students on the topic of alcohol abuse, developed by the University of Michigan. These lessons have been modified for the purposes of this manual. Each lesson supplies goals, objectives and interactive activities.

## Tab 18 - Appendix A

This appendix provides additional activities that can be used with high school students. The activities range from general analytical ones that can help students distinguish between fact and fiction to activities more focused on DUI-related facts, including activities for parents.

### Tab 19 - Appendix B

This appendix contains additional classroom lesson plans about drug abuse. It includes four lessons, and focuses on the effects of the following drugs: alcohol, hallucinogens, marijuana, methamphetamine, and MDMA (Ecstasy). The section supplies extensive information about these drugs.

### Tab 20 - Appendix C

This appendix contains general court information. It can be handed out and discussed with students before any of the events take place so they understand the basic concepts of the courtroom. The materials in this section include common legal terms, a list of courtroom participants, courtroom etiquette, and a diagram of a courtroom.

### Tab 21 - Appendix D

This appendix supplies information that clarifies the differences between DUI laws for adults and minors, usually an area of confusion for students. This material can be discussed before or after the DUI event. It includes information such as laws and legal issues for minors, a DUI cost worksheet, and California graduated driver licensing restrictions for teens.

### Tab 22 - Appendix E

This appendix supplies materials to carry out actions in the community, such as information on racial profiling and driving, and tips about ways to party safely. Reviewing this material after the DUI events is recommended.

### Tab 23 - Appendix F

This appendix provides a list of organizations, programs, curricular materials and websites on the topic of drugs, alcohol use, and driving.

### Tab 24 - Index of Forms

This tab supplies a list of useful forms in the manual organized by the tabs in which they appear.

## **Introduction**

### **Background**

Motor vehicle crashes are the leading cause of death among young people. Teens are at much greater risk of being involved in a driving-under-the-influence (DUI) - related motor vehicle crash than older drivers, and are much more likely to run red lights, speed, make illegal turns, and not wear seatbelts (National Center for Injury Prevention and Control, 2005). The prevalence of driving under the influence is staggering. In 2003, twenty-one percent of United States young people aged 16 to 20 years old reported driving while under the influence of either alcohol or illicit drugs in the previous year (SAMHSA National Survey on Drug Use and Health Report, 2004). Altering the attitudes of teen drivers is fundamental to changing their behavior. To achieve this objective, a robust, multifaceted approach to solving the problem of underage drinking and driving is required. California's DUI Court in Schools program is one such approach.

### **Goals of the Program**

In the fall of 2006, the Judicial Council of California, Administrative Office of the Courts (AOC) received a grant from the California Governor's Office of Traffic Safety (OTS) to implement the DUI Court in Schools Program. The program provides middle school and high school students the opportunity to see up close the consequences of DUIs to individual drivers, crash victims, and their own local communities.

### **Goals and Audience of the Manual**

The manual is aimed at judges, court personnel, educational administrators, and classroom teachers. Its goal is to offer a how-to approach to creating and sustaining DUI court events and related activities. Three existing programs are offered as best practices models for other courts. Though there is some overlap among the programs, each offers a unique approach to bringing the courts into the schools.

Research indicates that one isolated event is unlikely to have a profound effect on students (Shope et al., 2001). A related goal of the manual, therefore, is to suggest ways to embed court events in the educational context and activities that students are already engaged in at school, at home, and in their communities. To that end, the manual supplies extensive DUI-related curricular activities for teachers, judges, and parents to use.

## **Educational Content Standards**

One area to address in the present project is the integration of the court events into the school context. First, a drug-free environment already exists on school campuses. Therefore, the DUI Court in Schools program can be seen as one more event linked to an already existing environment. However, from the perspective of school administrators and teachers, it would be helpful to note how the DUI Court in Schools events relate to the existing middle school and high school content standards. Given the time constraints on the school year, teachers will often choose to eschew activities that are not related to the content standards required for their grade level.

Content standards are designed to encourage the highest achievement of every student, by defining the knowledge, concepts and skills that students should acquire at each grade level. In California, as in other states, for each discipline of each grade level, K through 12, certain content standards need to be adhered to by classroom teachers. In addition, there are also national standards that need to be met.

The various DUI Court in Schools programs discussed in the present manual fulfill California content standards in the following disciplines: Biology, Driver's Education, English, Government, History, Physical Education, and Society and Culture. Therefore, in past DUI Court in Schools events, classes from the above disciplines have attended the events. For instance, an entire 11th grade History class of a school attended one event. In another instance, Health Education classes attended an event at the same time as Government classes. It is up to the school administration in collaboration with the classroom teachers to decide which classes will participate in the DUI Court in Schools events.

For more information on the California content standards, please see <http://www.cde.ca.gov/be/st/ss>. For national standards, please refer to <http://cnets.iste.org/currstands/>.

## **Supplemental Material**

Together with the manual your court will receive a copy of the seminal work in this area: *The Courage to Live Program: A Judicial Outreach Program to Combat Underage Drinking and Driving: A Guidebook for Judges*, developed by the National Judicial College. Aimed at judges throughout the country, it contains a comprehensive description of how to run such programs and will serve as a very useful resource. All the California programs described in this manual are based on that work.

## **Copyright**

Unless otherwise stated, the materials in this training manual have been developed by the Administrative Office of the Courts (AOC), Program in Collaborative Justice, The Court of San Joaquin County, The Court of Santa Clara County, The Santa Clara County Public Health Department, or The Court of Sonoma County. In order to allow for a coherent manual, the authorized representatives of the above affiliations have approved the use of their materials without specific reference to their authorship. Copyright release has been received for other materials in this manual.

## **Source**

Shope, Jean T., Elliot, Michael R., Raghunathan, Trivellore E., and Waller Patricia F. Long-term follow-up of a high school alcohol misuse prevention program's effect on students' subsequent driving. *Alcoholism: Clinical and Experimental Research*, Vol. 25, No. 3, March 2001.

# Developing a Program

## Introduction

Below are brief descriptions of the model programs that exist in the counties of Santa Clara, San Joaquin and Sonoma. The practices employed in these three existing programs are the basis for the descriptions of the roles and responsibilities of the various players, and the estimated timeline to carry out the programs. Relevant forms that have been used by the programs appear at the end of this section. In addition, A DVD in which the programs are described by their major participants can also be found at the end of this section. The DVD is a broadcast created for Presiding Judges (PJ's) and Chief Executive Officers (CEO's) in order to encourage the creation of DUI Court in Schools programs in their courts. In subsequent tabs, the three model programs will be described in depth.

### DUI Court in the Schools: DUI Trial (Santa Clara County)

This program takes place at present in Santa Clara County. It involves a full, live young adult DUI trial. An actual courtroom is set up at a middle school, complete with judicial officer, bailiff, defendant, attorneys, witnesses, a mock jury made up of students, and other appropriate court staff. At the completion of the trial, students are allowed to ask the participants questions about the case. In addition, the judicial officer has an opportunity to engage the students and speak personally to them about the consequences of DUI. Beyond the trial, additional activities that involve parents can be carried out.

### Choices and Consequences: DUI Sentencing (San Joaquin County)

This program takes place at present in San Joaquin County. It involves a real DUI sentencing hearing. An actual courtroom is set up at a middle school, complete with judicial officer, bailiff, defendant, attorneys, and other appropriate staff. At the completion of the sentencing phase, students are allowed to ask the participants questions about the case. In addition, the judicial officer has an opportunity to engage the students and speak personally to them about the consequences of DUI. The judicial officer uses a PowerPoint and video presentation to highlight the consequences of driving under the influence.

### Courage to Live: DUI Outreach Program (Sonoma County)

This program takes place at present in Sonoma County. It does not involve elements of a real DUI trial. It is instead an outreach and education model run and facilitated by a judicial officer. This model includes participation by police officers and jail inmates. Emphasis is placed on the lively, interactive presentation of information through hands-on activities. The judicial officer uses a PowerPoint and video presentation to highlight the consequences of driving under the influence.

## Roles and Responsibilities

This section describes the roles and responsibilities that should be held by the key participants of the three programs. The section is based on the programs as they presently exist in the counties of San Joaquin, Santa Clara, and Sonoma.

### Judge

The judge is an obvious key to the success of the events. It is, therefore, important to include a judge who is willing to be involved in most of the processes of the program. The judge should also be involved in promoting the program throughout the rest of the legal system, for example, by raising interest among local attorneys to find cases or by trying to renew sponsorship for the program with the courts' administration. The participation of the judge is crucial since he or she can serve as a powerful advocate of the program.

It is also important that the judge adopt the appropriate approach to the program; that is, that he or she feels comfortable speaking in an educational setting. The judge should also be a vibrant speaker who can hold the attention of the students. Finally, the judge needs to be comfortable with the format of the program. For example, some judges may participate in other, more dramatic kinds of preventive programs, with different goals than the DUI Court in Schools program. Therefore, the judge needs to be made cognizant of the differences, and to keep in mind that the goal of the program is to create a learning environment in which students will be informed of the facts about drinking and driving, the possible negative choices they can make, and the potential consequences of their choices.

Although the program may start out with only one judge, it should be possible to recruit more judges over time.

### Defense Attorney

Defense attorneys play a key role in the court events since they must supply cases. Private attorneys who specialize in DUIs can be contacted about the possibility of referring defendants for the court events. They should be contacted every two to three weeks to ensure they do not forget about the program. Defendants have the right to decline participation in the program.

The public defender is in an especially good position to refer defendants. In a large court, such as Santa Clara County, every month the Public Defender's Office processes 700 to 900 misdemeanors, 200 of which are DUIs. In contrast, a private defense attorney processes only about 3 DUIs a month. Because of its interest in promoting public relations and community outreach, the public defender's office can be encouraged to participate in the program. Involvement of the public defender's office should be undertaken at the management level.

### Prosecutor

The Office of the District Attorney plays a crucial part because it supplies the various attorneys who will fulfill the roles of the prosecutors during the events. The judge should be able to make contact with the appropriate attorney from the office. In other cases, it will be the public defender who reaches out to the prosecuting attorney to involve him or her in the event. This interaction often takes place during the pretrial hearing of a case.

### Defendant

The defendant needs to be made aware of the goals of the program and should adopt the appropriate attitude for the event. Defendants discuss with students the charges against them with regret. Having first-offense defendants is recommended, since it is more likely the students will perceive them as having made a mistake rather than as hardened criminals. As a result, they are more likely to identify with the defendant. At all times, defendants have the right to refuse to participate in the program.

### *Incentives for the Defendant*

The topic of the defendant's incentives is a sensitive one. The prosecutor wants to be sure that the interests of the people of California are met properly. For example, the defendant should not get leniency through the program if his or her sentence is already being reduced by some other program. Thus, although the DUI Court in Schools program is important, just and fair trials must be ensured. It is also critical to get the judge to agree to the incentives. Otherwise it is difficult to get defendants to agree to participate.

### *Treatment of the Defendant*

In spite of the incentives, it takes a certain amount of courage to be found guilty of a DUI and to volunteer to have one's sentence read in front of hundreds of students. While the goal of the program is to help students understand that the person made a serious mistake, defendants need to be treated with the respect and dignity due to them throughout the judicial process. It is important to recognize that without the agreement of defendants to take part in the program, there would not be any examples to show at these events.

It is also necessary to ensure that the defendants have the assistance they need to participate in these events, from directions to the school to reassurance and gratitude for what they have offered to do. A letter of appreciation can also be sent.

### Jail Inmate

In the case of the Courage to Live: DUI Outreach Program, jail inmates and not defendants are brought to the school. They, too, must be chosen with care to make sure that they truly wish to present their views on their crimes with regret to the students. They also must be articulate. Finally, they need to be treated with respect by the judge and the students. As in the case of the defendant, it takes courage for a jail inmate to speak to students about his or her crimes and life mistakes.

### Forensic Specialist

For the DUI trial event, a forensic specialist testifies. The specialist must be chosen carefully to ensure that she or he is articulate and able to explain things clearly enough for the students to understand.

## **General Timeline**

This section supplies a tentative timeline for the various parts of the program, with a sample detailed timeline at the end of the section. The actual timeline will depend on the kind of program undertaken and the previous relationships among the participants.

Though the time commitments of the other event participants are important, the school calendar is the one that is the most complex to coordinate with and therefore should be addressed first.

### **12 Weeks: Initial School Contact**

In cases where first contact is made with a school, an initial interest survey with a deadline and accompanying letter should be sent to the school. Sending the documents in February for the following year is recommended because the school's calendar is usually full by August. If the letter is sent out in August, the school year may be full for the upcoming year. In any event, the letter should be sent out at least 12 weeks before the first desired date for the event. The interest survey may be sent to the activities director or the assistant principal, either of whom usually coordinates the events. It can also be sent to the principal.

### **6 Weeks: School Approval**

Six weeks after sending out the interest survey, a follow-up call should be made, usually to the activities director or the activities director's assistants. If the school is interested in the program and willing to participate, it supplies possible dates or a window of time for the event.

Note that while it is important to receive input from school representatives, it is also crucial to ensure that the format and integrity of the program do not change.

### **6 Weeks: Case Coordination**

Coordination in the court system leading to the event can vary from county to county. In some cases, the judge, the Office of the District Attorney and the Public Defender's Office work together very closely. In other cases, they do not. The relationship among these key players will affect how the planning for the events takes place within the legal arena, and the time involved.

Therefore, aside from coordination with the school timetable, schedules of the following participants will also need to be coordinated:

- 1) Judge
- 2) Defendant
- 3) Defense attorney
- 4) Prosecutor

At the outset of the program, at least one meeting should be set up between the judge and the attorneys involved to decide on various relevant issues. These issues appear below in question form.

- What kind of case is ideal for the program? What type of case is allowed or not allowed? For example, will the program be open to cases that have no representation? Will felony cases be permitted?
- Which local attorneys deal with DUI cases? How receptive will the Public Defender's Office and the Office of the District Attorney be in taking part in the program? How is this program going to procure cases? For example, will it also be possible to get referrals from the traffic court judge, commissioner, or referee?
- What type of incentive are both the courts and the Office of the District Attorney willing to give to defendants who volunteer to take part in the program? What legally can be allowed? What will attorneys solicited for the program think is fair for their clients?

The participants at the meeting will likely have their own lists of questions and concerns to discuss as well.

### **5 to 6 weeks: School Curriculum and School Setup**

At this stage, a face-to-face meeting with school officials and teachers should be set up to give them copies of this binder and to review its content with them. This meeting will ensure that school representatives understand the goals of the program and the types of curricular materials that are available to them. This will also enable teachers to plan how to integrate such materials into their regular curriculum.

In addition, the school should be provided with the following information:

- 1) A list of furniture and equipment needed for the program
- 2) A diagram of how the stage should be set up
- 3) Information on the court and the judge

Note that the less equipment and materials dependent on the school, the better. For example, if a sound system is not purchased especially for the program, then the sound systems at the various schools will need to be relied on. However, the sound systems may vary from relatively new to quite old. As a result, the sound person you bring may have to work longer to get things running properly. This may not fit into the allotted time for the event, which could mean having to reschedule.

For the physical appearance of the court, a simple, practical approach is often best for creating a dignified setting in keeping with the courts. With the proper placement of four tables alone, for example, it is possible to produce the desired effect. The actual props needed to set up the courtroom appear in the sample timeline that follows this section.

#### **4 Weeks: Official Notices**

Notices to appear should be sent to the participating defendant(s), their counsel, prosecuting attorneys, police officers, and/or court officers.

#### **2 to 3 Weeks: First Reconfirmation**

At this stage, it is necessary to reconfirm the event with all the participants. These participants and the topics for reconfirmation are listed below.

##### The School

The school should be contacted by phone to reconfirm the date and time of the event. In addition, the school should reconfirm any of the equipment it has committed to supplying for the event. Finally, the school should be requested to provide "parking marshals" to direct traffic for the various court participants attending the school that day.

### Law Enforcement Agency/Court Officers

The law enforcement agency/court officers should be contacted by phone to reconfirm that necessary police will be on hand to maintain security and take the defendant or inmate into custody.

### Attorneys

The prosecuting and defense attorneys need to be contacted by phone to remind them of the date and location of the program.

### Judge

The judge or judge's clerk should be contacted by phone with a reminder about the event.

## **1–2 Weeks: Final Reconfirmation and Preparation**

At this stage, the judge needs to ensure that the court files to be used at the trial are in order. All the items to be taken to the school should also be ready.

## **1–2 Days: Logistics**

### Visit

A visit to the school should take place at this time to set up the stage and ensure that all the items provided by the school are available and working.

### Equipment

If the room can be locked, court recording equipment should be hooked up. If the room cannot be locked, arriving early on the day of the event will enable the setup of the recording equipment.

### Signage

Signage should be placed around the chosen building identifying the court. The signs should be large enough to identify the court's location and provide directions within the school to it; for example, to the auditorium. As many as seven 24 X 36-inch signs with arrows pointing toward the court can be used.

## Media

It is very helpful for the continuation of the program to get publicity for the events through the media. The stages involved in working with the media are described below.

### Stage 1

Media outlets are identified, and sent press releases by fax the day before the event. Note that the releases should not be sent out earlier, as there have been incidents in the past when releases were issued ahead of time and media representative went to the defendant's home.

### Stage 2

A packet should be created in a folder and given to media representatives with the business card of the administrator of the program. The folder should include:

Press release

Talking points to press

Description of the program, including statistics about the number of DUIs in the county and/or city

Fact sheet

List of other organizations collaborating with the program

### Stage 3

Media interviews can be set up for before, during, and after the event. Interviews can take place with an administrator of the program, the defense attorney, the prosecutor, and some of the students.

Note that sometimes reporters stay for the entire event, including for the four-hour trial event.

## **Day of Event: Final Preparation**

A cellular phone and key program contact telephone numbers should be brought to the event. It is important that the program administrator arrive at least 45 minutes before the beginning of the event to ensure that all details are complete. In the case of the court events, when the attorneys and defendant arrive, the court staff should check them in.

All microphones—for the participants and those to be given to students for asking questions—should all be tested to make sure they are in working order.

## **1 Week After the Event: Thank You Letters**

Thank you letters should be sent to all nonstudent participants.

### **Additional Tips**

It is important to find out who the assistants of the various listed participants are since most of the contact will be with them.

Once the program is up and running, some of the stages will take less time.

### **Materials**

As listed below, a sample timeline and sample letters to be sent to the various participants can be found on the following pages. These materials may be adapted for use by the three programs making up The DUI Court in Schools program.

A DVD that describes the existing programs is also supplied.

#### Materials List

Sample timeline

Cover letter for interest survey

Interest survey

Confirmation letter to school

Pre-event thank you letter to defendant

Thank you letter to defense attorney

Post-event thank you letter to defendant

Thank you letter to host school

Notice to Appear to defendant

DVD describing the programs

## **Sample Timeline\***

### **DUI Court in the Schools: DUI Trial**

#### **I. 4 WEEKS+ PRIOR TO EVENT:**

- Contact judge, court contacts, school contacts, and attorneys to remind them of the event. Remind schools to take into consideration any provisions necessary for students with special needs.
- After confirming date with everyone, send notification to Office of Traffic Safety (OTS) coordinator and public information officer
- Provide this curriculum binder to school
- Check with attorneys to find out if there will be any remands, felonies, or need for interpreter
- Arrange for necessary court employees:
  - Interpreter
  - Transportation for remand
  - Bailiff
  - Court clerk
  - Court reporter
  - Audio/visual technician

#### **II. 2-3 WEEKS PRIOR TO EVENT:**

- Contact any speakers who will be speaking at the assembly
- Reserve tablecloth rental
- Send out press releases
- Schedule setup time with school
- Visit site beforehand to scout area

\*After school and date are determined  
To be distributed to all major participants

- Contact school facilities manager to ensure that the necessary equipment will be available:
  - 12- to 18-inch riser
  - Chairs
  - Tables
  - Flags
  - Parking signs
  - Access to an electrical outlet and/or extension cord will be required for the court reporter's table
  - A blank wall or video screen, should there be a video portion
- Reserve audio/visual equipment from IT department. Contact local county office of education to procure projection equipment if necessary
- Take inventory of signs, and make sure there are enough for the event

**III. 1–2 WEEKS PRIOR TO EVENT:**

- Alert court manager of case numbers, and date and time of hearing
- Send Notice to Appear. Court needs file copies of Notice to Appear
- Send announcements, invitations, and/or map with directions to:
  - Judge
  - Program director
  - Court clerk
  - All participating attorneys
  - Person in charge of bailiffs
- Make phone calls to confirm attendance of participants. Remind judge to bring robe and gavel

#### **IV. 1 DAY PRIOR TO EVENT:**

- Equipment checklist:
  - Flags
  - A/V equipment (laptop and projection equipment)
  - Pitcher and cups for water
  - Parking signs
  - Tablecloths and runners

#### **V. DAY OF EVENT:**

##### **School Responsibilities**

- Reviewing court floor plan (see Tab 20, page 13, “diagram of a courtroom”)
- Set of 12- to 18-inch risers to elevate judge’s desk and executive chair
- 1 desk to be used as the judge’s bench
- 4 tables for use by court reporter, court clerk, prosecutor, and defense attorney
- 22 chairs:
  - 1 for judge (type: executive chair)
  - 1 for witness stand
  - 1 for bailiff
  - 1 for court recorder’s table
  - 1 for court clerk’s table
  - 2 for prosecuting attorney’s table
  - 2 for defense attorney’s table
  - 13 on stage for student jurors and program coordinator
- 3 pitchers of water or bottled water with glasses for judge and both attorney tables
- Nearby jury deliberation room with table and chairs
- United States and State of California flags

- 3 table microphones
  - 1 for judge
  - 1 for prosecutor
  - 1 for defense attorney
  
- 3 wireless microphones or microphones mounted on a stand
  - 1 for judge (during discussion portion of the program)
  - 1 for witness stand
  - 1 for audience
  
- Media check-in table
- Overhead projector for forensic specialist's exhibits
- Stationing school staff/personnel at school entrances or near auditorium entrances. (Campus security will be left up to the discretion of school and court)
- Providing program staff and court participants access to auditorium between 7:30 and 8:00 a.m.
- Assigning ROTC or core group of students to escort court participants from designated parking area to auditorium
- Pre-selecting 12 students, including a jury foreman, to sit on mock jury during trial (School to provide student mock jurors with mock jury instructions a couple of days prior to trial)
- Reserving and marking with signs a designated parking area for court participants
- Seating students in auditorium by 8:15 a.m. or time set by school to ensure commencement of trial in a timely manner
- Conducting final sound check before commencement of the trial

- Optional:
  - Nearby table of snacks for students during trial break
  - Tables in lobby or hallway for displaying information and educational materials
  - School video crew, if needed
  - Video screens for audience, if needed
  - School newspaper coverage of trial

### **Court Responsibilities**

- Ordinances and statutes, court rules, and bench book
- Gavel and robe
- Court files with plea agreement and advice of rights form
- Sentencing forms
- Restricted license affidavit
- Determining length of courtroom breaks (10, 15, or 20 minutes, and at which points during the proceedings)
- Custody forms and any other pertinent forms
- Accessories: calculator, pens, pencils, stapler, stamps, and ink pads
- Participating in interactive discussion following trial

### **Public Defender's Office Responsibilities**

- Identifying defendant and providing court and project manager with pertinent information
- Providing defendant with time, date, and location of trial
- Identifying need for court translator
- Bringing overhead transparencies of any evidence to be presented at trial
- Participating in interactive discussion following trial

## **Prosecutor's Responsibilities**

- Providing forensic specialist and arresting officer with time, date, and location of trial
- Bringing overhead transparencies of any evidence to be presented at trial (for example, alcohol impairment chart)
- Participating in interactive discussion following trial

## **Responsibilities of Project Manager**

- Coordinating DUI Court in Schools setup with court and school
- Providing this curriculum binder to the school, or at minimum, the following materials from the binder:
  - Trial outline assignment (Tab 3)
  - Tab 20: Appendix C - Court Information
  - Tab 21: Appendix D - Information for Minors
  - Tab 22: Appendix E - Information for Families and Communities
- A map with detailed directions to the school and designated parking for courtroom participants and guest.
- Providing posttrial promotional items to students
- Developing media advisory and alerting media organizations about the trial
- Providing school and judge with contact information so they can connect and discuss the facilitation of the interactive discussion phase of the trial
- Bringing the following items:
  - overhead projector, if necessary
  - 3 extension cords
  - easel
  - chart paper
  - tape
  - check-in materials for media
  - flip chart markers

- tent cards (courtroom participant names)
- name tags for student volunteers

**VI. POST ASSEMBLY:**

- Collect and take inventory of signs needed for future assemblies. Send thank you notes to school and all participants.

**Cover Letter for Interest Survey  
DUI Court in the Schools: DUI Trial**

Month \_\_, 20\_\_

Contact Name  
School  
Address  
City, State Zip

Dear Principal/ School Administrator,

In an effort to make our community safer for all, your local courts through the sponsorship of the Administration Office of the Courts (AOC) are working together for a common goal: to decrease injuries and deaths associated with traffic crashes and to educate young people about DUI and the dangers of alcohol abuse. We will be offering a unique perspective on DUI programs to local high schools throughout the 20\_\_–20\_\_ school year.

We are often reminded of the motor vehicle dangers we face and the fatalities that occur every day when we read a newspaper or watch television news. Motor vehicle crashes are the leading cause of death among teenagers in the United States. Recently, the American Medical Association reported that underage drinking is a factor in nearly half of all automobile crashes. For these reasons, we would like to know if your school is interested in bringing the following program to your students.

**DUI Court in the Schools: DUI Trial**

This DUI prevention program is funded by the Administrative Office of the Courts (AOC) and sponsored by the courts. It is designed to educate teens about the legal consequences of drinking and driving through witnessing an actual DUI trial. It is not a mock trial but rather a real DUI trial transferred from the local courthouse to the school. Students are invited to attend a three- to four-hour program, which includes an actual trial and interactive group discussion. Materials for class discussion are also provided.

If you are interested in having this program at your school, please complete the enclosed **interest survey**. Fax it to 000-000-0000 or mail it **no later than Month \_\_, 20\_\_**.

Sincerely,

**Interest Survey  
DUI Court in the Schools: DUI Trial**

**School Name:** \_\_\_\_\_

**School District** \_\_\_\_\_

**Principal's Name:** \_\_\_\_\_

**Phone Number:** \_\_\_\_\_ **Fax Number:** \_\_\_\_\_

**E-Mail Address:** \_\_\_\_\_

**Student Population:** \_\_\_\_\_

Approximate percentage of students who drive to school daily: \_\_\_\_\_

## Court-Sponsored Activities

### DUI Court in the Schools: DUI Trial

This DUI prevention program is funded by the Administrative Office of the Courts (AOC) and sponsored by the courts. It is designed to educate teens about the legal consequences of drinking and driving through witnessing an actual DUI trial. It is not a mock trial but rather a real DUI trial transferred from the local courthouse to the school. Students are invited to attend a three- to four-hour program, which includes an actual trial and interactive group discussion. Materials for class discussion are also provided.

**My school is interested in hosting DUI Court in the Schools: DUI Trial at our school (please check as many boxes as appropriate below)**

- Fall      20\_\_      Specify dates: \_\_\_\_\_
- Winter    20\_\_      Specify dates: \_\_\_\_\_
- Spring    20\_\_      Specify dates: \_\_\_\_\_

*Do you currently have any programs/projects in place to address this problem?*

*Do you have a resource person who would work on this project at your school?*

*If so, please provide that person's information (name, title, phone number, e-mail address) so that we may contact him or her.*

**Cover Letter for Interest Survey  
Choices and Consequences: DUI Sentencing**

Month \_\_, 20\_\_

Contact Name

School

Address

City, State Zip

Dear Principal/ School Administrator,

In an effort to make our community safer for all, your local courts through the sponsorship of the Administration Office of the Courts (AOC) are working together for a common goal: to decrease injuries and deaths associated with traffic crashes and to educate young people about DUI and the dangers of alcohol abuse. We will be offering a unique perspective on DUI programs to local high schools throughout the 20\_\_–20\_\_ school year.

We are often reminded of the motor vehicle dangers we face and the fatalities that occur every day when we read a newspaper or watch television news. Motor vehicle crashes are the leading cause of death among teenagers in the United States. Recently, the American Medical Association reported that underage drinking is a factor in nearly half of all automobile crashes. For these reasons, we would like to know if your school is interested in bringing the following program to your students.

**Choices and Consequences: DUI Sentencing**

This DUI prevention program is funded by the Administrative Office of the Courts (AOC) and sponsored by the courts. It conducts sentencing hearings in local schools so that students can see what the consequences of driving under the influence can be. The cases sentenced at these assemblies are actual DUI cases pulled from traffic court. It includes interactive discussion. Materials for class discussion are also provided.

If you are interested in having this program at your school, please complete the enclosed **interest survey**. Fax it to 000-000-0000 or mail it **no later than Month \_\_, 20\_\_**.

Sincerely,

**Interest Survey  
Choices and Consequences: DUI Sentencing**

**School Name:** \_\_\_\_\_

**School District** \_\_\_\_\_

**Principal's Name:** \_\_\_\_\_

**Phone Number:** \_\_\_\_\_ **Fax Number:** \_\_\_\_\_

**E-Mail Address:** \_\_\_\_\_

**Student Population:** \_\_\_\_\_

Approximate percentage of students who drive to school daily: \_\_\_\_\_

## Court-Sponsored Activities

### Choices and Consequences: DUI Sentencing

This DUI prevention program is funded by the Administrative Office of the Courts (AOC) and sponsored by the courts. It conducts sentencing hearings in local schools so that students can see what the consequences of driving under the influence can be. The cases sentenced at these assemblies are actual DUI cases pulled from traffic court. It includes interactive discussion. Materials for class discussion are also provided.

**My school is interested in hosting Choices and Consequences: DUI Sentencing at our school (please check as many boxes as appropriate below)**

- Fall      20\_\_      Specify dates: \_\_\_\_\_
- Winter    20\_\_      Specify dates: \_\_\_\_\_
- Spring    20\_\_      Specify dates: \_\_\_\_\_

*Do you currently have any programs/projects in place to address this problem?*

*Do you have a resource person who would work on this project at your school?*

*If so, please provide that person's information (name, title, phone number, e-mail address) so that we may contact him or her.*

**Cover Letter for Interest Survey  
Courage to Live: DUI Outreach Program**

Month \_\_, 20\_\_

Contact Name

School

Address

City, State Zip

Dear Principal/ School Administrator,

In an effort to make our community safer for all, your local courts through the sponsorship of the Administration Office of the Courts (AOC) are working together for a common goal: to decrease injuries and deaths associated with traffic crashes and to educate young people about DUI and the dangers of alcohol abuse. We will be offering a unique perspective on DUI programs to local high schools throughout the 20\_\_–20\_\_ school year.

We are often reminded of the motor vehicle dangers we face and the fatalities that occur every day when we read a newspaper or watch television news. Motor vehicle crashes are the leading cause of death among teenagers in the United States. Recently, the American Medical Association reported that underage drinking is a factor in nearly half of all automobile crashes. For these reasons, we would like to know if your school is interested in bringing the following program to your students.

**Courage to Live: DUI Outreach Program**

This DUI prevention program is funded by the Administrative Office of the Courts (AOC) and sponsored by the court. This program is based on the concept that children can make choices when facing certain social situations related to the use of alcohol and drugs and to driving. It addresses the circumstances in which such choices are presented and offers strategies for making good choices. It involves interactive discussion with a judge and jail inmates. Materials for class discussion are also provided.

If you are interested in having this program at your school, please complete the enclosed **interest survey**. Fax it to 000-000-0000 or mail it **no later than Month \_\_, 20\_\_**.

Sincerely,

**Interest Survey  
Courage to Live: DUI Outreach Program**

**School Name:** \_\_\_\_\_

**School District** \_\_\_\_\_

**Principal's Name:** \_\_\_\_\_

**Phone Number:** \_\_\_\_\_ **Fax Number:** \_\_\_\_\_

**E-Mail Address:** \_\_\_\_\_

**Student Population:** \_\_\_\_\_

Approximate percentage of students who drive to school daily: \_\_\_\_\_

## Court-Sponsored Activities

### Courage to Live: DUI Outreach Program

This DUI prevention program is funded by the Administrative Office of the Courts (AOC) and sponsored by the court. This program is based on the concept that children can make choices when facing certain social situations related to the use of alcohol and drugs and to driving. It addresses the circumstances in which such choices are presented and offers strategies for making good choices. It involves interactive discussion with a judge and jail inmates. Materials for class discussion are also provided.

**My school is interested in hosting Courage to Live: DUI Outreach Program at our school (please check as many boxes as appropriate below)**

Fall      20\_\_      Specify dates: \_\_\_\_\_

Winter      20\_\_      Specify dates: \_\_\_\_\_

Spring      20\_\_      Specify dates: \_\_\_\_\_

*Do you currently have any programs/projects in place to address this problem?*

*Do you have a resource person who would work on this project at your school?*

*If so, please provide that person's information (name, title, phone number, e-mail address) so that we may contact him or her.*

## Confirmation Letter to School

Month \_\_, 20\_\_

Contact Name

School

Address

City, State Zip

Dear Contact Name:

This letter is to confirm our conversation in which we agreed to schedule our DUI prevention program on Day of week, Month, Day, Year, beginning at 00:00 a.m. It is my understanding the students from the grade level grade class will be in attendance.

Please contact me to discuss requirements for the day of the event.

If you are aware of any students with special needs, please consider their appropriate accommodation for this program. For example, a hearing impaired student may need to sit closer to the stage; or you may wish us to supply you with a PowerPoint presentation in advance for visually impaired students.

I look forward to a rewarding program and to working with you again. Thank you for your efforts.

Sincerely,

Name of Project Manager

## Pre-Event Thank You Letter to Defendant

Month \_\_, 20\_\_

Name

Address

City, State Zip

Dear Name of Defendant,

We would like to thank you for participating in our DUI prevention program. We truly feel that sharing your experience will be beneficial in helping young people make educated decisions about drinking and driving. Enclosed are directions to your sentencing hearing and your Notice to Appear. If you require any further information, please feel free to contact our office at 000-000-0000.

Sincerely,

Name of Project Manager

## Thank You Letter to Defense Attorney

Month \_\_, 20\_\_

Attorney Name  
Law Firm/PD Office  
Address

City, State Zip

Dear Defense Attorney Name,

The Superior Court of County Name thanks you for participating in our DUI prevention program at Name of School. We truly feel that helping your client share their experience will be beneficial in helping students to make educated decisions about drinking and driving.

We would like to commend you helping us take an unfortunate truth of society and using it to create a positive effect in our community, and we hope you will contact us should any of your clients be interested in such a program in the future.

Sincerely,

Name of Project Manager

## Post-Event Thank You Letter to Defendant

Month \_\_, 20\_\_

Name

Address

City, State Zip

Dear Name of Defendant,

The Superior Court of County Name would like to thank you for participating in our DUI prevention program at Name of School. We truly feel that sharing your experience will be beneficial in helping students to make educated decisions about drinking and driving.

Your decision to take part in our program was most likely a difficult one for you to make, but we would like to commend you in using your court date to create a positive effect in our community. We wish you the best of luck in the future.

Sincerely,

Name of Project Manager

## Thank You Letter to Host School

Month \_\_, 20\_\_

Contact Name

School

Address

City, State Zip

Dear Contact Name:

The Superior Court of County Name would like to thank you and your faculty for taking the time and allowing us to share our DUI prevention program with your students. We hope that the information provided at our assembly helps your students make informed decisions should they ever come face to face with this situation.

While we would all like to be there to help our children make the right choice when they encounter drinking and driving, we know that most often they will be left to make this call on their own. The one thing that we can do for them is to make sure that we give them the facts so that they can make an informed decision and stay safe. We hope that our program has helped in this pursuit.

This program will be ongoing in Name of County. If you are interested in having our program visit your school again in the future, please feel free to contact us to make arrangements.

Sincerely,

Name of Project Manager

**NOTICE TO APPEAR AND  
NOTICE OF COURT ADDRESS CHANGE**

Notice is hereby given that the Honorable Name of Judge's Day of week, Month \_\_, 20\_\_ session of the Court will be held in the auditorium of Name of School, located at Address, City, State, Zip. Name of Defendant (case # 00000000) IS TO APPEAR at 0:00 a.m. ON THIS DATE

The court proceedings are being held at the high school for educational purposes and will be observed by the students. The proceedings may also be recorded.

Failure to appear at the above-scheduled hearing may result in an Arrest Warrant being issued for your arrest.

---

Court Executive Officer

Dated: \_\_\_\_\_

## **DUI Court in the Schools: DUI Trial (Santa Clara)**

Below is a description of the program, as it is carried out in Santa Clara County.

### **Format**

Age of audience: High school, 16 to 18 years old, no freshmen

Number of students: 125 to 350 with an average of 200

Duration: Variable, but generally 4 hours with two breaks, and follow-up activities

Location: Auditorium

Setup: Courtroom

Participants: Judge, defendant, defense attorney, prosecutor, police officer, witness, forensic witness, bailiff, court reporter, local police officer, and mock jury

### **Activities**

#### **I. Pre-Event Activities**

1. Mock Jury Selection
2. Mock Jury Instructions
3. Instructions to Adult Facilitator of Mock Jury

#### **II. Event Activities**

1. The Trial (2 hours)
2. Student Assignment: Trial Outline
3. Mock Jury Deliberations (20 minutes)
4. Rendering of Jury Verdict
5. Judge's Decision on Jury Verdict
6. Ending of Trial
7. Discussion with Participants (1 hour)

**TOTAL FOR ACTIVITIES II (including breaks): 4 hours**

#### **III. Post-Event Activities: Optional Activities**

1. Panel Event with Parents (1.5 hours)
2. Panel Event with Students (1.5 hours)

### **Tone**

Serious

### **Description of this section**

The following pages describe the sequence of activities involved in this type of event, as usually carried out by Judge Jerome Brock of Santa Clara County. Mentioned documents appear at the end of this tab.

## **I. Pre-Event Activities**

### **1. Mock Jury Selection**

The teachers of the classes attending the event decide on the mock jury to be chosen. The program has no requirements concerning the student makeup. However, the schools and teachers usually decide on certain requirements, such as good students with no criminal record. Note as well that in many high schools, there are classes in which mock juries already exist. These mock jurors are then drawn upon for the mock jury in the DUI trial.

### **2. Mock Jury Instructions (See Materials)**

The mock jury receives the instructions in advance of the trial and are assigned to read them before the trial.

### **3. Instructions to Adult Facilitator of Mock Jury (See Materials)**

The instructions to the facilitator of the mock jury help the jury carry out its deliberations. The facilitator studies the instructions in advance of the trial.

## **II. Event Activities**

### **1. The Trial (2 hours)**

The trial itself is an abbreviated trial as the sides stipulate to some of the evidence in advance. The trial takes place over the course of 2 hours. Two breaks take place during the trial.

The trial takes place on stage.

Two prosecution witnesses testify:

- a) The arresting police officer, who describes the facts of the case
- b) A forensic specialist, who describes facts about blood alcohol levels and other biological elements related to a DUI

### **2. Student Assignment: Trial Outline (See Materials)**

Students are given the assignment in class. During the trial they list the most important arguments and evidence of each side, decide if the defendant is guilty or not, determine what sentence they would give if they were the judge, and list questions they would like to ask the judge and lawyers. The teacher collects the assignment later. This activity keeps the students engaged in the trial and allows them to ask productive questions.

### **3. Mock Jury Deliberations/Break (20 minutes)**

At the end of the trial the jury deliberates for 20 minutes together with the jury facilitator assigned earlier. During this period there is a break in the proceedings, and students can leave the auditorium.

### **4. Rendering of Jury Verdict**

Students return to the auditorium and take their seats. The jury members enter and takes their seats. The jury foreperson states the verdict of the jury.

## **5. Judge's Decision on Jury Verdict**

The judge announces whether he concurs with or overrides the jury's verdict.

## **6. Ending of Trial**

The judge announces that the trial is over and that he will be handing down the sentence at a future time.

## **7. Discussion with Participants (1 hour)**

The judge removes his robe and stands with the two attorneys and the defendant to answer questions from the students. The students can ask questions of any of these four participants. In the auditorium teachers take microphones over to students who have raised their hands and allow them to pose their questions to the trial participants.

In some cases, teachers review written questions by students in advance and approve the questions.

### **III. Post-Event Activities**

Depending on when the school can make the time for this, the following activities take place a week to a month after the trial. They are organized by the local coordinator.

1. Panel Event with Parents
2. Panel Event with Students

During these activities students or parents have an opportunity to interact with professionals on the topics raised at the trial. The activity with the parents takes place in the evening, and the activity with the students takes place during the school day. The school decides which classes will participate in the activity, with the goal of filling up the auditorium.

The panel members as well as the topics and lengths of their presentations are listed below.

<b>Participant</b>	<b>Topic</b>
Prosecutor	Laws associated with DUIs (10 minutes)
EMT Officer	Review of witnessed cases (10 minutes)
CHP Officer	Review of witnessed cases (10 minutes)
Survivor's story: Brandon and father	Brandon's crash and its consequences (20 minutes)
Q&A	30 minutes

Note that an alcohol and drug counselor may also participate in the panel.

#### **Important Note:**

The post-event activities described above are not necessary for running the trial event. However, because those activities have been found to be very beneficial and include the important component of parent participation, they are included here and recommended.

#### **Materials**

Sample schedule of the day  
Trial outline assignment  
Mock jury deliberations: Instructions to adult facilitator  
Mock jury deliberations: Instructions to students

## Sample Day of the Trial Schedule for DUI Court in the Schools: DUI Trial

**8:30–11:45 a.m.**

To: Judge, courtroom staff, public defender, prosecutor, and faculty and staff. For your information, here are key logistical and process items for the day of the trial.

### Schedule

**7:00–8:00 a.m.**     **Theater Doors Open** — The doors will open for key participants and staff to inspect setup and distribute handouts to students and guests.

**Final Sound Check** – Before the trial begins, a final sound check will be conducted.

**Reserved Parking Area** – Courtroom staff, witnesses, defendant, and attorneys will enter the campus from the designated parking area in front of the school. Students will be available to escort and direct courtroom participants to the theater.

**8:00–8:30 a.m.**     **Students Report Directly to Their Classrooms** – Approximately 230 social studies students will attend. Students and staff are required to be present at the entire program, which ends at approximately 11:45 a.m. High school faculty will be available to assist in ensuring that students are seated by 8:30 a.m.

**Adult Supervision** – School staff, faculty, and administration will be stationed at or nearby the theater entrances.

**8:45 a.m.**     **Welcome/Introductions** – The program will convene with a welcome by an assembly member. The teacher will also mention the following housekeeping items:

- Students may not leave the theater except for medical reasons or to use the restroom.
- No cell phones, pagers, backpacks, or food or drinks are allowed inside the theater.
- Point out the location of restrooms for audience.

**Call to Order** – The trial will begin with the call to order by the bailiff.

**Opening Remarks** – The judge will make opening remarks. A warning will be given by the judge about proper behavior and the consequences of failing to maintain courtroom decorum. Everyone, including staff of the school newspaper, needs to know that the court session is not a show or mock trial. The students will be informed that the theater is no longer a schoolroom and that it is now the judge’s courtroom. If students display inappropriate behavior, they will not see the school principal but instead will be held in contempt by the judge.

### **Court in Session**

**Approx. 9:30 a.m. Break** – A scheduled 20-minute restroom/stretch break at approximately 9:30 a.m., will be announced in advance by the judge. No eating or drinking is allowed inside the school courtroom.

### **Approx. 9:50 a.m. Court in Session**

**Approx. 10:20 a.m. Closing Arguments/Conclusion of the Trial/Break** – Members of the mock jury will be directed by the judge to deliberate in the jury room for approximately 10 minutes or for a period of time set by the judge. A facilitator will escort students to the “jury room.” While the mock jury is deliberating, the audience will be on a break.

**Approx. 10:50 a.m. Verdict and Posttrial Interactive Discussion**– After the break, the jury and audience will return to the school courtroom. Then the judge and the jury will render their verdict. The judge will formally adjourn the court, remove his robe, roll up his sleeves, and loosen his tie. Walking away from the bench and standing on the stage, he will introduce the next phase of the program. A high school faculty member will also cofacilitate the discussion with the judge.

**Approx. 11:40–11:45 a.m. Adjournment** – The judge will acknowledge the defendant, audience, faculty and staff, Office of the District Attorney and the Public Defender’s Office, and the program staff. The project manager will turn the adjournment of the program over to the supervising faculty member.

### **Other important items:**

- **Mock Jury** – A demographic cross section of 14 students (12 jurors and 2 alternates) is pre-selected by teachers. The students are asked to pick a jury foreperson before the trial begins. The judge provides an instruction sheet for the student mock jury. On the day of trial, students are instructed to report to the check-in table near the entrance of the main theater to pick up juror name tags.
- **Media Coverage** – Recording and photography, but no flash photography, may be permitted. An advisory is sent to media organizations including newspapers, radio stations, and television stations to cover the trial. Members of the media may request interviews with students, faculty members, the school principal, the judge, and other participants.
- **Student Assignments** – Suggestions include The Trial Outline Assignment, which follows. Students can do this assignment during the trial. Other relevant lesson plans and assignments can be found throughout this manual.

## Trial Outline Assignment

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

Instructor: \_\_\_\_\_ Period: \_\_\_\_\_

Title: DUI Case: People of \_\_\_\_\_ County vs. Defendant X

List Arguments and Evidence for the Prosecution and the Defense.

A. Prosecutor's most important arguments and evidence:

1.

2.

3.

4.

5.

**B. Defense lawyer's most important arguments and evidence:**

1.

2.

3.

4.

5.

**C. Decisionmaking – After listening to the evidence, decide if the Defendant is GUILTY or NOT GUILTY. Explain why.**

**D. If you were the judge, what would be your sentence? Explain why.**

**E. List three questions you would like to ask the judge and lawyers about the case.**

**1.**

**2.**

**3.**

**F. What is the most important thing you learned from this experience?**

**G. Comments:**

## **ADULT FACILITATOR: STUDENT MOCK JURY DELIBERATIONS**

### **DUI Court in the Schools: DUI Trial**

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#### **Facilitator Instructions:**

- Review the student mock jury instructions before you arrive at the school. The teachers have given a copy of the instructions to the students selected to sit on the mock jury panel. An extra copy of the instructions will be placed on stage for you and the student mock jurors on the day of the trial.
- Review the “Day of the Trial” schedule before you arrive at the school.
- You will escort students to the jury deliberation room. Refer to the “Day of Trial” schedule for room location.
- You will assist in clarifying any questions the student mock jurors may have.
- You will be responsible for monitoring the progress of the deliberation to ensure that the students arrive at a decision within the allotted time period (as indicated in the “Day of the Trial” schedule or time specified by the judge when instructing the jury).
- If a jury foreperson has not been identified, instruct the student mock jurors to select a foreperson, who will render the jury’s verdict to the court. Also, instruct the students to decide on a recommended sentence if they find the defendant guilty.
- The court will provide a form for the student mock jurors to fill in with their verdict.
- Snacks and drinks will be provided to student mock jurors during the deliberation.

#### **Below is a general description of a typical DUI case that will be presented on the day of the trial:**

The case that will be presented at the school is a DUI case. This will be an actual DUI trial transferred from the courthouse to the school. The defendant is usually age 18 or older, with a blood alcohol content (BAC) of 0.01 or greater for a juvenile (under age 21) and 0.08 or greater for an adult. The defendant may have spent time in jail, paid impoundment fees, lost his or her license, and accumulated other financial and emotional costs. The defendant is usually a first offender.

## MOCK JURY INSTRUCTIONS

### DUI Court in the Schools: DUI Trial

*Note: Please distribute to student mock jurors a couple of days prior to the court trial.*

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Ladies and Gentlemen of the Jury:

You've been selected as "shadow" jurors in this case, and at this time I would like to give you some brief general instructions that might be of some assistance to you in performing your duties as jurors.

You must **base the decisions you make in this case on the facts and the law.**

It is the duty of jurors to determine the facts of each case as those facts are developed by the evidence presented during the trial and to apply those facts to the law as stated in these jury instructions. In this way, the jury arrives at its **verdict.**

You are to consider only evidence properly received in this courtroom in arriving at your verdict.

**You are the sole judges of the credibility of witnesses.** You may believe or disbelieve the testimony of any witness. In judging credibility, you may consider anything that has a tendency to show the truthfulness or falsity of the witnesses' testimony. A witness, who has special knowledge, training, or experience, may be qualified as an **expert witness** and permitted to express opinions. You are not bound to accept the opinion of an expert witness. In considering any opinion expressed by an expert witness, consider the facts on which the opinion is based, the qualifications of the expert, and the credibility of the expert.

**The defendant in a criminal case is presumed to be innocent unless the contrary is proved.** If there is a **reasonable doubt** as to whether his/her guilt has been satisfactorily shown, the defendant is entitled to an acquittal (i.e., to a finding of "not guilty"). The effect of the presumption of innocence is to place on the **prosecution** the burden of proving the defendant guilty beyond a reasonable doubt.

**Beyond a reasonable doubt.** In a criminal case, this is the degree of proof for establishing an accused's guilt. Proof beyond a reasonable doubt is proof that leaves you with an abiding conviction that the charge is true.

**Please keep in mind:** (1) The fact that the defendant is charged or that he/she is in court for trial is no evidence whatsoever of his/her guilt. (2) The defendant has a **right to remain silent**. If the defendant chooses not to testify, this fact is not evidence of his or her guilt and cannot be considered or discussed by you in reaching your verdict. (3) The defendant may rely on the “state of the evidence,” and the failure (if any) of the People to prove their case beyond a reasonable doubt. The defendant’s choice **not** to testify will not make up for any failure of proof by the people.

The defendant is charged in a Complaint with the following Counts:

**Count 1:** Driving under the influence of alcohol

**Count 2:** Driving with a blood alcohol level of 0.08 or more or 0.01 for minors.

In order to prove Counts 1 and/or 2, the People must prove beyond a reasonable doubt that:

- (a) the defendant drove a motor vehicle; and
- (b) the defendant was under the influence of alcohol (for Count 1) and;
- (c) the defendant's blood alcohol level was above 0.08 (for Count 2) or 0.01 for minors.

A person is **under the influence of alcohol** when, as a result of drinking any alcoholic beverage, his/her physical or mental abilities are impaired to such a degree that he/she no longer has the ability to drive a vehicle with the caution characteristic of a sober person of ordinary prudence under the same or similar circumstances. An adult person with a blood alcohol level of 0.08 or higher is **presumed** to be under the influence of alcohol. Maximum blood alcohol content allowed for drivers under the age of 21 is 0.01 percent.

## **Choices and Consequences: DUI Sentencing (San Joaquin)**

Below is a description of the program, as it is carried out in San Joaquin County.

### **Format**

Age of audience: Middle school, 11 to 14 years old

Number of students: Up to 200

Duration: Variable, but generally 80 minutes to 2 hours

Location: Auditorium

Setup: Courtroom

Participants: Judge, two defendants, defense attorney, district attorney, bailiff, court reporter, and local police officer

The activities below describe interactions with one defendant. It is recommended that two defendants be sentenced. After the address by the first defendant to the students, activities 1 to 3 take place for the second defendant.

### **Activities**

1. Presentation of Factual Evidence of the Case (5 minutes)
2. Sentencing (2–3 minutes)
3. Address by Defendants (2–4 minutes)
4. Discussion with Participants (20 minutes)
5. Video Presentation (13 minutes)
6. Judge-Student Interaction with PowerPoint (30–70 minutes)
7. Hypothetical Situations (see #6 above)

### **Tone**

Serious

### **Description of this section**

The following pages describe the sequence of activities involved in this type of event. The two DVDs at the end of this tab depict excerpts from events of this type, as carried out by Judge Richard Vlavianos of San Joaquin County. One DVD is an hour long, and one is a shortened version of 13 minutes. The PowerPoint is used by the judge in his presentation to the students.

**Activity 1: Presentation of Factual Evidence of the Case** (5 minutes)

The district attorney reads the factual basis of the case. The prosecutor and defense attorney interact with the judge about the case.

**Activity 2: Sentencing** (2–3 minutes)

The judge reviews the offenses and sentences the defendant.

**Activity 3: Address by Defendant** (2–4 minutes)

The defendant addresses the students in a 1- to 2-minute speech stating that he or she made a mistake, and regrets it.

The defendant is handcuffed by a police officer and led out of the courtroom/auditorium.

Repeat activities 1-3 for a second defendant.

**Activity 4: Discussion with Participants**

Students are allowed to ask questions of the attorneys, in a preassigned order: questions are first posed to the district attorney and then to the defense attorney. After responding, the attorneys leave the courtroom/auditorium.

During the Q&A session, the administrator/facilitator walks over to students who want to ask questions and hands them the microphone.

**Activity 5: Video Presentation** (13-minute version)

The video deals with the consequences of drinking and driving on people's lives. It includes presentations by young individuals who caused the death of others through their drinking as well as presentations by family members of those who were killed.

## **Activities 6 and 7** (30–70 minutes)

### **Activity 6: Judge-Student Interaction**

The judge removes his robe for this part of the event. He discusses facts about alcohol and drug use, and its effects on driving. The presentation is framed within a PowerPoint presentation that displays numerous facts. Students are allowed to ask questions throughout the presentation.

Some of the facts presented appear below. The entire PowerPoint presentation appears at the end of this section.

- a. Automobile crashes are the #1 cause of deaths for teens.
- b. Over 66,000 teens have been killed in auto crashes in a 10-year period.
- c. By 12th grade, 73% of students have used alcohol within the previous year.
- d. Alcohol impairs the cerebral cortex.
- e. By the end of high school, 47% of students have tried marijuana.

### **Activity 7: Hypothetical Situations**

During his presentation, the judge asks for volunteers several times.

The chosen volunteer stands beside the judge.

The judge presents the student with a hypothetical situation and asks what the student would do in the situation.

After the student responds, the judge explains that the hypothetical situation presented actually occurred and describes what happened. In all the cases, the lethal effects of alcohol and drug use are illustrated by descriptions of real events that took place.

### **Materials**

Judge Vlavianos' PowerPoint Presentation to Students  
One hour long, and one 13-minute long DVD of excerpts from Choices and Consequences Programs (San Joaquin County)

# Choices & Consequences: DUI Sentencing

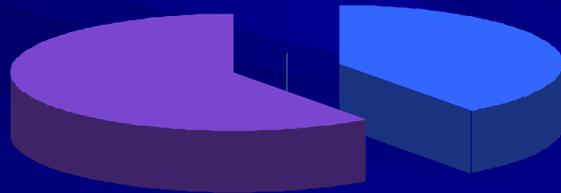
Judge Richard A. Vlavianos

# ALCOHOL, DRUGS AND DRIVING

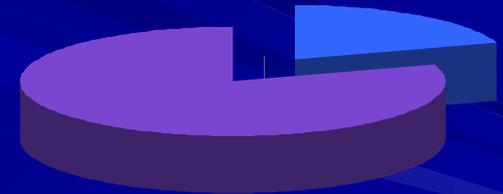


# DANGERS OF DRIVING - FACTS

- Automobile crashes are the #1 cause of death for teens
- Over 66,000 teens have been killed in auto crashes in 10 year period
- 60% of those accidents involved alcohol



- 80% involved alcohol or drugs
- 17,000 people are killed by drunk drivers every year



# ALCOHOL - FACTS

- By 12<sup>th</sup> grade:
  - 73% have used alcohol within the past year
  - 50% have used alcohol within the last month
- Alcohol converts into a poison – Acetaldehyde
  - Fast or slow gene that breaks down Acetaldehyde
    - Asians predominantly have slow gene
  - Women more vulnerable to intoxication and effects
    - Have less body weight
    - Have 50% of the stomach acid that breaks down alcohol
- Binge drinking (to get drunk)
  - What happens if you drink too much?
    - YOU DIE!!!
    - 50 Students per year



# STUPID DECISIONS

- Alcohol impairs the cortex first
  - The cortex is responsible for:
    - Judgment
    - Impulse control
    - Problem solving
    - Regulating emotion
    - Organization and planning
- A real case!!!
- Over 3,000 minors die per year as a result of alcohol

# MARIJUANA - FACTS

- By completion of high school 47% have tried marijuana
  - 18% used within the last month
  - 13% are marijuana abusers
- Not your parents' generation's marijuana
  - 30 years ago THC was about 3% - 4%
  - Today THC content can be 34%
- Some effects:
  - Decreased sperm count

# ZERO TOLERANCE LAWS < 21 YEARS OLD



- Minor in possession
- Alcohol or marijuana in car
- Driving at .01% if < 21;
  - 1 year suspension (1-3 for refusal)
  - .01%= ½ beer, ½ glass wine, ½ shot
- DRIVING WITH .05% BAL
  - 2 point infraction, 1 year suspension, class or suspension till 21 years

# DRUNK DRIVING LAWS

- Impaired or .08% or higher
- Jail
  - 2 day minimum for 1<sup>st</sup> offense
  - 10 day minimum for 2<sup>nd</sup> offense
  - 120 day minimum for 3<sup>rd</sup> offense
  - State prison for 4<sup>th</sup> offense
- Fines - \$2,177.00 minimum
- Alcohol Program
  - 3 months for 1<sup>st</sup> offense (6 months if .20 or more) (\$772)
  - 18 months for 2<sup>nd</sup> or 3<sup>rd</sup> offense (\$1,300)
- License Suspension
  - 6 months or 30 days + 90 day restriction for 1<sup>st</sup> offense
  - 2 years or 1 year + 2 year restriction for 2<sup>nd</sup> offense
  - Revoked for 3 years for 3<sup>rd</sup> offense



# FEW STOP AFTER FIRST TRY

## ■ Alcohol

- 83% of those who have ever been drunk are still getting drunk in the 12<sup>th</sup> grade

## ■ Marijuana

- 76% of those who have tried marijuana are still using it in the 12<sup>th</sup> grade

## ■ Cigarettes

- 86% of those who have ever tried cigarettes are still smoking in the 12<sup>th</sup> grade

# ...Drug Identified Inmates

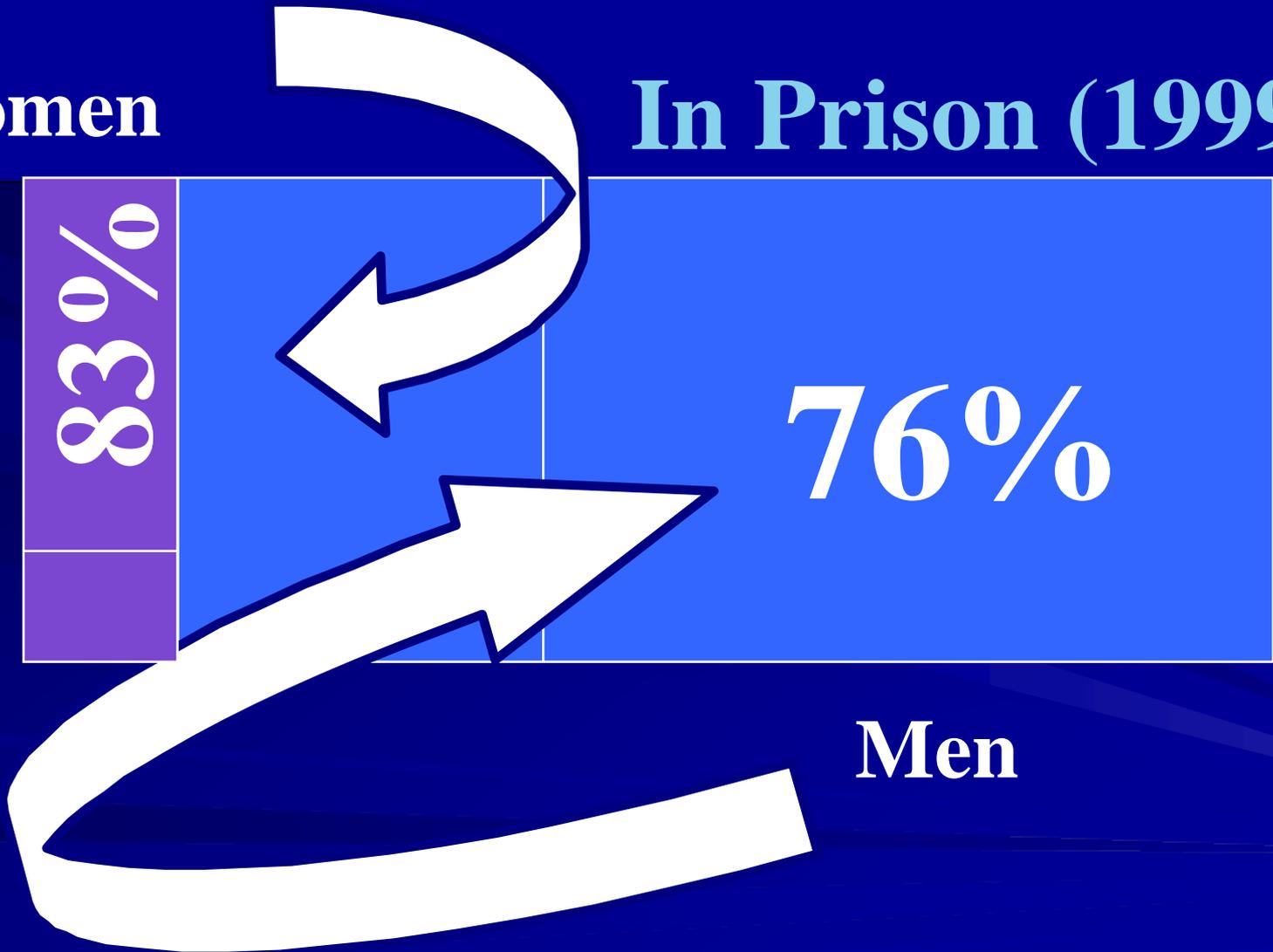
Women

In Prison (1999)

83%

76%

Men



# MINORS TOO!!!

## ■ Minors in CYA

- 85% have a substance abuse background



- 67% of homicides by youth involve alcohol
- My estimate of % of kids in juvenile hall who are substance abusers = 95%

# Sources

Bloom, Barbara Owen, and Stephanie Covington, *Gender Responsive Strategies - Research, Practice, and Guiding Principles for Women Offenders*. National Institute of Corrections Report, 2003.

Wexler, H. K., Melnick, G., Lowe, L., & Peters, J. (1999). 3-year reincarceration outcomes for amity in-prison therapeutic community and aftercare in California. *The Prison Journal*, Vol. 79, pp. 321-336

"The Formative Years: Pathways to Substance Abuse Among Girls and Young Women Ages 8-22". National Center on Addiction and Substance Abuse, Columbia University, 2003 Report.

## **Courage to Live: DUI Outreach Program (Sonoma)**

Below is a description of the program, as it is carried out in Sonoma County.

### **Format**

Age of audience: Middle school, 11 to 14 years old

Number of students: 80 to 120

Duration: 2 hours with a short break

Location: Auditorium or large room depending on the number of students

Setup: Informal; judge (without robe) and other participants stand before students

Participants: Judge, jail inmates, local police officer, and CHP officer.

### **Activities**

1. Judge-Student Interaction with PowerPoint Throughout
2. Interaction with Jail Inmates (20 minutes)
3. Hands-On Exercises (40 minutes)
4. Video Presentation (30 minutes)
5. Strategies of Avoidance (15 minutes)

### **Tone**

Both serious and relaxed, depending on the activity. The more relaxed activities allow for a break in the tension created by the discussions with the inmates and the viewing of the video of a DUI survivor.

### **Description of this section**

The following pages describe the sequence of activities involved in this type of event. The DVD at the end of this tab depicts one entire real event of this type, as carried out by Judge Gary Nadler of Sonoma County. The PowerPoint supplied at the end is used by the judge in his presentation to the students.

### **Activity 1: Presentation by the Judge**

The judge interacts with students throughout the event.

His discussion is framed within an ongoing presentation of myths and facts that are displayed in a PowerPoint presentation. In each instance, when presenting a myth, the judge discounts the myth by presenting relevant facts.

The PowerPoint presentation in its entirety can be found at the conclusion of this tab. The myths appear below.

#### **Myths about alcohol and drinking:**

- a) Drugs are a bigger problem than alcohol.
  
- b) It's just beer. It can't permanently damage you.
  
- c) Alcohol gives you energy.
  
- d) You'll get drunk a lot quicker with hard liquor than with beer or a wine cooler.
  
- e) It's none of my business if a friend is drinking too much.

**Activity 2: Interaction with Jail Inmates** (20 minutes)

Participants: judge, CHP officer, inmates, and students

a) Introduction

Inmates wearing orange prison uniforms are led in by a CHP officer.

While the inmates stand next to the judge, the officer removes the handcuffs in full view of the students. The CHP officer stands near the inmates throughout their participation in the event.

b) Inmate presentations

The judge introduces the inmates.

The inmates describe the sequence of events that led them to be incarcerated. They reflect on the choices they made, their regrets, and how they would have acted differently if given the chance.

The judge also asks questions of the inmates during this stage.

c) Student-inmate interactions

Students are invited to ask the inmates questions, including why the inmates began to take drugs, why they continued to do so after their first dealings with law enforcement, and why they committed the crimes they did.

d) Conclusion

The judge thanks the inmates.

The students applaud their gratitude.

The inmates are handcuffed in front of the students and then led away by the CHP officer.

### **Activity 3: Hands-On Exercises** (40 minutes)

Participants: judge, police officer, and students

- a) Use of fatal vision goggles\* for emulating intoxication (supplied by the participating police officer)

Fatal vision goggles create the altered vision and reaction time caused by drinking. The goggles can be set to daytime or nighttime vision as well as to various levels of intoxication. For example, a measure of 2.5 on the goggles creates an effect that is equivalent to drinking four to five beers.

A police officer asks for volunteers from the audience. Five students are chosen and brought to stand in the front of the room. The students are instructed in how to perform several types of field sobriety tests, as demonstrated by the police officer.

Students perform the tests with and without the fatal vision goggles. Audience members note how poorly students perform with the goggles compared with their performance without the goggles.

The differences in performance and the implications for driving while intoxicated are discussed.

The field sobriety tests used are listed below:

- 1) Digital count test
- 2) Walk-and-turn test
- 3) One-leg stand test

- b) Use of headphones and goggles for emulating distractions and intoxication

walk-and-turn test

A police officer chooses one of the students to wear headphones in addition to wearing the goggles in order to emulate distractions. The student is asked to perform the walk-and-turn test, which he or she performs very poorly.

\* Note that while there are differing opinions about the effectiveness of using fatal vision goggles with teens, it is very beneficial as a method for engaging students.

c) Use of string for measuring reaction time

The judge explains to students that it takes 1.5 seconds to react to events.

He elicits from students responses to questions about the length of time of distractions, such as turning around to look at a friend in the backseat or changing stations on an iPod. Students suggest 1 to 5 seconds for the amount of time it takes to perform such activities.

The judge then explains that when driving at 60 mph, 1.5 seconds is equivalent to 132 feet, with every additional second equivalent to 88 feet.

The judge has several students hold up a string the length of 132 feet so that students can visualize the stopping time in distance.

The judge concludes that students need to make the right choices and that they have responsibilities to others in the car.

**Part 4: Video Presentation** (30 minutes)

The judge introduces and shows an edited version of the video *Brandon Tells His Story*, and later supplies the details of the parts he did not show.

Brandon is a young Santa Clara man. During high school he caused a DUI-related crash, from which he suffered extreme physical and mental effects.

The judge concludes by explaining to students that there are consequences to the choices that student make, and they could end up paying dearly for succumbing to peer pressure.

**Part 5: Strategies of Avoidance** (15 minutes)

The judge elicits from students strategies they can use in trying to persuade friends not to drink, as well as strategies they themselves can use to avoid drinking at parties.

Some of the suggested strategies are listed below. Some of these strategies also appear in the PowerPoint presentation.

Strategies to avoid drinking:

- a) Walking around at a party with a beer bottle filled with water
- b) Saying no; for example, “No thanks, I have to work when I get home.”

Strategy to avoid being a passenger of an intoxicated driver:

For girls: “I’m having my period and don’t feel well.” \*

### **Materials**

Judge Nadler’s PowerPoint Presentation to Students  
DVD of Entire Program of Courage to Live: DUI Outreach Program  
(Sonoma County)

\*For further work on strategies of avoidance, please refer to tabs 12, 16, and 17 of this binder.

# Courage To Live The Choice Is Yours!

Judge Gary Nadler

What is this program all about?

Controlling your own life...

Making good choices!!

# True or False?

- Drugs are a bigger problem than alcohol.
  - WRONG! Approximately 2300 teens die each year due to alcohol.

# True or False?

- It's just beer. It can't permanently damage you.
  - **WRONG.** Large amounts of alcohol can do major damage to your digestive system. You can hurt your heart, liver, stomach, and several other critical organs as well as losing years from your life.

Using Alcohol or drugs can lead  
to jail

# Field Sobriety Tests

# Impairment May Include...

- Vision
- Reaction time
- Memory
- Speech
- Attention/Focus
- Coordination
- Information processing
- Judgment

# How Does Impairment Affect Driving?

- Tracking and Steering
- Eye Movement Control
- Standing Readiness
- Emergency Response
- Speed Control

# Distractions!!!



# What must you think about when driving?

- When to steer
- When to turn
- When to change lanes
- How fast to go
- When to brake
- Scanning road in front
- Scanning behind
- Scanning road to the left and right
- Listening for hazards/emergency vehicles
- Checking gauges and instruments

# Distractions Make a Difference!!!

- Fatal Reaction Exercise
- What Will the Volunteer Hear??
  - No added distractions
  - With distractions

# Alcohol/Drugs and Reaction Time

- Normal...1.5 seconds to react
- At 60 M.P.H., 132 feet stopping distance
- Each ONE second delay=88 feet

# True or False?

- Alcohol gives you energy
  - **WRONG.** It's a depressant. It slows down your ability to think, speak, move and all that other stuff you like to do.
  - Students with GPA's of D or F drink three times as much as those who earn A's

# True or False?

- You'll get drunk a lot quicker with hard liquor than with a beer or wine cooler.
  - **WRONG.** Alcohol is alcohol. One 12 ounce beer has as much alcohol as a 1.5 ounce shot of whiskey or a 5-ounce glass of wine. Wine coolers may seem harmless enough but they often have just as much alcohol as a 12-ounce beer.

# Some facts...

- **Alcohol is the #1 killer of individuals under 25 years old**
- **36% of 7<sup>th</sup> graders have ridden in a car driven by someone who has been drinking alcohol**
- **45% of 9<sup>th</sup> graders have used alcohol at least once**

# Brandon's Story

**Late one Saturday night,  
17-year-old Brandon Silveria  
left a friend's party to  
drive home.**

# True or False?

- It's none of my business if a friend is drinking too much.
  - **WRONG.** If you are a real friend, it is your business. You can't make someone change but you can be honest. Maybe they'll listen. You might even talk them into getting help.

# What choices can you make?

- If you have a problem, talk to your friends...they will listen. If your friend has a problem, talk to him or her.
  - Keep it private...it is not a joke!
  - Keep it positive
  - Offer suggestions, such as seeing a school counselor

# If you are offered alcohol at a party...

- No thanks...I am trying to stay healthy
- No thanks...I'm not into drinking now
- No thanks...I have work to do when I get home

# Sources

Petaluma School Districts: Grades 7, 9, and 11.  
California Healthy Kids Survey, 2004.

## **Strategies for Teaching Young People**

Young people and adults learn the same way, according to research studies. Many presentation strategies work well with both groups; however, different strategies work better with different age groups. A variety of presentation strategies is needed to maintain interest and enhance the retention of information. This section will focus on strategies that are most appropriate for middle school students.

### **Learning Is About Making Connections**

People learn by making connections. When individuals experience something that gets their attention, their minds try to relate that information to their previous learning and experiences stored in long-term memory in patterns or schema. These patterns or schema provide the framework that helps learners create images, so they can understand what they are experiencing.

The more an audience can relate a presentation to their own life experiences, the more readily they connect with the presenter. Every student has one basic question while listening: "What is in this for me?" When students lose their connection with the presenter, it is because they no longer understand what is in it for them. It is not uncommon for some students to be actively connected with the presenter, while others are disconnected. Therefore, it is important for a presenter to constantly read the audience. Obvious signs that students have disconnected include daydreaming, glazed looks, head tilted to one side with no movement, sleeping, and talking with others. The solution is for the presenter to immediately change the presentation method.

## **Get the Attention of Your Audience**

For students to listen and process information, you—as the presenter —must first capture their attention. Successful presenters know that the first few minutes of their presentation are critical in connecting with their audience.

The following are various ways to get the attention of your audience:

1. Tell a story or recall an unusual case of a young person with whom the audience can readily connect. Personalize the story by giving the individual a name and periodically mention that individual throughout your presentation.
2. Ask a question of the audience. Many in your audience will likely want to answer, but first you should pause 5 to 7 seconds to allow the entire audience time to process the question before calling on someone to respond.
3. If you find the audience reluctant to respond, then offer a prize to the first person who can answer your question.
4. Write a statistic on the easel or marker board, pause, and walk away for a few seconds as the audience ponders what the number means. Then explain the statistic.
5. Show a visual such as a prop (perhaps a can of beer), a newspaper headline, or an accident scene.

\*\*A note about your opening remarks: When you reach the stage after being introduced, you are better off immediately beginning a story or some other attention-getting approach rather than offering greetings, thanking them, or expressing appreciation for being invited. Let the story or your attention-getting approach introduce your topic.\*\*

## **Things That Get the Attention of an Audience**

- Focusing on your audience, not on yourself
- Engaging their emotions
- Key words and phrases that are meaningful
- Novelties, surprises, anticipation
- Contrasting statements of information
- Shocking statistics
- Personal stories

In developing your attention-getter, think about things that are important to young people. If you are a parent, ask your children or ask other parents. Ask teachers, school administrators, or teens themselves. Get as much information about things that are of interest to a wide cross section of your audience. Integrate these items into your presentation so your audience can readily connect.

## **Things with Which Teens Can Most Likely Connect**

- Friends, peers, groups
- Family, home, parents, brothers, sisters, grandparents
- Music, sports, performers, heroes
- Peer/group approval
- Clothes, fashions, jewelry
- Teachers, significant adults

## **Establish Rapport**

Within the first minute or so you should establish rapport with your audience. Young people want to be respected and do not like critical remarks about their generation. The following are suggestions for establishing rapport:

1. Move as close to the front row of the audience as possible. Do not use a podium.  
Move around as you speak, perhaps up and down an aisle for a few rows. Take your notes with you if needed, but do not read from them.
2. Engage your audience in a conversation—and the sooner, the better. Ask questions and let them ask you questions. When a student asks or answers a question, repeat that answer or question so the entire audience can hear it.
3. Let the audience know you understand how they feel and the pressures they face.  
Mention things from your youth, but do not dwell on the “good old days.” Talk about your own children, your brothers, sisters, parents or friends growing up.
4. Respect your audience and their thoughts and comments. The more you listen, the more you will know what they are thinking and feeling and the more they will appreciate being heard.
5. Focus on different segments of the audience. Pay particular attention to those on the perimeter and in the back of the auditorium who can easily feel left out of the presentation.

## **Selection of Presentation Methods**

A review of your learning outcomes will provide clues to the different types of presentation methods you should use. Careful planning so that you move from one method to another (for example, lecture to questions and discussion; discussion to small group discussions) without delay will enhance your presentation and audience attention. The following are suggested methods:

### ***Lecture***

Limit your lecturing to no more than 5 to 7 minutes at a time.

### ***Visuals***

Visuals enhance learning and provide realism, and they appeal especially to certain types of learners. When showing videos, pause every 5 to 7 minutes for questions and discussion. Too many visuals can overload an audience in the same way as too much lecturing.

### ***Discussion***

Generate discussion by posing questions or soliciting questions from the audience.

Cut off the discussion when you feel a particular point has been adequately addressed and move on to another topic.

### ***Group Discussion***

Have your audience break into small groups of five or six students. Give them very specific direction, have them designate someone to report their discussion, and set a time limit. Move around and monitor the discussions.

### ***Role-Playing***

Careful planning is essential. Prepare a script for each player, and then select and coach the players before you begin your presentation. Rehearse with the players if possible.

### ***Mock Trial or Sentencing***

If a live DUI hearing is not possible, set up a mock courtroom in the auditorium and conduct a trial for sentencing. Before issuing a judgment or sentence, ask the participants how they would rule.

### ***Testimonials***

Have people with first-hand experience of impaired driving tell their stories. You will find you can use the same methods for large groups as you use for small groups. The key is to have your program tightly planned and to be conversational with your audience. Conversational means moving around, listening and interacting, using student's names, and working all sections of the auditorium. You need to prepare your visuals so large groups can easily see them.

## **Deliver the Presentation**

The following tips will aid you in making a successful presentation:

### ***Pacing***

To ensure you have enough time to present your essential information, use a slightly forced pace. This does not require that you talk fast, but rather that you keep moving through your material without undue delay. Avoid lengthy discussions once a point has been made and do not allow anyone to dominate the conversation. Should you encounter someone who wants to dominate the conversation, politely move to your next point or visual and comment, "We need to be moving along."

### ***Voice***

Use a slightly raised speaking voice. If the audience consists of more than 30 people, you should probably use a microphone.

### ***Eye Contact***

Eye contact displays confidence to your audience. Use 2 or 3 seconds of eye contact per individual, especially with those on the perimeter and in the back row of your audience.

### ***Body Language***

Use your body to support your message. Move out from behind the podium and as close to the audience as possible. Research shows that 8 percent of a message is conveyed by words, 37 percent by tone, and 55 percent by body language.

### ***Movement***

Move casually to your left and right and down the aisle. Movement displays confidence and enhances the attention of the audience. Keep in mind that when you move into the audience, some of the audience members will be behind you or to your side and may have trouble hearing you.

### ***Pauses***

Good speakers pause frequently. Pauses allow students to reflect on what you have presented, and they also allow students more opportunities to ask questions and make comments. Rapid speech without pauses results in students being overloaded with information and unable to determine what is most important to them.

### ***Repeating Student Comments***

When students ask questions or make comments, always repeat what they said to the rest of the audience. Never assume everyone heard what the student said.

## **Questions from the Audience**

1. If you don't know the answer to a question you have been asked, admit you don't know. You might ask the audience if someone would like to answer that question.
2. Never answer you own question! Your audience will sense this and allow you to answer the rest of your own questions. Presenters who do not pause frequently tend to answer their own questions.
3. Direct your questions to the audience in general rather than to specific individuals.
4. When you ask a question and no one responds, wait at least 5 to 7 seconds before repeating the question. Ask it again and pause. If no one answers, rephrase the question and again wait. If no one answers, offer clues.

The sooner you ask questions of the audience, the easier it is to get them to answer more questions. Young students are usually eager to answer questions. You can increase that eagerness if you offer the first person or two who answer your questions a small prize.

5. Move around when asking questions so you can direct questions to different parts of the audience.

## Summary

Presentations are effective when the audience members connect emotionally with the presenter and the message. Connection means the audience can relate personally to the message by virtue of their past learning and experience. Your effectiveness as a presenter in establishing and sustaining connections with an audience has to be clearly planned and orchestrated in advance of the presentation. This process begins with understanding your potential audience and trying to visualize your topic through the eyes of the audience.

Although all age groups learn similarly, each group tends to possess certain characteristics that, once you understand them, can enhance your presentation. For example, teenagers on the whole have short attention spans, prefer active involvement, and are concerned about social status.

Source:

*The Courage to Live Program, A Judicial Outreach Program to Combat Underage Drinking and Driving: A Guidebook for Judges* (Reno, Nevada: The National Judicial College, 2004).

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## **University of Michigan Curriculum**

For a period of 15 years, from 1984 through 1999, the Institute for Social Research of the University of Michigan (UM) received funding from the National Institute on Alcohol Abuse and Alcoholism. This funding was given to develop and then evaluate the effects of curricula on alcohol misuse prevention (AMPS) for 6th, 7th, 8th, and 10th grades, focusing on pressures that are brought to bear on young people to drink, as well as on strategies to resist such pressures.

The curriculum that was developed includes learning objectives and goals, materials to be used in class, student-parent activities, and entire lessons to be used by teachers, including scripts of what the teachers should say in the classroom.

Evaluation was undertaken subsequent to the development and implementation of the program in Southeast Michigan (Shope et al., 1996, 2001). Approximately 10,000 students took part in the program. It was found that the curriculum is effective for knowledge retention about alcohol abuse and for the use of resistance strategies, especially for students who had not yet discussed drinking and driving with their parents. However, the UM studies also found that the effect of the curriculum significantly diminishes after one year. Therefore, the researchers recommend that a follow-up program should be used one year later.

The Collaborative Justice Program is grateful to Dr. Jean Shope of the University of Michigan for making the entire AMPS curriculum available for the DUI Court in Schools training manual. The entire 7th and 10th grade AMPS curricula are included in this manual (Shope et al., 1989, 1991), somewhat modified for the purposes of this manual, which is aimed at California schools. These curricular materials can be used by teachers, judges, and other court personnel. The 7th and 9th grade materials appear in the manual as middle school and high school curricula respectively. This was done in the belief that the 7th grade material could also be used with an 8th grade class. Similarly, the 10th grade material could be used in 11th grade, the grade most targeted in the high school portion of the DUI Court in Schools program. While the 7th grade/middle school curriculum focuses on pressures that are brought to bear on young people to drink, the 10th grade/high school curriculum focuses on strategies to resist such pressures.

Given the results of the UM studies, it is also suggested that any of the three DUI Court in Schools models used should be followed up one to two years later by an additional program, whether one of the three models suggested in this manual or some other type of program.

In addition, the curricular material supplied here is not exhaustive. Teachers are encouraged to seek out other material relevant to their classes.

Sources:

J. T. Shope, R. A. Maharg, T. E. Dielman, and L. A. Copeland, *Alcohol Misuse Prevention: A Booster Curriculum Guide for the Seventh Grade from the Alcohol Misuse Prevention Study (AMPS)* (The University of Michigan, 1991).

J. T. Shope, R. A. Maharg, T. E. Dielman, and S. Miller, *Alcohol Misuse Prevention: A Booster Curriculum Guide for the Tenth Grade from the Alcohol Misuse Prevention Study (AMPS)* (The University of Michigan, 1989).

J. T. Shope, L. A. Copeland, R. A. Maharg, and T.E. Dielman, "Effectiveness of a High School Alcohol Misuse Prevention Program" (1996) 20(5) *Alcoholism: Clinical and Experimental Research* 791–798.

J. T. Shope, M. R. Elliot, T. E. Raghunathan, and P. F. Waller, "Long-Term Follow-Up of a High School Alcohol Misuse Prevention Programs' Effect on Students' Subsequent Driving" (2001) 25(3) *Alcoholism: Clinical and Experimental Research* 403–410.

# ALCOHOL ABUSE PREVENTION

## A CURRICULUM FOR MIDDLE SCHOOL STUDENTS

### INTRODUCTION

The middle school curriculum contains five lessons. The goals and objectives of each lesson are stated and then followed by a materials list. Each lesson takes 40 minutes to complete. The suggested times to spend on each activity follow the name of the activity. Every lesson includes a review of the previous lesson and a parent activity sheet that acts to reinforce the day's lesson. ***Statements printed in bold throughout the text should be said aloud to the students as written.***

Worksheets, handouts, and supplementary materials are included at the end of each lesson. Other materials that need to be prepared ahead of time include a game wheel and questions, a poster made into a puzzle, and "beer" cans.

It is suggested that the teacher read through the entire set of lessons before deciding on which lessons to use in the classroom. The videotapes mentioned are no longer available. However, the transcripts of the videos can be read to the students instead of viewing the tapes. The sessions were modified with that possibility in mind. Alternatively, teachers could try to find videos or CDs with content similar to that described in the transcripts. Tab 23 of this binder supplies an extensive list of materials including multimedia material that should be very helpful.

## SESSION ONE

### Alcohol Facts, Short-term Effects, and the Risks of Use/Misuse; Pressures to Use; Resisting Pressures

#### Goals

To help students review and apply knowledge of facts about and short-term effects of alcohol use, the risks of alcohol misuse, the various pressures on people to drink alcohol, and effective ways to resist these pressures.

#### Objectives

Upon completion of this lesson, students will be able to:

- A. Apply knowledge of alcohol facts and short-term effects, understanding of alcohol misuse, and knowledge of risks of misuse to alcohol-related situations.
- B. Apply knowledge of the various pressures on people to use alcohol to alcohol-related situations.
- C. Differentiate between assertive and less assertive refusals to offers of alcohol, and demonstrate how to assertively refuse an offer of alcohol.

#### Materials

- 1. Markers
- 2. Wheel of Misfortune game wheel
- 3. Wheel of Misfortune question cards
- 4. Visual aid for game question #4
- 5. "ASSERTIVE NO" chart
- 6. Two "Play free...drug free" posters (one made into jigsaw puzzle with felt or Velcro backing, the other to hold up for discussion)
- 7. Parent activity sheets
- 8. Question envelope and slips of paper for students to write questions

## SESSION ONE ACTIVITIES

Have students seated in groups of four to six students (balanced sexes) and assign a leader for each group. (Small groups work better, but more than five groups will make timing very tight.)

- I. Application of Knowledge of Alcohol Facts and Short-Term Effects, the Risks of Use/Misuse, Pressures to Use, and Resisting Pressures  
(30 minutes)
  - A. Introduce game: ***Today we'll play a game that will be lots of fun, but we will also discuss some facts about alcohol, pressures to use alcohol, and ways to resist the pressure to use alcohol.***
  - B. Explain game rules:
    1. ***The object of the game is for the class to complete the jigsaw puzzle of a poster. Many classes are not able to finish it, so let's see if you can be one of the winning classes.***
    2. ***To play the game, you will work in groups.***
    3. ***The groups will take turns spinning the game wheel, which is divided into three sections: alcohol facts, effects, and risks; pressures to use alcohol; and resisting pressures.***
    4. ***If the pointer lands on the green section (pressures to use alcohol), I will pick a green card and read the 'pressures' question on it. The questions are more difficult than true/false questions. I'll be reading situations and asking you to figure out good answers to the questions.***
    5. ***The group whose turn it is should discuss how they want to answer, and a spokesperson must give their answer.***
    6. ***If they give a good answer, they will get to add a piece to the puzzle. If they do not give a good answer, the next group will get to try.***
    7. ***You'll need to pay attention even when it's not your turn because I may ask you to judge whether an answer is acceptable or give a better answer. You may also learn something that will help you answer later questions.***
    8. ***In order to finish the puzzle, we'll need to move along quickly. Please listen carefully so that we don't have to repeat questions and answers.***
    9. ***Are there any questions?***

- C. If the students are not sitting in their assigned groups, they should move to their groups now. Tell the students to shift their desks so that they can see and talk to the other group members.
- D. Play the game, allowing approximately 1 to 2 minutes per question so that all questions can be answered and the puzzle completed. The following tips will help ensure that the game is a success:
1. When reading questions, stand far from the group whose turn it is. This will make the entire class feel included in all of the questions and discussions.
  2. Read or enact the situations dramatically.
  3. Always reinforce correct answers right after they're given. If a wrong answer is given, make sure that the right answer is given (by other students or you) and reinforced right away. Use the discussion following the questions to make the main teaching points that follow from the answers.
  4. Keep a close watch on the time. If it looks as though a class will not be able to answer all the questions, allow students to add two puzzle pieces for correct answers.
  5. Move on to the next group while pieces are being added to the puzzle.
  6. Whenever possible, give credit for correct answers, allowing students to add puzzle pieces. (For example, if students are asked to give three answers, let them put up a piece if they give two answers, but make sure that you or another group has given a third answer.)
- E. Praise students for doing well. Call their attention to the message on the poster by asking: ***What does this message have to do with using alcohol?*** (Alcohol is a drug to be avoided. People can have lots of fun without using alcohol.) Close the activity by holding up the uncut poster and encouraging students to comment on its impact. If this is the last class of the day in that classroom, hang up the poster. Otherwise, take the poster with you and hang it in the classroom at the beginning of Session Two.

II. Preparation for Remaining Sessions (4 minutes)

- A. Pass out parent activities. ***I'd like you to see how well your parents or other adults at home can answer some of the questions we work on in class. The four activities are stapled together. In tonight's activity, you can see how well your parents can answer some of the game questions. The answers are on the second page, so sit with your parents when they do this worksheet to make sure they don't peek! Afterward, discuss the answers with them. Each activity will take no more than about five minutes to complete.***
  
- B. ***Later on we'll be talking more about pressures on people to use alcohol and practicing how to resist these pressures.***

**Wheel of Misfortune questions (same as on cards)**

Facts, effects, and risks (questions 1 to 6)

1. **Q:** *Here is a situation: Mark and John go to a party. Mark drinks two wine coolers, and John drinks two cans of beer. Has one had more alcohol than the other? Explain your answer.*

**A:** No, one has not had more than the other. They have had about the same amount of alcohol because a wine cooler and a can of beer contain approximately the same amount of alcohol. (Explain that one glass of wine, one wine cooler, one can of beer, and one shot of liquor all contain approximately the same amount of alcohol; the differences in the alcohol content are not enough to notice.) If questioned, share some of the information in the chart below:

	<u>% Alcohol</u>		<u>Ounces</u>		<u>Alcohol Content</u>
Light Beer	.03	X	12	=	.36 oz Alcohol
Reg. Beer	.045	X	12	=	.54 oz. Alcohol
Wine	.12	X	5	=	.6 oz. Alcohol
Whiskey	.40	X	1.5	=	.6 oz Alcohol
Wine Cooler	.04	X	12	=	.48 oz. Alcohol
Wine Cooler	.052	X	12	=	.625 oz. Alcohol

2. **Q:** *Here are three drinking situations: (1) a 13-year-old drinking a beer with friends; (2) a man drinking a beer while driving; (3) a woman drinking a wine cooler before going to work. What can you say about drinking alcohol in these situations?*

**A:** They could all result in the drinkers getting in trouble or getting hurt. (All are examples of alcohol misuse: underage drinking; drinking at the wrong time or wrong place or for the wrong reason.)

3. **Q:** *Here is a situation: José, age 13, is being driven around on Saturday night by two guys who are both age 17. The older guys open some beer and begin drinking. What are three risks or chances that José is taking by being in this situation?*

**A:** Getting hurt, getting in trouble with the police, and getting in trouble with his parents (or other appropriate answer).

4. **Q:** (If necessary, show the visual at the end of this lesson when reading this situation.)

*Here is a situation: It's 9:30 in the evening, and Ben wants to play the game Pictionary. Two equally smart older friends, Sam and Mike, offer to be his partner. Sam drank two beers between 8 and 9 o'clock and then switched to coffee. Mike drank two beers between 7 and 9 o'clock. Of the two, who is Ben's better choice of the for a partner? Explain your answer.*

**A:** Mike, whose body has had more time to process the alcohol than Sam's body, and who consequently has a lower blood alcohol level. Mike will be able to think more clearly and react more quickly than Sam. (Explain that an average-sized man can process no more than one drink per hour. Also prompt students to add that only time, not cold showers or coffee, will sober a person up.)

5. **Q:** *Here is a situation: Laura refuses to be driven home by a friend who's been drinking beer. She says that the alcohol will increase their chances of getting in an accident. Give three facts that support her decision. Think about the things a person needs to drive well, and how alcohol affects these things.*

**A:** (Any three of the following) Alcohol impairs: (1) judgment, (2) coordination, (3) reaction time, and (4) vision. All are necessary for good driving.

6. **Q:** *Here is a situation: Jessica and Lisa are at a party. They notice that their friend Cindy appears to have passed out. Jessica takes Cindy's pulse, and then says, "I can hardly feel a pulse. Let's get some help." Lisa says, "Come on. Cindy's only been drinking beer. Let's just let her sleep it off." Which is the better suggestion? Explain your answer.*

**A:** Jessica's answer of getting some help is the better suggestion. Alcohol is a depressant, which slows down body systems. Too much alcohol can result in death.

Pressures to use/misuse alcohol (questions 7 to 10)

7. **Q:** *Here is a situation: Maria is at home, feeling bored. She's been flipping the channels of the TV and has seen lots of beer commercials showing young people having lots of fun. An idea pops into her head: What about drinking one of the beers in the refrigerator? Name two pressures that might be influencing Maria to want to drink beer.*

**A:** Advertising and availability

8. **Q:** *Here is a situation: On Thursday, Kim said to a friend, "I think it's stupid to drink, and besides, I hate the taste of beer." On Friday, Kim drank two beers at a party. Explain why Kim may have acted this way.*

**A:** Kim may not have known how difficult it would be to stick to her decision not to drink, and there may have been pressure on her to drink at the party. (Emphasize that these lessons will give everyone practice in saying no, and the more they say no, the easier it will be for them to stick to their decision not to drink.)

9. **Q:** *Here is a situation: Karen, age 13, takes medicine and has just learned that it would be dangerous for her to drink alcohol while she's on the medicine. She's worried that she won't fit in or have many friends if she can't drink alcohol as she gets older. Do you think she'll have trouble making friends or fitting in? Explain your answer.*

**A:** No. She won't have trouble making friends or fitting in because more than half (57 percent) of all adults drink less than once a month; one-third don't drink at all. Also, it's not the norm for young teenagers to drink, and they don't think it's cool to drink. And drinking does not make friendships, but it can ruin them.

10. **Q:** *Here is a situation: Justin really admires his older brother, who happens to drink beer, but right now Justin can't stand his older sister, who happens to smoke cigarettes. Is Justin more likely to want to try drinking or smoking? Explain your answer.*

**A:** He is more likely to want to try drinking because he really admires his older brother, and people tend to imitate their role models (people they admire and want to be like).

Resisting pressures to use/misuse alcohol (questions 11 to 16)

11. Q: ***Here is a situation: Rick's at a party. He doesn't want to drink beer and has refused many offers. One person who has had too much to drink keeps bothering him. What should Rick do?***
- A: Walk away from the person or leave the party.
12. Q: ***Here is a situation: You arrive at a party. You do not want to drink alcohol. I'm a little older than you are, and when you walk in, I offer you a beer. Show the class how you would say no assertively to my offer of a beer.***
- A: (Teacher and student role-play. Teacher says, "***Hi! Glad you're here. Want a beer?***") Student should demonstrate an assertive no. After the role play, hold up the "ASSERTIVE NO" chart and ask the class to critique the student's response. Teacher and students should judge whether the response warrants a puzzle piece. If the student does not demonstrate an assertive no, redo the role-playing.)
13. Q: ***Here is a situation: Molly's just arrived at a party. When she's offered a beer, she says no quietly, while looking at the floor. The person who offered her a drink replies, "Aw, come on, I can tell you really want one." Why does the person offering think that Molly really wants a beer?***
- A: Molly does not give an assertive response; her body language is "wimpy" and she doesn't look or sound very convincing. (Hold up and review the "ASSERTIVE NO" chart.)
14. Q: ***Here is a situation: We're at a party. You're not drinking, although I keep pestering you to drink. Show***

***the class how you would handle the situation assertively.***

**A:** (Teacher and student role play until the student walks away assertively. Teacher holds an imaginary beer and says, ***“Hey there! How about a beer?”*** [No.] ***“Come on, just have one.”*** [No.] ***“You’re lots of fun [said sarcastically]. Come on!”*** [No.] ***“Look, it’s cold, it’s wet, it’s great. Take it!”*** [Walk away.]

The student should demonstrate assertive no, and then walk away. After the role play, hold up the “ASSERTIVE NO” chart and ask the class to critique the student’s response. If the student demonstrates aggressiveness, be sure to discuss the possible consequences. Teacher and students should judge whether the response warrants a puzzle piece. If the student does not walk away assertively, redo the role-playing.)

15. **Q:** ***Here is a situation: Cheryl’s planning to go to a party Friday night. On Thursday she hears that the host plans to serve punch with alcohol in it. Cheryl doesn’t want to drink. What are two good ways that Cheryl can handle the situation?***

**A:** (Any two of the following): (1) not go to the party; (2) go to the party but bring her own nonalcoholic beverage; or (3) go to the party and not drink anything.

16: **Q:** ***Here is a situation: You’re playing cards with friends. Someone begins to pass around a bottle of wine. The first person takes a drink, then passes it to you and says, “Here, have some.” Show the class how you would say no assertively in this situation.***

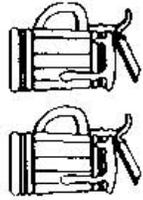
**A:** (Teacher and student role-play. Teacher passes imaginary bottle to student and says, ***“Here, have some.”*** Student should demonstrate an assertive no. After role-playing, hold up the “ASSERTIVE NO” chart and ask the class to critique the student’s

response. Teacher and students should judge whether the response warrants a puzzle piece. If the student does not demonstrate an assertive no, redo the role-playing.)

It's 9:30 p.m.



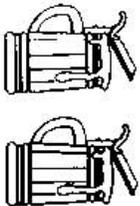
Sam



*Two beers  
between  
8 p.m. and  
9 p.m.*



Mike



*Two beers  
between  
7 p.m. and  
9 p.m.*

## **ASSERTIVE NO CHART**

### **ASSERTIVE NO:**

- Say no firmly
- Don't hesitate
- Make no excuses
- Say how you feel
- Make eye contact
- Stand up straight

**FACTS ABOUT ALCOHOL &  
PRESSURES TO USE ALCOHOL**

PARENTS: Today, your child’s class played a game about alcohol and various pressures to drink. A few of the game questions are written below. See how well you can answer them, and then check the answers on the next page. Encourage your child to discuss the answers with you. We’ve also attached parent activities for lessons 2, 3, and 4, and we hope you can find a few minutes each evening of the days of the relevant classes to do them with your child.

1. Here is a situation: *Mark and John go to a party. Mark drinks two wine coolers. John drinks two cans of beer. Has one had more alcohol than the other? Explain your answer.*

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2. Here is a situation: *José, age 13, is riding around on Saturday night with two guys who are both age 17. The older guys open some beer and begin drinking. What are three risks José is taking by being in this situation?*

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3. Here is a situation: *Maria is at home, feeling bored. She's been flipping the channels of the TV but isn't finding anything good. An idea pops into her head: What about drinking one of the beers in the refrigerator? Name two pressures that might be influencing Maria to want to drink beer.*

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4. Here is a situation: *Rick's at a party. He doesn't want to drink beer and has refused many offers. One guy who's had too much to drink keeps pestering him. What should Rick do?*

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5. Here is a situation: *Molly's just arrived at a party. When she's offered a beer, she says no quietly, while looking at the floor. The person who offered her a drink replies, "Aw, come on, I can tell you really want one." Why does the person offering think that Molly really wants a beer?*

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## FACTS ABOUT ALCOHOL & PRESSURES TO USE ALCOHOL

1. Here is a situation: *Mark and John go to a party. Mark drinks two wine coolers. John drinks two cans of beer. Has one had more alcohol than the other? Explain your answer.*

**Answer: No. They have had about the same amount of alcohol because a wine cooler and a can of beer contain approximately the same amount of alcohol.**

2. Here is a situation: *José, age 13, is riding around on Saturday night with two guys who are both age 17. The older guys open some beer and begin drinking. What are three risks José is taking by being in this situation?*

**Answer: Getting hurt, getting in trouble with the police, and getting in trouble with his parents.**

3. Here is a situation: *Maria is at home, feeling bored. She's been flipping the channels of the TV but isn't finding anything good. An idea pops into her head: What about drinking one of the beers in the refrigerator? Name two pressures that might be influencing Maria to want to drink beer.*

**Answer: Advertising and availability**

4. Here is a situation: *Rick's at a party. He doesn't want to drink beer and has refused many offers. One guy who's had too much to drink keeps pestering him. What should Rick do?*

**Answer: Walk away from the guy or leave the party.**

5. Here is a situation: *Molly's just arrived at a party. When she's offered a beer, she says no quietly, while looking at the floor. The person who offered her a drink replies, "Aw, come on, I can tell you really want one." Why does the person offering think that Molly really wants a beer?*

**Answer: Molly does not give an assertive response; her body language is "wimpy" and she doesn't look or sound very convincing.**



## PEER PRESSURE TO DRINK ALCOHOL

PARENTS: Today, the class acted out situations showing peer pressure to drink alcohol. Please advise the young people in the situations below how they might resist the pressure, then discuss your answers with your child.

1. Situation: *A group of teens is hanging out at a park or field. Three kids have brought along some beer and are laughing and joking together. They are paying no attention to the nondrinkers, but the nondrinkers are feeling pressured to drink, even though no one is saying anything to them (unspoken pressure).*

**How might the nondrinkers resist this kind of pressure?**

2. Situation: *A group of teens is hanging out at a park or field. Two kids have brought along some beer and are trying to pressure the others to drink it by using put-downs, such as “You’re never any fun,” “You’re such a baby,” and “Chicken.”*

**How might the nondrinkers resist this kind of pressure?**

3. Situation: *A group of teens is hanging out at a park or field. Two kids have brought along some beer and are trying to pressure the others to drink it by using reasoning, such as saying “It won’t hurt you,” “You’ll have more fun if you drink,” and “Your parents will never find out.”*

**How might the nondrinkers resist this kind of pressure?**

4. Situation: *A group of teens is hanging out at a park or field. Three kids have brought along some beer and are trying to pressure the others to drink it by using rejection, such as saying “Who needs you for a friend, anyway?”, “If you don’t drink, we won’t hang around with you anymore,” and “Why don’t you leave if you don’t want to drink with us?”*

**How might the nondrinkers resist this kind of pressure?**



## SESSION TWO

### Pressure to Use Alcohol from Availability and Seeing Others Drink; Overview of Pressures to Use Alcohol

#### Goals

To help students recognize and resist pressures from availability and seeing others drink; to help them identify the various pressures on people to drink and to understand why some people give in to these pressures.

#### Objectives

Upon completion of this lesson, students will be able to:

- A. Demonstrate how availability and seeing others do something can exert strong pressure on people to want to do what others are doing.
- B. Apply their understanding of these pressures to an alcohol-related situation, and develop strategies for resisting these unspoken pressures.
- C. Understand that pressure to drink alcohol comes from many sources and in many forms.
- D. Explain why some people give in to pressure to drink alcohol.

#### Materials

- 1. "Play free...drug free" poster to hang up in the classroom  
(Note: No posters are supplied with present materials. Teachers will need to find posters on their own)
- 2. "ASSERTIVE NO" chart from Session One
- 3. Bag of cookies, candy, or other edible treat (enough for the entire class plus a few extras)
- 4. Worksheet: "MOCK REVIEW OF SESSION ONE" (one for the small group of group leaders)
- 5. Trigger video if teacher has found one or transcripts of "The Neighborhood Party"
- 6. VCR and monitor or DVD player
- 7. Markers and newsprint
- 8. Peer pressure situations (one situation per group member)
- 9. Three soft drink cans covered with paper and labeled "beer"
- 10. Question envelope and slips of paper

## SESSION TWO ACTIVITIES

*If it is not acceptable for students to eat the cookies, candy, or other chosen treat, use empty soft drink bottles with water in them*

*Put up the “Play free...drug free” poster and the “ASSERTIVE NO” chart from Session One. (Reminder: No poster is supplied in the present materials. Teachers will need to find appropriate posters.)*

*Before class begins, talk privately to as many of the group leaders as you can. Tell them that the worksheet they’ll be doing is part of a joke on the rest of the class and that they are to look as if they’re having fun, talking, laughing, and eating the treat noisily while they are doing the worksheet.*

*During this lesson, answer pertinent questions from the question envelope.*

- I. Demonstration of Pressure from Availability and Seeing Others Do Something; Review of Session One (12 minutes)
  - A. Demonstrate availability and seeing others do something.
    1. Set a positive tone for the class with a warm greeting and/or positive comments about the last session.
    2. Announce the names of the small-group leaders, and assemble those leaders in the back of the room. Ask them to work together on a worksheet to review Session One. In a matter of fact way, add that they are welcome to eat the provided food (cookies, candy, or other treat). Set the group up with the worksheet and the treat. Make sure that the treat is visible to the rest of the class.
    3. Lead an oral review of Session One with the rest of the class (Activity B) until the students are obviously distracted by the treat-eating group and are paying more attention to them than they are to the review. Then discuss this activity (Activity C). Make sure to complete the Session One review before moving on to Activity II.

- B. Review Session One (cut to Activity C when appropriate)
1. Have students answer any unanswered game questions from Session One.
  2. Then say: ***Let's review some other key points from the first lesson.***
    - a) ***What can you say about one can of beer, one glass of wine, one wine cooler, and one shot of liquor?*** (They all contain the same kind and amount of alcohol and affect people to the same extent.)
    - b) ***How many drinks per hour can an average-sized adult man process?*** (No more than one.)
    - c) ***If a person has had too much to drink, what is the only thing he or she can do to sober up?*** (Nothing. The person will have to wait until his or her body gets rid of the alcohol. Only time enables the effects of alcohol to wear off.)
    - d) ***What is alcohol abuse?*** (Drinking too much or drinking at the wrong time or place so that a person could hurt him or herself or others; drinking by young people.)
    - e) ***What are some risks of alcohol abuse?*** (Fighting; crying; getting sick; getting in trouble with friends, family, police; getting in trouble at school or at work.)
    - f) ***Why are drinking and driving such a dangerous combination?*** (Alcohol impairs judgment, coordination, reaction time, and vision, which are all necessary for good driving.)
  3. ***You also answered lots of questions yesterday about the pressures on people to use alcohol and how to resist these pressures. The rest of our program will involve understanding and resisting these pressures.***

Go to II and show relevant video or read transcripts of “The Neighborhood Party,” which are located at the end of the middle school lessons.

C. Discuss availability and seeing others do something.

1. To the large group: ***I get the impression that something’s bothering you. What’s the problem?*** (They're eating [cookies, candy, or other treat] and having fun; we’re not.)
  
2. ***What would you like to be doing instead of what you’re doing now?*** (We’d like to be eating a treat in the back of the room.)  
  
Ask the treat eaters to leave the treats and join the rest of the group.
  
3. ***Let’s talk about what was going on. Why did most of you up front want to eat what they were eating?*** (Because others were eating [cookies, candy, or other treat], and it looked as though they were having fun.)  
  
***So you were seeing them eat [cookies, candy, or other treat].***
  
4. ***How many of you thought you’d be eating [cookies, candy, or other treat] during class today?*** Show of hands. ***You could see the [cookies, candy, or other treat] sitting on the table, and just the fact that they were available made you think of eating them.***
  
5. ***Availability and seeing others do something are two unspoken pressures or influences. These are pressures that we can feel even if no one says anything directly to us.*** If students do not understand what unspoken pressure is, give them some examples: their friends wearing a certain kind of clothing or tennis shoe, situations in which most of their friends have seen a particular movie or are participating in a certain activity like a

football game or a sleepover. In each case, the student does not have the popular item or is not involved in the popular activity.

***How would you feel in these situations?***

(Left out, uncomfortable, unsure of what to do, confused, etc.).

***These feelings influence us to do what others are doing or to want what others have. This is unspoken pressure.***

***Now imagine that instead of being at school, you are at a party, and instead of seeing a group eat [cookies, candy, or other treat] and acting as though they're having fun, you see them drinking alcohol and acting as though they're having fun. Would these same two pressures—availability and seeing others doing something—be occurring in that situation? (Yes.) Would you experience any of the feelings we just mentioned? (Yes.)***

6. ***I'll let everyone have a [cookie, piece of candy, or treat] in a little while when we watch today's video (or listen to the transcript)***
  
7. Complete Session One review before moving to Activity II.

II. Development of Strategies to Resist Unspoken Pressures to Drink  
(10 minutes)

A. View relevant video or read video transcripts.

1. ***Now I'd like you to hear about a boy named Tom, who finds himself in an uncomfortable situation. Afterward, I want you to be able to describe Tom's feelings and explain why he is feeling that way.***
2. Have the classroom teacher pass out one cookie, piece of candy, or other treat to each student. Put any remaining treats out of sight.
3. Students listen to transcripts until "stop tape" point in transcripts.

(Note that a teacher who has found a replacement video or CD will need to introduce it and amend the lesson accordingly.)

B. Discuss strategies.

1. ***In this situation, how is Tom feeling, and why is he feeling that way?*** (Although no one has offered him any alcohol, he's feeling pressured to drink because he's seeing lots of people drink, and there's lots of alcohol around. He's feeling unspoken pressure to drink.)
2. ***How did he end up with a beer in his hand?*** Students may brainstorm here. (The pressure to drink was so strong that he unconsciously picked up a beer or accepted one from someone.)
3. ***At this point, Tom has a beer in his hand. But he could still stay alcohol-free in this situation. How?*** Write responses on the board.
  - Set the beer down
  - Find others who are not drinking and hang out with them
  - Leave the party if he feels uncomfortable... etc

\* If a student says, "Pretend he's drinking," ask other students: **Why might pretending to drink not work so well?** (People will then assume that he's a drinker and they will continue to offer him more to drink.)

C. Listen to last part of the transcripts and develop additional strategies.

1. Students listen to rest of the transcripts from the "stop tape" point.
2. **How did Tom handle the situation? Why?** (He took a long, hard look at how the alcohol was affecting people's behavior. He didn't like what he saw, so he put down the alcohol. He then joined people who were not drinking.)
3. **As you heard the transcripts, no one has to say anything to a person in order for that person to feel pressured to drink alcohol. That's what unspoken pressure is. Let's say that you're planning to go to a friend's party but you hear that alcohol will be around. What are some other ideas besides what we've already listed on the board that would help kids your age remain alcohol-free in a situation like that?** Add responses to the list on the board.

- Don't go to the party
- Do something else with friends or family instead
- Go to the party, but bring your own soft drink or ask for a nonalcoholic drink
- Decide ahead of time how you will handle pressure to drink; practice saying no assertively to be prepared to resist an offer
- Make sure ahead of time that nondrinking friends will be there
- Bring nondrinking friends
- Go to the party but don't drink anything
- Other ideas students think of

III. Discussion of Pressures on People to Use Alcohol (8 minutes)

A. Understand where pressure comes from and the forms it takes.

1. We've talked quite a bit about two specific unspoken pressures on people to use alcohol: seeing others drink and availability. What are some other pressures? Where are these and other pressures coming from? Write students' responses on newsprint under the headings "Who Pressures?" and "How Are We Pressured?" Organize them as in the following chart.

**PRESSURES TO USE ALCOHOL**

<u>Who Pressures?</u>	<u>How Are We Pressured?</u>
Peers	Direct Offers
Family	Norms
Role Models	Expectations
Society	Availability
Advertisers	Seeing Others

Fit the chart onto one page. If the finished chart is difficult to read, recopy it before beginning the next session.

To help students understand the chart:

- Define all terms; e.g., a *norm* is normal behavior for group members or a standard that guides the behavior of group members.
- Make sure that students understand that direct offers, for example, can come from different sources. You may want to ask questions such as: ***You've said that peers can make alcohol available to teenagers. Who else can make it available?***

B. Explain why some people give in to pressure to drink alcohol.

1. ***From the looks of this chart, it would appear that pressure to drink comes from everywhere. Now that you know what the pressures are and where they may come from, it's tempting to think that you'll always be able to resist the pressure. But why is resisting such a hard thing for some people to do, even when they really want to resist pressure to drink?***

- Fear of rejection
- Wanting to be liked; not wanting to lose a friend
- Not wanting to be called names
- Not wanting to hurt someone's feelings
- Not being sure of what you really want
- Not knowing how to get out of the situation
- To stop the pressure

2. ***That's why it's necessary to know how to resist the pressure (to prepare yourself for situations when you'll want to say no) and to practice saying no assertively. These lessons will give you the practice you need to help you resist all the pressures we've listed on the chart.*** If students do not see the value of practice, ask: ***When you were little, how did you learn to cross the street?***

(By practicing with my parents over and over until my parents were confident that I knew how to cross the street safely.)

IV. Role-Playing to Show How Peers Can Pressure Each Other to Drink and How to Resist This Pressure (10 minutes)

A. Introduce activity.

1. ***For the last activity today, one small group will act out roles illustrating a way that teens might pressure their peers to drink. The other groups will role-play tomorrow. In each situation, one or more of you will be pressurers, and the others will be resisters.***

a) ***The first time you role-play, I want you to focus on the “pressurer” roles so that you illustrate well the kind of pressure happening in your situation. The “resisters” should not say or do anything.***

b) ***After the role-playing, we’ll discuss how the resisters can effectively resist the pressure that is occurring. Then the group will role-play again, with the resisters showing effective strategies.***

c) ***Then we’ll role-play again so that the pressurers are resisters and have a chance to resist the pressure assertively.***

B. Role-play to demonstrate peer pressure to drink (first time through focusing on the role of the pressurer; the resisters do nothing).

1. Have one group of students come to the front of the room to demonstrate pressure from *put-downs*, *reasoning*, or *rejection*. Have the rest of the students remain in their regular seats.

2. Prepare the group for role-playing. To ensure success, do and say the following:

a) Give each member of the group the role-playing situation and have a group member read aloud the situation. Do not tell the class which pressure technique will be used(*put-downs*, *rejection*, or *reasoning*).

- b) ***You will be acting out roles and not necessarily acting as you yourself would in real life.***
- c) ***Make the role-playing as realistic as you can. For example, if you're a pressurer, don't shove a beer can in someone's face.***
- d) ***Speak loud enough to be heard and understood, talk one at a time, and don't turn your back to the rest of the class.***
- e) Briefly summarize the situation just read and assign roles.
- f) Encourage the pressurer to use the lines written for the role-playing or other lines suggested by the class if the pressurer needs assistance.
- g) Give the pressurer a can labeled "beer."

3. Have the group role-play.

- a) Use the term *action* to begin the role-playing.
- b) Discourage immediately any attempts of the pressurer to shove a can into the resisters' faces, act drunk, or exhibit any aggressive or silly behavior.
- c) Say *cut* to end the role-playing. Applaud and praise the group's performance.

C. Discuss how to resist peer pressure to drink.

1. ***What kinds of things did the pressurers say?*** Students respond. ***What would you call these?*** Draw out of students the kind of pressure technique used (put-downs, reasoning, or rejection), and encourage them to look at the newsprint chart of pressures and come up with the term *direct pressure*.
  
2. ***With this kind of pressure, what could the resisters do or say to resist the pressure effectively?***
  - Realize that while drinking may be the norm with this crowd, it's not the norm for our grade
  - Say no assertively
  - Walk away from the situation
  - Find something else to do with other friends
  - Join the crowd but drink something other than alcohol; be prepared mentally to assertively refuse an offer of alcohol
  - Other ideas students come up with

During this discussion, make sure to do the following:

- a) Emphasize that an assertive no is the best way to refuse an offer of a drink. Use the "ASSERTIVE NO" chart to review assertive behavior.
- b) Demonstrate an assertive no response; have one or two students demonstrate it, too.
- c) Demonstrate how to walk away from a situation in which the pressurer won't stop pressuring, and ask one or two students to demonstrate it, too.
- d) Have students explain why less assertive behavior is not as effective as assertive behavior in resisting pressure to drink.

- D. Role-play to demonstrate how to resist peer pressure to drink (first time showing effective resistance strategies; second time pressurers are resisters).
1. Have the group redo its role-playing, this time with the resisters using effective resistance strategies. Remind students of the role-playing guidelines, stressing that each student must say or do at least one thing that shows a good resistance technique. Tell the pressurer to put pressure on each member of the group. Applaud and praise the group's performance.
  2. ***What did the resisters do? Were their refusals effective? What else might have worked?***  
  
Students respond.
  3. To ensure that every student has the opportunity to resist the pressure, briefly role-play once more. This time the pressurers are the resisters and you are the pressurer, identifying yourself as an older teen. Include some of the resisters as pressurers if necessary to make the role-playing more realistic. Make sure to use the same type of pressure as the group used. Pressure only those students who did not take resister roles, and make sure that each student resists the pressure assertively.
- E. Conclude the activity by reminding the rest of the students that they'll be role-playing first thing tomorrow. Also remind students about the question envelope, and encourage them to write down questions that they would like answered. Also mention the parent activity for Session Two.

## MOCK REVIEW OF SESSION ONE

Directions: **Laugh and have fun!** If you feel like it, circle the best answer for each question below.

1. What can you say about one can of beer, one glass of wine, one wine cooler, and one shot of liquor?
  - a. They are never lime green
  - b. In an emergency, you could substitute any of them for gasoline in your car
  - c. You can increase the amount of alcohol in them by adding 1/4 cup of flour and a pinch of garlic salt
  - d. They all contain the same type and about the same amount of alcohol
  
2. Is alcohol a depressant drug or a stimulant drug?
  - a. A depressant drug
  - b. A stimulant drug
  - c. Neither, since alcohol is not a drug
  - d. Either a stimulant or a depressant depending on whether a person drinks while standing or sitting
  
3. How many drinks per hour can an average-sized adult man process?
  - a. 5
  - b. Between 5 and 10, depending on how fast he can run
  - c. 3
  - d. No more than 1

4. If a person has had too much to drink, what can he or she do to sober up?
  - a. Drink strong coffee
  - b. Stand on his or her head and recite three nursery rhymes
  - c. Wait until the body processes and gets rid of the alcohol
  - d. Get lots of fresh air
  
5. If someone offers you a drink and you don't want one, what's the best way to say no?
  - a. Tell them that you don't want your breath to stink like theirs does
  - b. Say no firmly while looking them in the eye and standing up straight
  - c. Say, "Look! There's a rattlesnake behind you!" then sneak away
  - d. Stomp on their feet and run away

## PEER PRESSURE SITUATIONS

- 1) Situation: *Pretend that you're all hanging out at a park or field. One of you has brought along some beer. The person with the beer tries to convince the others to drink it. The resisters act uncertain about what to do.*

In this situation, show how put-downs can pressure people to drink alcohol. Examples of put-downs are:

- "You're never any fun."
- "You're such a baby."
- "Chicken!"

- 2) Situation: *Pretend that you're all hanging out at a park or field. One of you has brought along some beer. The person with the beer tries to convince the others to drink it. The resisters act uncertain about what to do.*

In this situation, show how reasoning can be used to pressure people to drink alcohol. Examples of reasoning are:

- "It won't hurt you."
- "You'll have more fun if you drink."
- "Your parents will never find out."

- 3) Situation: *Pretend that you're all hanging out at a park or field. Two of you have brought along some beer. The two with the beer try to convince the others to drink it. The resisters act uncertain about what to do.*

In this situation, show how rejection can be used to pressure people to drink alcohol. Examples of rejection are:

- "Who needs you for a friend, anyway?"
- "If you don't drink, we won't hang around with you anymore."
- "Why don't you leave if you don't want to drink with us?"

- 4) Situation: *Pretend that you're all hanging out at a park or field. Three of you have brought along some beer. The pressurers do not directly try to convince the resisters to drink, but the resisters feel pressured to drink anyway. The resisters act uncertain about what to do.*

In this situation, show how unspoken pressure can be used to pressure people to drink alcohol. Examples of unspoken pressure are:

- A group standing together in which everyone is drinking, laughing, and joking.
- The group may give the nondrinkers a certain “look” that means, “We're cool and you're not.”
- The group may turn their backs to the nondrinkers.
- The group may huddle together and whisper, deliberately leaving out the nondrinkers.

SESSION THREE  
Peer Pressure to Use Alcohol

Goals

To help students understand the different ways peers pressure them to use alcohol; to help them develop and demonstrate strategies to resist peer pressure to drink alcohol.

Objectives

Upon completion of this lesson, students will be able to:

- A. Demonstrate and describe the verbal and nonverbal ways peers pressure them to drink alcohol.
- B. Develop strategies for resisting these pressures.
- C. Demonstrate that they can say no assertively to or walk away from peer pressure to drink.
- D. Explain why less assertive behavior is not very effective in responding to pressure to use alcohol.

Materials

- 1. "PRESSURES TO USE ALCOHOL" chart from Session Two
- 2. "ASSERTIVE NO" chart from Session One
- 3. Peer pressure situations from Session Two
- 4. Three soft drink cans covered with paper and labeled "beer"
- 5. Trigger video if teacher has found one or transcripts of "After School"
- 6. VCR and monitor or DVD player
- 7. Positive peer support situations (one per group)
- 8. Question envelope and slips of paper

## SESSION THREE ACTIVITIES

*Before class begins, put up the "PRESSURES TO USE ALCOHOL" chart from Session Two and the "ASSERTIVE NO" chart from Session One.*

*During this lesson, answer pertinent questions from the question envelope.*

- I. Role-playing to Show How Peers Can Pressure Each Other to Drink and How to Resist These Pressures; Review of Session Two (24 minutes)
  - A. Begin with positive comments about the last session and/or a warm greeting. Stress that participation and cooperation are essential to the success of today's session.
  - B. Introduce activity. *Note:* For this activity, call on groups individually to demonstrate a particular type of pressure (Activity 1.B) and then to demonstrate how to resist this pressure (Activity 1.C). Have all groups engage in role-playing and discuss what they did. If there are more than four groups, have the fifth group role-play the type of pressure that was illustrated at the end of Session Two (unspoken pressure); this will act as a review of that type of pressure. Have the *unspoken pressure* group go last.
    1. ***Last lesson we talked a lot about unspoken pressure, and we saw that even if no one offers a person a drink, that person can still feel pressured to drink.***
    2. ***We also talked about another way that people can pressure others to drink. One group acted out a situation in which [student's name] pressured the others in the group by doing what? (Using reasoning, put-downs, or rejection.)***
    3. ***Now we're going to continue role-playing to show other ways that young people might pressure other young people to drink, and then we'll demonstrate how to resist these pressures.***

- C. Role-play to demonstrate peer pressure to drink (first-time resisters do nothing).
1. Choose a group to demonstrate another pressure from *put-downs*, *reasoning*, or *rejection*, and have the group come to the front of the room. Unspoken pressure should be demonstrated last and may need additional students (four pressurers to two resisters) to show its effects.
  2. Prepare the group for role-playing. To ensure success, do and say the following:
    - a) Give each member of the group the role-playing premise and have a group member read aloud the situation. Do not tell students which pressure tactic is going to be used.
    - b) ***Remember, you will be acting out roles and not necessarily acting as you yourself would in real life.***
    - c) ***Make the role-playing as realistic as you can. For example, if you're a pressurer, don't shove a beer can in someone's face. Act normally and do not be aggressive.***
    - d) ***Speak loud enough to be heard and understood, talk one at a time, and don't turn your back to the rest of the class.***
    - e) Briefly summarize the situation just read and assign roles.
    - f) Encourage the pressurers to use the lines written for the role-playing or other lines suggested by the class.
    - g) Give the pressurers soft drink cans labeled "beer."
  3. Have the group role-play.
    - a) Use the term *action* to begin the role-playing.
    - b) Discourage immediately any attempts of the pressurers to shove beer into the resisters' faces, act drunk, or exhibit any aggressive or silly behavior.
    - c) Say *cut* to end the role-playing. Applaud and praise the group's performance.

D. Discuss how to resist peer pressure to drink.

1. For put-downs, reasoning, and rejection role-playing, ask: ***What kinds of things were the pressurers saying?*** Students respond. ***What would you call these?*** Ask students to describe the kind of pressure tactic used (put-downs, reasoning, or rejection), and encourage students to look at the pressure chart and come up with the term *direct pressure*.

***With this kind of pressure, what could the resisters do or say to resist or relieve the pressure effectively?*** Write responses on the board.

- Realize that while drinking may be the norm with this crowd, it's not the norm for our grade.
- Say no assertively.
- Walk away from the situation.
- Find something else to do with other friends.
- Join the crowd but drink something other than alcohol; be prepared mentally to assertively refuse an offer of alcohol.
- Other ideas students suggest

During this discussion, make sure to do the following:

- a) Emphasize that an assertive no is the best way to refuse an offer of a drink. Use the "ASSERTIVE NO" chart to review assertive behavior.
- b) Demonstrate an assertive refusal, and ask one or two students to demonstrate it, too. Point out that arguing only leads to aggression.
- c) Demonstrate how to walk away from a situation in which the pressurer won't stop pressuring, and ask one or two students to demonstrate it, too.
- d) Have students explain why less assertive behavior is not as effective as assertive behavior in resisting pressure to drink.

2. For the unspoken pressure role-playing, say: ***This role-playing showed how strong unspoken pressure can be. What examples of unspoken pressure did you see or hear in the role-playing?*** Encourage students to refer to the newsprint chart. (Seeing others, availability, the perceived norm for some group members)

***Were the resisters accepted by the pressurers?*** Students respond. ***What would the resisters have to do to fit in?*** Students respond. ***What could the resisters say or do to resist the pressure effectively?*** Remind students about the discussion of the video in which Tom ended up with a beer in his hand. Write responses on the board. See previous page for possible responses.

- E. Role-play to demonstrate how to resist peer pressure to drink (first time the resisters show assertive refusals; second time the pressurers are resisters)
  1. Have the group redo its role-playing, this time with the resisters using effective resistance strategies. You may need to remind students of the role-playing guidelines, and stress that each resister must say or do one thing that shows an “assertive no” technique. Applaud and praise the group’s performance.
  2. ***What did the resisters do? Were their refusals effective? What else would have worked?***

Students respond
  3. To ensure that every student has the opportunity to resist the pressure, role-play once more. The pressurers are now the resisters and you take the role of the pressurer, identifying yourself as an older teen. Make sure to use the same type of pressure as the group used. Pressure only those students who did not take resister roles, and make sure that the students resist the pressure assertively.
- F. Activity closure: ***We’ve seen how reasoning, rejection, put-downs, and unspoken pressure can put a lot of pressure on people to drink. Some of the same strategies worked well no matter how people were pressuring. What are they?*** (Saying no assertively; walking away.)

II. Preparation for Role-playing to Illustrate Positive Peer Support in Alcohol-Related Situations; Demonstration of One or Two Situations (16 minutes)

A. Introduce video or read transcript.

1. Introduce transcript: ***Now I'd like you to hear about how a boy named Noah and his friends are feeling pressured to drink alcohol. I'll stop reading the transcripts at one point so we can discuss what they could do in the situation.***
2. Read the transcript of "After School" to the stopping point.
3. ***In this situation, what pressure techniques was Frank using?***  
(Reasoning and put-downs.)
4. ***Did Noah say no assertively?*** (No, he answered passively: "I don't think..."; had wimpy body language.)
5. ***Would saying no be easy for Noah? Why or why not?*** (Saying no would be difficult because most of the group seems to want to go along with Frank, Frank is putting lots of pressure on Noah, and everyone knows Noah's parents aren't home.)
6. ***What should Noah do?***  
Students respond.
7. ***Let's hear what happens. Afterward, I want you to tell me what made it easier for Noah to stick to his decision to say no.***
8. Read the rest of the transcript to the students.

B. Discuss strategy.

1. ***Why did Noah say no assertively this time?***  
(He thought of possible consequences.)
2. ***What made it easier for Noah to say no?***  
  
(Keesha supported his decision not to drink; she spoke up in his defense.)
3. ***What are Frank's options now?***  
***(Drink alone or go with the group and don't drink.)***

4. ***So by the end of the video, the pressure was no longer directed at Noah. Instead, there was pressure on Frank to decide what to do.***
5. ***If someone stuck up for you when you said no, would it make it easier for you to say no?***

C. Plan and practice positive peer support situations.

1. Introduce activity: ***Now we're going to work on more role-playing, this time showing how to stick up for others when they decide not to drink.***
2. ***First, let's discuss what you could say to stand up for another person who doesn't want to drink. Let's say you and your friends are having a pizza party. I'm someone's older sister [brother] home from college. I'm trying to get your best friend to drink, and your best friend keeps saying no. What could you say or do to help your friend out?*** Teacher may demonstrate this with a small group of students as resisters and the teacher as the pressurer. Write responses on the board. Point out that use of the word *we* is very powerful.
  - We don't want to drink.
  - We don't need to drink to have fun.
  - Let's go and do something else.
  - Leave her alone; she said she didn't want any.
3. ***Now you will have a chance to practice standing up for your friends in a similar situation.***
4. Hand out one situation per group. ***You will have a few minutes to read your situation and plan what the members of your group will say or do to support one another. I will be the pressurer in each role play. Remember that each member of the group must say or do at least one thing to support the resister.***
5. Circulate and assist students as they plan and practice their role-playing so that you know what your roles as a pressurer will entail and what the group members plan to say and do.

- D. Role-play the peer support situations.
1. Choose a group that has not yet role-played during this session. Have the group come to the front of the room and read aloud the role-playing situation.
  2. Prepare the group for its role-playing by reminding the students of the following:
    - a) ***You will be acting out roles and not necessarily acting as you yourself would in real life.***
    - b) ***Make the role-playing as realistic as you can. You can act as if you're riding on a bus, or whatever your situation calls for.***
    - c) ***Speak loud enough to be heard and understood.***
    - d) ***Everyone must say or do one thing to support the person who's being pressured.***
  3. Briefly summarize the situation just read and identify who's who. Encourage the group to use the characters' names.
  4. Have the group role-play. Use the terms *action* and *cut*. Applaud and praise the students' performances.
  5. Discuss the role-playing.
    - a) ***What did people say or do to back each other up that really seemed to work well?*** Students respond. ***What else would have worked?*** Students respond. If the resisters moved closer together and formed a group, point this out to the class.
    - b) Mention your attempts as the pressurer to use put-downs or reasoning, and point out that once again the students were able to resist those kinds of pressures.
  6. If time permits, have another group role-play.
- E. Conclude the activity by reminding the rest of the groups that they'll be role-playing first thing tomorrow, and to make sure to write the group leader's name on their situation sheet. Collect the role-playing descriptions so that you can hand them out again tomorrow.
- F. Remind students to write questions for the question envelope and to encourage their parents to do the parent activity.

## POSITIVE PEER SUPPORT SITUATIONS

- 1) You and a group of kids are eating lunch at school. A new student, Holly (played by the teacher), joins you and seems pretty nice. You're all interested when she suggests that you come to a party Saturday night. But then you learn that the big attraction of the party is that she plans to serve punch with alcohol in it. Holly acts amazed that none of you seems excited about the punch. She says you're all chickens and that you don't really know how to live. Resist the pressure by saying no assertively and standing up for each other.
- 2) A group of kids is celebrating B.J.'s birthday. They're watching a video and having a good time when Gary (played by the teacher) arrives. He has brought some beer which he says he went to a lot of trouble to get just for B.J.'s party. When one of you acts as if you don't want any beer, Gary puts you down. None of you wants to drink beer. Resist the pressure by saying no assertively and standing up for each other.
- 3) A group of kids is hanging out at Kathy's house, playing music after school. Kathy's parents are still at work. One of the guys, Jordan (played by the teacher), comes out of the kitchen and announces, "Hey, there's a six-pack in the fridge. Let's liven up this scene!" The rest of the group doesn't want to drink, but everyone likes Jordan because he's lots of fun. Resist the pressure by saying no assertively and standing up for each other.
- 4) You're riding home from a football game on a bus. You and your friends have the two back seats. One of the girls, Cindy (played by the teacher), nudges you and shows you a bottle of peach brandy she has sneaked onto the bus. She says it will make the ride go faster and that the chaperones will never know. You like Cindy a lot, but you don't want to drink. Resist the pressure by saying no assertively and standing up for each other.

- 5) A group of you has formed a band. You're practicing for a party Saturday night and waiting for Darla (played by the teacher), a singer who's the cousin of a friend. You don't know Darla, but you've heard she's a great singer. Darla arrives with a six-pack of beer. She says she sings better when she's a little high, and she thinks everyone ought to have a beer. You don't want to drink, but you really need a good singer for Saturday night. Resist the pressure by saying no assertively and standing up for each other.
  
- 6) A group of you is at a rock concert. Chris (played by the teacher) nudges one of you and shows you the schnapps he has sneaked in. Chris says that it will help everyone mellow out and enjoy the concert more. You don't want to drink, but you don't want Chris to get angry at you. Resist the pressure by saying no assertively and standing up for each other.

## SESSION FOUR

### Positive Peer support; Pressure to Use and Not to Use Alcohol from Role Models, Family, and Society

#### Goals

To help students recognize and use positive peer support in alcohol-related situations; to help students recognize and resist pro-alcohol influences of role models, family, and society; to reinforce existing anti-alcohol norms.

#### Objectives

Upon completion of this lesson, students will be able to:

- A. Recognize the benefits of group anti-drinking attitudes, and demonstrate positive peer support in realistic alcohol-related situations.
- B. Develop resistance strategies for situations in which pressure from role models, family, or society exists.
- C. Describe how role models, family, and societal norms influence people's behavior, including behavior involving alcohol, and apply this knowledge to their own behavior.
- D. Understand that alcohol use can have a negative impact on the lives of users and those with whom they associate.

#### Materials

- 1. Positive peer support situations from Session Three
- 2. Three soft drink cans covered with paper and labeled "beer"
- 3. "PRESSURES TO USE ALCOHOL" chart from Session Two
- 4. "ASSERTIVE NO" chart from Session One
- 5. Dear Danielle letters (one per group)
- 6. Question envelope and slips of paper

## SESSION FOUR ACTIVITIES

*Before class begins, put up the “PRESSURES TO USE ALCOHOL” chart from Session Two and the “ASSERTIVE NO” chart from Session One.*

During the lesson, answer pertinent questions from the question envelope.

- I. Demonstration of Positive Peer Support in Alcohol-Related Situations  
(14 minutes)
  - A. Begin this session with a warm greeting and/or positive comments about the previous session.
  - B. Prepare for activity.
    1. ***We'll be starting class today by completing the role-playing we started during the last lesson on this topic.***
    2. ***Last time we heard a boy named Noah being pressured to have alcohol in his house. What made it easier for Noah to stick to his decision not to allow the alcohol in his house?*** (His friend Keesha stuck up for him.)
    3. ***So what can a person say or do to help out another person who says, “No, I don't want to drink?”*** Write responses on the board.
    4. Have students get into their small groups. Pass out the role-playing situations they practiced during Session Three. Give them a couple of minutes to prepare for the class presentations. Circulate and assist students so that you know what your role as the pressurer will entail and what the group members plan to say and do.

- C. Role-play positive peer support situations.
1. Have each group come to the front of the room and read aloud its role-playing situation.
  2. Prepare the group for its role-playing by reminding students of the following:
    - a) ***You will be acting out roles and not necessarily acting as you yourself would in real life.***
    - b) ***Make the role play as realistic as you can. You can act as if you're riding on a bus, or whatever your situation calls for.***
    - c) ***Speak loud enough to be heard and understood.***
    - d) ***Everyone must say or do one thing to support the person who's being pressured.***
  3. Briefly summarize the situation just read and identify who's who. Encourage the group to use the characters' names.
  4. Have the group role-play. Use the terms *action* and *cut*. Applaud and praise the students' performances.
  5. Discuss the role-playing.
    - a) ***What did people say or do to back each other up that really seemed to work well?*** Students respond. ***What else would have worked?*** Students respond. If the resisters moved closer together and formed a group, point this out to the class.
    - b) Mention your attempts as the pressurer to use put-downs or reasoning, and point out that once again the students were able to resist those kinds of pressures.
- D. After the final group's role-playing, say: ***See how much easier it is to say no when you back each other up?***

II. Resisting Pressure from Role Models, Family, and Society to Use Alcohol  
(16 minutes)

A. Introduce activity.

1. ***So far, we've mainly been discussing how our peers can influence or pressure us to drink alcohol.*** Use newsprint chart to review how peers can pressure each other. ***But we also listed other people or sources that can pressure us to use alcohol.*** Point to chart.
2. ***For the rest of today we'll be discussing how role models, family, and society can influence us to do things.***
3. ***For the next activity, you'll work in your groups to respond to Dear Danielle letters from kids who are having alcohol-related problems that involve family members, role models, or society in general. You'll have about five minutes to read the problem, decide on your answer, and write it down. Then we'll share the problems and answers with the whole class. I'll be collecting your answers.***

B. Respond to Dear Danielle letters.

1. Pass out a Dear Danielle letter to each group. Be sure to give out the letter from "Troubled," whose mother drinks a lot. If there are more than five groups, you will have to give the same situation to two different groups; just make sure those groups are not sitting next to each other.
2. Give groups five minutes to write an answer. Circulate among groups to help during this activity.

3. Have a group send a representative to the front of the room to read aloud the group's letter and response. If another group has the same letter, have that group read its response as well. Discuss the answers, and praise the students for thoughtful responses. During the discussions, be sure to cover the points listed on the teacher's copy of the letters. Continue the activity until all groups have read their letters and answers.
- C. Conclude the activity by referring to the "PRESSURES" chart and reviewing the different pressures that can come from role models, family, and society. Collect the groups' letters for grading.

III. Discussion of Role Model, Family, and Societal Influences on Our Behavior  
(6 minutes)

A. Discuss influences.

1. ***These letters showed how young people can be influenced by role models, family, and society to use alcohol. Besides drinking, what is some other negative behavior we might imitate?***

(Using drugs, smoking cigarettes, driving a car too fast, using bad language, dealing with conflicts by using physical force, etc.)

2. ***But we're not just influenced by negative behavior, are we? What are some positive ways we are influenced by role models, family, or society? What positive behavior might we imitate?***

(Being honest, not using drugs, not smoking cigarettes, being nice to others, respecting the rights of others, growing up to be responsible and work hard, etc.)

3. ***Who are your favorite entertainers or athletes? Ask for volunteers to share their favorite person. We can think of these people also as role models, or people you admire and want to be like. Your parents could also be role models. So everybody, think of one special person that you admire.***

4. ***Now, if this person had used alcohol, how might the alcohol use have hurt this person's life or career?***

Students give facts about alcohol, such as alcohol impairs judgment and reaction time; good judgment and quick reactions are necessary for doing well in athletics; drinking makes it hard for a person to get along with others.

5. ***If you were interviewing [name of role model], what do you think he or she would say about kids your age drinking? About being the best you can be?***

Students respond.

B. Students prepare for Session Five.

1. ***Tomorrow you will have a chance to use the information and skills you've learned to influence kids your age not to drink by planning and performing a rap, cheer, ad, or rhyme.***
  
2. Remind students to write questions for the question envelope and to encourage their parents to do the last parent activity if they have not yet done it.

Names \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

*Dear Danielle,*

*I'm 14 and my brother T.J. is 19. He drinks beer a lot with his buddies. He's real popular with his friends, and he has a steady girlfriend. He hasn't gotten into any trouble and my parents don't know about his drinking. My friends are starting to talk about drinking on Saturday nights. I'm afraid I'll get caught or sick or something. Should I go along with them?*

*Unsure*

\* \* \* \* \*

Where is the pressure to drink coming from? (Pressure may be coming from more than one source.)

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Decide on your answer to Unsure, and write it below.

*Dear Unsure,*

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Names \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

*Dear Danielle,*

*Last weekend I drank beer with some kids at a picnic. I didn't really have that much fun, but now these kids want me to drink with them again this weekend. My parents and their friends drink all the time and they're always laughing and clowning around. Sometimes it kind of bothers me how they act, but I figure if that's what grown-ups do, maybe I should start drinking now, too. What should I do? I'm only 15.*

*Anna*

\* \* \* \* \*

Where is the pressure to drink coming from? (Pressure may be coming from more than one source.)

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Decide on your answer to Anna, and write it below.

*Dear Anna,*

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Names \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

*Dear Danielle,*

*I'm the lead guitar player in a band. All the guys look up to me. I'm sort of the leader of the band, so I have to be cool. Well, my mom found out we were drinking beer during our sessions and she really blew her lid. She doesn't understand that drinking's just something we have to do. I mean, all the famous bands drink and do drugs, and I really want to make it big some day. Besides, I can take care of myself. Can you straighten my mom out?*

*Sixteen*

\* \* \* \* \*

Where is the pressure to drink coming from? (Pressure may be coming from more than one source.)

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Decide on your answer to Sixteen, and write it below.

*Dear Sixteen,*

---

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Names \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Dear Danielle,

*We just moved here, and I don't have any friends yet. I watch lots of TV and have noticed how everyone drinks all the time. I've also been watching these kids who hang out across the street. They seem real nice. The only thing is, they pass around a bottle. Nothing like that went on where I used to live, but I want to be where the action is. Don't tell me my parents wouldn't want me to drink, I know that. They don't drink at all, but I'm tired of being an outsider. Everybody else drinks so why shouldn't I?*

*15-year-old boy*

\* \* \* \* \*

Where is the pressure to drink coming from? (Pressure may be coming from more than one source.)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Decide on your answer to the 15-year-old boy, and write it below.

*Dear Fifteen,*

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Names \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

*Dear Danielle,*

*My mother drinks a lot, especially since my grandma died a few months ago. A couple of times I tried drinking to help me feel better about everything. But I'm still unhappy. Am I doing the right thing by drinking? I'm only 13.*

*Troubled*

\* \* \* \* \*

Where is the pressure to drink coming from? (Pressure may be coming from more than one source.)

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Decide on your answer to Troubled, and write it below.

*Dear Troubled,*

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## DEAR DANIELLE LETTERS (TEACHER COPIES)

*Dear Danielle,*

*I'm 14 and my brother T.J. is 19. He drinks beer a lot with his buddies. He's real popular with his friends, and he has a steady girlfriend. He hasn't gotten into any trouble and my parents don't know about his drinking. My friends are starting to talk about drinking on Saturday nights. I'm afraid I'll get caught or sick or something. Should I go along with them?*

*Unsure*

\* \* \* \* \*

Where is the pressure to drink coming from? (Pressure may be coming from more than one source.)

- **older brother**
- **friends**

Decide on your answer to Unsure, and write it below.

*Dear Unsure,*

Point to emphasize:

- ***What are some risks of abusing alcohol for teenagers?***

(Getting hurt or hurting someone else, getting sick, getting in trouble with the police or parents, getting in fights with friends or parents, doing poorly in school)

Dear Danielle,

*Last weekend I drank beer with some kids at a picnic. I didn't really have that much fun, but now these kids want me to drink with them again this weekend. My parents and their friends drink all the time and they're always laughing and clowning around. Sometimes it kind of bothers me how they act, but I figure if that's what grown-ups do, maybe I should start drinking now, too. What should I do? I'm only 15.*

Anna

\* \* \* \* \*

Where is the pressure to drink coming from? (Pressure may be coming from more than one source.)

- **Parents and parents' friends (perceived norm that all adults drink)**
- **Peers**

Decide on your answer to Anna, and write it below.

Dear Anna,

Points to emphasize:

- ***Serious problems, such as too much drinking among yourselves, your family members, or your friends, should be discussed with appropriate professionals.*** Distribute to students the prepared list of helping sources/agencies. ***As you can see, there are many qualified people around who want to help and who keep confidential what people tell them.***
- ***What is the norm for drinking alcohol among adults?***  
(More than half—57 percent—of all adults drink alcohol less than once a month; one-third don't drink at all.)
- ***How will knowing this norm help young people say no to alcohol?***  
(You'll know that you don't have to drink to behave like an adult.)
- ***What are some risks of misusing alcohol for teenagers?***

(Getting hurt or hurting someone else, getting sick, getting in trouble with the police or parents, getting in fights with friends or parents, doing poorly in school)

Dear Danielle,

*I'm the lead guitar player in a band. All the guys look up to me. I'm sort of the leader of the band, so I have to be cool. Well, my mom found out we were drinking beer during our sessions and she really blew her lid. She doesn't understand that drinking's just something we have to do. I mean, all the famous bands drink and do drugs, and I really want to make it big some day. Besides, I can take care of myself. Can you straighten my mom out?*

Sixteen

\* \* \* \* \*

Where is the pressure to drink coming from? (Pressure may be coming from more than one source.)

- **His impression that all band members drink (perceived norm)**
- **Other guys in the band**

Decide on your answer to Sixteen, and write it below.

Dear Sixteen,

Points to emphasize:

- ***What is the norm for drinking alcohol among adults?***  
(More than half—57 percent—of all adults drink alcohol less than once a month; one-third don't drink at all.)
- ***What are some risks of misusing alcohol for teenagers?***  
(Getting hurt or hurting someone else, getting sick, getting in trouble with the police or parents, getting in fights with friends or parents, doing poorly in school)

Dear Danielle,

*We just moved here, and I don't have any friends yet. I watch lots of TV and have noticed how everyone drinks all the time. I've also been watching these kids who hang out across the street. They seem real nice. The only thing is, they pass around a bottle. Nothing like that went on where I used to live, but I want to be where the action is. Don't tell me my parents wouldn't want me to drink, I know that. They don't drink at all, but I'm tired of being an outsider. Everybody else drinks so why shouldn't I?*

15-year-old boy

\* \* \* \* \*

Where is the pressure to drink coming from? (Pressure may be coming from more than one source.)

- **TV (ads and shows), expectations about what alcohol will do for him**
- **His belief that everyone drinks (from TV and seeing kids outside)**

Decide on your answer to the 15-year-old boy, and write it below.

Dear Fifteen,

Points to emphasize:

- ***What is the norm for drinking alcohol among adults?***  
(More than half—57 percent—of all adults drink alcohol less than once a month; one-third don't drink at all.)
- ***How will knowing this norm help young people say no to alcohol?***  
(You'll know that you don't have to drink behave like an adult.)
- ***What are some risks of misusing alcohol for teenagers?***

(Getting hurt or hurting someone else, getting sick, getting in trouble with the police or parents, getting in fights with friends or parents, doing poorly in school)

Dear Danielle,

*My mother drinks a lot, especially since my grandma died a few months ago. A couple of times I tried drinking to help me feel better about everything. But I'm still unhappy. Am I doing the right thing by drinking? I'm only 13.*

*Troubled*

\* \* \* \* \*

Where is the pressure to drink coming from? (Pressure may be coming from more than one source.)

- **The mother, who drinks a lot**
- **The expectation that drinking might make one feel better.**

Decide on your answer to Troubled, and write it below.

Dear Troubled,

Points to emphasize:

- ***Serious problems, such as too much drinking among yourselves, your family members, or your friends, should be discussed with appropriate professionals.*** Distribute to students the prepared list of helping sources/agencies. ***As you can see, there are many qualified people around who want to help and who keep confidential what people tell them.***

- ***What are some risks of misusing alcohol for teenagers?***

(Getting hurt or hurting someone else, getting sick, getting in trouble with the police or parents, getting in fights with friends or parents, doing poorly in school)

SESSION FIVE  
Resisting Pressures to Use Alcohol

Goals

To help students reflect on the lessons and determine ways to maintain the important ideas and skills learned; to help students develop messages to help themselves and others resist pressures to use alcohol.

Objectives

Upon completion of this lesson, students will be able to:

- A. Determine ways to maintain the important ideas and skills learned from the lessons.
- B. Develop and produce messages to help other young people their age resist the pressures to use alcohol.

Materials

- 1. "PRESSURES TO USE ALCOHOL" chart from Session Two
- 2. "ASSERTIVE NO" chart from Session One
- 3. Worksheet: "KIDS AGAINST ALCOHOL NEWS BULLETIN" (one per student)
- 4. Worksheet: "DEVELOPING AN ANTI-ALCOHOL RAP, CHEER, AD, OR RHYME" (one per group)
- 5. Poster advertising alcohol and showing young people having fun together (Note :Teacher will need to locate such a poster)
- 6. Question envelope
- 7. Video camera and blank videotape or digital camera (optional)

## SESSION FIVE ACTIVITIES

*Before class begins, put up the “PRESSURES TO USE ALCOHOL” chart from Session Two and the “ASSERTIVE NO” chart from Session One.*

*During the lesson, answer pertinent questions from the question envelope.*

- I. Review of Pressures and Resistance Skills; Ways to Maintain Skills  
(15 minutes)
  - A. Begin with a warm greeting.
  - B. ***Today I'd like you to start class by completing a worksheet titled “KIDS AGAINST ALCOHOL NEWS BULLETIN.” After you're done, we'll share answers as a class. The ideas we talk about will give you ideas for the anti-drinking messages you'll develop a little later. I'd like to collect your papers. There are no right or wrong answers; I will give you credit for writing down thoughtful answers.***
  - C. Pass out “NEWS BULLETIN” worksheets to students. Circulate among the students while they answer the questions.
  - D. Call on volunteers to share their answers to questions. Try to involve many students by asking such questions as: ***Who has a different answer? How many of you wrote down the same answer as [name]?***
  - E. Conclude activity by saying: ***You've come up with some great ideas, and I hope you can find ways to do many of them. Now let's put a few of them into action.***

II. Development and Performance of an Anti-Alcohol Rap, Cheer, Ad, or Rhyme (20 minutes)

A. Prepare for activity.

1. ***For the rest of today's class, you and your group will develop and perform a rap, cheer, ad, or rhyme designed to influence young people not to use alcohol.***
  
2. Hold up rap worksheet: ***This worksheet will help you decide what to do; I'll give one to each group. First, you'll need to decide whether to develop an anti-drinking rap, cheer, ad, or rhyme. Next, you'll need to decide on the theme or main idea you want to present. Your answers to question #7 on your "NEWS BULLETIN" worksheets would be great as main ideas or themes.*** Have a couple of volunteers share their answers. ***After that, you'll decide where your production will be happening and what each of you will say and do. Finally, you'll need to practice so that you're ready to perform for the class.***
  
3. ***Here's an example. Let's say you want to do an ad.*** Show the pro-alcohol poster. ***Look at this poster. What is the main idea or theme of this poster?*** (Drinking will help your love life.) ***That's right. TV and print ads for alcohol make it look as if alcohol can do all kinds of good things for us, but we know that's not true. Can you think of a main idea for an ad that would show some of the unpleasant or dangerous effects of drinking?*** If students have difficulty answering, remind them of some of the scenes in the "Neighborhood Party" transcripts.
  - You won't have lots of fun and friends if you drink
  - You'll embarrass yourself if you drink

***Great ideas! Then you just decide on your setting (such as a park or outside the school), assign people to roles, and decide what everyone will say and do.***

4. ***Here are a couple of other examples. I have a rap and a rhyme that were written by other middle school groups.*** Ask for a volunteer to read aloud the rap; read it yourself if no one volunteers.

***I'm the master DJ and I'm here to say,  
say no to drugs in a major way.  
They say alcohol and drugs can't be beat,  
but ya gotta say no to have your defeat.  
You know that alcohol and drugs just don't pay,  
so learn to say no every day.  
If you use alcohol you'll be in a slump,  
So say no to drinking and be out of the dumps.  
Here's our conclusion to this rap we're writing,  
Just say no and keep on fighting!***

***What's the theme of this rap?***

(Say no to alcohol and other drugs.)

***Right! To perform this rap, each group member said a line.***

***Here's a rhyme:***

***Stand up straight  
Look them in the eye  
Make no excuse  
Don't be shy  
Just say no!***

***What was the theme of this rhyme?***

(Say no assertively.)

***Good!***

5. ***You'll have 10 minutes to get organized. I'll be around to help. Are there any questions?***

B. Develop an anti-alcohol rap, cheer, ad, or rhyme.

1. Have students get into their groups. Pass out to each group the worksheet "DEVELOPING AN ANTI-ALCOHOL RAP, CHEER, AD, OR RHYME."
2. Give students 10 to 12 minutes to develop and practice their rap, cheer, ad, or rhyme. Circulate to assist groups. If they have difficulty coming up with a theme, remind them to look at their "NEWS BULLETIN" worksheets, question #7. If a group is terribly uncomfortable with the idea of performing in front of the class, allow the group to describe its product or to create a print ad or poster instead.

C. Perform the anti-alcohol raps, cheers, ads, and rhymes.

1. Have a group come to the front of the room to perform.
2. Ask a group member to tell the class what they will be doing (rap, cheer, ad, or rhyme), where their production will be taking place, each person's role, and anything else that will help the class understand the performance.
3. Have the group perform. (film each group if possible.)
4. Applaud and praise the group's performance. Reinforce good points made.
5. Continue until all groups have performed.
6. Optional: If time allows, play back the videotape for students.

III. Evaluation of Curriculum and Closure (5 minutes)

- A. Collect “NEWS BULLETIN” worksheets; grade and return them.
- B. Evaluate the five lessons.
  - 1. ***I think we’ve spent very productive time together on this topic. What do you think?*** Students respond.
  - 2. ***Is there anything we didn’t talk about in these lessons that you feel we should have talked about? Or anything we should have done more or less of?*** Students respond.
  - 3. ***Thank you for being such a great class! I’m very confident that now you’ll be able to resist pressure to use alcohol or to do other things you don’t want to do.***

Name \_\_\_\_\_

**\*\*\*\* KIDS AGAINST ALCOHOL NEWS BULLETIN \*\*\*\***

- 1) In the next few years, what situations might you encounter in which there would be pressure to drink?

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- 2) What pressures might be occurring in those situations? (Refer to the pressures chart.)

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- 3) What risks or chances do kids your age take when they drink?

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- 4) Who or what puts the most pressure on kids your age to drink?

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- 5) How can kids your age resist the pressure?

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- 6) How could you and your classmates help other kids resist the pressure?

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- 7) What one or two messages would you want to tell a younger student about alcohol?

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## DEVELOPING AN ANTI-ALCOHOL RAP, CHEER, AD, OR RHYME

Directions: Develop an anti-drinking message for kids your age. Make your performance brief—less than 2 minutes. Go through the steps on this page, and you'll be all set.

**FORMAT:** Are you going to develop a rap, cheer, ad, or rhyme?

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**THEME:** What main idea do you want to present? For ideas, look over your "NEWS BULLETIN" worksheets, especially answers to question #7.

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**SETTING, ROLES, WORDS, AND ACTIONS:** Where will your rap, cheer, ad, or rhyme be happening? What role or character will each person take? What will each person say? What will each person do? (All group members should be included.)

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**PRACTICE:** Get ready to perform for the class!

# ALCOHOL ABUSE PREVENTION

## A CURRICULUM FOR HIGH SCHOOL STUDENTS

### INTRODUCTION

The high school curriculum contains five lessons. The goals and objectives of each lesson are stated and then followed by a materials list. Each lesson takes 45 minutes to complete. The suggested times to spend on each activity follow the name of the activity. Every lesson includes a review of the previous lesson and a parent activity sheet that acts to reinforce the day's lesson. ***Statements printed in bold throughout the text should be said aloud to the students as written.***

Worksheets, handouts, and supplementary materials are included at the end of each lesson. Other materials that need to be prepared ahead of time include a game wheel and questions, a poster made into a puzzle, and "beer" cans. It is suggested that the teacher read through the entire set of lessons before deciding on which lessons to use in the classroom.

SESSION ONE  
Facts About Alcohol and Its Short-Term Effects

Goals

To learn/review some key facts about alcohol and its short-term effects, the risks of drinking and driving, and the risks of alcohol misuse.

Objectives

Upon completion of this session, the students will be able to:

- A. Explain three facts about alcohol and its short-term effects.
- B. Recognize the potential health, social, and legal risks of alcohol misuse.
- C. Recognize the potential consequences of alcohol misinformation.

Materials

- 1. "ALCOHOL: TRUTH OR CONSEQUENCES" student worksheet
- 2. "ALCOHOL: TRUTH OR CONSEQUENCES" teacher reference sheet with statements and potential consequences of alcohol misinformation
- 3. Numbered slips of paper in an envelope

## SESSION ONE ACTIVITIES

### I. Facts About Alcohol and Its Short-term Effects (40 minutes)

A. Explain the activity to the class.

***This class period will be spent playing a game that will serve to review and learn some facts about alcohol, its effects, and some of the risks involved in using alcohol. This information will be helpful later in the week when we talk about making safe decisions.***

***After I finish explaining the rules of the game, I will divide the class into four teams and pass out a true/false worksheet. Each team should prepare for the competition by discussing each statement and deciding together whether it is true or false. Your team should be prepared to explain why your answer is correct and why it is important to know this information. All team members should agree on the same answer for each statement. Do you have any questions?***

Wait for a response.

B. Divide the class into four groups and state where each group should work. Distribute the “ALCOHOL: TRUTH OR CONSEQUENCES” worksheet to each student. Assign each team a number and write team numbers on the board for scorekeeping.

C. When students have completed their worksheets, explain the rules of the game:

1. Clarify the point system on the board:  
Correct answer (explained if asked) = 2 points  
Consequence of not knowing fact = 1 point
2. State the following: ***Each team will have the same number of turns to answer questions. When it is your team’s turn, one member of your team will draw a number from the envelope, read the corresponding statement aloud and tell whether the team thinks the answer is true or false.***

3. Explain point system.

a) To earn two points:

***If the team responds correctly and can justify their answer if asked, they will earn two points. In some cases, such as when the statement is a statistic, the team will not have to justify or explain their answer in order to earn two points.*** Statements that need to be justified are indicated on the teacher's copy of the worksheet. ***If the team responds incorrectly to the true/false statement and cannot explain why this answer is correct, no points will be awarded.***

b) To earn one point:

***A team can earn one point if they can state what might happen if they didn't know the particular fact.*** Prompts, or ways to ask the questions, are given on the teacher's fact sheet.

4. Scoring example:

You do not have to explain this example to the class; this is to assist you in understanding the scoring system. A team gets two points if they respond to the statement, "A cold shower helps sober up a person who has been drinking," by saying, "False, because only time can sober you up; the shower just makes you wet" If the team incorrectly says the statement is true, no points are awarded. In both instances, the team can try to earn one point by giving a possible consequence of believing that a cold shower helps sober a person up, such as, "The person might take a shower and then believe he or she is sober enough to drive."

5. State the following:

***Each team can only earn points when it is their turn, so you should not answer out of turn.***

***Everyone should take notes about the correct answers. In some instances, an answer to one question may be a clue to an answer to another question. You will also be able to use the facts and supporting statements in upcoming sessions.***

- D. Choose a team to begin the game; ask for a representative to pick a number from the envelope. Have a student read the corresponding statement aloud and give the team's response. Refer to the sheet, "Statements and Potential Consequences of Misinformation About Alcohol" for each statement and make sure that the information and potential consequences listed are brought up in the discussion—i.e., after a team states a consequence, award them a point and elicit additional consequences from the entire class.
- E. Additional teacher tips:
- For each round, ask a different student from the group to draw a number and answer the question.
  - To stimulate involvement, after a group gives a response, ask the class as follows:  
***How many of you agree with that answer?***  
***How many disagree?***
  - When asking students to justify their answers, word your question as follows:  
***What would happen if you didn't know that?*** or ***Explain why you think that's right.***
  - Some of the consequences are the same for different statements; if consequences are repeated and the class seems to understand why those consequences might happen, don't spend time discussing them again.
- F. Continue the game until approximately seven minutes before the end of class, making sure that each team has had the same number of turns. It is very important that all 16 true/false statements be discussed. If you are running out of time, stop after round three. Read the last four questions, state whether the correct answer is true or false, and discuss each consequence. If the class finishes the competition early, have teams respond to the additional round of true/false statements (see "Statements and Potential Consequences of Misinformation about Alcohol," items 17 to 20). Tally the scores and announce the winning team.

II. Summary and Preparation for Upcoming Lessons (5 minutes)

- A. ***Which facts did you find the most interesting or most surprising? Why?***  
Throughout the summary, either you or the students should restate the facts in a correct statement, such as, “The alcohol in one glass of beer equals that in a glass of wine or in a shot of whiskey.” If the students do not respond, bring up questions that the class had difficulty with.
- B. Hold up the poster so all students can see it. Ask a student to read it aloud.  
***How does this poster tie in with what we have been talking about today?***  
(High school students are at risk. We need to realize that and make safe decisions because it could happen to us.) Remind students that traffic accidents are the #1 cause of death among people ages 15 to 24 in the United States.
- C. ***In future sessions, you will be able to use the facts we discussed today to help you to make decisions about how you should act in potential drinking situations.***

## ALCOHOL: TRUTH OR CONSEQUENCES

### TRUE/ FALSE

### STATEMENT

- \_\_\_\_\_ 1. Most adults drink three or more alcoholic drinks every week.
- \_\_\_\_\_ 2. Beer, wine, and whiskey contain different kinds of alcohol.
- \_\_\_\_\_ 3. Food in the stomach slows the absorption of alcohol into the bloodstream.
- \_\_\_\_\_ 4. A person who has had two drinks in one hour can drive as well as a person who has had three drinks in three hours.
- \_\_\_\_\_ 5. At certain times, drinking even one drink of alcohol could be considered alcohol abuse.
- \_\_\_\_\_ 6. Forty percent of all highway accidents involve someone who has been drinking alcohol.
- \_\_\_\_\_ 7. Alcohol is involved in approximately two-thirds of drowning accidents.
- \_\_\_\_\_ 8. The caffeine in strong coffee will help sober up a person who has been drinking.
- \_\_\_\_\_ 9. An overdose of alcohol could result in death.

- \_\_\_\_\_ 10. Chris, who is giving Jane a ride home, has consumed quite a bit of alcohol during the evening. Chris assures Jane that driving at 30 mph or less the entire way home will be safe. Jane agrees to ride with Chris because she believes that Chris will be able to avoid having an accident by driving slowly. Is Jane's belief true or false?
- \_\_\_\_\_ 11. Women who use alcohol during pregnancy have an increased risk of having a baby with birth defects.
- \_\_\_\_\_ 12. A driver who is stopped for suspected drunk driving may be asked to submit to a test of blood alcohol content. If the driver refuses, his or her license can be revoked for six months.
- \_\_\_\_\_ 13. In cold weather, a person can warm his or her body by drinking alcohol.
- \_\_\_\_\_ 14. People who have had four drinks in a couple of hours can tell how much the alcohol has affected them.
- \_\_\_\_\_ 15. A 12-ounce wine cooler has significantly less alcohol than a 12-ounce beer.

ALCOHOL: TRUTH OR CONSEQUENCES (Teacher Copy)  
Statements and Potential Consequences of Alcohol Misinformation

- 1) Most adults drink three or more alcoholic drinks every week. (F)

Half of the adult population either do not drink at all or drink less than once a month, and one-third of all adults do not drink at all.

If the team answers correctly, in order to earn two points, they must also answer correctly the following question: ***Do most adults drink more or fewer than three alcoholic drinks every week?*** (Fewer than three drinks.)

- Consequences of believing that most adults drink three or more drinks every week:
  - Person may drink often or drink a lot because he or she believes everyone else is doing so.
  - Adults are role models for teenagers; a teen may mistakenly believe that drinking among adults is more prevalent than it is and will imitate what he or she considers to be adult behavior.
  - Person may think you have to drink or others will consider you to be antisocial or strange.

- 2) Beer, wine, and whiskey contain different kinds of alcohol. (F)

The alcohol in beer, wine, and whiskey is the same.

If the team answers correctly, in order to earn two points, they must also state the underlined statement.

- Consequences of thinking that they have different kinds of alcohol:
  - Person might think that he or she can drink as much as desired as long as he or she drinks the same kind of drink.
- Other points to cover:
  - Switching from one type of alcoholic drink to another (from example, from beer to whiskey) will not increase the effects of the alcohol. Both drinks contain the same type of alcohol.
  - Switching from one type of alcoholic drink to another (for example, from beer to whiskey) will not make a person sick.

People get sick from drinking too much alcohol.

- The fruit juice in wine, wine coolers, and mixed drinks, as well as the carbonation in carbonated mixers, causes the alcohol to be absorbed more quickly into the bloodstream, so that the alcohol takes effect more quickly.
- The type of alcohol in all alcoholic drinks is called ethanol or ethyl alcohol.

3) Food in the stomach slows the absorption of alcohol into the bloodstream. (T)

- Consequences of not knowing this:
  - Person may drink alcohol on an empty stomach and become affected quickly.
- Other point to cover:
  - Eating after drinking will have no effect on the level of intoxication since the alcohol has already entered the bloodstream.

4) A person who has had two drinks in one hour can drive as well as a person who has had three drinks in three hours. (F)

If the team answers correctly, in order to earn two points, they must explain that it is both the total amount of alcohol the person drinks and the time span he or she drinks it in that determines the effect of the alcohol.

- Consequences of thinking that only quantity of alcohol drunk, independent of time span, affects driving ability:
  - Person may drive with an unsafe amount of alcohol in the bloodstream.
- Other point to cover:
  - An average-sized man will need one hour to rid his body of the alcohol contained in one drink.

- 5) At certain times, drinking even one drink of alcohol could be considered alcohol abuse. (T)

If the team answers correctly, in order to earn two points, they must explain why the statement is true. If team is having difficulty, ask them to give an example and explain how or why it is misuse.

- Consequences of not appreciating this fact:
  - Person using machinery, piloting airplane, etc. could endanger self or others because alcohol has affected coordination, judgment, inhibitions, and emotions.
  - There are times and places when everyone will not want to use alcohol. Use at such a time or place is always misuse.

- 6) Forty percent of all highway accidents involve someone who has been drinking alcohol (FARS, 2006). (T)

- Consequences of thinking fewer than half of all accidents involve alcohol:
  - Person would be more likely to drink and drive because of failure to appreciate the increased likelihood of accidents involving alcohol.
- Other points to cover:
  - Traffic accidents are the #1 cause of death among people ages 10 to 24 (WHO Report, 2007).
  - Drivers should look out for others who may be impaired.
  - Person may take more drinking/driving risks because of the feeling that "It could never happen to me or my friends." Some young people who do not believe the statistics think that adults are just overreacting.

- 7) Alcohol is involved in approximately two-thirds of drowning accidents. (T)
- Consequences of not knowing this:
    - People may drink while swimming, boating, and engaging in other recreational activities near water, putting themselves and others at risk.
    - Key contributory factors include loss of balance and loss of body heat, both due to alcohol use, which can result in even good swimmers drowning.

- 8) The caffeine in strong coffee will help sober up a person who has been drinking. (F)

Only time will enable the effects of alcohol to wear off.

If the team answers correctly, in order to earn two points, ask: ***What is the only thing that will help sober a person up?*** (Time)

- Consequences of thinking that caffeine will help a person sober up:
    - The person will drink coffee and then think he or she is sober enough to drive.
  - Other point to cover:
    - Neither cold showers, nor fresh air, nor food, nor exercise will help a person sober up.
- 9) An overdose of alcohol could result in death. (T)
- Consequences of not knowing this:
    - People may drink too much or encourage others to drink too much without realizing the possible deadly consequences.
  - Other points to cover:
    - Alcohol is a depressant that slows down body systems (for example, brain activity, circulation, heart rate). Too much alcohol can cause systems to stop completely.
    - The body treats alcohol as a poison or foreign substance. It seeks to get rid of it by vomiting as well as through sweating.

- Only about 5 percent of alcohol leaves the body through sweat, or breath. The rest is broken down by the liver at the rate of 1/2 ounce per hour (equivalent to the alcohol in one beer). Alcohol remaining in the body stays in the bloodstream and is responsible for alcohol's intoxicating effects.
  - If a person has passed out from drinking, it is important to alert an adult because of the potential serious consequences.
- 10) Chris, who is giving Jane a ride home, has consumed quite a bit of alcohol during the evening. Chris assures Jane that driving at 30 mph or less the entire way home will be safe. Jane agrees to ride with Chris because she believes that Chris will be able to avoid having an accident by driving slowly. Is Jane's belief true or false? (F)

Drinking affects a person's judgment, vision, reaction time, and coordination. So driving slowly will not guarantee safety.)

If the team answers correctly, in order to earn two points, they must also be able to explain why driving slowly is no guarantee of safety.

- Consequences of believing that an impaired driver who agrees to drive slowly can avoid having an accident:
  - Person may ride with an impaired driver and risk having an accident.
- Other points to cover:
  - Drinking affects a person's judgment, so the individual may think he or she is being careful and driving slowly when that really is not the case.
  - Drinking affects a person's vision, so he or she cannot see the speedometer or road hazards very well.
  - Drinking slows down a person's reaction time so that he or she is unable to act quickly in a dangerous situation.
  - Drinking affects a person's coordination so that driving responses that are almost automatic under nondrinking circumstances are no longer automatic.

11) Women who use alcohol during pregnancy have an increased risk of having a baby with birth defects. (T)

- Consequences of believing that alcohol cannot affect the baby:
  - Person will drink during pregnancy, risking the health of her baby. Health effects may include facial deformities and mental retardation.

12) A driver who is stopped for suspected drunk driving may be asked to submit to a test of blood alcohol content. If the driver refuses, his or her license can be revoked for six months. (T)

- Consequences of not knowing about the implied consent law:
  - Person stopped by a police officer may refuse to have his or her blood alcohol measured (so that there is no evidence of impairment), and consequently lose his or her license.

13) In cold weather, a person can warm his or her body by drinking alcohol. (F)

The body loses heat anytime body temperature drops, but the alcohol causes a loss of sensation so the person does not feel cold.

- Consequences of believing that alcohol warms the body:
  - Person may drink outside in cold weather and may wear less clothing due to a false sense of warmth, thus exposing his or her body to cold and frostbite.
  - Person may feel warmer, but this is very dangerous because the blood rushes to the skin's surface and leaves the internal organs unprotected.

14) People who have had four drinks in a couple of hours can tell how much the alcohol has affected them. (F)

One of the first things alcohol affects is people's judgment; they will not be able to judge the extent to which alcohol has affected them.

If the team answers correctly, in order to earn two points, they must also be able to explain why the statement is false.

- Consequences of believing that people can judge the degree to which alcohol has affected them:
  - People will have poor judgment about their own abilities and may take risks such as driving, swimming, boating, or using machinery, or deciding that this is the right time to tell off the biggest guy in school.

15) A 12-ounce wine cooler has significantly less alcohol than a 12-ounce beer (F)

A wine cooler has the same amount of alcohol as a can of beer.

If the team answers correctly, in order to earn two points, they must also state the underlined statement.

If the team answers false and explains that a wine cooler has more alcohol in it than a beer, ask how they know this. If they say they have compared bottles, give them the two points. Tell them it is true that some wine coolers contain slightly more alcohol than beer, but emphasize that they have approximately the same amount of alcohol per bottle.

- Consequences of thinking that wine coolers contain less alcohol:
  - Person may drink too many wine coolers and not realize the extent to which he or she is being affected.
  - Use the following chart to answer precisely how much alcohol there is in various alcohol products:

	<u>% Alcohol</u>	<u>Ounces</u>	<u>Alcohol content</u>
Light Beer	.03	12	.36 oz. alcohol
Reg. Beer	.045	12	.54 oz. alcohol
Wine	.12	5	.6 oz. alcohol
Whiskey	.40	1.5	.6 oz. alcohol
Wine Cooler	.04	12	.48 oz. alcohol
Wine Cooler	.052	12	.624 oz. alcohol

## Additional Round of True/False Questions If Time Permits

16) Alcohol is a depressant drug. (T)

- Consequences of thinking that alcohol is a stimulant:
  - People may drink to become more creative, energetic, or social but actually become sad and depressed, or the alcohol may depress their inhibitions so that they get reckless or angry more easily.
  - Depressed person may think he or she has to drink to get into a good mood and actually may become dangerously depressed.
  - Person might drink more because he or she is not aware of the biological and psychological effects of alcohol.
- Consequences of thinking that alcohol is not a drug:
  - Person may drink more, being unaware of chemical effects on the body and not realizing that alcohol is addictive.

17) A can of light beer contains no alcohol. (F)

Light beer contains alcohol. (Regular beer contains 4.5 percent alcohol; light beer contains 3 percent alcohol.)

If the team answers correctly, in order to earn two points, they must also be able to answer the following question: ***How do the alcoholic contents of light beer and regular beer compare?***

(They are comparable; a light beer has somewhat less alcohol.)

- Consequences of thinking that light beer contains no alcohol:
  - Person may drink too much alcohol.

18) Alcohol is absorbed directly into the bloodstream through the walls of the stomach and small intestine, and reaches the brain quickly. (T)

- Consequences of not believing this:
  - Person may not realize how quickly he or she is affected by the alcohol and may take risks such as driving.

19) Bob weighs 120 pounds and Jack weighs 160 pounds. They each drink three cans of beer. All other things being equal, both are now equally intoxicated. (F)

Assuming an equal amount of alcohol absorption, the lighter person is more affected than the heavier person.

If the team answers correctly, in order to earn two points, they must also state the underlined statement.

- Consequences of thinking that both are equally affected:
  - Bob will believe that he can drink as much as Jack and not become any more affected.

## Sources

Fatality Analysis Reporting System (FARS) of the National Highway Traffic Safety Administration (NHTSA), 2007.

A Safer Future, Report of the World Health Organization (WHO), 2007.

SESSION TWO  
Personal Behavior and Peer Influences

Goals

To provide students with an understanding of the concepts of group norms, expectations, and peer pressure, their influence on behavior, and pressures/influences on people to drink alcohol.

Objectives

Upon completion of this session, the students will be able to:

- A. Identify and define two examples of group norms, applying the terms *expectations* and *positive and negative outcomes* to typical behavior.
- B. Identify ways in which peer group norms pressure/influence people to behave in certain ways because of outcomes that they regard as positive (group acceptance) but that may also have negative consequences.
- C. Recognize the different appeals advertising uses to pressure people to use alcohol.
- D. Identify other pressures/influences on people to use alcohol.

Materials

- 1. Two transparencies
  - a) Teacher Description, Expectations, and Outcomes
  - b) Friend Expectations and Outcomes
- 2. Overhead projector
- 3. Overhead markers
- 4. "CONFLICT SITUATIONS" worksheet
- 5. Recorded alcohol advertisements of young adults drinking (The teacher will need to find and record such advertisements from TV or radio.)
- 6. VCR and monitor or DVD player

## SESSION TWO ACTIVITIES

### I. Review of Session One (5 minutes)

A. Lead a review of the facts and short-term effects discussed in Session One, making sure to cover the following points:

1. ***What can you say about one can of regular beer, one glass of wine, one wine cooler, and one shot of hard liquor?***

(Each contains the same kind and amount of alcohol. The alcohol in each drink is the same and has the same effect.)

2. ***How long will it take an average-sized person to rid his or her body of the alcohol contained in one drink?***

(One hour. Only time will enable the effects of alcohol to wear off.)

3. ***Why are drinking and driving an especially dangerous combination? In other words, what does alcohol affect?***

(Driving after drinking is dangerous because drinking affects a person's judgment, coordination, inhibitions, emotions, vision, and reaction time, all needed for good safe driving.)

4. ***Do a majority of adults drink more than once a month?***

(No. Half of the adult population either do not drink at all or drink less than once a month; one-third of all adults do not drink at all.)

5. ***What is alcohol abuse? Give me an example of alcohol abuse.***

(When someone drinks alcohol at the wrong time or the wrong place, such as a surgeon drinking before operating, a pilot drinking before flying plane, or drinking at any job that requires responsible behavior.)

6. ***After a few drinks, can people judge how much the alcohol has affected them?***

(No. Alcohol affects a person's judgment.)

B. Review consequences of having misinformation about alcohol. Ask: ***What might happen if people don't know these facts?***

(People may drink too much too fast, have a high blood alcohol level, and risk hurting themselves or others or getting into trouble.)

II. Definition and Examples of Group Norms (15 minutes)

A. Discuss teacher norms.

1. ***I'd like to begin today's activities by asking how you usually expect me, the teacher, to behave while I am here?***

Write student responses on the "Teacher's" transparency under the heading "Expected Behavior" (respectful, teach class, maintain control).

2. ***What do you not expect me to do while I am here?***

Write student responses on the transparency under the heading "Behavior That Is Not Expected." (Be rude, throw chalk, yell)

3. ***You as a group have described normal behavior for a teacher. These are referred to as the norms for the group, teachers. Group norms are standards that guide or control the behavior of group members.***

Write definition on board.

B. Discuss norms for circle of friends.

1. ***Your circle of friends, an informal group, has norms for its own behavior. All groups have them. Those norms differ, for example, in different countries or different societies or between groups of friends in the same school. In general, a group can be identified as a group because it shares norms.***

2. ***Think about your own circle of friends. What things do you expect your friends to do?***

Write student responses on the "Friend's" transparency under the heading "Expected Behavior"; discuss. (Stick up for each other, pick each other to be on the same team, call when going to the movies, etc.)

3. ***This lists some of the norms of your circle of friends.*** Ask students to redefine norm and be sure they understand the concept.

4. ***Let's discuss the possible outcomes of this behavior. What are positive outcomes for behaving in the expected ways?***

If students are confused say: ***In other words, if you do things that your friends expect, what are some of the good things that will happen?*** Write responses on transparency under the heading "Outcomes: Positive"; discuss. (Stay in the group, remain friends, etc.)

5. ***What might be negative outcomes for behaving in expected ways?*** Write responses on transparency under the heading "Outcomes: Negative"; discuss. (Might get in trouble with parents or teacher, might do things you don't want to do, etc.)

***So, there are good and bad things—or positive and negative outcomes—for doing what is expected.***

6. ***What do you not expect your friends to do?***

Write responses on transparency, "Behavior That Is Not Expected"; discuss. (Leave each other out, be mean to each other, etc.)

7. ***What are some of the bad things that happen when you behave in ways that are not expected?***

Write responses on transparency under the heading "Outcomes: Negative"; discuss. (Not in the group any more, no longer friends, etc.)

8. ***What might be some positive outcomes (or good things that happen) for behaving in ways that are not expected?***

Write responses on transparency under the heading Outcomes: Positive; discuss. (Not get in trouble at school or home, etc.)

9. ***So there are also positive and negative outcomes for doing what is not expected of us.***

***We can conclude that there are positive and negative outcomes for almost every decision we make. So whether you decide to follow your group's norms or not, there are positive and negative outcomes.***

C. Discuss groups in general.

1. ***Based on our discussion, in most instances, do most people go along with the expected norms of their group?***

(Yes.)

2. ***Why?***

(People tend to choose groups whose beliefs and values are similar to theirs.)

(People don't want to be rejected by their group.)

If students respond "To fit in," ask: ***Why is it important to fit in?*** and ***What's going on that makes you or someone else not fit in?***

3. ***How do you think people fit when their group expects them to behave in a way that does not fit with their own personal beliefs and values?***

(Uncomfortable, in conflict)

Ask for or give an example.

4. ***We've been talking about your friends as if there were only group you belong to. What other groups do you belong to?***

(Family, clubs, teams, place of worship, etc.)

5. ***Do these groups have expectations of you? (Yes.) Do their expectations sometimes differ? (Yes.) How do you resolve these differences?***

(Some people don't. They just react, or they just go along with whomever they are with at the time. Others think through the conflict, understand pressures and outcomes and choose not to conform at times.)

III. Group Expectations That Can Lead to Unhealthy Outcomes: Why, When, and How Some People Resist Such Pressures (18 minutes)

A. Introduce and explain activity:

***In this next activity we are going to look at two conflict situations. After I finish explaining the directions, I will divide the class into four or five groups and distribute the worksheet. Each group should read through the situations and discuss what the main character, Joe, is expected to do. The situations stop before the conflict is resolved. Based on your own experiences, and the experiences of your friends, how do think the main character, Joe, will resolve the conflict? Each group should be able to defend their ending. Are there any questions?***

B. Divide students into groups of five or six and distribute “CONFLICT SITUATIONS” worksheet for them to discuss. Circulate among the groups. Give groups five minutes to identify pressures and resolve conflicts.

C. After the groups complete the worksheet, lead a discussion as follows, directing questions to specific groups. After a group responds, ask other groups whether they agree or disagree; ask why.

1. ***What is Joe expected to do in the first situation? Who wants him to do these things?***

(Skip the grandparent visit and come to baseball practice: coach, friend, and teammates)

(Visit his grandparents: parents and grandparents)

Make sure that students identify who is expecting Joe to do what.

2. ***What did you think Joe would do?*** (Conform to friends’/coach’s expectations.)

3. ***How might he tell his parent his decision?***

Solicit answers from all groups and ask if there are any other ways Joe might handle the situation.

4. ***What are the positive and negative outcomes of that choice?***

(Positive: Will please his friend, teammates, and coach; may do better at

championship game; will enjoy playing baseball)

(Negative: Parents and grandparents may not be pleased; Joe may feel bad about disappointing his family)

5. ***Why do you feel that going along with the team is the most likely choice in this instance?***

(The negative outcomes or consequences of skipping the visit to his grandparents' are probably not going to be that severe so he would rather risk those than risk disapproval of his friends, coach, and team for not going to practice.)

D. Repeat sequence of questions for second situation:

1. ***What is Joe expected to do in the second situation?***

(Skip school with his friends: friends)

(Attend class: teacher)

2. ***What did you think Joe would do?*** (Attend class)

3. ***Why might he tell his friends he's not going along?***

Solicit answers from all groups and ask if there are any other ways Joe might handle the situation.

4. ***What are the positive and negative outcomes of not going along?***

(Positive: Will learn in class; will not jeopardize possibility of employment because of a bad reference so will have a better chance of getting hired; will avoid getting into trouble with parents and teachers)

(Negative: Will risk disapproval of friends and possibly miss a good time)

5. ***Why do you feel Joe will not go along with his friends' expectations in this instance?***

(He wants a summer job to earn money; he also figures there will be other times to go out with his friends.)

E. Conclude discussion as follows:

1. ***So is it fair to say that people are influenced or pressured by their friends in social situations, but that people also choose not to go along with what friends expect in other situations?***

(Yes.)

2. ***Think about the two situations involving Joe and your own experiences in social situations. Why is it sometimes so difficult to decide whether or not to go along with what friends, parents, and teachers expect?***

(Because there are almost always some positive and some negative outcomes or consequences for every decision.)

(Different groups' expectations can conflict.)

(Own values, beliefs, ideas may be challenged.)

(Own feelings are important.)

3. ***What are some ways decisions such as these can be made?***

(Weigh consequences of different actions.)

4. Have students return to their seats.

F. Discuss the meaning of *pressure*:

1. ***There are many kinds of pressure that influence people to behave in certain ways. Who can define the word 'pressure'?***

(A feeling of being influenced toward a certain choice by direct or indirect means) Write definition on board.

Make sure examples of direct and indirect pressure are given. Either give an example of your own or use one of the ones below.

- a) ***Have you ever been getting ready to go someplace and your mother or your friend says to you, "Is that what you're wearing?" and you answer "Yes." Then either your mother or friend says "I don't think you should wear that" or "You are not going till you change." Both of these responses are examples of direct pressure; that person told you exactly how he or she felt. However, if your friend or mother just says "Oh," that would be an example of indirect pressure. The person never said you shouldn't wear it, but he or she has implied disapproval.***
- b) Ask students: ***Is there something that you wouldn't dare wear to school? Why?*** Point out that if people say something about it or make fun of your clothing it is direct pressure. If they give you a funny look that would be indirect pressure.
- c) ***Can you tell when your friends disapprove of something you do? (Yes.) How can you tell? (Responses.) Do your friends have to say something to you in order for you to know that they disapprove of something you did or said? (Responses.) These subtle ways are what we mean by indirect pressure.***

2. ***If people expect you to act a certain way, does that influence you or put pressure on you to act that way?***

(Yes.)

3. ***Based on our definition of pressure, is pressure good or bad?***

(Can be either.)

4. ***Give me an example of when you felt negative pressure or influence, or pressure to do something you didn't want to do, something that was not in your best interests.***

Students respond. If students do not volunteer, share a personal example.

5. ***Give me an example of when you felt positive pressure or influence, or pressure to do something that would benefit you.***

Students respond.

6. ***Many [some] of you gave me examples of peer pressure. Why is it sometimes especially difficult to resist peer pressure or influence?***  
(Because we want to be accepted and liked by members of our age group.)
  
7. ***Is peer pressure always bad?*** (No.) Refer to an example previously given, or ask someone to give an example.

IV. Identifying Pressures on People to Use Alcohol: Advertising, Role Models, Availability, Direct Offers (from Peers or Others), and Seeing Others Drink  
(6 minutes)

A. ***Now we're going to spend some time discussing the different pressures or influences on people to drink alcohol.***

1. ***How much attention do you pay to ads for alcohol?*** (Not much.)

2. ***Recite and encourage students to recite advertising slogans for alcohol:***

- "I'm a Bud man"
- "This Bud's for you!"
- "Tastes Great! Less Filling" (Miller Lite)
- "Strohs is spoken here"
- "Thank you for your support" (Bartles and Jaymes wine coolers)

***Even though many of you thought you were not paying attention to the ads, you have learned and remembered several of them.***

3. ***How much money do you think the alcohol beverage industry spent on average per year for television advertising between 2001 and 2005? One billion dollars.\****

Write this figure on the board:

\$1,000,000,000

B. Have the class view three TV ads. Ask the following questions:

1. ***How do the people in the ads look, and what are they doing?***  
(People are rich, attractive, romantic, having fun, being happy, etc.)
2. ***Who is the target of the ads?*** (Young people, people in social situations)

\* Source: *Drowned Out: Alcohol Industry "Responsibility" Advertising on Television 2001–2005* (Washington, DC: Center on Alcohol Marketing and Youth, 2006).

3. ***What appeals are used in the ads? In other words, how are the ads pressuring or influencing people to use alcohol?***

(The ads are appealing to people's desires to be popular, to be attractive, to have fun, to have friends, to be rich, etc; the ads imply that people's needs will be met if they use the product.) If students say there is no pressure, have them recall the definition of pressure.

4. ***What's wrong with the ads portraying alcohol as a means for helping people meet their needs?***

(Use of alcohol does not meet those needs, and the needs can be met without alcohol.)

5. ***So, the advertising messages appeal to normal wants and needs (which can't be met by drinking alcohol), the ads are easily remembered, and they give the impression that everyone drinks—or successful people drink—and therefore we should, too.***

C. Identify other pressures.

***Besides advertising, what are some other pressures or influences on people to drink?*** Write the following terms on the board and make sure to define them with the students.

- Advertising
- Role models (people we admire; we want to be like them and be liked by them). Ask: ***Did you ever do something to impress older kids you were with?***
- Availability (knowing that alcohol is around)
- Direct offers (from peers or others)
- Seeing others drink

Don't act as though these are the only words to describe these pressures. Accept other words and pressures. If a student volunteers peer pressure as a type of pressure, explain that peer pressure can occur via a direct offer, seeing others drink, and a role model.

V. Preparation for Session Three (1 minute)

***In our next class on this topic, we'll be talking more about the different pressures on people to use and misuse alcohol and how to resist these pressures.***

Teacher

**Expected Behavior**

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**Behavior That Is Not Expected**

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**Friend**

**Expected Behavior**

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**Outcomes**

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**Friend**

**Behavior That Is Not Expected**

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**Outcomes**

Positive

Negative

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## CONFLICT SITUATIONS

1. Joe's parents would like him to go with them to see his grandparents this afternoon. Joe always feels uncomfortable around his grandparents. His baseball coach just called to say that there's going to be an optional practice to prepare for the championship game tomorrow. Joe loves baseball and is a good player on whom his teammates depend. His best friend, the pitcher, also called to be sure he'd be there. Joe's parents say the decision is up to him, yet he senses that they think he ought to go with them.

What is Joe expected to do? Who expects him to do it?

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What do you think Joe will do? Why?

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2. Joe has applied for a job at the neighborhood deli to earn money during the summer. He thinks he would really like working at the deli. He gave his science teacher's name as a reference because he has always done well in that class and has gotten along well with the teacher. Just as the bell announcing the end of lunch period rings, his friends decide to skip the rest of the day's classes to go to the beach. He really wants to go, but he has science class that afternoon, the teacher has already seen him that day, and Joe has told his teacher he has given his name as a reference.

What is Joe expected to do? Who expects him to do it?

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What do you think Joe will do? Why?

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## SESSION THREE

### Social Pressures to Misuse Alcohol

#### Goals

To analyze how advertising, role models, availability of alcohol, and offers of a drink pressure or influence people to use alcohol and to recognize that these pressures or influences, as well as peer pressure, are based on similar appeals; to understand the need to maintain control over one's own health and well-being; and to provide students with opportunities to analyze typical drinking situations in terms of the pressures and outcomes of alcohol use and nonuse.

#### Objectives

Upon completion of this session, the students will be able to:

- A. Understand how role models, availability, offers to drink, advertising, and peer pressure influence people to use alcohol.
- B. Identify the similar appeals used in all these pressures.
- C. Understand that each person is responsible for his or her own health and well-being and that the support of friends can be helpful.
- D. Recognize that avoiding potential drinking and driving situations is the most effective way to reduce one's risk of incurring the negative consequences associated with drinking and driving.
- E. Anticipate and analyze drinking situations in terms of the pressures involved and the outcomes of alcohol use and nonuse.

#### Materials

1. "PRESSURE SITUATIONS" student worksheet
2. Blindfold for each student (for public health reasons, use disposable surgical masks or gauze)

## SESSION THREE ACTIVITIES

### I. Review of Session Two (5 minutes)

#### A. ***What are group norms?***

(Standards that guide or control the behavior of group members.)

#### B. ***Why is it important to know what a group's norms are?***

(So you will know what behavior is acceptable and unacceptable, which will guide in how you act when you're with the group.)

#### C. ***Recall Joe in the situations we discussed yesterday. Most of you felt that in the first situation Joe would go along with the expectations of his friends, coach, and teammates. Why might Joe have a difficult time making this decision?***

(Expectations of parents and grandparents conflicted with others' expectations; therefore, there were positive and negative outcomes for any decision Joe might make.)

#### D. ***Most of you felt Joe would not skip school with his friends in the second situation. Why might this have been a difficult decision for Joe to make?***

(Possible negative consequences with friends for not going along with them; important for people to be accepted by their friends.)

#### E. ***In both situations, who was the best person to make the decisions? Why?***

(Joe, because he would be the one having to consider his own feelings in each situation and to face the consequences.)

#### F. ***We also talked about pressure. What is pressure?***

(A feeling of being influenced toward a certain choice by direct or indirect means. Group expectations and norms are pressures on people to behave in certain ways.)

II. Analyzing How Advertising, Role Models, Availability of Alcohol, Offers of a Drink (from Peers and Others) and Seeing Others Drink Influence People to Use Alcohol, and Recognizing That the Appeals Used Are Similar (8 minutes)

A. ***This next activity is designed to further analyze the pressures or influences on people to drink that we identified yesterday.***

1. Distribute the "PRESSURE SITUATION" worksheets. Ask for a volunteer to read the first situation aloud. Discuss the situation and be sure to identify, write on the board, and explain the following pressures.

***What are the pressures on Bob to drink?***

- Role model (Bob looks up to his older brother and his brother's friends. He may feel pressure to drink to be like them and to be liked by them)
- Availability (knowing that there is alcohol around)
- Seeing others drink (Bob's brother, Jim, and Jim's friends are drinking)

2. Ask for a volunteer to read the second situation aloud.

***What are the pressures on Jane to drink?***

- Availability (knowing that there is beer at the party)
- Direct offer (having a friend ask you if you want a beer)

3. Ask for a volunteer to read the third situation aloud.

***What are the pressures on David to drink champagne?***

- Advertising (seeing the ads on TV, which show beautiful people having fun)
- Availability (knowing that there is champagne in the refrigerator)
- Role models (his parents drink champagne on New Year's Eve)

B. Lead a discussion analyzing and comparing the different types of pressure. Be sure to cover the following the points:

1. ***Are all these pressures equally strong? (No.) Which pressures do you think are the strongest? Why? Which pressures do you think are the weakest? Why? How do these pressures work to influence us?***

Allow for discussion.

Be sure to give positive feedback to all student responses. There are no right or wrong answers. Point out that these pressures are different in different situations and for different people. Some students may say that the direct offer is the strongest pressure because the person needs to immediately respond to the pressure. Others may say that seeing others drink is more pressure because the person just feels that others expect him or her to drink (and that the pressure can build because he or she may never get a chance to respond to the pressure). Explain that a direct offer is direct pressure while the other pressures are indirect. Emphasize that these more subtle pressures can also greatly influence how we act.

2. ***In real life, do you think that these pressures influence the way we behave?***

(Yes, but sometimes very subtly or indirectly. It is not always obvious and some people are not aware of it.)

3. ***All of these pressures or influences are based on similar appeals to our needs. What are these needs?*** Make a list on the board as students volunteer.

- The need to be liked
- The need to be a part of a group
- The need to be attractive and appealing to others
- Other ideas students suggest

If students respond, “people want to fit in,” ask them to break that down; specifically, ask: ***What's going on that makes you or someone else not fit in?***

III. Accepting Responsibility for Control of Own Behavior and Developing a Sense of Responsibility to Others (5 minutes)

A. Ask the following questions:

1. ***When you were younger, who took care of you and maintained your health?***

(Parents, grandparents, babysitters, etc)

2. ***As you become older and more independent, who is responsible for your health and well-being?***

(Each person is responsible for own health. As one becomes an adult the responsibility is transferred from parent to self.)

3. ***What does this mean in relation to your behavior?*** (We need to be responsible for our behavior and make good, healthy decisions.)

4. ***Why?***

(Because we don't want to face negative outcomes such as injury, illness, and disappointment of others.)

B. Lead a discussion of friendship:

1. ***Yesterday we talked about friendship. What kinds of things do you expect from your friends?***

(Stick up for you, include you in activities, etc.)

2. ***Think about the three drinking situations we just discussed. If you were a friend of one of these people and others were pressuring your friend to drink but you knew your friend didn't want to drink, what could you do?***

(Stick up for the person, support his or her decision, not drink yourself so your friend will be more comfortable.)

3. ***So we all must take responsibility for our own behavior and be prepared to face the consequences of our actions. In addition, as a friend, we can try to help our friends, but they must also be responsible for their own behavior.***

IV. Involvement in Situation Over Which One Has No Control (16 minutes)

A. Introduce the trust walk:

1. ***Next I'd like you to take part in an activity, and afterward we'll talk about how you felt during the activity. This activity is called a trust walk. After I explain the directions, I want you to choose a partner. Then I will pass out the blindfolds.***
2. Explain the rules for this activity:
  - a) ***No one can talk at all during this activity.***
  - b) ***One partner should put on the blindfold while the other guides him or her around the room. Leaders should guide their partners like this:*** Demonstrate with the "seeing" person's arm around the partner's back and the other hand supporting the partner's arm. Also demonstrate how not to lead your partner (pull and tug).
  - c) ***After a few minutes you will switch roles with your partner.***
  - d) ***Remember, no one should be talking during this activity.***

B. Allow students to choose partners, and have them help you "disorganize" the room by moving chairs, tables, etc. Have the pairs spread out around the room and pass out two blindfolds to each pair. Make sure everyone is linked together properly. Instruct pairs to walk around the room. Two to three minutes later, have pairs switch roles and repeat activity.

C. When everyone is seated, discuss the activity:

1. ***First of all, how did you feel when you were blindfolded?***  
(Nervous, stupid, out of control, worried, etc.)
2. ***Did it bother you to not be able to talk to your partner? Why?***  
(Yes, couldn't communicate, couldn't ask where we were, etc. If students

talked during the activity, point out that they must have felt the need to communicate despite being asked not to talk.)

3. ***When you were blindfolded, how much control did you feel you had over what was going to happen to you?*** (Not much, not enough.)

4. ***Would you have agreed to be blindfolded and be guided by a partner who had had two or three alcoholic drinks within the last hour? Why not?***

(No, wouldn't trust person whose judgment and coordination might be impaired.)

5. ***Would a person have been able to lead someone well if they had had two or three alcoholic drinks within the last hour?***

(No.) If students answer, "yes," remind them that they wouldn't want to be in an airplane piloted by someone who had been drinking, nor would they want their surgeon to have been drinking; also remind them that most indicated they would not have agreed to be blindfolded and led by a partner who had been drinking.

6. ***What consequences might have occurred had a person been drinking before guiding his or her partner?***

(Injury to partner and self, as well as to others in the room.)

7. ***As a leader, how did you feel when you were guiding your blindfolded partner?***

(Responsible, in control, nervous or uneasy that partner would fall down or bump into something and get hurt.)

- D. Discuss how this activity is similar to drinking and driving. Be sure to discuss the following points:

1. ***How can you relate this activity to drinking and driving?***

(As a passenger in a car you don't have much control over what happens to you. If the driver has been drinking you could get hurt.)

2. ***If you were a passenger in a car, and the driver had been drinking, do you think he or she might listen to your suggestions or concerns?*** (Might listen, but may not take you seriously. The driver's judgment is impaired.)

3. ***Is an impaired driver in complete control of his or her behavior? In other words, is an impaired driver able to drive safely?***

(No. Even if the driver listens to your concerns, he or she might not be able to drive more carefully or safely. Alcohol affects coordination, sight, and reaction time.)

4. ***So, driving after drinking or riding with a person who has been drinking means giving up control over what happens to you. Resisting pressure to do these things means retaining control over what happens to you.***

5. ***What is the best way to avoid the potential negative consequences of drinking and driving or riding with an impaired driver?*** (Don't get into the situation in the first place.)

6. ***One of the best ways to maintain control over what happens to you is to plan ahead. If you are going to go to some type of social situation and there may be alcohol available, what are some of the things you can do to make sure you stay safe?*** At some point during this discussion, emphasize that whether students drink or not, if they know that they are going to be in a situation where alcohol is available, it is important to know how they are going to get home safely. Suggest the following:

- Choose one person to drive (someone who will not drink or use drugs)
- Avoid parties with drugs or alcohol
- Arrange in advance to sleep over
- Sign a contract with your parents so you can call them
- Prearrange to be driven home a friend you can call
- Carry a Safe Rides phone number

7. ***If you haven't planned ahead, or if the person you intended to ride home with has been drinking, what else can you do besides what we've already mentioned?***

- Ride with someone else
- Call a friend
- Stay overnight
- Call your parents
- Walk (mention that there are times when walking is not safe: on dark or unsafe streets, late at night, long distances, alone, and/or in cold weather)
- Take a bus
- Call a cab
- Call a Safe Rides service

8. ***So, if you suspect that there may be alcohol at a party or a social gathering, you can avoid risks by planning ahead.***

V. Discussion of Drinking Situations, Pressures, and Consequences (8 minutes)

- A. ***Now we're going to identify situations in which drinking alcohol might occur. What are some drinking situations you have encountered or heard about?*** Write situations on board as students volunteer them. Elicit at least 10 situations.

(Party at friend's house when parents are gone, somebody brings beer to a picnic, etc.)

- B. Ask students to describe the pressure(s) or influence(s) that might exist in two dissimilar situations listed (such as drinking at a teen party and drinking at a wedding reception with relatives). Help students to describe the pressures using the words: *availability, role model, direct offer, peer pressure, and seeing others drink.*

- C. ***For these two situations, what are the positive and negative outcomes of drinking?*** The outcomes may be similar for these situations.

(Positive: peer acceptance, look "cool", etc.) Whether this is true depends on students' particular peer groups, so do not present these answers as absolutes.

(Negative: Risk of injury or illness, getting in trouble with parents or law, etc.)

- D. ***For these two situations, what are the positive and negative outcomes of not drinking?*** The outcomes may be similar for these situations.

(Positive: Eliminate risk of injury, illness, trouble due to drinking; maintain control, etc.)

(Negative: Risk criticism of friends, looking like a kid, etc.) Whether this is true depends on students' particular peer groups, so do not present these answers as absolutes.

- E. ***So, whether we decide to drink or not to drink, there are going to be both positive and negative outcomes.***

VI. Summary and Preparation for Session Four (3 minutes)

***Today we talked a lot about drinking and driving.***

***In the next class we will be developing and beginning to demonstrate strategies to resist pressure to drink alcohol.***

## PRESSURE SITUATIONS

1. Bob and his brother, Jim, go to a football game together. Bob is two years younger than Jim and really looks up to him. At the game, they meet some of Jim's friends and are asked to go along to the park after the game. At the park, Jim and his friends pull out a case of beer and begin to drink while they throw a ball around. Bob isn't offered any beer but finds himself holding one.

What are the pressures on Bob to drink beer?

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2. The party at Sue's house began hours ago. Jane was late getting there because she was babysitting. The minute Jane walked in the door, Sue shouted, "Hey, here's a beer, join the party!" Jane hadn't intended to drink.

What are the pressures on Jane to drink beer?

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3. It is New Year's Eve but David, who is in high school, is sick and can't go out. He decides to watch the MTV party while his parents are at their friend's house. All during the show there are ads for champagne and beer in party scenes. David's parents left a bottle of champagne in the refrigerator and he finds himself thinking of getting a glass.

What are the pressures on David to drink champagne?

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SESSION FOUR  
Strategies for Resisting Pressures I

Goals

To provide students with opportunities to develop and begin using strategies to resist pressures to use/misuse alcohol in typical drinking and drinking/driving situations identified by the students.

Objectives

Upon completion of this session, the students will be able to:

- A. Give examples of strategies to resist the pressures from direct offers, peers, availability, role models, and seeing others drink.
- B. Develop strategies to resist pressures to use/misuse alcohol and to ride with an impaired driver, and to help friends resist these pressures in the situations similar to the ones identified in Session Three.
- C. Begin to use the strategies developed.

Material:

- 1. Three "CONFLICT SITUATION" worksheets
- 2. "CONFLICT SITUATION" #3 teacher copy – copies to be given to all students
- 3. Character descriptions for "Conflict Situation #3"
- 4. Name tags for "Conflict Situation #3"
- 5. Five "ROLE-PLAYING" worksheets

## SESSION FOUR ACTIVITIES

### I. Review of Session Three (6 minutes)

A. ***Yesterday we discussed the influences or pressures on people to drink. What are these influences, and how much do they pressure people to drink?***

- Advertising (some pressure)
- Being offered a drink (some to a lot of pressure)
- Seeing others drink (some pressure)
- Availability (some pressure)
- Role models (some pressure)

B. ***We also talked about the loss of personal control that occurs when a person drives after drinking and when a person gets in a car with someone who has been drinking. What kind of feelings might you have in such situations?***

(Nervousness, worry about being hurt.)

C. ***What's the easiest way to avoid the potential negative consequences of drinking and driving or riding with an impaired driver?***

(Don't get into situation in first place.)

D. ***Yesterday, we discussed the pressures on people to drink alcohol. In most situations will the consequences be positive, negative, or both?***

(Both.)

E. ***With this in mind, how should people decide whether or not to drink?***

(People should think through and weigh the positive and negative consequences of each alternative.)

- F. ***Yesterday, most [all] of the drinking situations you mentioned involved groups of people. Generally, we tend to take more risks when we're with certain groups (such as peer groups) than when we're alone. Take a moment to think of a time when you did something risky with a group that you would not have done if you were alone. Pause. Will someone share an experience with us?***

Allow three or four students to respond; if possible, refer to examples shared in Session Two of times when students felt negative pressure. If no one volunteers, share a personal experience.

- G. ***Why do people make more dangerous or risky choices in group situations?***

1. People tend to think that by doing something with the group, everyone in the group shares the risk or danger with them (safety in numbers).
2. People also do not want to appear as though they are afraid to take risks. In our society, individuals who take risks are often rewarded (for example, a risky business decision can result in a big pay-off).
3. Also, people question their own judgment ("If they think it's okay, I must be wrong").

- H. ***Every time we are pressured to do something, whether it's skipping school or getting into a car with a driver who has been drinking, we need to stop and ask ourselves: "Would I do this if I were by myself?" Taking a minute to weigh the consequences of your decision will help you to resist the pressure to do something that might hurt you or others. Be assertive. Remember, you have the right to disagree with others and to behave as you think fit.***

II. Development of Strategies to Resist Pressures to Drink Alcohol (15 minutes)

A. Introduce the next activity.

***We have discussed some facts about alcohol and ways to make decisions, and we have identified pressures and influences on people to drink. Today and in the next session, we are going to develop ways to resist pressures to drink. Before we begin, I'd like to say that while I hope you'll make good, safe decisions about drinking, I realize that many students like to experiment. I'm not here to tell you whether you should or should not drink. These are decisions each one of you will have to make. But even if you decide at some point that drinking is all right for you, each person here is going to have to resist the pressure to drink at some time. I'm here to help you develop strategies and give you an opportunity to practice ways to resist pressure so that you can be effective when you do not want to drink.***

***I also know that the situations we'll be discussing are not real, but I think most of you will be able to identify with them. Going along with the group is easy. Resisting pressure is much more difficult. Research shows that practicing ways to say no to alcohol helps people to do so in real life situations.***

B. Explain the activity to the class.

1. As you are discussing the next two situations with the students, write on the board all of their suggestions of ways to resist pressure. By the end of this activity, you should have the following on the board. (If you do not, take a minute to explain the listed strategies that students did not mention.)

a) Effective Strategies

- Say no or no, thanks
- Give an explanation
- Suggest an alternative
- Be a broken record
- Find an ally (friend)

b) Less Effective Strategies

- Say maybe later
- Just hold the drink
- Give an excuse

c) Effective Styles

- Firm voice
- Strong posture
- Direct eye contact

2. In conducting this activity, summarize the students' comments and emphasize that explaining why you don't want to drink and suggesting another activity can be very effective ways to resist the pressure to drink. Also mention that saying no or no, thanks without an explanation is all a person really needs to do to refuse an offer; it clearly lets the offerer know that you do not want to drink. Also emphasize and demonstrate that direct eye contact, a firm voice, and strong posture increase the effectiveness of a refusal.

If students suggested giving an excuse, saying maybe later, or just holding the drink, explain that these are not as effective because the person is not communicating that he or she does not want to drink; the person is not showing conviction and may not be convincing others that he or she really does not want to drink; and the person may not feel as good about him or herself because he or she may not feel completely in control of the situation.

Helping students distinguish between giving an explanation and an excuse may also be necessary. An explanation is the truth and is usually something a friend will understand and respect. An excuse is something that is made up or unbelievable. Ask the class: ***Do you know when your friends are giving you an excuse? (Yes.) Do you usually let them off the hook or do you keep asking questions until they tell you the truth?*** (Answers will vary.)

When students give less effective strategies, explain and demonstrate (by role-playing with the student) why they are less effective. For instance, if student suggests saying, "I'm on medication," ask: ***What's wrong? What type of medication are you on? Are you sick? Do you want me to take you home?*** Try to get the student to admit that he or she gave you an excuse.

C. Distribute the "CONFLICT SITUATION" worksheets and ask a student to read "Conflict Situation #1" aloud. Ask the following:

1. ***What kinds of pressures are being applied?***

(Role model, seeing others drink)

2. ***What are some of the ways Angela and Ben could resist the pressure?*** ("I'm not going to drink and drive. It's too risky. Why don't we drive by the stadium and see if the game's still going on?" or "If either of us drinks and drives neither of us will ever be able to use the car.") Also emphasize that the person who does not want to drink is probably not alone. In this case, Ben and Angela can support each other in their decision.

3. ***What might be outcomes of resisting the pressure?***

(Positive: Avoid potentially dangerous consequences of drinking; also, others in the group might agree with them but be afraid to speak up first, so they will respect them more for doing so)

(Negative: Some of their friends might argue with them or make fun of them. Remind students about the qualities and expectations we have of our real friends)

4. ***What consequences might they face by giving in to the pressure?***

(Positive: Avoid confrontation; feel like friends having fun together)

(Negative: Injury, trouble with parents or police, friends will expect them to drink and drive again)

D. Have a student read “Conflict Situation #2” aloud. Ask the following questions:

1. ***What’s going on in this situation?***

(Cindy is at a party with her date, who expects her to drink. Many others are drinking, too. Cindy doesn’t want to drink.)

2. ***What are some ways Cindy can resist the pressure?***

(Say no or no, thanks; refuse the drink and explain why she doesn’t want to drink; say she’d rather have a Coke; speak in a firm voice; look the person directly in the eye when speaking; stand up straight) If a student suggests accepting the drink but not drinking it, point out why it is a less effective strategy (she never communicated that she did not want to drink so Jack may ask her if she wants another; Jack may expect her to drink at another party next week; she may not feel good about the way she handled the situation.)

3. ***Someone respond as Cindy would, using one of the alternatives you mentioned.***

Student responds.

4. ***What are some of the consequences of what Cindy just said?*** Allow more than one response.

5. ***How might Jack respond to what Cindy just said?***

Allow more than one response.

6. ***Someone respond as Jack might respond.***

Allow more than one response.

7. ***How well did Cindy’s strategy work?***

Allow more than one response.

8. ***What else might Cindy have done or said to resist the pressure? What would have been possible outcomes of these actions?***

Students respond. Reinforce the students’ suggestions and add effective responses that students do not volunteer.

III. Developing and Using Strategies to Resist Pressure to Misuse Alcohol  
(13 minutes)

A. Introduce the activity.

1. Have a student read "Conflict Situation #3" aloud.
2. ***After I finish explaining the directions, I am going to divide the class into six groups. Each group will get a description of one of the characters in the situation we just read. As a group, I want you to discuss how your character would really act in that situation. After two or three minutes of discussion, one person from each group will come to the front of the room and act out the character as we role-play the situation. So, each group should select one person to act out the character and the other members of the group should help him or her prepare the role.***
3. Explain role-playing rules.
  - a) ***Only one of the characters in the role play (Theresa) is going to pressure the others to drink. All of the other characters should demonstrate an effective way to resist the pressure.***
  - b) ***Do you think it is realistic for someone to continue to pressure a person to drink after that person has said no convincingly one or two times? (No.) In most real-life situations there is only a limited amount of pressure put on a person to drink. So when a person gives an effective refusal, the pressurer should ask someone else if they want to drink.***
  - c) ***Also remember that these people are all friends. Try to resolve the situations so the group can stay together without drinking. If you read your character descriptions carefully, you will see that there are other things each of your characters cares about besides drinking. Try and show us some of these other interests.***
4. Divide the class into six groups (could divide into five groups and drop one of the minor characters) and state where each group should work. As you pass out character descriptions, tell each group to read over the description of their character, discuss the pressures that are applied in the situation, and the possible responses for resisting the pressure and the consequences of these responses.
5. Circulate, promoting activity in each group with questions such as: ***Who is going to act out the situation?*** and ***How do you think your character will resist the pressure?***

- B. Instruct those acting out roles to come to the front of the classroom.

Say to the audience: **Remember that these people** (point to the actors) **are up here playing roles. They are going to respond to the situation in the way they think their character would respond, not how they themselves would respond. As you watch the role-playing, try to figure out which strategies the actors are using to resist the pressure and think about which ones are most effective.**

Have the students role-play.

- C. **Good job! Let's give these actors a hand!** (Applause.) **Now let's discuss what happened here.** Have the actors remain in the front of the class.

1. To the student playing Sam, the most vulnerable character: **How did you feel as Sam? Was it difficult for you to resist the pressure? Why or why not? Did you feel you were effective in resisting the pressure? How did you feel after successfully resisting the pressure?**

Student responds.

2. To the class: **Was this situation like one that might happen in real life? Why or why not?**

Students respond. If students say that the situation is not realistic because there is always more than one person who wants to drink, ask: **Would it be more difficult to resist the pressure if more people wanted to drink?** Try to get the students to understand that having the support of friends makes resisting pressure easier.

3. **What strategies did Sam [or another character] use? How well did they work? Would they work in a real-life situation?**
4. **What outcomes was Sam [or another character] facing by acting the way he did?**

Students respond.

5. ***What else might Sam [or another character] have done or said to resist the pressure, and what are the associated outcomes?***  
Students respond. Reinforce the students' suggestions and add effective responses that students do not volunteer.
6. To the student playing Theresa: ***Theresa, since you played the role of the offerer, you did not get a chance to resist the pressure. This time I am going to offer you a drink and I want you to show us how you will resist the pressure. Do you understand?*** Role-play with Theresa and point out why her response was effective.
7. End activity by again complimenting the actors and other students for participating so enthusiastically.

IV. Developing Strategies to Resist Pressure to Ride with an Impaired Driver, and to Help Others Resist Such Pressures in Drinking and Drinking/Driving Situations  
(10 minutes)

- A. ***Now I think you're ready to develop your own plays in which you act out roles. We've selected five situations that are similar to some of the situations you came up with yesterday—which means there will be five or six students per group. We have developed the beginnings of situations and roles. After I finish explaining the directions I will divide you into groups. I'd like you to spend about eight minutes in your individual groups preparing to play your roles. I'll ask you to demonstrate them to the class first thing tomorrow.***
- B. Explain the role-playing directions.
1. ***Everyone in the group will have a role to act out, and everyone should participate in planning the group's role-playing exercise.***
  2. ***As a group, read your situation and character descriptions, and assign people to roles.***
  3. ***In each situation there will only be one person pressuring people to drink. It is the role of the pressurer to set up your classmates for success; this means that after a couple of attempts at persuading someone to drink, you should back off. If a person gives a good, convincing refusal after your first offer, go on to someone else. Try to persuade each person in your group so that everyone has an opportunity to respond to you.***
  4. ***Read through your character descriptions carefully. Remember, each role is to be played as the character would behave and talk, not as you yourself would behave and talk. If it says that you do not want to drink, then you must resist the offer of alcohol. Using the list of effective refusal strategies on the board, decide which strategy is most appropriate for your character.***
  5. ***Try to make your role playing as realistic as possible. Feel free to expand your situation and to add details to your characters.***
  6. ***Each group should try to use as many different refusal strategies as possible. This makes the situation both more realistic and more enjoyable to watch.***

7. ***Try to end your role play with a compromise. Just because people have decided not to drink doesn't mean that the group can't have fun together.***
  8. ***Your play does not have to be very long, just so each person in the group has a chance to resist the pressure.***
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- C. Have students count off, boys then girls, so that there are five or six students in each group and an approximately equal number of girls and boys in each. If there are fewer than six students in a group, tell that group to omit the last character on the list. If there are more than six people in a group, ask them to make up an extra role. If there are uneven numbers of males and females, tell students that they can change the character's name to match their own sex (such as changing John to Jan).
  - D. Have students work on developing their group's role-playing. Circulate among groups to help each person define his or her role. Ask each group how they are going to resolve the conflict.
  - E. After eight minutes of role-playing development, collect the groups' role-playing situations, and tell the students you'll return them in the next session.

V. Summary and Preparation for Session Five (1 minute)

***Today we identified effective ways to resist pressure.*** Refer to the lists on the board. ***In our next session you will have a few minutes to review your role-playing before you begin performing.***

## CONFLICT SITUATION #1

Ben and Angela, who are twins, borrow the family car for the evening so a group of their friends can see the latest movie. The movie is very funny. It is about kids in high school drinking alcohol and having a good time.

After the movie the group meets in the parking lot to decide what to do next. It is Friday night and they are not expected home for another couple of hours. After some debate one of their friends says, "Hey, Ben and Angela, let's catch up with your older brother. He could get us some beer and we could drive around."

## CONFLICT SITUATION #2

Jack has just picked up Cindy to take her to a party. This is only their second date, and they don't know each other very well. As he drives, Jack begins talking about the people who will be at the party and what a good time they'll have. He also mentions how lucky Steve is to have parents who will let him have a party when they're gone.

Cindy begins to feel a little nervous. From Jack's comments, she knows there will be lots of alcohol at the party. Cindy doesn't like to drink and decides that she'll go to the party but not drink at all.

Sure enough, when they arrive at the party, the stereo is blaring and lots of people are drinking beer or wine.

Jack turns to Cindy and says, "I'm a beer drinker myself. How about you? Beer or wine?"

### CONFLICT SITUATION #3

Sam hangs up the phone and leaps into the air. He has gotten the tennis coaching job he had tried out for! He calls his friend, Mike, to tell him the news. "That's great!" Mike exclaims. "Listen, Dan's here with me. Why don't we come over to your house?" Sam agrees. Sam's parents are out of town visiting his aunt, but he knows they won't mind if Mike and Dan come over.

A half hour later, the doorbell rings and in walk Mike and Dan, as well as Molly, Theresa, and Debbie. "Look who we found on the way!" laughs Mike.

After a few minutes of conversation, Theresa says, "We've got something to celebrate, so why don't we? Sam, your dad drinks beer, doesn't he? Where does he keep it?"

CONFLICT SITUATION #3  
(Teacher copy)

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After a few minutes of conversation, Theresa says, "We've got something to celebrate, so why don't we? Sam, your dad drinks beer, doesn't he? Where does he keep it?"

**Sam:** Sam doesn't want his friends to drink at his house. He knows his parents won't be home until much later, but he's sure they'd find out if his friends had been drinking. But he also doesn't want everyone to get mad and go home. He would really like to remain on good terms with everyone.

**Mike:** Mike has been Sam's closest friend for seven years. He doesn't want to drink, and he knows that Sam's parents wouldn't approve of their drinking. However, he has a crush on Theresa and wants to make a good impression on her, so he will probably suggest another activity that he thinks Theresa will enjoy.

**Dan:** Dan doesn't think drinking is a good idea. He hates conflict and would just as soon leave Sam's before an argument erupts, but he decides to stay and stick up for Sam, who doesn't want his friends to drink at his house.

**Theresa:** Theresa thinks that by suggesting that everyone drink, she will impress the guys, especially Mike. She also thinks drinking will help everyone loosen up. She is popular at school, and she's president of the girls' athletic association.

**Molly:** A few months earlier Molly attended a party where she drank too much and got very sick. Ever since then, she has avoided alcohol. But she thinks it would be okay for the others to drink one or two beers if they want to.

**Debbie:** Debbie enjoys being with people and has lots of friends. She's not into drinking; she just wants everyone to have fun.

## ROLE-PLAYING #1

**Situation:** Jill, age 16, is at a party with her boyfriend, Mark, who is 17. Mark has not been in a very good mood all evening because he made quite a few errors in yesterday's game. Jill thinks he has had only a few drinks and they seem to have heightened his bad mood. Jill has decided that Mark will not be able to drive them home safely, but she doesn't want to upset him more by telling him he shouldn't drive. The scene begins as Mark says to Sam, "Come on! Join me and have another beer!"

### **Characters:**

- Mark:** Mark has had four drinks in the three hours he has been at the party. He's still not in a good mood, though, and is trying to get others to drink with him. If no one will drink with him, he will probably try to persuade Jill to leave the party with him.
- Jill:** Jill has had one alcoholic drink in the three hours she has been at the party, and she doesn't want to drink any more. Many of her friends are at the party, and she knows that a couple of them have cars.
- Sam:** Sam is Mark's best friend. He knows how badly Mark feels about the game. Sam has not been drinking at all because he has to get up early the next day. Sam drove his car to the party.
- Cindy:** Cindy is a good friend of Jill's. Cindy knows that something is bothering Jill and offers to have her spend the night at her house. Cindy's parents have agreed to pick up Cindy from the party when she calls.
- Shelley:** The party is at Shelley's house. Shelley has had one drink but does not want to drink any more.
- Joe:** Joe is Jill's next door neighbor. He would like to ask Jill out but hasn't yet had the nerve. He has not been drinking because he never does. He drove himself to the party.

NOTE: IF THERE ARE MORE OF YOU THAN THERE ARE CHARACTERS, DEVELOP A NEW CHARACTER. IF THERE ARE NOT ENOUGH PEOPLE TO PLAY THE PARTS, OMIT THE ROLE OF JOE. EVERYONE SHOULD PLAY A ROLE.

## ROLE-PLAYING #2

**Situation:** Sue is spending the night with her best friend Ginny. Ginny's brother, Bob, who is 17 and two years older than Ginny and Sue, has invited some friends over to play pool in their basement. Bob casually mentions to Sue and Ginny that they are welcome to join the crowd, so Sue and Ginny go down to the basement, where all the guys are shooting pool—and drinking beer. The scene begins as Mike says, "Hi there! Glad you could join us. You any good at pool?"

### **Characters:**

- Mike:** Mike has had two beers in the last hour and a half. He thinks Ginny is kind of cute, and he wouldn't mind asking her out. He would like everyone to drink and enjoy themselves.
- Ginny:** Ginny would like to go out with Bob's friend, Mike. She doesn't want to drink because she has never drunk before, and she doesn't know how the beer will affect her. She definitely doesn't want to make a fool of herself in front of Mike and her brother, but she wants them to think she's cool.
- Sue:** Sue likes going to Ginny's house because there is always something going on. She is an only child and gets bored at home alone. Today in Ginny's basement, Sue wants to feel as if she fits in, but she doesn't want to drink.
- Bob:** Bob enjoys being with his sister, Ginny, and he would be upset if any one pressured her to drink. He has had one beer, but if the girls don't want to drink, he'll be just as happy drinking a Coke.
- Jeff:** Jeff has finished his second beer. He likes to make sure everyone has a good time, but he also respects people who do not want to drink. Because he has to pick up his mother from work soon, he has decided he won't drink any more beer.
- Keith:** Keith doesn't like to drink much, and is still on his first beer. He is glad that Sue and Ginny have joined them, and he would like them to stay awhile.

NOTE: IF THERE ARE MORE OF YOU THAN THERE ARE CHARACTERS, DEVELOP A NEW CHARACTER. IF THERE ARE NOT ENOUGH PEOPLE TO PLAY THE PARTS, OMIT THE ROLE OF KEITH. EVERYONE SHOULD PLAY A ROLE.

### ROLE-PLAYING #3

**Situation:** Rachel and a group of her friends are at the stadium watching the last high school varsity football game of the season. It's really cold, but the score is tied so they don't want to leave. The scene begins as Jenny, a girl in their class, joins them, saying, "I've got something that will warm everybody up. Here, take this schnapps and pass it around."

**Characters:**

- Jenny: Jenny is an only child whose parents do not make her follow any rules. Jenny's parents drink every day and don't seem to mind when Jenny drinks with them. Jenny doesn't have many friends, and she thinks people will like her better if she supplies them with drinks.
- Rachel: Rachel doesn't want to drink because she has an important tennis meet the next day. Her goal is to get a college scholarship for tennis, and she knows she has to keep herself in good shape. However, she enjoys being a part of this crowd.
- John: John has a crush on Jenny, but he definitely doesn't want to drink, and he would prefer that Jenny not drink, either. He would like Jenny to stay with them and watch the game.
- Tom: Tom grew up with Jenny and knows her well. Tom doesn't care to drink, but he wants Jenny to feel a part of their group.
- Janet: Janet just moved to town, so she doesn't know people very well. She is usually assertive, but does not want to jeopardize potential friendships by offending anyone. However, she does not drink and does not think it is a good idea for anyone to be drinking schnapps.
- Sherry: Sherry doesn't want to drink because her parents have told her they would punish her severely if they ever caught her drinking. She tries to avoid controversy and generally goes along with the crowd.

NOTE: IF THERE ARE MORE OF YOU THAN THERE ARE CHARACTERS, DEVELOP A NEW CHARACTER. IF THERE ARE NOT ENOUGH PEOPLE TO PLAY THE PARTS, OMIT THE ROLE OF SHERRY. EVERYONE SHOULD PLAY A ROLE.

## ROLE-PLAYING #4

**Situation:** A group of friends is driving around town on a Saturday night. The scene begins as Jake, who is 16, says, "Let's stop by my older brother's party and pick up some beer to cruise around with."

### **Characters:**

- Jake:** Jake feels as if he never quite fits in with the group. When his brother tells him to stop by later for some beer, Jake thinks his friends will be impressed. He knows his brother drives around with friends and drinks on the weekends, and he thinks it would be fun to do that, too.
- Gary:** Gary is driving his parents' car. He has nothing against drinking, but he doesn't want anyone drinking in his parents' car. He knows that if they were stopped for drinking, his parents would probably never let him have the car again.
- Mary:** Mary is Gary's girlfriend. She is also Jake's next-door neighbor and knows Jake well. She doesn't want to drink, but she doesn't want Jake to get upset, either.
- Steve:** Steve is Gary's best friend. He understands the predicament Gary is in and decides to suggest other activities for the group to do.
- Gina:** Gina doesn't mind having an occasional drink, but she is very much against the idea of drinking in the car. She is perceptive of others' feelings and would not intentionally do anything that would hurt or upset anyone.
- Lori:** Lori is Mary's best friend. Lori doesn't want to drink because she doesn't like the taste of beer, but it's okay with her if the others drink a little.

NOTE: IF THERE ARE MORE OF YOU THAN THERE ARE CHARACTERS, DEVELOP A NEW CHARACTER. IF THERE ARE NOT ENOUGH PEOPLE TO PLAY THE PARTS, OMIT THE ROLE OF LORI. EVERYONE SHOULD PLAY A ROLE.

## ROLE-PLAYING #5

**Situation:** Paul is at a high school graduation picnic. Since he is the driver, Paul has promised Jill and George, who rode with him, that he will not drink at the picnic. Twenty minutes after the group arrives, Jeff begins to hassle Paul for not drinking. As the scene begins, Jeff says to Paul, "Come on! Have a drink and enjoy yourself!"

### **Characters:**

- Jeff: Jeff has taken it upon himself to make sure that everyone drinks and has a good time. He has had four beers in the last two hours. He is two years older than Paul, Jill, and George.
- Sherry: Sherry is Jeff's girlfriend. When Jeff offers others a drink and they refuse, she supports their decision not to drink and tries to get Jeff to slow down a little himself.
- Paul: Paul has nothing against drinking, but he has decided he will never drink and drive because he feels responsible for his friends' safety.
- Jill: Jill understands why Paul is making such a big deal about not drinking because her brother was paralyzed as a result of an accident involving a drunk driver. She thinks they can have fun at the party without drinking.
- George: George doesn't intend to drink and respects Paul for not drinking. George doesn't have his driver's license, and he is relieved to know that he will be in good hands on the way home.
- Angie: Angie is Paul's older brother's girlfriend. She likes Paul and doesn't want him to be made fun of. She is not drinking any alcohol.

NOTE: IF THERE ARE MORE OF YOU THAN THERE ARE CHARACTERS, DEVELOP A NEW CHARACTER. IF THERE ARE NOT ENOUGH PEOPLE TO PLAY THE PARTS, OMIT THE ROLE OF ANGIE. EVERYONE SHOULD PLAY A ROLE.

SESSION FIVE  
Strategies for Resisting Pressures II

Goals

To provide students further practice in using and improving strategies to resist pressures to drink alcohol and in helping friends resist pressures in potential drinking and drinking/driving situations; to provide students an opportunity to apply alcohol knowledge and resistance skills to their own lives.

Objectives

Upon completion of this session, the students will be able to:

- A. Demonstrate strategies to resist pressures and to help friends resist pressures in potential drinking situations.
- B. Improve strategies for resistance to offers of alcohol based on student reactions to and class discussions of the demonstrations.
- C. Demonstrate ability to integrate alcohol knowledge and resistance skills into their own lives.

Materials

- 1. Role-playing descriptions and student worksheets from Session Four
- 2. Name tags for characters to be role-played (plus extra blank name cards, markers, and tape)
- 3. "USING YOUR KNOWLEDGE AND SKILLS" student worksheet

## SESSION FIVE ACTIVITIES

### I. Review of Session One through Four (5 minutes)

#### A. ***Why is it important to know what a group's norms are?***

(So you will know what behaviors are expected and not expected. This will help you decide how to act.)

#### B. ***What are the pressures on people to drink?***

- Advertising
- Role models
- Availability
- Direct offers (from peers or others)
- Seeing others drink

#### C. ***How do these pressures influence us?***

(They all appeal to our need to be liked, to be a part of a group, and to be attractive and appealing to others.)

#### D. ***We discussed how we might make decisions in drinking situations. What are potential consequences of giving in to the pressure to drink?***

(Positive: feel as if you fit in, look cool, feel relaxed)

(Negative: illness, injury, trouble with friends/family/police, loss of control and self-respect)

#### E. ***What might be potential consequences of not drinking?***

(Positive: maintain sense of self-respect and control over situation, avoid potentially dangerous consequences)

(Negative: not look cool in front of friends, feel awkward and "out of it," be made fun of)

#### F. ***How can friends help friends in drinking situations?***

- If they don't want to drink, respect and support their decision.
- If they have been drinking, do not let them drive.
- Do not let them ride with someone who has been drinking.

G. ***If a person decides not to drink, what are some effective ways to resist pressure?*** Write these on the board as students give responses.

- Give a direct no or no, thanks
- Explain why you're saying no
- Suggest another activity
- Be a broken record
- Find an ally (friend)

H. ***What else besides what you say contributes to the effectiveness of your refusal?***

- Firm voice
- Strong posture
- Direct eye contact

I. ***What are some less effective ways to resist pressure? Why are they less effective?***

- Postpone your refusal by saying maybe later
- Just hold the drink
- Give an excuse

(Less effective because person is not showing conviction and may not be convincing others that he or she really does not want to drink; person also does not feel as good about self or as strong, and does not feel completely in control of the situation.)

II. Demonstrating Strategies to Resist Pressure to Use/Misuse Alcohol, to Resist Pressure to Ride with an Impaired Driver and to Help Others Resist Such Pressures (27 minutes)

A. Review directions for role-playing:

***After I finish giving directions, I want you to break into your role-playing groups. In each role-playing exercise there is only one person who is going to pressure others to drink alcohol. Everyone else is to effectively resist the offer using one of the effective strategies on the board. Each group should try to use as many different strategies as possible. Also, try to end your role-playing exercise with a compromise. It is possible for the group to stay together and not drink.***

B. Have students move into their role-playing groups and pass out the role-playing situations and name tags. Allow students about three minutes to review their roles. Check on each group's progress, asking specifically about which strategies they are using and how they are going to resolve their conflict.

C. Have groups volunteer to perform. Before introducing the first role-playing exercise, say: ***The audience should not interrupt the role-playing exercise. Focus on the content of the exercise and not the acting ability of your classmates. Try to figure out which resistance strategies the characters are using and which ones are the most effective.*** To the players, say: ***Remember, we decided yesterday that overdoing it as a pressurer is not realistic. When a character gives you a good refusal, go on to the next person.*** Before each group begins, set the scene so the class will understand the context of the role-playing exercise. Have group members introduce themselves as their characters. Use the terms *action* and *cut* to begin and end each exercise.

D. After each exercise, compliment the participants. Begin the discussion by emphasizing that reflecting on outcomes and revising strategies accordingly is an important component of decisionmaking.

1. To pressured players: ***How did it feel to be pressured? Was it difficult for you to resist the pressure? Why or why not? Did you feel you***

***were effective in resisting the pressure? How did you feel when the pressurer left you alone?***

Students respond.

2. ***Thinking back to how your situation progressed, what might you have done differently?***

Students respond.

3. To the class: ***Was this situation like one that might happen in real life? Why or why not?***

4. ***What strategies did the role players use to resist the pressure? How well did they work? Would they work in a real-life situation? Why or why not?***

Students respond.

5. ***What outcomes did the resisters face by acting the way they did?***

Students respond.

6. ***What else might they have done or said to resist the pressure, and what are the associated outcomes?***

Students respond.

7. Emphasize these points.

- Don't face a group alone. Find an ally or take one person aside; ask him or her to be on your side.
- Suggest an alternative plan ("Let's stay here awhile and order a pizza.")
- Be clear that you mean no when you say it. Say it firmly, repeatedly if necessary, perhaps give an explanation of why, look the person in the eye, and feel good about it (real friends will respect your decision).

- a) For "ROLE-PLAYING #1," make sure to point out the following effective ways to stop a friend who has been drinking from driving:

- Avoid arguing; use gentle persuasion (a best friend, girlfriend, or boyfriend is most effective).
- Delay; find something to keep the person there until sober (a long walk).
- Have someone else drive him or her home.

- If necessary, take his or her car keys; block the car in; perhaps disable the car temporarily.
8. To the pressurer: ***As the pressurer, what do you feel was the most effective way to resist your pressure? Why?***
  9. To the pressurer: ***Since you were the offerer, you did not get a chance to resist the pressure. This time I am going to offer you a drink and I want you to effectively resist the pressure.***

Pressure the student to drink; the student will demonstrate a resistance strategy. This is very important to do so that every student has the opportunity to resist pressure successfully.

- E. If groups do not demonstrate effective resistance skills in their role-playing, have them perform an improved version of the role-playing exercise, and then ask the following questions:

***What strategies did the role players use to resist the pressure? How well did they work in comparison to the first strategies? Would these new strategies work in a real-life situation? Why or why not?***

Students respond

- F. Summarize the activity with a discussion, making sure to cover the following points:

1. ***Thinking back to all of the role-playing exercises, what kinds of things made it easier to resist the pressure?***

(Support of friends, knowledge of alternatives and their associated consequences, practice at resisting, planning ahead what to say)

2. ***What made it more difficult to resist pressure?***

(Lack of friends' support, lack of knowledge of alternatives, no practice at resisting, not planning ahead)

III. Integrating Alcohol Knowledge and Resistance Skills into Their Own Lives  
(10 minutes)

A. Introduce activity:

***I am going to pass out a worksheet called “USING YOUR KNOWLEDGE AND SKILLS.” I want you to read through each of the four situations and come up with at least one way to resist the pressure that you would personally feel comfortable using in a real life situation. Try to picture yourself in each situation and choose strategies that you feel would work for you. Base your answers on:***

- ***What we’ve discussed and acted out during the last few days***
- ***Your own experiences in settings where alcohol was available***
- ***Your own exposure to alcohol use***
- ***Alcohol-related situations in which you anticipate finding yourself in the future***

***This worksheet is not to be turned in or shared with anyone; it is to give you an opportunity to apply your knowledge of alcohol and skills for resisting pressure to your own life.***

B. Pass out the “USING YOUR KNOWLEDGE AND SKILLS” worksheet. This is a very important activity because it is the only one that asks students to resist the pressure the way they would in a real-life situation. Do not cut this part short! Have students keep their completed worksheets.

C. Close activity as follows:

1. ***How many of you were able to think of what you would do in these situations?*** Have students respond by a show of hands.

***Some of these situations are quite challenging, and the fact that you were able to respond indicates that you have the skills to deal effectively with the pressure to drink. You can use these skills in real-life situations.***

## USING YOUR KNOWLEDGE AND SKILLS

The following are situations you may encounter in the future. Picture yourself in each situation. For each, write down a way to resist the pressure being applied that you personally, would feel comfortable using. (If time permits, reread the situations and add another way you would resist the pressure.) Choose resistance strategies that you feel would really work for you and that you would really use.

**This exercise is not to be turned in or shared with anyone.** Its purpose is to give you an opportunity to apply to your own life your knowledge of facts about alcohol, as well as to apply your skills for resisting pressure to use/misuse alcohol and to ride with an impaired driver.

- A) You're at a friend's house. His or her older brother or sister, Chris, whom you admire, is having a party and says that you and your friend can join the fun. Almost everyone at the party is drinking beer or wine, including Chris. You don't want to drink any alcohol, but you do want everyone to think you're okay. How will you resist the unspoken pressure to drink?

1)

2)

B) You're at a school dance. Someone in your crowd whispers to you that they've got whiskey out in the parking lot. Soon, a bunch of your friends begins to drift toward the door, and your date says, "Come on, let's go!" You don't really want to drink, but you go out to the parking lot anyway and tell yourself you'll just have a little. Twenty minutes later, your friends, who are still drinking, ask you why you're not drinking. You want to return to the dance, but you don't want your date and friends to be annoyed with you. How will you resist the pressure your friends are putting on you?

1)

2)

C) You're at a picnic with some friends. Someone's older brother has supplied a keg of beer, and a few people, including the friend who drove you to the picnic, have been drinking quite a bit. The picnic is breaking up now, and your friend says to you, "Come on, let's get going!" You look around and notice that the other two cars are already filled with passengers. How will you resist the pressure to ride with your impaired friend?

1)

2)

D) You recently passed your driver's test, and your parents have allowed you to drive yourself and three friends to a movie. Before you get to the theater, Pat pulls out a bottle of wine and suggests driving around instead. All your friends agree that they would rather do that than see a movie. You don't want to drive them around because you think they'll pressure you to drink, and you're worried that someone might get hurt or something might happen to your parents' car. How will you resist the pressure to comply with your friends' wishes?

1)

2)

## **Appendix A**

### **Additional DUI-Related Activities**

#### **Introduction**

This section suggests additional activities that can be used with high school students. The activities range from general analytical ones that can help students distinguish between fact and fiction to activities more focused on DUI-related facts, including activities for parents.

#### **Materials**

Once a fact, always a truth  
What would you and your teen say  
What would you and your parent/guardian say  
DUI questionnaire  
Alcohol true or false quiz  
Alcohol true or false quiz answer key  
Drafting a DUI law

## **"Once a Fact, Always a Truth"**

### **Objective**

To learn that what a person thought was true or factual can change and that change can result in totally rethinking the topic.

### **Background**

Young people in grades 9 through 12 may believe that what is taught or told as truth can never be anything but the truth. In reality, many things once thought to be true have since been discovered to be not true. For instance, as late as the early 1940s scientists believed humans could never fly at the speed of sound or land a man on the moon. Not so long ago, many believed the electric typewriter was the ultimate in word processing, and the computer and its word processing capabilities were not even considered. Access to car telephones was imagined to be available to only a few wealthy individuals. Flying across the Atlantic Ocean in just hours was considered a fantasy. Decades ago open heart surgery was experimental; today it saves many thousands of lives every year. However, things do change. Inventions and progress result in change that everyone needs to process and understand.

In the area of drug use and abuse, change has also occurred. Elementary and middle school students are increasingly involved with drugs. Certain drugs that were believed to have become less attractive and popular are returning in more potent forms. Marijuana is one of them. Young people feel they know a lot about marijuana, but it has become a more powerful and damaging drug. It used to be considered a less serious substance, and many have even pushed to legalize it. But the truth is the marijuana being used today is more potent, and it is still illegal. The medical community is also becoming increasingly aware of the damaging side effects of marijuana use. High school students may be under many misconceptions about marijuana, just as they are about other facts that have changed, such as the danger of unprotected sex or chewing tobacco. Young people need to know that the use of all drugs is illegal for their age group.

They also need to know that what others say about a certain substance may not be accurate, and they need to get accurate information about it.

### **Resources**

The resources needed for this lesson are a board and some sample newspapers, tabloids, or magazines for gathering the information needed to complete the major activity of this lesson. A warm, accepting atmosphere is also important because the students may experience some discomfort when they realize that everything others say or write as truth may not be so.

### **Teacher tips**

The primary link between this lesson's activities and drug use prevention is for students to understand that they must always check sources before they buy into, believe, or act on something. This is the central aspect of the teacher response to each activity and to the student work generated by the activities.

### **Activities**

As a warm-up activity, have students think about something they once thought was true and later found out was not true (such as the tooth fairy, Santa Claus, or that they would live forever). When they have thought about this, have them consider the following: (1) How did they find out the truth, (2) what was it like to discover the truth, (3) who did they learn the truth from, (4) how did knowing the truth change them, and (5) how does this relate to their knowledge of alcohol, tobacco, and other drugs.

Having the students discover there are many sources of accurate and inaccurate information is the major activity of this lesson. It may be appropriate to divide a large class into small working groups. Each individual or group is to find a newspaper, tabloid, or magazine article that is either very factual and informs accurately or very misleading and provides inaccurate or wrong messages. These articles could be from newspapers or tabloids sold in supermarkets and drugstores. After finding an article, individuals or groups should develop

statements explaining why they believe the article is accurate or inaccurate. The smaller groups should share their findings with the total group. Write the methods the students used on the board and save them for future reference. As a final activity have the students write a short narrative about discovering a truth and its impact on them.

Source: American Council for Drug Education, [www.acde.org](http://www.acde.org)



# WHAT WOULD YOU AND YOUR TEEN SAY?

## Adult Statements

You and your teen will fill out similar charts. After completing this exercise, please put this worksheet away until later in the lesson when you will join your teen and have an opportunity to discuss your perspectives on these topics.

Directions: Please read the incomplete statements in the first column and complete the statement in the second column. In the third column, write how you think your teenager would respond to the incomplete statements.

Incomplete statements	What would you say?	What would your teen say?
The most common drug of choice for teens is . . .		
At a party, if the driver of my teenager's transportation has been drinking and it is time for my teen's curfew, my teen would . . .		
The reason teens use drugs or alcohol at parties is to . . .		
Most teens get their drugs or alcohol from . . .		
Young people start taking drugs or drinking about the age of . . .		
My teen's curfew during the week and weekend should be . . .		

The most important thing I can do to help my teen make good decisions about drinking and driving is . . .		
The hardest decision teens have to make about drinking or using drugs is . . .		
The person my teen talks to about important problems or decisions is . . .		
If my teen were to use drugs or drink and drive and was involved in an alcohol-related crash, the person who would be liable would be . . .		
Binge drinking is . . .		
The person who has the biggest impact on my teen as to whether to drink or use drugs is . . .		
If my teen were to come home drunk or under the influence of drug I would . . .		
The person who is the most positive role model in my teen's life is . . .		
If my teen were to have an alcohol party in my absence without my permission, and a teen who drank and left the party, hit, or killed someone in a crash, the person who would be liable would be . . .		
The biggest goal in my teen's life is . . .		

# WHAT WOULD YOU AND YOUR PARENT/GUARDIAN SAY?

## Teen Statements

You and your parent or guardian will fill out similar charts. After completing this exercise, please put your worksheet away until later in the lesson when you will join your parent or guardian and have an opportunity to discuss your perspectives on these topics.

Directions: Please read the incomplete statements in the first column and complete the statement in the second column. In the third column, write how you think your parent or guardian would respond to the incomplete statements.

<b>Incomplete statements</b>	<b>What would you say?</b>	<b>What would your parent/guardian say?</b>
The most common drug of choice for teens is . . .		
The person who drove me to the party has been drinking and I need to get home in time for my curfew. I would . . .		
The reason teens use drugs or alcohol at parties is to . . .		
Most teens get their drugs or alcohol from . . .		
Young people start taking drugs or drinking about the age of . . .		
My curfew during the week and weekend should be . . .		

The most important thing my parent/guardian can do to help me make good decisions about drinking and driving is . . .		
The hardest decision I have to make about drinking or using drugs is . . .		
The person I talk to about important problems or decisions is . . .		
If I were to use drugs or drink and drive and was involved in an alcohol-related crash, the person who would be liable would be . . .		
Binge drinking is . . .		
The person who has the biggest impact on me as far as whether I drink or use drugs is . . .		
If I were to come home drunk or under the influence of drugs, my parent/guardian would . . .		
My most positive role model is . . .		
The best way my parent/guardian can help keep me from drinking or using drugs and driving is...		
If my parent/guardian was not home, and I were to have an alcohol party without permission, and a teen drank, got behind the wheel, and hit or killed someone in a crash, the person who would be liable would be . . .		
The biggest goal in my life is...		

## DUI Questionnaire

Directions: Based on the materials you received, answer the following question.

There is an assembly in the gym \_\_\_\_\_. You must be on your best behavior. Read the packet and answer the following questions. Then have your parent or guardian sign this questionnaire at the bottom and turn it in for a homework grade.

1. What will happen at the assembly?
2. What is the purpose or objective for this assembly?
3. California has some of the nation's \_\_\_\_\_ laws.
4. Define the two parts of our drinking and driving law.
  - a.
  - b.
5. Why do many alcohol-impaired drivers not look drunk?
6. Explain the difference between the two types of trials.
7. In the courtroom, what do judges have the power to do?

8. What will happen if you do not follow the rules for student conduct during the assembly?
9. Rules or etiquette for the courtroom:
- a. Enter the room \_\_\_\_\_.
  - b. No \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_ will be tolerated or allowed.
  - c. Do not bring food, \_\_\_\_\_ or \_\_\_\_\_.
  - d. Do not \_\_\_\_\_ to your friends, even if you do not understand.
  - e. Do not pass notes or throw anything.
  - f. Backpacks and bulky jackets are not allowed in the courtroom. Also turn off \_\_\_\_\_ and \_\_\_\_\_.
  - g. Follow the school dress code and make an impression on the judge and media.
10. What are the six consequences if one is convicted of a DUI?
- a.
  - b.
  - c.
  - d.

e.

f.

11. What are additional consequences for convicted felons?

a.

b.

c.

d.

12. Define DUI.

13. Define probation.

14. Define recidivist.

15. Define restitution.

I have reviewed the information with my student and he or she will be on his or her best behavior.

Parent/Guardian \_\_\_\_\_ Date \_\_\_\_\_

## Alcohol True or False Quiz

- \_\_\_ 1. Some people drive better after a few drinks.
- \_\_\_ 2. Alcohol increases your attraction to the opposite sex and your sexual ability.
- \_\_\_ 3. Most alcoholics are homeless and live on the street.
- \_\_\_ 4. Most alcoholics are middle-aged or older.
- \_\_\_ 5. If you only drink beer, you cannot be an alcoholic.
- \_\_\_ 6. Alcohol affects adults and teens alike.
- \_\_\_ 7. Aspirin, black coffee, cold showers, and exercise will help to sober you up.
- \_\_\_ 8. Drinking a variety of alcoholic beverages gets you drunker.
- \_\_\_ 9. Drinking on an empty stomach will get you drunk faster.
- \_\_\_ 10. Alcohol peps you up.
- \_\_\_ 11. If you are not stumbling, you are not too intoxicated to drive.
- \_\_\_ 12. Alcohol warms the body.
- \_\_\_ 13. After alcoholics have successfully stopped drinking, they may never be able to use any mood-altering drug again without activating their disease.
- \_\_\_ 14. If his or her children behaved better the alcoholic parent would stop drinking.
- \_\_\_ 15. Tolerance to alcohol (being able to “handle your liquor”) is a symptom of alcoholism.
- \_\_\_ 16. An alcoholic hurts only him or herself.
- \_\_\_ 17. Denial is the greatest barrier to getting help for alcoholism.
- \_\_\_ 18. There is not cure for alcoholism, but it can be controlled and the alcoholic can lead a satisfying and productive life.
- \_\_\_ 19. A person must drink every day to become an alcoholic.
- \_\_\_ 20. Children of alcoholics are at high risk for alcohol and other drug problems.

## Alcohol True or False Quiz

### ANSWER KEY

- F 1. Some people drive better after a few drinks.
- Alcohol may increase confidence and decrease judgment and self-criticism. The drinker may feel as if his or her performance has improved when in reality it has declined.***
- F 2. Alcohol increases your attraction to the opposite sex and your sexual ability.
- Contrary to popular belief, the more you drink the less your sexual ability.***
- F 3. Most alcoholics are homeless and live on the street.
- Alcoholism shows no favorites. It is estimated that only three to five percent of all alcoholics live on the street.***
- F 4. Most alcoholics are middle-aged or older.
- The highest proportion of drinking problems is among men in their early twenties.***
- F 5. If you only drink beer, you cannot be an alcoholic.
- The same drug, ethyl alcohol, is the addictive ingredient in all alcoholic drinks.***
- F 6. Alcohol affects adults and teens alike.
- Alcohol is more detrimental to teens. Teens tend to drink to get drunk, and since they can't get drunk at home, they drive and then drive home drunk to meet curfew. Alcohol numbs learning processes, inhibits communication, hampers social and emotional growth, and leads to depression and other mental disorders.***
- F 7. Aspirin, black coffee, cold showers, and exercise will help to sober you up.
- Aspirin may help your hangover but won't help to sober you up. Black coffee will only make you a wide-awake drunk. Cold showers will only make you a wet drunk. Exercise will only make you a tired, sweaty drunk.***

- F 8. Drinking a variety of alcoholic beverages gets you drunker.  
***Ethyl alcohol is the ingredient that impairs you. It is in all alcoholic drinks.***
- T 9. Drinking on an empty stomach will get you drunk faster.  
***Food slows the absorption of alcohol from the stomach into the blood.***
- F 10. Alcohol peps you up.  
***Alcohol is in the category of drugs known as depressants. It slows bodily functions, in particular, your central nervous system.***
- F 11. If you are not stumbling, you are not too impaired to drive.  
***One-half ounce of pure alcohol, one drink, may cause significant impairment.***
- F 12. Alcohol warms the body.  
***Alcohol makes you feel warmer because it causes blood to rise to the skin's surface. However, when this happens your body temperature is actually lowered because the surface heat is lost.***
- T 13. After alcoholics have successfully stopped drinking, they may never be able to use any mood-altering drug again without activating their disease.  
***Use of a mood-altering drug, including prescription medication, can trigger the user to abuse alcohol again.***
- F 14. If his or her children behaved better the alcoholic parent would stop drinking.  
***Alcoholic parents drink because they are addicted to alcohol.***
- T 15. Tolerance to alcohol (being able to “handle your liquor”) is a symptom of alcoholism.  
***Tolerance means an individual has sufficient experience drinking that he or she can appear to be sober even though the concentration of alcohol in the bloodstream may be high.***
- F 16. An alcoholic hurts only him or herself.  
***The alcoholic's family and society are victims.***

T 17. Denial is the greatest deterrent to getting help for alcoholism.

***Until the alcoholic acknowledges that he or she needs help in defeating the addiction, our efforts to help an alcoholic are seldom successful.***

T 18. There is no cure for alcoholism, but it can be controlled and the alcoholic can lead a satisfying and productive life.

F 19. A person must drink every day to become an alcoholic.

***There are many forms of alcoholism. One common form of alcoholism, particularly among young people, involves binge drinking only on weekends.***

T 20. Children of alcoholics are at high risk for alcohol and other drug problems.

***Statistically, the children of alcoholic parents become addicted to alcohol or other drugs at a substantially higher rate than the general population.***

## Drafting a DUI Law

### Objectives

1. Students will discuss policy reasons for enacting a law to deal with driving under the influence of alcohol or (other) drugs.
2. Students will draft a law to deal with driving under the influence of alcohol or (other) drugs.
3. Students will analyze California's laws against driving under the influence (DUI) and compare it with the law they draft.

### Time

One class period (approximately 50 minutes)

### Materials

One copy of Handout 1 (Drafting a Law) for each student

One copy of "Laws and Legal Issues for Minors" and one copy of "Californians are Saying 'Enough!'", which can be found in tab 21: Information for Minors

## Procedures

1. Introduce the topic by asking students whether DUI is a problem in their town or city? Is drinking and driving a problem among their peers? Ask why there might be a need for a law related to DUI.
2. Brainstorm with students for about five minutes. Ask students what should be included in the law; i.e., what issues should the law address? On the board, list the issues students raise. For example:
  - a. Are drugs as well as alcohol included in the law?
  - b. What level of drugs and/or alcohol?
  - c. How do you determine who should be stopped and tested?
  - d. How do you handle a refusal to be tested?
  - e. What penalties should be enforced?
  - f. Should the law treat those under 21 of age differently than those 21 years and older?

With the help of students, pick the five or six most important issues to include in the law.

3. Divide students into groups of three to five. There should be the same number of groups as the number of issues you decided to include in the draft DUI law (five or six). Assign each group one issue.
4. Pass out Handout 1 to each group. Review the directions in the handout, which describe what each group should do. Ask students if they understand the assignment. Allot 15 minutes for the groups to draft their provisions of the law. Ask each group to print its portion of the law on a large piece of paper.
5. Ask a spokesperson from each group to describe the part of the law the group drafted. Lead the class in a discussion and analysis of the law by asking questions, including:
  - a. What is the purpose of this part of the law and what will it achieve?
  - b. Is it clear and understandable?
  - c. Is it enforceable?

6. After each group has presented its part of the law, pass out one copy of “Laws and Legal Issues for Minors,” and one copy of “Californians are Saying ‘Enough!’”, which cover selected provisions of California’s laws. Give the students up to 10 minutes to review at least the portion of California’s law that corresponds with the section they wrote. Ask students to compare the two laws by asking questions, such as:
  - a. Which law is easier to read and understand?
  - b. Which law do you think is more effective?
  - c. Should California’s law be revised?
  - d. What would you add or change?

# Handout 1

## Drafting a Law

### Directions

1. You will draft a drunk driving law. Before you begin, select a student in your group to write down the sentences for the final law drafted by the group. Also, select a spokesperson to explain the law to the rest of the class. All members of the group should work on drafting the law as you discuss it.
2. Divide your law into two sections. The first section should explain the purpose or intent of the law. Discuss the purpose of the part of the law you are drafting. Agree on one sentence to summarize the purpose behind that provision.

For example: To keep our streets safe, drunk drivers should lose their right to drive.

3. Draft a paragraph for each issue covered by intent.

For example: To take away the right to drive from drunk drivers, you must define “drunk.” This law would need a paragraph explaining how “drunk” will be defined and tested for.

4. As you write, think about these questions:
  - a. Is your law clear and understandable?
  - b. Is it enforceable?

Source:

Washington State Office of the Administrator for the Courts (OAC)

## Appendix B

### Drug Information and Activities

#### Goal

To learn about various drugs and their effects on a person's body and driving abilities.

#### Objectives

1. To learn the terms associated with drug use
2. To discover what categories various drugs fall into
3. To be able to associate drugs with their nicknames
4. To become aware of the addictive qualities of various drugs
5. To learn the legal consequences of drug use
6. To discover the various methods of drug use and the impact of administration
7. To track absorption, metabolism, and elimination of drugs in the body
8. To learn about polydrug use and synergistic interactions
9. To learn about the short- and long-term effects of each drug category
10. To be able to recognize symptoms exhibited by drug users
11. To investigate special hazards involving driving for each drug category

#### Materials

1. Large tables and chairs
2. Lesson introduction and activities
3. Butcher paper
4. Colored markers
5. Masking tape
6. Handouts for each teen
  - Drug information packets printed and placed in a folder
    - \* There are six drug information packets in this curriculum. Print them ahead of time and put them in individual packets for distribution. You may use them repeatedly and in a variety of activities. There are also four activities to be completed by students in groups.
  - Activity instructions
    - There are instructions for four activities in this curriculum for students to complete in groups of four.

## DRUG INFORMATION AND ACTIVITIES – Teacher Instructions

*Each activity should take one class period to complete. Activities one, two, and three will be completed by students in groups. Ideally, students will be divided into six groups of four. Each group will be responsible for presenting information about one of the six drug categories. There must be at least six groups, one per drug category. If the class is small, there may be fewer than four students per group. If the class is large, there may be more than six groups. In the case of a large class with more than six groups, you may have more than one group for each drug category, but the groups should not have more than four students each. Activity four will be completed by individual students.*

**I. Activity One: Teaching Peers About Drugs**

- A. Give each group one of the packets of drug information. Have the group read the packet and use the information in it to complete the Activity One worksheet.
  
- B. Give each group a piece of butcher paper, colored markers, and a copy of the Activity One instructions. Using butcher paper and colored markers, students are to depict the information from the Activity One worksheet artistically or in any other way that can be understood by the class. Each topic will be presented to the class at the conclusion of the activity:
  - 1. Drug name, category, and nicknames
  - 2. Impact on the body and method of administration
  - 3. Method of absorption, metabolism, elimination, and other factors that may contribute to intoxicating effects
  - 4. Addictiveness, tolerance, and potency of drug
  - 5. Short- and long- term effects
  - 6. Special hazards involving driving
  
- C. When the groups have completed their topics, have them tape their projects to the wall and share them with the rest of the class.

## II. **Activity Two: Creating Advertisements Against Drug Use**

- A. Give each group a drug information packet; if possible, let each choose the packet they want.
  
- B. Each group is to become an advertising company. Their task is to blitz the public with information about the pitfalls of using their drug.
  - 1. Each person in the group should be responsible for one form of media design and notification
  
  - 2. Examples include:
    - a. Design for a billboard using the group slogan
  
    - b. Poem, story, or song
  
    - c. Public service announcement (PSA)
  
    - d. Newspaper or magazine article
  
- C. After completion, have each group do a presentation.

### III. **Activity Three: Creating a Public Service Announcement**

- A. Hand out one of the drug information packets to each group.
- B. After reviewing the packets, teens are to write a public service announcement (PSA) to be played on local radio stations, warning the public of the hazards of using this drug.
- C. When the groups are satisfied with their PSAs, have a person from each group pretend to read their PSA on the air, or you could tape the readings so that they could really be used at a later date.
- D. Have the class vote for the one they like the best. You might contact the local radio station or local school broadcasting class and see if they could read a PSA on the air.

#### IV. **Activity Four: Writing a Persuasive Letter to a Friend**

- A. Give each person one of the drug information packets and have him or her review its contents.
- B. Each student is to write a letter to someone who is trying to decide whether to start using that particular drug. The assignment is to use as many facts as possible in convincing this potential user not to get mixed up with the drug.
- C. After the students have had time to finish writing, ask volunteers to read their letters aloud to the group. If no one volunteers, ask them to trade letters with the person sitting next to them and have them look at the other person's letter.
- D. After a few minutes, each student could pass the letter he or she was reading to someone else, and so on, thereby giving each person the opportunity to read all the letters.
- E. If there are one or two particularly well-written letters, ask the writers to read them to the group.

## **Activity One: Teaching Peers About Drugs**

### **Directions to Students**

You have just received a packet that contains information on a specific drug category, some butcher paper, and colored markers. Your task is to review the information in your packet and, using butcher paper and colored markers, represent the required information artistically or in any other way that will be understood by the class. Your group will present your drug topic to the class at the conclusion of the activity.

Include the following information in your presentation:

- Drug name, category, and nicknames
- Impact on the body and method of administration
- Method of absorption, metabolism, elimination, and other factors that may contribute to intoxicating effects
- Addictiveness, tolerance, and potency of drug
- Short- and long-term effects

When you have completed your drug project, please tape it on the wall. When everyone is done, projects will be presented to the rest of the class.

# Activity One Worksheet for Drug Presentation

Name \_\_\_\_\_

Date \_\_\_\_\_

Drug name \_\_\_\_\_

Nicknames \_\_\_\_\_

---

Method of administration \_\_\_\_\_

How it affects your brain \_\_\_\_\_

Short-term effects \_\_\_\_\_

Long-term effects \_\_\_\_\_

Impact on driving \_\_\_\_\_

Write an unexpected fact or important piece of information you learned \_\_\_\_\_

# ALCOHOL

**Drug category:** Depressant

Alcohol is classified as a depressant because it slows down the central nervous system, causing a decrease in motor coordination, reaction time, and intellectual performance.

At high doses, the respiratory system slows down drastically, possibly resulting in a coma or death. It is particularly dangerous to mix alcohol with other depressants, such as GHB, Rohypnol, Ketamine, tranquilizers, or sleeping pills. Combining depressants multiplies the effects of each drug and can lead to memory loss, coma, or death.

**Drug family members:** Ethanol, methanol, isopropanol

**Addictive:** Yes. Underage drinkers are at a greater risk of becoming alcoholics than those who abstain before age 20. At least one study found that 45 percent of those who begin drinking at ages 14 to 20 become alcohol dependent later in life, compared with 10 percent of those who start drinking after age 20. About 1 million high school students are frequent, heavy drinkers.

**Legal age for use/possession/transporting:** 21

**How taken:** Liquid, ingested orally, easily dissolves in water. Alcohol has an affinity for water and after consumption is found in all body tissues that contain water.

**Distribution:** Once swallowed, a drink enters the stomach and small intestine, where small vessels carry it to the bloodstream. The alcohol from the blood then enters and dissolves in the water inside each tissue of the body (except fat tissue, because alcohol cannot dissolve in fat). Once inside the tissues, alcohol exerts its effects on the body. The observed effects depend directly on the blood alcohol content (BAC), which is related to the amount of alcohol consumed. The BAC can rise within 20 minutes after having a drink.

**Elimination:** 90 percent of alcohol is metabolized by the liver, where enzymes break down the alcohol. The liver can process 1 ounce of liquor, a 5-ounce glass of wine, a 12-ounce can or bottle of beer, or one 1½-ounce drink of distilled alcohol (gin, vodka, tequila, bourbon, etc.) in one and a half hours. If you consume more than this, your system becomes saturated and additional alcohol accumulates in the blood and body tissues until it can be metabolized. This is why pounding shots or playing drinking games can result in high blood alcohol concentrations that last for several hours.

The kidneys eliminate 5 percent of the alcohol in the urine. The lungs exhale 5 percent of the alcohol, which can be detected by breathalyzer devices. The liver breaks down the remaining alcohol, turning it into acetic acid.

Not all alcoholic drinks have the same concentration of ethanol; the effects will peak at slightly different times depending on the concentration levels in the drink.

Other factors that affect absorption are foods, medication, fatigue, tolerance, and gender differences.

**Food:** Food taken along with alcohol slows down the absorption of alcohol. The valve at the bottom of the stomach closes in order to hold food in the stomach for digestion and thus keeps the alcohol from reaching the small intestine where the majority of absorption takes place. Alcohol being absorbed from the stomach has a much less efficient transition. Also important is the fact that alcohol elimination rates are inversely proportional to alcohol concentrations in the blood; this means that the alcohol that is absorbed along with food in the stomach is eliminated at a faster rate.

**Medication:** Taking any medications has its own chief and side effects. Taking medication along with alcohol can potentially increase the effects of either or both. It is always advisable to consult a physician or pharmacist before combining any chemical substances.

**Fatigue:** Fatigue and alcohol cause many of the same symptoms; they will both be magnified when combined.

**Tolerance:** Tolerance reduces the effectiveness of a drug after a period of prolonged or heavy use. Studies have shown that chronic alcohol abusers can have twice the tolerance for alcohol as someone who does not drink. It is important to note that despite this tolerance factor, research has shown conclusively that even in heavy alcohol users, functional impairment is clearly measurable at the blood alcohol content levels that are currently used for traffic law enforcement.

**Gender Differences:** Women tend to have a higher percentage of body fat and thus a lower percentage of body water. Therefore, if a man and a woman of the same weight ingest the same amount of alcohol, the woman will have a higher alcohol concentration.

### Short-Term Effects

Alcohol is a very small molecule and is soluble in liquid. These alcohol elements get into the bloodstream and easily cross the blood-brain barrier. Below is a chart that depicts the effects according to the amount of consumption.

<b>In low doses, alcohol produces:</b>	<b>In medium doses, alcohol produces:</b>	<b>In high doses, alcohol produces:</b>
<ul style="list-style-type: none"> <li>• A relaxing effect</li> <li>• Reduced tension</li> <li>• Lowered inhibitions</li> <li>• Impaired concentration</li> <li>• Slowed reflexes</li> <li>• Impaired reaction time</li> <li>• Reduced coordination</li> <li>• Slower brain activity</li> <li>• Clouded sensations and perception</li> </ul>	<ul style="list-style-type: none"> <li>• Slurred speech</li> <li>• Drowsiness</li> <li>• Altered emotions</li> <li>• Impaired vision</li> <li>• Sleepiness and disruption of sleeping patterns</li> <li>• Increased urine production</li> <li>• More blood flow to skin surface</li> <li>• Decreased core body temperature</li> </ul>	<ul style="list-style-type: none"> <li>• Vomiting</li> <li>• Uncontrolled urination</li> <li>• Uncontrolled defecation</li> <li>• Breathing difficulties</li> <li>• Unconsciousness</li> <li>• Alcohol poisoning</li> <li>• Coma</li> <li>• Possible death</li> </ul>

## Long-Term Effects

- Liver damage causes hardening of the tissues (**cirrhosis of the liver**).
- The brain cells in various centers die, decreasing brain mass,
- **Stomach and intestinal ulcers** can form as alcohol irritates and destroys the linings of these organs.
- **Blood pressure increases** as the **heart** compensates for the reduced blood pressure caused by alcohol.
- **Male sex-cell** (sperm) production decreases because of decreased hormone secretion, which can have a direct effect on the testes.
- Alcohol leads to poor nutrition decreasing levels of iron and vitamin B, leading to anemia.
- Because alcoholics lose their balance, they tend to fall more often and to have more from bruises and broken bones; this is especially true as they get older.
- Parts of the brain become irreparably damaged
- The size of the blood vessels in the brain may be increased.
- Long-term drinking leads to alcoholism (addiction to alcohol) and results in tolerance to the effects of alcohol and variety of health problems.
- Overuse causes a vitamin deficiency.

## Overall Summary of Effects

- Addiction to alcohol
- Tolerance to damaging effects of alcohol
- Cirrhosis of the liver (hardening of the tissues)
- Brain cell death and decreased brain mass
- Stomach and intestinal ulcers
- Poor nutrition, vitamin deficiencies, and anemia
- Increased blood pressure
- Decreased sperm production
- Poor balance leading to bruises and broken bones
- Overall declining health

Alcohol abuse and dependence causes problems in every part of the user's life as well as in the lives of people around the user. The person causes emotional turbulence the person causes when drinking contributes to domestic problems and work-related issues. Alcohol abusers cause emotional and social problems, often becoming anxious, depressed, or even suicidal.

**Consequences of acute impairment:** Alcohol impairs a person's decision-making capacity. As a result, young people who drink are more likely to engage in risky behavior that can result in illness, injury, or death. After drinking, they may drive or find themselves involved in other dangerous conduct (for example, homicide, violence, suicide attempt, sexual assault, unsafe sexual behavior, or vandalism).

**Alcohol's Effects on other body systems:** In addition to damaging the brain and liver, alcohol can affect other body tissues. It has the following effects on other systems in the body:

- Increases blood flow to the skin, causing a person to sweat and look flushed. The sweating leads to loss of body heat, and the person's body temperature may actually fall below normal.
- Reduces blood flow to muscles, which can lead to muscle aches, most notably when a person recovers from the alcohol (the "hangover").
- Consuming alcohol during pregnancy potentially leads to Fetal Alcohol Syndrome (FAS). Inside the mother, a fetus is fed through the placenta. Because alcohol passes easily through the placenta, every time the mother drinks alcohol, the developing fetus gets a dose of alcohol. Alcohol disrupts normal brain development in the fetus - **THAT IS A FACT!!!**
- The fetus will stay drunk much longer than the mother, maybe for days. That's because the kidneys are among the last organs to develop and often are unable to metabolize the alcohol.

### **Effects on Driving**

Alcohol's short-term effects have the greatest direct effect on driving. In even small amounts, alcohol begins to affect vision, depth perception, agility, judgment, and risk assessment, all factors important to driving safely. A study by the National Highway and Traffic Safety Association (NHTSA) found that in adult test subjects, significant impairment of vision, motor skills, and overall driving ability occurred at a BAC of 0.02. Impairment worsened in test subjects as their driving ability was tested at higher BACs, up to 0.1.

## **How will I know if someone has a drinking problem?**

Some signs that a person has a drinking problem:

- Drinking to relieve pain or stress
- Drinking in the morning or at a regular time every day
- Believing that alcohol is necessary to have fun
- Drinking when it's important to stay sober
- Missing classes or meals because of drinking
- Feeling run-down, depressed, or even suicidal
- Having frequent blackouts (forgetting what he or she did while drinking)
- Buying drinks with money that could have been better spent
- Finding him or herself in unplanned sexual situations when drinking

If your friend has one or more of the above signs, then he or she may have a problem.

## **What can a person with a drinking problem do?**

First the person must realize that he or she has a problem. Most people with alcohol problems are in denial and do not believe that they have a problem. Often they will confront those who are trying to help them claiming that they are the ones who have the problem. Many organizations throughout the country offer help to anyone seeking it. Alcohol Anonymous (AA) has a 12-step program in almost every town. If your friend is still in school, seek help from your school counselor.

## **What should I do if . . .**

### **1. My friend becomes a real jerk when he or she begins drinking?**

Intoxicated people often say things that are uncharacteristic of their sober selves, so don't take everything they say personally. The following are some suggestions for acting as effectively as possible:

- Let your friend know that you are concerned.
- Speak clearly and directly without shouting.
- Do not let the other person put you on the defensive about your drinking.
- Confront behavior, not values.
- Let your friend know clearly what you want him or her to do.
- Know the basic facts about alcohol, but avoid coming across as an expert.
- Try to get the person to agree to some form of positive action.

Don't lose your cool. Do not get drawn into arguments about why you are intervening.

Develop a clear explanation for yourself ahead of time, such as: "I'm concerned about your safety," "Your behavior is unacceptable," or "We just want to get you someplace where you can sober up."

- Don't get drawn into a physical confrontation with someone who is intoxicated and physically aggressive. If necessary, call for help; it may even be necessary to call the police or sheriff to subdue the person.
- This is no time to try and teach information about alcohol. Remember, you are dealing with someone who is drunk; it is like talking to the bottle the alcohol came from.
- If this person is a friend, it is appropriate to express your concern after they sober up. If necessary, provide information about resources that can help the person deal with his or her drinking.

## 2. My friend has had too much to drink and begins to vomit?

This is a potentially serious situation. Check your friend's breathing and see if he or she is breathing normally. If breathing is irregular or skin tone is purplish, wake the person immediately. If there is no response, **call 911 immediately!** While calling make sure the person is lying on his or her side to prevent choking on vomit. Until help arrives, check regularly to make sure the person is still positioned correctly and breathing. Do not leave your friend alone. If he or she has stopped breathing, proceed with mouth-to-mouth resuscitation and have someone get medical help immediately.

# HALLUCINOGENS

**Drug Category:** Hallucinogenic

Many substances fall into this category; the most commonly used ones will be explored here. Hallucinogens cause people to experience hallucinations; they change the way the brain interprets time, reality, and the environment. Abusers may hear voices, see images, and experience things that they think exist but really do not. Hallucinogens affect all the senses (seeing, hearing, feeling), emotions, and the sense of time.

**Nicknames and categories:** Psychedelic drugs

- **Lysergic acid diethylamide:** LSD, acid, blotter
- **Psilocybin:** magic mushrooms, 'shrooms
- **Phencyclidine:** PCP, angel dust, boat, ozone, wack
- **Ecstasy:** E, X, XTC (discussed separately)
- **Marijuana** (discussed separately)

Each type may cause a different reaction depending on the chemical makeup of the individual at the time the drug is taken. It may even affect the same person differently each time the same drug is taken the same way. The "trip," or "tripping," is the result of taking the drug. There is no way of predicting whether the user will have a bad trip or a good trip.

**Addictive:** Tolerance to the effects of hallucinogens develops rapidly. Typically no physical dependence occurs, but some people may become psychologically dependent. No physical withdrawal symptoms have been observed with the use of most hallucinogens when the drug has not been taken over a long period of time.

**Legalities:** Hallucinogens are illegal to buy, sell, possess, transport, give away, or receive as a gift. It is illegal to drive while under the influence of any drug, including hallucinogens. Breaking this law may carry penalties, including loss of driver's license, fines, and/or imprisonment.

**How taken:**

- LSD is a white odorless powder. It usually comes in the form of a liquid, as a tablet or capsule of gelatin, or on blotter paper and may be swallowed, sniffed, injected, or smoked. LSD is often diluted with another substance, such as sugar, or it may be soaked into blotter paper, which is placed on and absorbed through the tongue.
- Magic mushrooms may be eaten fresh, cooked, or brewed into a tea.
- PCP, or angel dust is a white powder. Abusers may smoke it with tobacco or marijuana, or they may inject, sniff, or eat it.

## Short-Term Effects

- Increased heart rate
- Increased blood pressure
- May cause heart failure
- Abnormal rapid breathing, may cause lung failure
- Changed emotional feelings
- Confusion
- Disorientation
- Suspiciousness
- Mixed-up speech
- Loss of muscle control
- Meaningless movements
- Irrational actions
- Violent behavior
- Distorted reality
- Sense of relaxation and well-being
- Nausea and loss of appetite
- Chills and flushing
- Shaking
- Poor coordination
- Distorted body image (may feel as if floating or outside of one's body)
- Dilated eyes
- Seeing things that aren't really there
- Unpredictable trips that can be pleasant or a nightmare, causing panic

## Long-Term Effects

- Flashbacks weeks, months, or even years after the abuse
- Flashbacks may be set off by using other drugs or by physical exercise
- Flashbacks may be pleasant or a living nightmare
- Most flashbacks last a very short time, only a minute or two
- Decreased motivation
- Prolonged depression
- Increased panic
- Impaired memory and concentration
- Possible severe mental disturbances
- Psychosis
- Increased delusions
- Bad trips may last hours, weeks, and even months

## Overall Summary of Effects

- Magic mushrooms cause relaxation and slight mood changes. Large quantities can cause stomach pain, nausea and vomiting, or shivering.
- LSD bad trips may cause strong feelings of anxiety or fear. Users may feel as if bugs are crawling on their skin, and may feel as if they are going crazy. Flashbacks are common with LSD and may occur even years later.
- PCP users may unintentionally injure or even kill themselves because it eliminates all sensation of pain. They also become excessively angry, uncontrollable, and unbelievably strong.
- PCP users may also develop schizophrenia, a mental illness. PCP's effects remain long after drug use ends, and flashbacks may occur days, weeks, months, or even years later.

## Effects on Driving

LSD impairs reaction time, judgment, vision, and spatial perception, all of which are important for safe driving. In addition to similar effects to LSD, PCP causes drowsiness, and disorientation, which also greatly impair driving.

## How will I recognize if a person is using hallucinogens?

- Distorted sense of what is going on around him or her
- May hear or see things that aren't there

- Dilated pupils
- Anxiety
- Irrational behavior
- Paranoid
- Unexplained mood changes

### **What should I do if someone is under the influence?**

- Do not ignore it (people do dangerous things while hallucinating).
- Talk to them about getting help.
- Talk to someone you trust about getting them help.
- If they are a danger to themselves or others, call 911 or an ambulance, or get them to the emergency room.
- If an ambulance was called, when the attendant arrives, give as much information as you can, such as what drug they took, how much, when they took it, and any other medical conditions you know of, and provide a sample of the drug if you have it.
- While waiting for help, if they are conscious, keep talking to them in a calm voice, reassuring them that they will be all right. Use their name, reminding them who they are and who you are and say that you are going to help them.
- Don't leave them alone, and make sure they are in a safe place and can't hurt themselves. Keep others away and loosen tight clothing around the neck.
- If they are unconscious, turn them on their side.
- If breathing has stopped, give mouth-to-mouth resuscitation. If there is no pulse, apply CPR.

# INHALANTS

**Drug category:** Hallucinogenic

Inhalants are breathable chemical vapors that produce psychoactive (mind-altering) effects. A variety of products common in the home and in the workplace contain substances that can be inhaled. Many people do not think of these products, such as spray paints, glues, and cleaning fluids, as drugs because they were never meant to be used to achieve an intoxicating effect. Yet young children and adolescents can easily obtain them and are among those most likely to abuse these extremely toxic substances.

## **Categories of inhalants:**

### **Volatile solvents**

- Industrial or household solvents or solvent-containing products, including paint thinners or removers, degreasers, dry-cleaning fluids, gasoline, and glue
- Art or office supply solvents, including correction fluids, felt tip marker fluid, and electronic contact cleaners

## **Aerosols**

- Household aerosol propellants and associated solvents in items such as spray paints, hair or deodorant sprays, fabric protector sprays, aerosol computer cleaning products, vegetable oil sprays, and whipped cream.

## **Gases**

- Gases used in household or commercial products, including computer cleaners, butane lighters and propane tanks, and refrigerant gases
- Medical anesthetic gases, such as ether, chloroform, halothane, and nitrous oxide (“laughing gas”)

## **Nitrites**

- Organic nitrites are volatiles that include cyclohexyl, butyl, and amyl nitrites, commonly known as “poppers.” Amyl nitrite is still used in certain diagnostic medical procedures. Volatile nitrites are often sold in bottles labeled “video head cleaner,” “room odorizer,” “leather cleaner,” or “liquid aroma.”

**Street names:** Below are just a few of the 100 or so terms.

<b>Term</b>	<b>Chemical</b>	<b>Term</b>	<b>Chemical</b>
<b>Air blast</b>	Inhalants	<b>Bagging</b>	Using inhalants
<b>Buss bomb</b>	Nitrous oxide	<b>Climax</b>	Isobutyl nitrate
<b>Glading</b>	Using inhalants	<b>Gluey</b>	Sniffing or inhaling glue
<b>Huffer</b>	Inhalants abuser	<b>Poor man's pot</b>	Inhalants
<b>Ames</b>	Amyl nitrite	<b>Aroma of men</b>	Isobutyl nitrite
<b>Bolt</b>	Isobutyl nitrite	<b>Bobbers</b>	Amyl nitrite
<b>Shoot the breeze</b>	Nitrous oxide	<b>Snappers</b>	Isobutyl nitrite
<b>Thrust</b>	Isobutyl nitrite	<b>Whiteout</b>	Isobutyl nitrite

**Addictive:** A strong need to continue using inhalants has been reported among many individuals, particularly those who abuse inhalants for prolonged periods over many days. Compulsive use and a mild withdrawal syndrome can occur with long-term inhalant abuse. Additional symptoms exhibited by long-term inhalant abusers include weight loss, muscle weakness, disorientation, inattentiveness, lack of coordination, irritability, and depression. Heavy or sustained use of inhalants can cause tolerance and physical withdrawal symptoms within several hours to a few days after use. Withdrawal symptoms may include sweating, rapid pulse, hand tremors, insomnia, nausea, vomiting, physical agitation, anxiety, hallucinations, and seizures. Indicators of inhalant abuse include paint or stains on the body or clothing, spots or sores around the mouth,

red or runny eyes and nose, chemical odor on the breath, a drunken or dazed appearance, loss of appetite, excitability, or irritability.

**Legalities:** These substances are not under the Controlled Substances Act (CSA).

However, many state legislatures have attempted to prevent young people from purchasing these products by placing restrictions on the sale of products that have the potential to be used as inhalants.

**How taken:** Inhalant abusers can sniff or snort fumes from containers and spray aerosols directly into the nose or moisten fumes from an inhalant-soaked rag stuffed into the mouth, sniff fumes from substances sprayed into a plastic bag, or inhale from balloons filled with nitrous oxide. The quick high from inhalants lasts only a short time, so abusers often inhale repeatedly over several hours; this practice can cause brain damage, unconsciousness and coma, and even death.

**Distribution:** Inhaled chemicals travel rapidly from the lungs through the blood to the brain and other organs. The effects are somewhat like the effects of alcohol, such as slurred speech. Most inhalants act directly on the central nervous system to produce psychoactive or mind-altering effects. They have short-term effects similar to anesthetics, which slow the body's functions. When the chemical enters the body, the body becomes starved of oxygen, forcing the heart to beat more rapidly in an attempt to increase blood flow to the brain. At first, the user feels stimulation, a loss of inhibition,

and a distorted perception of reality and spatial relations. After a few minutes, the senses become depressed and a sense of lethargy arises as the body attempts to stabilize blood flow to the brain, usually referred to as a head rush.

**Why people use inhalants:** Initial use of inhalants often starts at an early age. Some young people use inhalants because it is easily accessible and a substitute for alcohol. Inhalants are often among the first drugs that young children use. About 6 percent of children in the United States have tried inhalants by the time they are in the 4th grade. Their easy accessibility, low cost, and ease of concealment make inhalants one of the first substances abused by young children.

### **Short-Term Effects**

- Slurred speech
- Clumsy movements
- Dizziness
- Euphoria
- Lightheadedness
- Hallucinations
- Delusions
- Drowsiness
- Headache
- Increased heart rate
- Intoxication
- Heart failure

## **Long-Term Effects**

- Sudden sniffing death, usually caused by repeated abuse of butane, propane, and chemicals in aerosols
- Rapid and irregular heart rhythm
- Heart failure
- Asphyxiation
- Suffocation
- Choking
- Long-lasting damage to the central nervous system and organs
- Brain damage to part of the brain that controls learning, movement, and vision
- Permanent damage to the heart, lungs, liver, and kidneys
- Hearing loss caused by use of toluene (spray paints, glues, dewaxers) and trichloroethylene (dry-cleaning chemicals, correction fluids)
- Limb spasms, caused by use of hexane (glues, gasoline) and nitrous oxide (whipped cream dispensers, gas cylinders)
- Central nervous system or brain damage caused by toluene (spray paints, glues, dewaxers)
- Bone marrow damage caused by benzene (gasoline)
- Blood oxygen depletion caused by aliphatic nitrites (known on the street as poppers, bold, and rush) and methylene chloride (varnish removers, paint thinners)

## **Effects on Driving**

Inhalants can produce a number of unpredictable and dangerous effects that can seriously impair driving. Using inhalants while driving is particularly dangerous, as a driver could pass out from lack of oxygen while driving or experience heart failure while driving, causing a fatal accident. Other short term effects of inhalants include lightheadedness, dizziness, hallucinations, and loss of motor coordination, all of which can dangerously effect driving.

### **How will I know if a person has a problem with inhalants?**

- Problems in school
- Failing grades
- Memory loss
- Learning problems

- Chronic absences
- General apathy
- Disruptive
- Lack of physical and emotional maturation

# MARIJUANA

**Drug category: Hallucinogenic, depressant, and stimulant**

Unlike most drugs, marijuana's classification is a mixed bag. Because of its unpredictable effects, it falls into several categories. Marijuana is one of the world's most commonly used illegal drugs. It is the leaves, stems, and flowering tops of the hemp plant *Cannabis sativa*, whose main active ingredient is THC (delta 9 tetrahydrocannabinol). Marijuana can range from 1 percent THC all the way to 30 percent, currently being harvested in Columbia, South America.

**Drug family members:** Hashish (resin from the plant) can be 7 to 14 percent THC, and hash oil up to 50 percent THC. Unlike many other drugs that are water soluble, THC is a fat-soluble substance and can remain in the lungs and brain tissue for up to three weeks.

**Nicknames:** There are more than 200 nicknames for marijuana, but the most common ones are pot, herb, Mary Jane, chronic, MJ, blunt, reefer, joint, and weed.

**Addictive:** Marijuana has addictive properties. Both animal and human studies show physical and psychological withdrawal symptoms from marijuana, including irritability, restlessness, insomnia, nausea, and intense dreams. Tolerance to marijuana also builds up rapidly. Heavy users need eight times as much of the drug to get the same effect as infrequent users.

A small percentage of people who use marijuana find it highly addictive. It is estimated that 10 to 14 percent of users will become heavily dependent. Because the consequences of marijuana use can be subtle and insidious, it is more difficult to recognize signs of addiction. Cultural and societal beliefs that marijuana cannot be addictive make it less likely for people to seek help or to get support for quitting.

**Legalities:** It is against the law to use, possess, sell, give away, offer, or transport marijuana. It is against the law to plant, cultivate, harvest, dry, or process marijuana. Marijuana's ability to enhance appetite has led to its medical use to reduce the physical wasting caused by HIV/AIDS and to reduce nausea for chemotherapy patients. There are only eight states that allow the medical use of marijuana; California does allow its use with a recommendation from a medical doctor.

**How taken:** Marijuana is usually smoked, using a pipe or a bong or by rolling a joint. Blunts are cigars that are emptied of tobacco and refilled with marijuana, sometimes in combination with other drugs. Marijuana can also be eaten in food, for example, by baking it in brownies or cookies or treating it like a spice and adding it to sauces like marinara.

**Distribution:** THC acts on cannabinoid receptors, which are found on neurons in many places in the brain. These brain areas are involved in memory, concentration, perception, and movement. When THC activates cannabinoid receptors, it interferes with the normal functioning of these brain areas.

**Elimination:** The amount of time for the elimination of THC from the body depends on several factors, such as how much and how long a person has smoked or eaten marijuana. How long it can be detected depends on the method used to detect. Marijuana can be detected in urine, blood, and saliva. A major study reported that approximately half of the THC is excreted over several days, and the remainder by the end of about a week. However, some substances in THC may still be detected in the body at least 30 days after a single use of marijuana, and in the urine for several weeks after chronic use. Other studies indicate that because THC is fat soluble it remains in the body for up to three weeks. It is important to remember that withdrawal symptoms might not be felt immediately. Some personal accounts have indicated during an intense sauna-type rehabilitation treatment of sweating the body can create a marijuana flashback years later. The former user will reexperience symptoms as though he or she had just used marijuana for the first time. It is a drug that wears off over time, but the amount of time is individual and unpredictable.

**Why people use marijuana:** Smoking marijuana can relax a person and elevate his or her mood. This can be followed by drowsiness and sedation. Other effects include a heightened sense of awareness, euphoria, altered perceptions, and a feeling of hunger (the munchies). High concentrations of THC may produce a more hallucinogenic response.

## Short-Term Effects

Discomfort associated with smoking marijuana include: dry mouth, dry eyes, bloodshot eyes, increased heart rate, visible signs of intoxication, and puffy eyelids. **((JZ: I changed chart headings to correspond with wording in alcohol file. Should it be “In *high* doses...” per alcohol chart, or is “large doses” more applicable here?))**

In low doses, marijuana produces:	In large doses, marijuana produces:
<ul style="list-style-type: none"> <li>• Impaired memory and ability to learn</li> <li>• Difficulty in thinking and problem solving</li> <li>• Anxiety attacks or feelings of paranoia</li> <li>• Impaired muscle coordination</li> <li>• Impaired judgment</li> <li>• Dangerous impairment of driving skills. Studies show that it impairs timing, attention to traffic signals, and other driving behaviors</li> <li>• Cardiac problems for people with heart disease or high blood pressure because marijuana increases the heart rate</li> <li>• Relaxation</li> <li>• Reduced coordination</li> <li>• Disruption in attentiveness</li> <li>• An altered sense of time and space...a good reason not to drive or operate machinery while under the influence</li> </ul>	<ul style="list-style-type: none"> <li>• Hallucinations</li> <li>• Delusions</li> <li>• Impaired memory</li> <li>• Disorientation</li> </ul>

## Long-Term Effects

Findings so far show that regular use of marijuana or THC may play a role in some kinds of cancer and in problems with the respiratory and immune systems.

- **Cancer:** It's hard to know for sure whether regular marijuana use causes cancer, but it is known that marijuana contains some of the same (and sometimes even more) of the cancer-causing chemicals found in tobacco smoke. Studies show that someone who smokes five joints per day may be taking in as many cancer-causing chemicals as someone who smokes a full pack of cigarettes every day.
- **Respiratory system:** People who smoke marijuana often develop the same kinds of breathing problems that cigarette smokers have: coughing and wheezing. More than 400 chemicals have been found in marijuana smoke. Benzpyrene, a known human carcinogen, is present in marijuana smoke. Regardless of the THC content, the amounts of tar and carbon monoxide inhaled by marijuana smokers are three to five times higher than by cigarette smokers. This is most likely due to marijuana smoke being unfiltered and to marijuana users inhaling more deeply and holding the smoke in the lungs. Users tend to have more chest colds than nonusers, and they are also at greater risk of getting lung infections such as pneumonia.

- **Immune system:** Animal studies have found that THC can damage cells and tissues in the body that help protect against disease. When a person's immune cells are weakened, he or she is more likely to get sick.
- **Memory and learning:** Research shows that regular marijuana use compromises the ability to learn and remember information, impairing the ability to focus, and sustain attention. One study also found that long-term use reduces the ability to organize and integrate complex information. Marijuana also decreases motivation and the ability to accomplish tasks, even after the high is over. In another study, even small doses impaired the ability to recall words from a list seen 20 minutes earlier.
- **Fertility:** Long-term marijuana use suppresses the production of hormones that help regulate the reproductive system. For men, the decrease in testosterone can cause decreased sperm counts, and very heavy users can experience erectile dysfunction. Women may experience irregular periods from heavy marijuana use. These problems would most likely result in a decreased ability to conceive but not lead to complete infertility.

## Effects on Driving

After alcohol, marijuana is the most frequently detected psychoactive substance among driving populations. Marijuana has been shown to impair performance on driving simulator tasks and on open and closed driving courses for up to approximately 3 hours. Decreased car handling performance, increased reaction times, impaired time and distance estimation, inability to maintain headway, lateral travel, subjective sleepiness, motor coordination, and impaired sustained vigilance have all been reported. Some drivers may actually be able to improve performance for brief periods by overcompensating for self-perceived impairment. The greater the demands placed on the driver, however, the more critical the likely impairment. Marijuana may particularly impair monotonous and prolonged driving. Decision times to evaluate situations and determine appropriate responses increase. Mixing alcohol and marijuana may dramatically produce effects greater than either drug on its own.

## **How will I know if a person has a problem with marijuana?**

Some warning signs are:

- More frequent use
- Needing more and more of the drug to get the same effect
- Spending time thinking about using marijuana
- Spending more money
- Missing class or failing to finish assignments because of marijuana
- Making new friends who smoke it and neglecting old friends who don't
- Finding it's hard to be happy without it

## **What should I do if my friend is using more and more marijuana and I don't know how to help?**

- Let your friend know that you are concerned. Have other friends who have also noticed the increased use talk to the person about their concerns. Often, if only one person says something, the person tends to disregard the comment. However, the more people who tell the person they have concerns, the more likely that the person will begin to wonder if there is a problem. Treatment or quitting cannot begin until the person admits there is a problem.
- Talk to your counselor at school and see what programs are available in your area.
- Take your friend to a Marijuana Anonymous meeting; this is a 12-step recovery program for people who are addicted to marijuana.

There are currently no medications for treating marijuana addiction. Treatment programs focus on counseling and group support.

# METHAMPHETAMINE

**Drug category:** Stimulant that affects the central nervous system

Methamphetamine is a derivative of amphetamine but is much more powerful in its effects. Amphetamine was originally intended for use in nasal decongestants and bronchial inhalers and has limited medical applications. Both drugs have limited therapeutic uses, primarily in the treatment of obesity.

**Nicknames:** Speed, meth, crank, chalk, tina, and—because it resembles ice in its chunky form—ice, crystal, and glass. Other street names include blue meth, chicken feed, cinnamon, crink, desocins, geep, granulated orange, hot ice, kaksonjae, L.A. glass, lemon drop, OZs, peanut butter, sketch, spoosh, stove top, super ice, tick tick, trash, wash, working man's cocaine, yellow barn, and yellow powder.

**Addictive:** Yes. It is the most powerfully addictive drug known to humans.

Methamphetamine strongly activates certain systems in the brain and has a high potential for abuse and addiction. Chronic use can result in a tolerance for the drug. Consequently, users may try to intensify the desired effects by taking higher doses, taking the drug more frequently, or changing their method of ingestion. Some abusers, while refraining from eating and sleeping, will binge (also known as run) on methamphetamine. During these binges, users will inject as much as a gram of methamphetamine every two to three hours over several days until they run out of the drug or are too ill to continue use.

**Legalities:** Methamphetamine is made in illegal laboratories and has a high potential for abuse and addiction. It is illegal to use, possess, transport, sell, give away, offer, or manufacture this drug. Its manufacture has a severe impact on the environment. The production of one pound of methamphetamine releases poisonous gas into the atmosphere and creates five to seven pounds of toxic waste. Many laboratory operators dump the toxic waste down household drains, in fields, in yards, or on rural roads.

**How taken:** Methamphetamine can be smoked, snorted, orally ingested, or injected. It is accessible in many different forms and may be identified by color, which ranges from white to yellow to darker colors such as red and brown. The drug comes in a powder that resembles granulated crystals and in a rock form known as ice, which is the smokable version that came into use during the 1980s.

**Distribution:** Methamphetamine is taken orally, snorted, injected intravenously, or smoked. Immediately after smoking or injection, the user experiences an intense sensation called a rush or flash that lasts only a few minutes and is described as extremely pleasurable. Oral ingestion or snorting produces euphoria—a high, but not a rush. Users may become addicted quickly and use the drug with increasing frequency and in increasing doses. The intense rush and high are due to the release of high levels of dopamine into the section of the brain that controls the feeling of pleasure. The effect can last up to 12 hours.

**Elimination:** A person may suffer withdrawal symptoms after stopping methamphetamine use; they include depression, anxiety, fatigue, paranoia, aggression, and an intense craving for the drug. Psychotic symptoms can sometimes persist for months or years after use has ceased.

**Why people use methamphetamine:** They may use it for weight loss, extra energy, the rush, or the intense feeling of euphoria.

### **Short-Term Effects**

- A rush or high
- Increased respiration
- Elevated body temperature
- Convulsions
- Stroke
- Increased wakefulness
- Increased physical activity
- Decreased appetite
- Increased respiration
- Euphoria
- Irritability
- Insomnia
- Confusion
- Tremors
- Anxiety
- Paranoia
- Violence
- Convulsions
- Increased heart rate and blood pressure
- Irreversible damage to blood vessels in the brain

## Long-Term Effects

- Acute vision loss caused by snorting methamphetamine
- Recurring eye ulcers associated with smokable methamphetamine abuse
- Strokes and deadly convulsions
- Paranoia
- Psychotic behavior
- Memory loss
- Aggression
- Brain damage
- Respiratory problems
- Heart damage
- Severe tooth and gum disease
- Unhealthy weight loss
- Cardiovascular collapse
- Death

Chronic methamphetamine abuse can lead to psychotic behavior, including intense paranoia, visual and auditory hallucinations, and out-of-control rages that can result in violent episodes. Chronic users at times develop sores on their bodies from scratching at the “crank bugs,” which describes the common delusion that bugs are crawling under the skin.

Chronic use can cause the loss of the dopamine-producing cells in the brain, which leads to users being unable to experience natural feelings of pleasure, and serotonin-containing nerve cells may be damaged even more extensively.

Those who inject the drug suffer exposure to the risks of contracting HIV/AIDS and hepatitis B and C.

## **Effects on Driving**

The drug manufacturer states that patients should be informed that methamphetamine may impair the ability to engage in potentially hazardous activities such as driving a motor vehicle. Significant impairment of driving performance would also be expected during drug withdrawal. In a 2003 review of 101 driving under the influence cases, where methamphetamine was the only drug detected, driving and driver behaviors included speeding, lane travel, erratic driving, accidents, nervousness, rapid and non-stop speech, unintelligible speech, disorientation, agitation, staggering and awkward movements, irrational or violent behavior, and unconsciousness. Impairment was attributed to distraction, disorientation, motor excitation, hyperactive reflexes, general cognitive impairment, or withdrawal, and fatigue

### **How will I know if a person has a problem with methamphetamine?**

- Extreme hyperactivity
- Possible confusion
- Irritability
- Anxiety
- Increased breathing rate
- Elevated body temperature
- Possible violent behavior

## **What should I do if I have a friend who is using?**

- Talk to your school counselor or on-site police officer immediately for suggestions on local health services.
- There is currently no medication for treating methamphetamine dependence, although antidepressants can be used to combat the depression that occurs during withdrawal. The most effective treatment for methamphetamine addiction is cognitive behavioral therapy, which modifies a patient's thinking, expectations, and behavior while increasing coping skills to deal with life's stresses.

## MDMA (Ecstasy)

**Drug category:** Hallucinogenic, Stimulant

MDMA (3, 4 methylenedioxyamphetamine) is a synthetic, psychoactive drug with mood-improving qualities that is chemically similar to the stimulant methamphetamine and the hallucinogen mescaline. MDMA (Ecstasy) falls also under the category of a club drug. MDMA was originally designed as a diet drug and also was used experimentally by mental health professionals in controlled settings to help people in couples counseling.

**Family members:** Other club drugs (also sometimes called dance drugs or designer drugs) are drugs that at one time were found most frequently in nightclubs and at raves but have since become the fastest-growing drugs used by college students. They include MDMA (Ecstasy, E, or X), ketamine (special K), GHB (gammahydroxybutyrate, liquid X, blue nitro), and crystal methamphetamine (speed, crank, crystal, tina).

**Nicknames:** Ecstasy, Adam, XTC, hug, X, beans, love drug, doves, white doves, love doves, E, thizz.

**Addictive:** MDMA can be addictive. Researchers found that 43 percent of those who reported ecstasy use met the accepted diagnostic criteria for dependence, as evidenced by continued use despite knowledge of physical or psychological harm and withdrawal effects and tolerance (or diminished response), and 34 percent met the criteria for drug abuse. Almost 60 percent of people who use MDMA report withdrawal symptoms, including fatigue, loss of appetite, depressed feelings, and trouble concentrating. Pills sold as ecstasy may not be ecstasy at all. MDMA pills purchased on the street are frequently laced with other drugs such as cocaine, heroine, PCP, or toxic chemicals like atropine and rat poison.

**Legalities:** MDMA is an illegal drug that acts as both a stimulant and a hallucinogenic, producing an energizing effect, as well as distortions in time and perception and enhanced enjoyment from tactile experiences.

**How taken:** MDMA is almost always swallowed in 100- to 125-mg pills. It is seldom snorted or taken in a liquid form through injection. The strength and content of ecstasy tablets cannot be known accurately. Sometimes these pills are stars with symbols (clover leaves, horseshoes, or smiley faces) as the underground name or identifying markers. However, these symbols do not mean that a pill is pure or safe. All ecstasy available on the street is produced in unregulated black market laboratories.

**Distribution:** MDMA affects the neurons in the brain that use the chemical serotonin to communicate with other neurons. The serotonin system plays an important role in regulating mood, aggression, sexual activity, sleep, and sensitivity to pain.

**Why people use MDMA:** Users claim it lowers their inhibitions and relaxes them.

MDMA is also said to increase awareness and feelings of pleasure and give people energy. It produces a euphoric high that lasts from three to four hours by generating levels of serotonin and a small amount of dopamine, the brain messenger molecule that helps regulate mood. Serotonin is the brain chemical that many antidepressants regulate. It may also create mild hallucinogenic effects.

### **Short-Term Effects**

- Increased energy
- Distorted time and perception
- Enhanced enjoyment from tactile experiences
- Inability to regulate temperature
- Sharp increase in body temperature, heatstroke
- Liver, kidney, and cardiovascular system failure
- Anxiety and jaw clenching, dry mouth, and appetite changes
- Increased blood pressure
- Headaches
- Eye twitching
- Blurred vision
- Nausea
- Dehydration
- Muscle tension
- Severe sweating
- Faintness
- Seizures
- Day-after depression
- Death

MDMA raises the body temperature and heart rate. Combine this with hot conditions, the physical activity of dancing at a party or club and not drinking enough water, and the greatest immediate danger of MDMA is heatstroke (hyperthermia), the primary cause of death from ecstasy. Taking ecstasy with other drugs can increase the risk of adverse effects. Alcohol is dehydrating, and its depressant effects can mask the stimulant properties of ecstasy, misleading users about how intoxicated they really are.

### **Long-Term Effects**

Ecstasy increases the heart rate dramatically, which can be dangerous for people with cardiovascular disease. Dehydration can also lead to liver and kidney failure. Some people report bad emotional reactions to ecstasy including confusion, depression, sleep problems, drug craving, severe anxiety, and palpitations sometimes lasting long after taking the drug.

- Release of the neurotransmitter serotonin
- Block reception of serotonin by synaptic terminal that releases it
- Depletion of the amount of serotonin in the brain
- Impaired memory
- Brain damage directly related to amount and frequency of usage

## **Effects on Driving**

Ecstasy can cause muscle twitching, body tremors and convulsions that seriously impair an individual's ability to maintain control of a motor vehicle. Ecstasy also effects vision, attention span, reaction time, and risk assessment, all of which are needed to drive safely. Since ecstasy also causes a rise in body temperature and dehydration, as well as major organ failure, a driver may go into shock, pass out, or even die while driving, potentially causing a serious or deadly motor vehicle accident.

### **How will I recognize if someone has a problem with ecstasy?**

Some danger signs are:

- More frequent use
- Needing more and more of the drug to get the same effect
- Spending time thinking about using the drug
- Spending more money on it than the person has
- Missing class or failing to finish assignments because of ecstasy
- Making new friends who use it and neglecting old friends who don't
- Finding it difficult to be happy without it

## **Activity Two: Creating Advertisements Against Drug Use**

### **Instructions to Students**

Each group is now an advertising company. Your task is to blitz the public with information about the pitfalls of using the drug described in your packet. First come up with a slogan that must appear in some form in each group member's project. Each person in the group is responsible for one form of media. For example, one could design a billboard using the group slogan; one could write a poem, story, or song; one could write a public service announcement (PSA); and another might write a newspaper article. Each group will do a presentation as though selling its advertising campaign to a prospective buyer.

## **Activity Three: Creating a Public Service Announcement**

### **Instructions to Students**

Review your packet on drugs and write a public service announcement (PSA) to be played on local radio stations, warning about the hazards of using the drugs. Pretend to read it on air. Your instructor may tape your PSA as you read it so that it can be used at a later date. After all the PSAs have been read, the class votes for the best one.

## **Activity Four: Writing a Persuasive Letter to a Friend**

### **Instructions to Students**

Review the contents of your packet and write a letter to someone you care about who is trying to decide whether to use the particular drug in your packet. Your job is to convince this person not to get mixed up with the drug. Please use as many facts as you need to convince a potential user not to use the drug. you can address the letter to a fictitious person in case you don't have someone you care about with a potential drug problem.

Once everyone has completed their letters, each of you will be asked to read your letter to the group. This is not mandatory. If you think that reading your own letter will embarrass you but you don't mind having someone else read it, please let the facilitator know.

## **Appendix C**

### **Court Information**

The information in this section should be handed out and discussed with students before any of the events take place so they understand the roles of the participants, the terms that may be used, and the rules that apply in the courtroom. The list of legal terms is extensive so you may choose to focus on a few key terms.

#### Materials

- An anatomy of a criminal trial
- Common legal terms
- Summary of a DUI case
- Overview of sentencing
- Participants in a trial
- Courtroom etiquette
- Diagram of a courtroom

## An Anatomy of a Criminal Trial

The many rituals associated with modern trials have developed over centuries. America's common law heritage makes it possible for all states and the federal government to follow a largely uniform set of procedures. Assuming that the trial is carried out to completion, those procedures can be summarized as follows:

**Judge or jury:** The defense decides whether it wants the case tried by a judge or a jury (the prosecution can't require a jury trial).

**Jury selection:** If the trial will be held before a jury, the defense and prosecution select the jury through a question and answer process called *voir dire*. In federal courts and many state courts, the judge carries out this process using questions suggested by the attorneys as well as questions that the judge comes up with on his or her own.

**Addressing evidence issues:** The defense and prosecution request the court in advance of trial to admit or exclude certain evidence. These requests are called motions *in limine*.

**Opening statements:** The prosecution and then the defense make opening statements to the judge or jury. These statements provide an outline of the case that each side expects to prove. Because neither side wants to look foolish to the jury, the attorneys are careful to promise only what they think they can deliver. In some cases the defense attorney reserves opening argument until the beginning of the defense case.

**Prosecution case-in-chief:** The prosecution presents its main case through direct examination of prosecution witnesses by the prosecutor.

**Cross-examination:** The defense cross-examines the prosecution witnesses.

**Redirect:** The prosecution reexamines its witnesses.

**Prosecution rests:** The prosecution finishes presenting its case.

**Motion to dismiss:** The defense makes a motion to dismiss charges. (Optional)

**Denial of motion to dismiss:** Almost always, the judge denies the defense motion to dismiss.

**Defense case-in-chief:** The defense presents its main case through direct examination of defense witnesses.

**Cross-examination:** The prosecutor cross-examines the defense witnesses.

**Redirect:** The defense reexamines the defense witnesses.

**Defense rests:** The defense finishes presenting its case.

**Prosecution rebuttal:** The prosecutor offers evidence to refute the defense case.

**Settling on jury instructions:** The prosecution and defense get together with the judge and craft a final set of instructions that the judge will give the jury.

**Prosecution closing argument:** The prosecution makes its closing argument, summarizing the evidence as the prosecution sees it and explaining why the jury should render a guilty verdict.

**Defense closing argument:** The defense makes its closing argument, summarizing the evidence as the defense sees it and explaining why the jury should render a not guilty verdict—or at least a guilty verdict on a lesser charge.

**Jury instructions:** The judge instructs the jury on what law to apply to the case and how to carry out its duties. (Some judges “preinstruct” juries, reciting instructions before closing argument or even at the outset of trial.)

**Jury deliberations:** The jury (if it is a jury trial) deliberates and tries to reach a verdict. Most states require unanimous agreement, but Oregon and Louisiana allow convictions with only 10 of 12 votes.

**Posttrial motions:** If the jury produces a guilty verdict, the defense often makes posttrial motions requesting the judge to override the jury and either grant a new trial or acquit the defendant.

**Denial of posttrial motions:** Almost always, the judge denies the defense posttrial motions.

**Sentencing:** When there is a conviction (a verdict of “guilty”), the judge either sentences the defendant on the spot or sets sentencing for another day.

## Common Legal Terms

The following are words you may hear during a legal proceeding:

**Anonymous:** When someone's identity is kept unknown.

**Arraignment:** A hearing in which the court reads the criminal charges to the defendant, sets bond, and schedules the next hearing date.

**Attorney:** A person qualified to represent clients in a court of law and to advise them on legal matters.

**Bail:** Property temporarily given to ensure that a person released from custody will return at an appointed time.

**Bailiff:** An officer from the sheriff's department who maintains courtroom order and jury custody.

**Bench trial:** Also sometimes called a trial, the proceeding in which the judge decides whether the defendant is guilty based on the testimony and other evidence provided to the judge at trial.

**Beyond a reasonable doubt:** In a criminal case the degree of proof for establishing an accused's guilt. Proof beyond a reasonable doubt is proof that leaves you with an abiding conviction that the charge is true.

**Complaint:** The legal document that tells the District Court and the defendant what criminal charges are being brought against the defendant. The two types of criminal complaints, both prepared by the Office of the District Attorney, are:

**Misdemeanor complaint:** The document used to tell the District Court and the defendant that criminal charges are being brought against the defendant in a misdemeanor case (punishable by one year or less in the county jail).

**Felony complaint:** The document used to tell the District Court and the defendant that criminal charges are being brought against the defendant in a felony criminal case (punishable by more than one year in a prison).

**Compulsory:** Compelled; mandated by legal process or by statute.

**Constitution:** The fundamental law of our nation that establishes the conception, character, and organization of its sovereign power and the manner of its

exercise. Also, the document that contains the guiding rules and principles, the descriptions of the power of the government, and the essential rights of the people of a country or state or other governing collective.

**Contempt of court:** Behavior, in or outside the court, that obstructs court administration or impairs the dignity, respect or authority of the court. Punishable by fine or imprisonment.

**Controversy:** A disagreement or dispute that requires a definitive determination of how the law applies to the facts that are asserted to be true.

**Conviction:** Achieved if the defendant pleads guilty to a crime, is found guilty by a judge at a bench trial, or is found guilty unanimously by a jury.

**Counsel:** One or more lawyers who represent a client.

**Criminal prosecution/criminal case:** The act of pursuing a criminal trial, in which the state charges someone with a crime.

**Degree of proof:** The amount of proof necessary to prove a case. In a criminal case such proof must be beyond a reasonable doubt. In civil cases the standard is by a preponderance of the evidence.

**Deliberations:** When a jury goes into the jury room to think about and discuss evidence and testimony to reach a verdict in a civil or criminal case.

**DUI:** Abbreviation for “driving under the influence.”

**Evidence:** Any type of proof that is legally presented at trial through witnesses, records, and/or exhibits.

**Exhibit:** A document or material object produced and identified in court for the purpose of introducing it as evidence in a case. Each document or object is ordinarily given an identifying letter or number in alphabetical or numerical sequence before it is offered as evidence.

**Felony:** A serious criminal charge punishable by death or imprisonment for more than one year in a prison.

**Jail:** A county-run facility for housing those who have not made bond or who have been sentenced to incarceration for one year or less. A convicted criminal can only be sentenced to up to one year in the county jail. If the judge decides to sentence the defendant to a longer period of time, the judge sends the defendant to prison.

**Jury trial:** Proceeding in which fellow citizens decide whether the defendant is guilty based on the testimony and other evidence provided to the jury at the trial. In a District Court case, there are 6 jurors. In a Circuit Court case, there are 12 jurors. The jury's verdict must be unanimous.

**Impartial:** Without bias, prejudice, or other preconception. The members of a jury should have no opinion or vested interest about a case at the start of the trial and should base their verdict on legal evidence presented during the trial.

**Misdemeanor:** A criminal charge punishable by payment of a fine or by imprisonment not to exceed one year.

**Motions:** Requests that the prosecutor's office and the defense can make before and even during trial to decide many different types of legal and evidentiary issues surrounding a case.

**Perjury:** A false statement made willfully and knowingly while under oath in a court proceeding.

**Probation:** A sentencing option for a judge. A defendant who is given probation must follow all the rules set out by the sentencing judge during the period of probation. The defendant can also be sentenced to as much as a year in the county jail but cannot be sentenced to prison, unless he or she violates one or more of the terms of probation.

**Probation, informal:** Unsupervised period of probation in which the offender must not commit any crime, fail to pay a fine, or refuse to submit to a chemical test.

**Prosecute:** To charge someone with a crime and then try that person for it. A prosecutor tries a criminal case on behalf of the government.

**Restitution:** Payment of any and all damages for an accident by the person at fault for the accident.

**Sentence:** The punishment given to a defendant found guilty at trial. The judge announces the punishment to the parties, including the defendant, at the defendant's sentencing. If it is a misdemeanor conviction, the court can sentence the defendant immediately. If it is a felony conviction or a high court misdemeanor conviction (a two-year offense), the court must order a presentence report and then sentence the defendant after the court and all parties have had a chance to review and approve of the contents of the presentence report. Sentences for felony convictions usually take place about one month after conviction.

**Subpoena:** An official order to attend court at a stated time. The most common use of the subpoena is to summon witnesses to court for the purpose of testifying in a trial.

**Testimony:** Evidence given by a witness under oath.

**Verdict, jury:** The formal decision or finding made by the jury, which has been impaneled and sworn for the trial of a case, and reported to the court.

**Waiver:** To give up a right, such as the right to a preliminary examination or trial.

**Wet reckless:** A plea to a charge of reckless driving that was alcohol-related. A wet reckless charge results from a plea bargain to reduce a charge of drunk driving when the amount of blood alcohol was borderline illegal and there was no accident and no prior record. The result is a lower fine, no jail time, and no record of a drunk driving conviction, but if there is a subsequent drunk driving conviction the wet reckless plea will be considered a prior drunk driving conviction and result in a heavier sentence required for a second conviction.

**Witness:** A person who can give a firsthand account of something he or she saw, heard, or experienced.

## Summary of a DUI Case

A DUI case begins when a person is arrested. The defendant will be booked—a procedure that records the defendant's name, the crime charged, and other relevant information about the defendant (telephone number and address, photograph, fingerprints, etc.) Then the defendant may be released and receive notice of a court date, or held in custody until the court date.

After a DUI arrest, the first court date held is called an arraignment. During the arraignment the accused is formally charged and a plea is entered (guilty, not guilty, or no contest). Either bail is set or the defendant is detained (kept in jail until the trial). If the defendant pleads “not guilty”, he or she will be asked to decide on either a bench trial or a jury trial. (There are two types of trials: a bench trial, which is heard and decided by a judge, and a jury trial, which is heard and decided by a jury. In the case of a jury trial, the guilt or innocence of the accused is decided by 12 fair and impartial jurors who must unanimously agree on the verdict.) The accused has the constitutional right to a jury trial, the right to an attorney, the right to testify or to remain silent, the right to subpoena witnesses to testify free of charge, and the right to confront and cross-examine witnesses against him or her.

Generally, if the case goes to trial, there will be opening statements, examination of witnesses and presentation of evidence, closing statements, a verdict rendered by the judge or jury after due deliberation, and entering of the verdict (either guilty, guilty of a lesser included or related offense, or not guilty). After a verdict is issued, the defendant may try a posttrial motion, such as a motion for a new trial.

The term *conviction* means judgment of a jury or judge that a person is guilty of a crime as charged. If the defendant pleads guilty, or if the defendant is found guilty, the judge will set a date for the defendant to be sentenced. Sentencing is a court hearing in which the judge determines punishment.

## Overview of Sentencing

What is a sentencing hearing?

Sentences are the punishments that result from guilty or no contest pleas, or from guilty verdicts following trials.

In minor misdemeanor cases, judges frequently hand down sentences immediately in the following situations:

- 1) after the defendant pleads guilty
- 2) after the defendant pleads no contest
- 3) after the defendant is found guilty as a result of a jury or judge trial.

Where the possibility of significant incarceration exists, however, the judge may not impose sentence until some days or weeks later, in a separately scheduled sentencing hearing.

Both prosecutors and judges usually consider a defendant's criminal record to be a key factor influencing the severity of the sentence. DUI sentences vary greatly depending on factors such as whether it's a first-time offense or a repeat offense, and whether or not anyone was injured.

### Criminal sanctions

Drivers convicted of misdemeanor or felony DUI can receive:

- County jail or state prison
- Fine, penalty assessment, and restitution
- Drinking and driving treatment
- Vehicle impoundment or forfeiture
- License restriction, suspension, or revocation
- Probation

There are other future consequences to a felony conviction. For example, in most states a convicted felon may not vote or hold public office, may lose a professional or business license, and may have great difficulty in obtaining future employment. A felon's car insurance rates may climb astronomically. Even someone convicted of a misdemeanor may be screened carefully when applying for certain jobs.

## Participants in a Trial

The following are the people you will see in a trial:

1. **Judge:** A public officer who presides over court hearings and trials.
2. **Bailiff:** A uniformed peace officer who maintains order in the courtroom and performs other courtroom duties.
3. **Court clerk:** The person who assists in managing the flow of cases through the court, maintains court records, handles financial matters, and provides administrative support.
4. **Court reporter:** The person who records, in shorthand or on a machine, every word that is said during official court proceedings. The court reporter is present only if the sentencing involves a felony.
5. **Interpreter:** The oral translator for parties who have difficulty speaking or understanding English.
6. **Defendant:** The person accused of the crime.
7. **Defense Attorney:** The lawyer who represents clients in a court of law and advises them on legal matters.
8. **Prosecutor:** The lawyer from the office of the District Attorney who prosecutes criminal cases on behalf of the public; sometimes called deputy or assistant district attorney.

## Courtroom Etiquette

Dear Student,

Your high school has been selected to host an actual courtroom event about DUI (driving under the influence) in the school's theater/auditorium. The event will be either **DUI Court in the Schools: DUI Trial** or **Choices and Consequences: DUI Sentencing**. You will have the opportunity to witness and discuss the consequences of drinking and driving. All regulations and protocols of a typical courtroom trial **MUST** be upheld by all those in attendance. For this reason, you must adhere to the following court instructions on the day of the trial.

### **Before attending the trial:**

- Dress neatly. A neat shirt, such as a shirt with a collar, and shoes are required in the courtroom.
- Hoods, hats, and caps are **NOT** allowed in the courtroom.
- Food, beverages, and gum chewing are **NOT** allowed in the courtroom.
- Weapons are **NOT** allowed in the courtroom.
- Pagers and cell phones must be turned off. **NO** flash photography and **NO** recording devices or headphones are allowed in the.
- Book bags, backpacks, large purses, and bulky jackets are **NOT** allowed in the courtroom. You must store these items in your classroom or locker.

### **During the court session:**

Remember, you are no longer in the theater/auditorium of your school, but instead you are attending a real court proceeding in an actual courtroom. It is important to behave respectfully in any kind of courtroom and not to disrupt the proceedings.

So they can preserve order and decorum in the courtroom, judges have the power of contempt and can punish even the spectators for disruptive or disrespectful conduct. Interrupting the court process could find you in contempt of court. For the most part, common courtesy and politeness are sound guides to how to act in the courtroom.

If necessary, you will be removed from the courtroom for violating any of these rules:

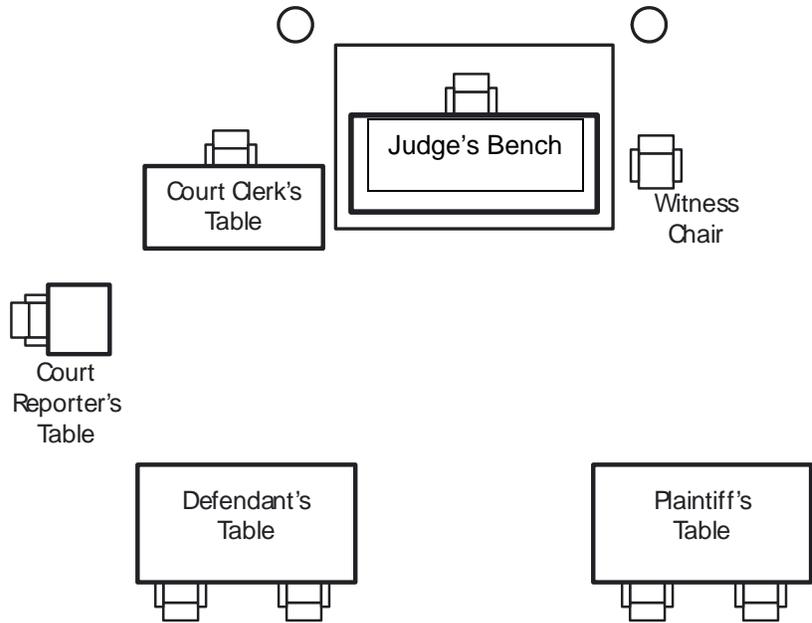
- Talking, whispering, giggling, shuffling papers, switching seats, or otherwise disturbing the composure of the proceedings with phones or pagers is **NOT** allowed. The bailiff will remove you from the courtroom theater/auditorium if you are at all disruptive.
  - Come into and leave the courtroom or auditorium quietly.
  - Disruptive behavior such as talking, laughing, shouting or creating other loud disturbances will not be tolerated.
- **DON'T** bring food, gum, or anything to drink.
- **DON'T** talk to your friends during the court session. If you don't understand something or wish to say something, please save your comments for the break.
- **DON'T** leave the auditorium, unless you feel ill. Quietly find an adult to help you.
- **DON'T** throw anything.
- **Cell phones** and pagers **MUST** be turned **OFF**. This does not mean on silent setting or vibrate; this means **OFF**.
- **When there is no action in the courtroom theater/auditorium**, leave quickly and quietly. Do not talk until the door is closed and you are outside the courtroom theater/auditorium.

**During the question and answer session:**

- **NO** wisecracks. Be polite and respectful of the court, the guests, and your peers.

Your teacher may ask you to bring a pen or pencil, class homework assignment, and hard surface to write on (such as a binder, book, or notebook) to the courtroom theater/auditorium. If you have any questions, please ask your teacher.

# Diagram of a Courtroom



## **Appendix D**

### **Information for Minors**

This information clarifies the differences between DUI laws for adults and minors, usually an area of confusion for students. This material can be discussed before or after the DUI event.

#### Materials

Facts for teens

Laws and legal issues for minors in California

California graduated driver licensing restrictions for teens

California Driver Handbook: actions resulting in loss of license

DUI cost worksheet

DUI cost worksheet answers

Californians are saying, "Enough!"

## Facts for Teens

- Those who begin drinking at younger ages develop a dependency on alcohol more rapidly, as early as 21 years old.
- Those who begin as underage drinkers become alcohol dependent sooner in life, and the dependency stretches over a longer period. A euphoria associated with drinking drives young people to drink alcohol. As a person gets older, the chemistry changes and the brain starts to shut down those endorphins.
- Early drinking among adolescents and young adults is linked to unintentional injuries, automobile crashes, physical fights, unplanned and unprotected sex, and poor grades in school.
- Females will feel the effects of alcohol more than males, even if they are the same size and have consumed the same amount in the same period of time. Also females are more susceptible to alcohol's damaging effects.
  - Females have more body fat and less muscle than males, and fatty tissue does not contain as much water and will not absorb as much alcohol.
  - Females have less body water (52 percent for the average female compared with 61 percent for the average male); this means that a male's body will automatically dilute the alcohol more than a female's body, even if the two people weigh the same amount.
  - Females have less dehydrogenase, a liver enzyme that breaks down alcohol, and so a female's body will break down alcohol more slowly than a male's.
  - Premenstrual hormonal changes can cause intoxication to set in faster during the days right before a female gets her period.
  - Birth control pills or other medication influence estrogen, which can slow down the rate at which alcohol is eliminated from the body.
  - Females who are heavy drinkers are at a greater risk of liver disease, damage to the pancreas, and high blood pressure than male heavy drinkers.
  - Proportionately more alcoholic females die from cirrhosis of the liver than do alcoholic males.

## **Laws and Legal Issues for Minors in California**

### **THE ZERO TOLERANCE LAW**

- It is illegal to use a fake ID to purchase alcohol.
- Maximum blood alcohol content (BAC) for drivers under the age of 21 is 0.01 percent.
- Anyone under the age of 21 who drives with alcohol in his or her system will face license suspension or revocation for one to three years.
- Police will confiscate the license of a driver under the age of 21 with a BAC of 0.01 percent or greater for one or more years.
- If a driver refuses to take a BAC test when asked by the police, his or her license will be suspended for one or more years.
- A minor who is convicted of a drug- or alcohol-related offense will suffer a one-year license suspension, even if no driving was involved in the offense.
- A license may be refused to a teen if he or she has a history of alcohol or drug abuse or has used a license illegally.
- DUI convictions stay on a driver's record for 13 years, affecting insurance premiums for that entire time.

## LEGAL ISSUES THAT AFFECT PARENTS AND TEENS

- It is against the law to provide alcohol or nonprescribed drugs to anyone less than 21 years of age, including your own child.
  - PENALTY: Possible community service, fine up to \$1,000, **and** possible charge of contributing to the delinquency of a minor with a fine of \$2,500 and up to one year in jail.
- If alcohol is served to minors on your property or in your home, serious consequences can result. **Should this take place in your absence, with or without your permission, the consequences are the same.**
  - PENALTY: Possible community service, fine up to \$1,000, **and** possible charge of contributing to the delinquency of a minor with a fine of \$2,500 and up to one year in jail, plus five years of probation.
    - ❖ Example: The parent is out of town, and the teen decides to have friends over **or** to have a party without the parent's knowledge or permission. One of the teens falls down the stairs, **or** starts a physical fight, **or** has an accident on the way home and *someone is hurt!* **THE PARENT IS NOW LEGALLY LIABLE!**
- If a minor has consumed alcohol or drugs on your property (with or without the parent's knowledge or permission), and someone is injured or injures someone else, either while on your property or after leaving, you will face a minimum of six months or up to one year in jail. **Possible criminal and civil penalties also may be added.**

### THE IMPLIED CONSENT LAW

Anyone who receives a driver's license automatically consents to be tested for blood alcohol content (BAC) and other drugs if stopped for suspicion of drug use while driving. If the driver does not cooperate with the officer and refuses to be tested for BAC, that driver's license can be suspended. *In some cases the suspected driver will be forced to have his or her blood tested whether consent is given or not.*

# California Graduated Driver Licensing Restrictions for Teens

## **STAGE 1: Minor's Learner's Permit**

- Must be at least 15 years and 6 months
- May drive only with an adult age 25 or older present
- Must complete driver education
- Must undertake 50 hours of driving practice, including 10 hours at night
- Permit must be held for at least 6 months
- No alcohol permitted in the vehicle

## **STAGE 2: Minor's Provisional License**

- Must be between 16 and 18 years old
- May drive with no adult present
- No passengers under age 20 for first 12 months, unless a driver 25 or older is present
- No driving between 11 p.m. and 5 a.m. for first 12 months, with exceptions
- This license must be held for at least 12 months, or until age 18
- No alcohol permitted in the vehicle

## **STAGE 3: Full License**

- Must be at least 18 years old
- No alcohol permitted in the vehicle

# California Driver Handbook

## Actions Resulting in Loss of License

### Drinking While Driving

#### Drinking and Driving is Dangerous

You lose your judgment when you drink alcohol or use drugs. It is often the first thing about you that changes. Loss of judgment, or good sense, affects how you react to sounds, what you see, and the speed of other vehicles around you. It takes about an hour for the body to get rid of each drink. If a person has had more than one drink an hour, one hour of sobering up time should be allowed for each extra drink. *Better still, someone who has not been drinking should drive.* (Call your local CHP office to find out more.)

#### Drugs and Driving

Much of what has been said about alcohol also applies to drugs. California's drunk driving law is also a drug driving law. It refers to "driving under the influence of alcohol and/or drugs." If an officer suspects that you are under the influence of drugs, he or she can require you to take a blood or urine test. Drivers who refuse these tests are subject to longer license suspensions and revocations. Anyone convicted of possessing, selling, or manufacturing illegal drugs is subject to a six-month suspension.

The use of any drug (and the law does not distinguish between prescription, over-the-counter, or illegal drugs) that impairs your ability to drive safely is illegal. Check with your physician or pharmacist and read the warning label if you are not sure you should drive after taking any medication. Here are some facts:

- Most drugs taken for colds, hay fever, allergy, or to calm nerves or muscles can make a person drowsy.
- Medicines taken together or used with alcohol can be dangerous. Many drugs have unexpected side effects when taken with alcohol.
- Pep pills, "uppers," and diet pills can make a driver more alert for a short time. Later, however, they can cause a person to be nervous, dizzy, and unable to concentrate. They can also affect vision.

Any drug that "may cause drowsiness or dizziness" is one you should not take before driving. Make sure you read the label and know the effects of any drug you use.

## **Carrying Alcohol in a Vehicle**

The law is very strict about carrying alcohol or drugs in a vehicle whether the vehicle is on or off the highway. You must not drink any amount of alcohol in any vehicle.

A container of liquor, beer, or wine carried inside the vehicle must be full, sealed, and unopened. Otherwise, it must be in the trunk or in a place where passengers don't sit. Keeping an opened alcoholic drink in the glove compartment is specifically against the law.

In a bus, taxi, camper, or motor home, the law does not apply to nondriving passengers.

### Drivers Under 21 (Possession of Alcohol)

- You may not have beer, wine or liquor in your vehicle unless accompanied by a parent or other person specified by law. Exception: You may carry alcoholic beverages while working for someone with an off-site liquor sales license.
- You may not have an alcoholic beverage in your possession in your vehicle. If you are caught with an alcoholic beverage in your vehicle, then your vehicle may be impounded for up to 30 days. The court may fine you up to \$1,000 and either suspend your driving privilege for one year or require DMV to delay the issuance of your first license for up to one year if you are not already licensed.
- Your driving privilege will be revoked for one year if you are convicted of either driving with a blood alcohol content (BAC) of 0.01 percent or higher or driving while under the influence of an alcoholic beverage. On the first offense you will be required to complete the educational portion of a licensed driving-under-the-influence (DUI) program. A subsequent offense may require a longer DUI program and you will not have a restricted license to attend the DUI program.

### Drivers of All Ages

It is illegal to drive after consuming excessive alcohol in any form (including medications such as cough syrup), or taking any drug (including prescription medications), or using any combination of alcohol or drugs.

## **BAC Limits**

It is illegal for any person to operate:

- a motor vehicle with a BAC of 0.08 percent or higher.
- a vehicle requiring a commercial driver license with a BAC of 0.04 percent or higher.
- a motor vehicle with a BAC of 0.01 percent or higher if the person is under age 21.
- a motor vehicle with any measurable BAC if the person is under age 18.

A court may suspend the driving privilege of a person under 21, delay issuance of a license to a person who does not have a license, or require DMV to revoke a person's driving privilege for DUI violations.

DMV can take an administrative action against your driving privilege after you are arrested, and the court may take a separate action for the same offense. DMV's action is related only to your driving privilege. The court's action may involve payment of a fine, jail time, suspension or revocation of your driving privilege, and completion of a DUI program.

Similar provisions apply when you operate any vessel, aquaplane, water skis, or similar devices. These convictions are placed on your driving record and will be used by the court to determine prior convictions for motor vehicle DUI sentencing. These convictions are also used when determining the length of a suspension or revocation action or the reinstatement requirements because of a violation you committed while driving a motor vehicle.

## DUI Cost Worksheet

**Directions:** Please estimate what you think the consequences of each item would be if someone were to get a first DUI when under the age of 21. Record your responses in the middle column. After you have completed this exercise, the facilitator will reveal California's approximate cost for each item. Record the actual cost in the last column for comparison.

Item	Your Estimate	Actual Cost
Length of time without license after arrest		
Average jail time and cost		
Number of years on probation		
Number of years with 2 points on driving record		
Cost of annual auto insurance increase over a 13-year period		
Number of weeks of DUI classes and cost		
Number of DUI impact sessions and cost		
Average car tow fee and storage fee per day		
Cost of fees and fines (i.e., court, attorney, probation, etc.)		
Amount of time at the DMV		
<hr style="border: 1px solid black;"/>		
Total financial cost		
<b>Penalties for hurting or killing another person</b>		

Describe your reaction to the above exercise. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What surprised you the most? \_\_\_\_\_

\_\_\_\_\_

## DUI Cost Worksheet Answers

**Directions:** Please estimate what you think the consequences of each item would be if someone were to get a first DUI when under the age of 21. Record your responses in the middle column. After you have completed this exercise, the facilitator will reveal California's approximate cost for each item. Record the actual cost in the last column for comparison.

Item	Your Estimate	Actual Cost
Length of time without license after arrest		<b>1 to 3 years over the age of 21 = 4 months</b>
Average jail time and cost		<b>48 hours at \$78 per day *</b>
Number of years on probation		<b>3 years *</b>
Number of years with 2 points on driving record		<b>13</b>
Cost of annual auto insurance increase over a 13-year period		<b>Up to \$39,000</b>
Number of weeks of DUI classes and cost		<b>12 weeks/\$600 *</b>
Number of DUI impact sessions and cost		<b>2/\$25 *</b>
Average car tow fee and storage fee per day		<b>Tow \$85 Storage \$137 per day</b>
Cost of fees and fines (i.e., court, attorney, probation, etc.)		<b>\$1,500–\$4,000 *</b>
Amount of time at the DMV		<b>A lot + possible \$100 reissue fee</b>
<b>Total financial cost</b>		<b>• Up to \$44,128</b>
<b>Penalties for hurting or killing another person</b>		<ul style="list-style-type: none"> <li>• Possible murder charges*</li> <li>• Life imprisonment*</li> </ul>

\* Depending on the county and the judge.

**If injury or property damage occurs, costs could range into the millions.**

Describe your reaction to the above exercise. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

What surprised you the most? \_\_\_\_\_  
 \_\_\_\_\_

## Californians Are Saying, “Enough!”

### Adults (i.e. anyone over 21) who drive should be aware that . . .

. . . It is a crime for anyone with a blood alcohol level of 0.08 percent or higher to operate a motor vehicle on a public roadway.

. . . It is a crime to drink any alcoholic beverage in a motor vehicle on a public roadway.

. . . It is a crime to have an opened container holding any amount of alcoholic beverage in a motor vehicle on a roadway unless the container is kept out of the immediate control of the occupants.

. . . Anyone arrested for driving under the influence must submit to a chemical test (blood, breath, or urine) to determine the alcohol content of the blood. Failure to complete or refusal to take the test will result in suspension of the driver’s license for one year.

. . . **If you are arrested for driving under the influence and your blood alcohol level is 0.08 percent or more, your driver’s license will be taken away** by the arresting officer at the time of your arrest. A 30-day temporary permit will be issued by the Department of Motor Vehicles to allow for administrative review and appeal, and then your license will be suspended for four months. If you refuse to take a test, your license will be suspended for one year.

. . . On your **first conviction** you will be fined \$390 to \$1,000 and serve 96 hours to six months in jail with three to five years of probation.

. . . With each subsequent violation the penalties are enhanced.

. . . Out-of-state convictions are considered prior convictions in California.

. . . On a **second conviction** you will have the same fines as a first conviction; however, the term of imprisonment will be at least 90 days to one year.

. . . A **third conviction** **within** seven years can lead to a prison term of two to four years, plus additional fines.

. . . **Your fourth conviction is an automatic felony.**

. . . Upon a DUI conviction, if you were driving in a **reckless manner** and exceeding the maximum speed limit by 30 mph on a highway or by 20 mph on any other roadway, an additional 60-day penalty enhancement will be added to your sentence.

. . . Penalties will be enhanced up to 90 days for DUI if there is a minor child under the age of 14 in the vehicle at the time of arrest.

. . . The DUI driver with a minor child under the age of 14 may also be convicted of child endangerment, which is a misdemeanor and is punishable by imprisonment in the county jail for up to one year, or in the state prison for two, four or six years.

**Note:** Fines do not include the cost of attorneys, vehicle impoundment, or court penalty assessments (which may equal or exceed the original fine).

**DRINK CHART GUIDE**  
(a guide - not a guarantee)

YOUR WEIGHT	NUMBER OF DRINKS (over a two-hour period) 1-1/4 ozs. 80 proof liquor, 12 oz. can of beer or 4 ozs. of wine.							
	1	2	3	4	5	6	7	8
90 to 109	1	2	3	4	5	6	7	8
110 to 129	1	2	3	4	5	6	7	8
130 to 149	1	2	3	4	5	6	7	8
150 to 169	1	2	3	4	5	6	7	8
170 to 189	1	2	3	4	5	6	7	8
190 to 209	1	2	3	4	5	6	7	8
210 to 229	1	2	3	4	5	6	7	8
230 & UP	1	2	3	4	5	6	7	8

(.01% - .04%) May be DUI    
  (.05% - .07%) Likely DUI    
  (.08% - UP) Definitely DUI

**BLOOD ALCOHOL LEVELS**

**Any teen who drives should be aware that . . .**

. . . Alcohol-related traffic collisions kill more young people between ages 16 and 24 than any other single cause.

. . . It is a crime for anyone under the age of 21 to drink alcohol.

. . . Anyone under 21 found driving with a blood alcohol level of 0.01 percent or higher will automatically lose his or her driving privilege for one year.

. . . A minor found driving with alcohol in his or her system and who doesn't yet have a driver's license or who isn't eligible for a license at the time of the violation, will be disqualified from applying for a license for one year.

. . . A driver under 21 with a blood alcohol level at or above 0.08 percent (the state's current presumptive level for DUI) can be arrested and prosecuted for driving under the influence.

. . . Anyone under 21 who is arrested for any alcohol or drug offense will have his or her license suspended for at least one year. If he or she does not have a license, the offender must wait an additional year before one will be issued.

. . . It is a crime for anyone under the age of 18 with a blood alcohol level of 0.05 percent or higher to operate a motor vehicle.

. . . Anyone convicted of this crime will be sentenced and fined as an adult but will spend his or her sentence in a juvenile correctional facility or California Youth Authority

Detention Center. There will also be a mandatory enrollment in an alcohol education program or community service.

. . . The court may order that all fines and fees be paid by the parent(s) of the minor.

**Don't become a statistic!**

**Don't drink and drive!**

## **DESIGNATE A DRIVER**

### **Use a designated driver . . .**

If your group is partying, decide beforehand who will not drink and be the designated driver. Many bars and restaurants throughout California encourage the designated driver approach by providing that person with all the nonalcoholic beverages he or she wants—on the house!

To find out more about your community's designated driver program, please contact your local CHP office.

## **Appendix E**

### **Information for Families and Communities**

This section supplies material for carrying out actions in the community, information for African-American students stopped while driving, and tips for all students about ways to party safely. Reviewing this material after the DUI events is recommended.

#### Materials

Racial profiling and driving  
How to party safely  
What communities can do about underage drinking  
Teen and parent/guardian driving contract

## Racial Profiling and Driving

The area of racial profiling is not an easy one to discuss. However, it is a topic that is very much in the news. The students should find the discussion very timely.

Goal: to familiarize students with some facts about racial profiling, and ways to react when stopped by the police.

Materials: 3-page handout to be given to student for basis of discussion.

Ask the students the following questions:

***How many of you have been stopped by the police?***

(Students respond)

***How many of you have been stopped by the police in a vehicle?***

(Students respond)

***Do you know why you were stopped?***

(Students respond)

***Do you think there could have been other reasons than what you were told?***

(Students respond)

Discuss with the students the following information:

***Vehicles are stopped for many reasons other than for DUI's.***

***For example, you could be stopped for a faulty tail light, failure to signal a turn, or license plates that are not illuminated.***

***Some people believe that they are stopped because of race, and there are studies that confirm this.***

You can then decide how to discuss the information in the following pages with the students.

## Racial Profiling and Driving - Handout

Racial profiling of African-American motorists is well documented.

For example, according to the 2000 census, whites comprise 31.3 percent of the population of Oakland, California, yet they account for only 16 percent of vehicle stops and 6.7 percent of motorists searched. African Americans, by contrast, comprise 35.7 percent of Oakland's population yet account for 48 percent of vehicle stops and 65.8 percent of motorists searched. Similar findings have been found throughout the country.

It is suggested, therefore, that African-American students be made aware of their rights when stopped. These rights hold for everyone else as well. Let's discuss some suggestions of how to act when stopped by the police.

Whenever you talk to the police, or if the police want to talk to you, it is important to be respectful and courteous. Act the way you want the police to act, and treat the officer the way you would like that officer to treat you. Young people can empower themselves to deescalate certain police encounters.

### **First Actions to do when Stopped:**

- Take note of the time and date.
- Turn on your interior dome light.
- Put your hands on the steering wheel.
- Always let the officer see your hands.
- Don't reach for any item without first telling the officer what you are reaching for.
- Don't place your hands in your pockets.
- Listen to the officer.

## **Actions to Carry Out During the Interaction:**

**Know your civil rights.** When a police officer asks to search your car, know that it is within your rights to refuse. You could say, “I would like to exercise my right to say, ‘No, I do not want my car to be searched.’” However, while knowing civil rights is important, you still may wish to permit the police to search your car because sometimes, by asserting your rights you can escalate the situation.

For example if you state, “no, you cannot search the car”, but it is 2 AM, and you told your mother that you would be home at 1:30 AM, you now may end up not going home until 8 AM.

- **Don’t argue.** If you refuse to let the police search you, they will try to detain you on the roadside. You may ask, “Am I free to leave now?” It is unwise, however, to be contentious or confrontational.
- **Get vehicle numbers.** Do not ask for names as this could cause further escalation of the interaction.
- **Take action.** If you believe your rights have been violated, you can take action after the situation is over. You can file a complaint against the police or you can sue in a civil court. If you have questions about your options, talk to an attorney or your local office of the NAACP (National Association for the Advancement of Colored People) or ACLU (American Civil Liberties Union).

## Keep in Mind

Your behavior means everything.

- Stay calm and relaxed.
- Carry identification at all times.
- Never run. You can get shot running away from the police.
- It's better to walk away from a police encounter with a bruised ego than a bruised body, so don't try to win.
- When the police encounter is over, if you believe your rights were violated, then you can move on to contacting the proper people to file a complaint against the officer who violated your civil rights.
- If you decide you should file a complaint, consider when and how to do so. Some professionals recommend that you should go to a different precinct to fill out a complaint form. Detective Hollingsworth, a detective with the NYPD, suggests you go to another precinct for the form or contact internal affairs. Write down all of the details you remember. If the police precinct gives you a form and you're unable to fill it out, an officer is required to fill it out for you. When it's completed, the officer will read it back to you and have you sign it. If you're not comfortable with that idea, take the form to someone you trust and have him or her fill it out for you. Be sure to sign it.
- If you're a minor, inform your parents when your rights have been violated.

Sources:

May 2001, newsletter of ACLU of Northern California

Kenneth Meeks, *Driving While Black: What to Do If You Are a Victim of Racial Profiling* (New York: Broadway Books, 2000).

# How to Party Safely

## When Having a Party at Home

- Ask your parent/guardian if you can have a party. If the answer is yes, make sure he or she will be home throughout the party and available should there be a problem.
- Decide what part of the house or property will be used and what will be off-limits.
- Make a guest list with phone numbers. *(Keep this list by the phone during the party.)*
- Send out invitations identifying the theme of the party if there is one.
- Establish ground rules with your parent/guardian, identifying expected behavior.
- Establish consequences for breaking those rules.
- Working with your parent/guardian, decide what your responsibilities as the host will be and discuss ways to handle potential problems.
- Role-play various scenarios with your parent/guardian so that any situation that arises can be more easily handled.
- Notify neighbors that there will be a party, indicating the date and time the party will begin and estimated time the party will end. Be sure the party ends on time.
- Follow up with neighbors about any problems they might have encountered as a result of the party. If any damage was done in the neighborhood, be sure to pay for repairing it.
- Make sure your guests know that there will be no alcohol or drugs at the party. **\*\*IT IS AGAINST THE LAW. \*\***
- Should a guest who has obviously been drinking or using drugs arrive, or if a guest decides to use alcohol or drugs during the party, talk to your parent/guardian and call that person's parent/guardian immediately, discuss the situation, and ask them to come and get their teen.
- Have your parent/guardian make sure any alcohol or prescription drugs are put away and stored in a location that is off-limits for the party.
- Serve plenty of soft drinks, water, and food.

## **How to Party Safely**

### **When Going to a Party**

- Give the name, address, and phone number of the person giving the party to your parent/guardian.
- Call the parent/guardian of the person giving the party to make sure the information is accurate, that an adult will be home during the entire party, and that no alcohol or drugs will be allowed.
- Ask the party giver's parent/guardian to notify you if there are any changes to the party location or a cancellation.
- Make sure you have reliable transportation to and from the party.
- Make backup plans for transportation should your original plans fall through.
- Discuss with your parent/guardian what your curfew is for this occasion.
- Make sure you know where your parent/guardian will be during the party should you need to call him or her.
- Take a cell phone or phone card with you to use in case of an emergency.
- If you are the least bit uncomfortable by what is going on at the party or the party gets out of control, call home and make arrangements for a ride.
- Know how to refuse any alcohol or drugs that may be offered to you.
- When you are ready to leave the party, call home and tell your parent/guardian that you are leaving the party and with whom.

## What Communities Can Do About Underage Drinking

**Although many teens drink, underage alcohol use is not inevitable.** It will take everyone in the community to make change happen. All of us can help alter attitudes about teen drinking and help replace environments that enable underage alcohol use with environments that discourage it.

After all, changing how people think isn't easy. Drinking is legal for adults. That's why some people think drinking is a rite of passage for youth. Many young people think drinking is a way for them to feel more grown-up. People of all ages forget that underage drinking is illegal and dangerous.

Community members can come together to encourage a new attitude about underage drinking. A community that opposes underage drinking can help change how people think and act. But it takes time. So it's important to keep sending the message that the community does not approve of underage drinking. **Working together, a community can support teen decisions NOT to drink.**

### Get organized

- Work on underage drinking as a community health and safety problem that everyone can solve together.
- Organize groups to change community thinking about underage alcohol use. Support the message that underage drinking is not okay.
- Work with sponsors of community events to help them send the message that underage drinking is not allowed.

### Share knowledge

- Get the word out about policies to prevent underage drinking. This includes age checks for people buying alcohol, including on the Internet.
- Help people learn about the latest research on underage alcohol use. Include information about the dangers of youth alcohol use for teens and others. An informed public is key to ending underage drinking.
- Teach young people about the dangers of underage alcohol use. Support programs that help teens already involved with drinking.

## **Change the teen scene**

- Create friendly, alcohol-free places where teens can gather.
- Establish programs, including volunteer work, where young people can grow, explore their options, succeed, and feel good about themselves without alcohol.
- Help teens realize that, like “doing drugs” or smoking, underage drinking is unhealthy and can have a drastic impact on their lives.
- Let teens involved with underage drinking know that it’s okay to ask for and get help.

## **Take action**

- Work to change community attitudes about underage drinking.
- Focus as much community attention on underage drinking as on tobacco and drug use.
- Work with state, tribal, and local groups to reduce underage drinking.
- Make it easier for young people who are involved with or at risk for underage drinking to get help.
- Get the word out about underage drinking laws. The law that makes drinking under age 21 illegal is only one of them. Other laws forbid selling or giving alcohol to youth. Others make it against the law to drink and drive. Work to help ensure these laws are always enforced.

Source:

U.S. Department of Health and Human Services, *The Surgeon General’s Call to Action to Prevent and Reduce Underage Drinking: A Guide to Action for Communities* (2007).

# Teen and Parent/Guardian Driving Contract

## Teen Commitment

***By signing this contract, I agree to practice safe and responsible driving, including:***

- Making sure every person in the vehicle, including myself, is properly restrained with seat belts before the vehicle moves from its parking space.
- Maintaining a safe speed at all times.
- Maintaining proper following distance (two to three seconds and double that in adverse weather conditions).
- Obeying all traffic laws.
- Refraining from driving aggressively.
- Driving defensively and otherwise maintaining full attention on the task of driving by keeping my eyes on the road.
- Remaining courteous at all times and being respectful of other drivers and pedestrians.
- Standing up for my own safety and the safety of my friends and passengers.
- **Never driving under the influence of alcohol or drugs.**
- **Never getting in a vehicle with someone who has been drinking or using drugs.**
- **Not letting my friends, relatives, or acquaintances drive after using alcohol or drugs.**

***I am committed to requesting your help if:***

- I find myself under the influence of drugs or alcohol and I have the responsibility of driving a vehicle.
- I find that the provider of my transportation is under the influence of alcohol or drugs.
- My friends need safe transportation home.

\_\_\_\_\_

Teen Signature

\_\_\_\_\_

Date

\_\_\_\_\_

Parent/Guardian Signature

\_\_\_\_\_

Date

Parent/Guardian Commitment

***As a parent or guardian of my teen, I agree to:***

- Pick you up or arrange for you to be brought home safely, regardless of the situation or timing of your call.
- Remain calm and thank you for being mature and responsible enough to call me if you need help, and not to discuss the situation until the next day if alcohol or drugs are involved.
- Be available to arrange safe transportation for your friends should they be in a dangerous situation.
- Always wear my seat belt and obey all traffic safety laws while driving, not only to be safe but also to be a good role model.
- Not drive while under the influence of alcohol or drugs, thereby endangering myself and others.

\_\_\_\_\_

Teen Signature

\_\_\_\_\_

Date

\_\_\_\_\_

Parent/Guardian Signature

\_\_\_\_\_

Date

## APPENDIX F

### RESOURCES

#### GENERAL ORGANIZATIONS

##### **Al-Anon/Alateen**

Family Group Headquarters, Inc.  
1600 Corporate Landing Parkway  
Virginia Beach, VA 23454  
757-563-1600  
*www.al-anon.org / www.al-anon.alateen.org*

Al-Anon's purpose is to help families and friends of alcoholics recover from the effects of living with a relative or friend who is a problem drinker. Alateen is a similar recovery program for young people. The program of recovery is adapted from Alcoholics Anonymous and is based on the Twelve Steps, Twelve Traditions, and Twelve Concepts of Service. Meetings are held in 115 countries.

##### **Mothers Against Drunk Driving (MADD)**

MADD National Office  
511 East John Carpenter Freeway, Suite 700  
Irving, TX 75062  
800-GET-MADD (800-438-6233)  
Victim Services 24-hour Helpline  
877-MADD-HELP (877-623-3435)  
*www.madd.org*

MADD is a grass-roots, nonprofit organization dedicated to stopping drunk driving, supporting victims, and preventing underage drinking. Its activities include public education programs for adults and youth, and legislative efforts to enact stronger impaired driving and underage drinking laws.

##### **Recording Artists Against Drunk Driving (RADD)**

4370 Tujunga Avenue, Suite 330  
Studio City, CA 91604  
818-752-7799  
*www.radd.org*

RADD, "The Entertainment Industry's Voice for Road Safety," is an internationally recognized nonprofit organization that empowers celebrities and media partners to create positive attitudes about road safety. Founded in 1986, RADD advocates the use of designated drivers, seat belts and safe driving through control behind the wheel, making responsible behavior the norm.

**Students Against Destructive Decisions (SADD)**

SADD National  
255 Main Street  
Marlborough, MA 01752  
877-SADD-INC  
*www.sadd.org*

SADD's mission is to provide students with the best prevention and intervention tools possible to deal with the issues of underage drinking, other drug use, impaired driving, and other destructive decisions. SADD's unique approach involves young people delivering education and prevention messages to their peers through school- and communitywide activities and campaigns responsive to the needs of their particular locations. Projects may include peer-led classes and theme-focused forums, teen workshops, conferences and rallies, prevention education and leadership training, awareness-raising activities and legislative work.

## **NATIONAL ORGANIZATIONS**

### **American Medical Association (AMA)**

Office of Alcohol, Tobacco, and Other Drug Abuse Prevention  
515 North State Street  
Chicago, IL 60610  
312-464-4202  
[www.ama-assn.org](http://www.ama-assn.org)

The AMA's Office of Alcohol, Tobacco, and Other Drug Abuse Prevention has received funding through the Robert Wood Johnson Foundation to develop and implement two programs aimed at attacking binge drinking and the use of alcohol by U.S. youth.

The programs:

*A Matter of Degree: The National Effort to Reduce High-Risk Drinking Among College Students*

[www.ama-assn.org/ama/pub/category/3558.html](http://www.ama-assn.org/ama/pub/category/3558.html)

*Reducing Underage Drinking Through Coalitions: Youth and Adults United for Change*

[www.ama-assn.org/ama/pub/category/3557.html](http://www.ama-assn.org/ama/pub/category/3557.html)

### **National Highway Traffic Safety Administration (NHTSA)**

NHTSA Headquarters  
1200 New Jersey Avenue SE  
West Building  
Washington, DC 20590  
888-327-4236  
[www.nhtsa.dot.gov](http://www.nhtsa.dot.gov)

NHTSA's mission is to save lives, prevent injuries, and reduce economic costs due to road traffic crashes, through education, research, safety standards, and enforcement.

### **National Institute on Alcohol Abuse and Alcoholism (NIAAA)**

5635 Fishers Lane, MSC 9304  
Bethesda, MD 20892  
301-443-3860  
[www.niaaa.nih.gov](http://www.niaaa.nih.gov)

NIAAA provides leadership in the national effort to reduce alcohol-related problems by conducting and supporting research in a wide range of scientific areas including genetics, neuroscience, epidemiology, health risks and benefits of alcohol consumption, prevention, and treatment; coordinating and

collaborating with other research institutes and federal programs on alcohol-related issues; collaborating with international, national, state, and local institutions, organizations, agencies, and programs engaged in alcohol-related work; translating and disseminating research findings to health care providers, researchers, policymakers, and the public.

**National Safety Council (NSC)**

1121 Spring Lake Drive  
Itasca, IL 60143  
800-621-7615  
[www.nsc.org](http://www.nsc.org)

NSC is a nonprofit, nongovernmental public service organization dedicated to protecting life and promoting health.

**Office of Juvenile Justice and Delinquency Prevention (OJJDP)**

810 Seventh Street NW  
Washington, DC 20531  
202-307-5911  
[www.ojjdp.ncjrs.org](http://www.ojjdp.ncjrs.org)

OJJDP provides national leadership, coordination, and resources to prevent and respond to juvenile delinquency and victimization. It supports states and communities in their efforts to develop and implement effective and coordinated prevention and intervention programs and to improve the juvenile justice system so that it protects public safety, holds offenders accountable, and provides treatment and rehabilitative services tailored to the needs of juveniles and their families.

**Substance Abuse and Mental Health Services Administration (SAMHSA)**

Substance Abuse and Mental Health Services Administration  
Center for Substance Abuse Prevention/Too Smart to Start Program  
1 Choke Cherry Road  
Rockville, MD 20857  
240-247-4754  
[www.toosmarttostart.samhsa.gov](http://www.toosmarttostart.samhsa.gov)

SAMHSA sponsors *Too Smart to Start*, a public education program designed to educate 9- to 13-year-olds about the harms of alcohol use and to support parents and caregivers in keeping their children alcohol-free.

## **YOUTH PROGRAMS/EVENTS**

### **Every 15 Minutes**

National Headquarters

P.O. Box 20034

Lehigh Valley, PA 18002

610-814-6418

610-253-3546

*[www.every15minutes.com](http://www.every15minutes.com)*

Every 15 Minutes offers real-life experience without the real-life risks. This emotionally charged program creates an event designed to dramatically instill in teenagers the potentially dangerous consequences of drinking alcohol. It challenges students to think about drinking, personal safety, and the responsibility of making mature decisions when lives are involved.

### **California Friday Night Live Partnership**

2637 West Burrel

Visalia, CA 93291

559-733-6496

*[www.fridaynightlive.org](http://www.fridaynightlive.org)*

Serving more than 50 counties across California, the California Friday Night Live Partnership acts as an umbrella for four innovative youth development programs: Friday Night Live (grades 9 to 12), Club Live (grades 7 to 8), Friday Night Live Kids (grades 4 to 6), and Friday Night Live Mentoring (grades 7 to 12). The goal is to promote a healthy lifestyle free of alcohol, tobacco, or other substance abuse.

## EDUCATIONAL WEBSITES AND MULTIMEDIA MATERIAL

### **American Council for Drug Education**

[www.acde.org](http://www.acde.org)

This is a substance abuse prevention and education agency that develops programs and materials based on the most current scientific research on drug use and its impact on society. It offers a range of educational programs and services to engage teens, and address the needs of parents.

### **Athletes, Alcohol, and Steroids: What's Wrong with This Picture? (DVD #7278)**

California Healthy Kids Resource Center

[www.californiahealthykids.org](http://www.californiahealthykids.org)

This video explores the impact of alcohol and steroids on young athletes' bodies and minds. It counters the reasons why athletes may choose to use legal and illegal substances with details about the negative physical, social, emotional, and legal reasons why athletes should stay away from alcohol and steroids. The accompanying resource guide includes reproducible pre- and posttests, fact sheets, and student activities. The activities include guided writing assignments that uncover the influence of media, encourage self-reflection, strategize healthy nonsubstance-dependent stress-reduction activities, and develop goal-setting skills. (23 minutes)

### **Brandon Tells His Story (DVD)**

The Century Council

[www.centurycouncil.org](http://www.centurycouncil.org)

(Note: Brandon's contact information can be found at the Century Council, a national not-for-profit organization funded by America's leading distillers)

At the end of a long, tiring day, Brandon Silveria had a few drinks at a party, managed to drive his friends home, then wrapped his car around a tree. He spent the next three months in a coma and the next three years in rehabilitation. His speech is slurred, his walk is unsteady, and his memory is permanently impaired. You'll hear first hand from Brandon what it's like to fight every day to get his life back to where it was. You'll meet his high school friends who are through college now and moving on. You'll get to know the extraordinary Silveria family and begin to understand where Brandon gets his courage. Most of all, you'll see how many lives can be changed forever by one irresponsible decision. Activity guide included with DVD. (28 minutes)

**Class Action: A High School Alcohol Use Prevention Curriculum  
(Audio #7188)**

California Healthy Kids Resource Center  
[www.californiahealthykids.org](http://www.californiahealthykids.org)

This curriculum allows students to explore the relationship between alcohol abuse and social issues. The program includes six cases: drinking and driving, fetal alcohol syndrome, drinking and violence, date rape, drinking and vandalism, and school alcohol policies. Students work in teams to gather information and prepare arguments that will be presented before their class of jurors. The class/jurors then decide in favor of or against the plaintiff. Each case comes with a casebook for the students with information, affidavits, depositions, relevant laws, and case laws. Two audiocassettes come with each case and include background information on the case, affidavits, depositions, and closing arguments. Materials include a detailed manual that describes implementation, gives timelines, and provides master copies of handouts needed for each team of students.

**Smashed: Toxic Tales of Teens and Alcohol (DVD or VHS)**

Recording Artists Against Drunk Driving (RADD)  
[www.radd.org](http://www.radd.org)

This film was produced by HBO Family and made available to RADD and the RADD youth coalition through the generosity of HBO. The documentary describes the tragedy of underage drinking and driving through the eyes of medical personnel, family members, friends, and the teens themselves. The film focuses on the devastation that occurs when a crash does not kill, describing instead what happens to everyone when young people survive a crash—and the far-reaching consequences of impaired survival. (45 minutes)

**Spin the Bottle: Sex, Lies & Alcohol (DVD or VHS)**

The Media Education Foundation  
[www.mediaed.org](http://www.mediaed.org)

Spin the Bottle offers a critique of the role that contemporary popular culture plays in glamorizing excessive drinking and high-risk behavior. Award-winning media critics Jackson Katz and Jean Kilbourne contrast these distorted representations with the often disturbing and dangerous ways that alcohol consumption affects the lives of real young people. (45 minutes)

**Stop Underage Drinking**

StopAlcoholAbuse.gov

This is a comprehensive site of Federal resources for information on underage drinking. People interested in underage drinking prevention will find a wealth of valuable information here.

**Teen Files: The Truth About Drinking (VHS #7096)**

California Healthy Kids Resource Center

*[www.californiahealthykids.org](http://www.californiahealthykids.org)*

This video shows students experiencing the negative consequences of drinking firsthand. They visit a morgue, see brain scans before and after drinking, meet parents who have lost a child to drunk driving, and meet an incarcerated young adult whose drunk driving caused the death of his best friend. (30 minutes)

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