Health Education Lesson Plan: Alcohol

February 7, 2012

Descriptive Information

Skill Emphasis (NHES): Decision Making

Grade Level: 9th Grade

Content Area of Health: Alcohol

Content Descriptor & Sub-Descriptor(s):

2. Short-Term and Long-Term Effects of AOD Use.

 2.1 Risks of dependence and addiction

 2.2 Physical, social, and emotional effects of AOD use

3. Positive and Negative Influences on AOD Use.

 3.3 Family Influences

 3.5 Cultural influences

 3.7 Influence on different levels of AOD use

4. Healthful Choices about AOD Use

 4.1 How to accept personal responsibility for choices about AOD use

Title of Lesson: Alcoholism/Blackout!

PA Standard (Health & PE):

 10.1.9.D. Analyze prevention and intervention strategies in relation to adolescent and adult drug use (decision-making, professional assistance, parent involvement).

 10.1.9.E. Analyze how personal choice, disease and genetics can impact health maintenances and disease prevention.

 10.2.9.D. Analyze and apply a decision-making process to adolescent health and safety issues.

Adolescent Risk Behavior (if applicable): Alcohol and other drug use.

Behavioral Objective(s)

Cognitive: The student will demonstrate understanding for the meaning of alcoholism by answering the bell ringer and turning in the essential question answered at the end of class.

Affective: The student will reflect on personal thoughts and feelings as they complete the Black Out worksheet.

Skill-Based: *Decision Making-* The student will use the blackout worksheet to complete a personal reflection of the options and consequences that come along with drinking. They will also evaluate decisions made by others in different scenarios and reflect on the consequences that would follow that decision.

Brief Outline of Today’s Lesson

1. Introduction
2. Bell Ringer
3. Content and Instructional Strategies
	1. Alcoholism
	2. Symptoms
4. In-Class Learning Activity: Black Out!
5. Final Thoughts/ Conclusion

Expanded Outline of Today’s Lesson

1.Introduction to the Lesson (Set Induction):

The students will be greeted as the come into class and begin the bell work. The lesson will begin with the following questions. *“How many of us know a person who drinks a lot? How many of us know a person who could be considered an alcoholic? Well today we are going to talk about alcoholism and what makes an alcoholic different from a casual drinker.”*

2.Bell Ringer (Instant Activity):

*(Posted on Blackboard)* The students will answer the question on the board in their notebooks to start their notes for the day. The Question for today will read as such:

 “*How many stages of alcoholism are there?”*

3.Content & Instructional Strategies:

1. Alcoholism
	1. a disease in which a person has a physical or psychological dependence on drinks that contain alcohol
	2. characterized by an impaired ability to study, work, and socialize normally
	3. is an addict who is dependant on alcohol
	4. They may display harmful behaviors such as drunken driving, and violent or aggressive actions. Others may become quiet and withdrawn.
	5. Alcoholism isn’t limited to any age, race, ethnic group, or socioeconomic group
	6. Alcoholics may be middle aged business people or high school athletes. Regardless of background, alcoholics can develop serious health problems such as cirrhosis of the liver and brain damage.
2. Symptoms
	1. Craving, compulsion or strong need to drink, can’t manage tension or stress without drinking
	2. Loss of control, cannot limit their drinking and are preoccupied with alcohol
	3. Physical dependence, when not drinking they will experience withdraw symptoms such as nausea, sweating, shakiness, and anxiety
	4. Tolerance, need to drinking increasingly greater amounts of alcohol to feel the effects
	5. Health, family and legal problems: often suffer repeated injuries, receives multiple drunken driving citations, and has frequent arguments and generally poor relationships with family members.

4. In-Class Learning Activity: Black Out!

Description: The students will watch a video of teen drinking with background music to make it seem like they are at a party. As the party continues, the instructor will tap students on the shoulder and ask them to leave the classroom. As soon as the students are picked, the “Friday Night” party will end and the rest of the class will be informed that the people who left blacked out during the party and do not remember what they had done at the party. It is then fast forwarded to Monday morning and the students act like they are in school, seeing the blacked out students for the first time.

 The blackout students will be invited back into the class and will have a sign on their back showing what they did at the party Friday night. Everyone else is able to see what they did but them. As they socialize during the school period, everyone is picking on them and making fun for the thing that they do not know about. At the end of the activity, have all students return to their seats and the cards will be shown to the students with them on, so they now know what they did.

 The students will then all be handed out a worksheet to be done individually, reflecting on the thoughts and consequences that occurred during class.

6. Final Thoughts/Conclusion to the Lesson

###### The students will answer the Essential Question posted on the board, which asks the student to reflect on the information taught during the lesson. The self-reflection will be handed in before exiting the classroom at the end of the period.

 Essential Question: *“What is alcoholism and symptoms of the disease?”*

###### 7. Classroom Management & Materials

* Classroom Materials
	+ Handouts/Worksheets: Blackout Reaction
	+ Other Materials:
		- Classroom Management
			* For Content Delivery: Students will take down personal notes individually.
			* For In-Class Learning Activity: Students will remain in their seats until the other students return to the classroom. At this point students can move around and talk to the blackout students. After the in-class activity, students will return to their own seats and work individually.

Content Reference

Mr. Mike Minarchick. PE and Health Instructor. Philipsburg-Osceola High School.

Activity Reference

Health Lesson Ideas: Blackout Activity. PE Central. February 15, 2011. Source:

<http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=10478>.

Appendices

1. Blackout Activity Worksheet (Self Reflection)

*BLACKOUT: What are the possible social consequences of drinking?*

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_Period\_\_\_\_\_\_\_\_\_\_\_\_

 In today’s lesson you were given some examples of the possible negative social consequences while drinking alcohol. Some of you were portrayed in a negative way by your hypothetical actions after a night of drinking alcohol and some of you were not. For the assessment I want all of you to put yourself in one of the situations (pretend) where you engaged in negative decision and explain how you would have felt if it was you that was being made fun of! Please answer each question below with a paragraph answer for each question.

Questions:

1. What is a negative social consequence?
2. What are the possible negative social consequences of drinking?
3. How would you feel if it were you that made a bad decision while drinking alcohol and were made fun of or picked on by your peers for doing it?
4. Would you be embarrassed? WHY or WHY NOT?

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