

Drug and Alcohol Prevention

Advisory Guide: **Art** Grade Level: **High School**

In the Age of Alcohol

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In the Age of Alcohol

Drug and Alcohol Prevention

Grade Level: High School

Introduction

Underage drinking is reaching epidemic proportions. Hear from kids about today's mixed messages from their peers, the media and even parents and learn strategies to delay that first drink in today's age of alcohol.

Note: This video program should be used before *Shattered*. The activities for art begin in this program and continue in *Shattered*.

In the Age of Alcohol, Part 1

Drug and Alcohol Prevention

Grade Level: **High School**



WATCH ►

Essential Question

Why is it important to distinguish myth from fact when talking about underage drinking?

Teacher

Begin by explaining that the next five (5) lessons will focus the dangers of underage drinking.

1. The five video segments will focus on why people drink, the role parents play in underage drinking, and the story of a young woman left paralyzed from drinking and driving.
2. Explain to students that it is important to continue the conversation about underage drinking with parents and/or a trusted adult. Remind them they can speak to a trusted adult at home or in school or to a school counselor.
3. Read the summary of the video: Experts explain how underage drinking could be the worst drug of all because of the behavior it creates in teens. Not as many teens drink alcohol as people think, but alcohol is still the number one contributor to youth deaths, due to the way in which kids drink.
4. View the video segment.

After viewing the video, write the following on the board and discuss the questions with students. These questions can be discussed as a large group, or students can be divided into pairs to discuss with each other. Students can also write down answers individually before sharing with the large group.

Discussion Questions

Review the “Real Facts About Underage Drinking” handout from www.toosmarttostart.samhsa.gov/teens/facts/myths.aspx. The information can be shared verbally with the class, or given in a handout so students can read on their own. The handout is provided at the end of the lesson.

1. The documentary states that when it comes to underage drinking, everyone is not doing it. Do you agree with this? Why or why not?
2. Why do experts say that alcohol is the worst drug of all? What is your opinion?
3. Is it all that risky if you just drink once in a while? Why or why not?
4. What are some of the consequences of underage drinking that are mentioned in the video?

Activity: Photovoice Project: Addressing Underage Drinking #1

Materials

- www.photovoiceworldwide.com/#sthash.scTTIfZb.dpbs

Note

Since Photovoice Projects use cameras, the teacher will need to decide whether or not to let students use their phones or cameras from home and bring in the pictures to class. Another way to do this is to have a Picturevoice. A Picturevoice is essentially the same thing as a Photovoice, but students draw pictures of what they see in the community instead of taking pictures.

Teacher

1. Share the following definition about Photovoice:

Photovoice was developed by Caroline C. Wang of the University of Michigan, and Mary Ann Burris, research associate of the School of Oriental and African Studies (SOAS) at the University of London. In 1992, Wang and Burris created what is now known as “Photovoice” as a way to enable rural women of Yunnan Province, China, to influence the policies and programs that affected them. It has since been used among homeless adults in Ann Arbor, Michigan, and among community health workers and teachers in rural South Africa, and by Dr. Claudia Mitchell et al., and with brain injury survivors with Dr. Laura S. Lorenz of the Heller School for Social Policy and Management at Brandeis University.

Photovoice combines photography with grassroots social action and is commonly used in the fields of community development, public health, and education. Participants are asked to express their points of view by photographing scenes that highlight themes. It uses photos to tell a story of an issue and how it can be addressed. Recently, Photovoice has been used in drug and alcohol prevention efforts in communities.

2. View and explore the Photovoice Worldwide website:
www.photovoiceworldwide.com/#sthash.scTTIfZb.dpbs

Photovoice Worldwide is the website of Dr. Laura S. Lorenz, one of the developers of Photovoice. Dr. Lorenz references the Wikipedia definition of Photovoice that is used above.

Show this website so that students can see a variety of projects. On this website, Dr. Lorenz has a facilitator guide that includes a Photovoice path. If Internet access to this website is not available at school, consider assigning the viewing of the site for homework. Another option is to download a few of the examples in advance.

Conclusion

Summarize the theme of the lesson. Explain that it is important that teens understand the immediate and long-term consequences to underage drinking.

Explain that Part 2 explores the influence of genetics on drinking, the use of alcohol to escape emotional pain, as well as the overall health impact alcohol has on those who drink too soon and too much.

Handout: Real Facts About Underage Drinking

You probably see and hear a lot about alcohol — from TV, movies, music, and your friends. But what are the real facts about underage alcohol use?

Myth Alcohol isn't as harmful as other drugs.

Fact Alcohol increases your risk for many deadly diseases, such as cancer. Drinking too much alcohol too quickly can lead to alcohol poisoning, which can kill you.

Myth Drinking is a good way to loosen up at parties.

Fact Drinking is a dumb way to loosen up. It can make you act silly, say things you shouldn't say, and do things you wouldn't normally do (like get into fights).

Myth Drinking alcohol will make me cool.

Fact There's nothing cool about stumbling around, passing out, or puking on yourself. Drinking alcohol also can cause bad breath and weight gain.

Myth All of the other kids drink alcohol. I need to drink to fit in.

Fact If you really want to fit in, stay sober. Most young people don't drink alcohol. Research shows that almost 75 percent of 12- to 20-year-olds have not used any alcohol during the past month.¹

Myth I can sober up quickly by taking a cold shower or drinking coffee.

Fact On average, it takes 2 to 3 hours for a single drink to leave the body. Nothing can speed up the process, not even drinking coffee, taking a cold shower, or "walking it off."

Myth Adults drink, so kids should be able to drink, too.

Fact A young person's brain and body are still growing. Drinking alcohol can cause learning problems or lead to adult alcoholism. In 2012, adults who had taken their first drink before age 15 were seven times more likely to experience alcohol problems as those who had not started drinking before age 21.¹

Myth Beer and wine are safer than liquor.

Fact Alcohol is alcohol. It can cause you problems no matter how you consume it. One 12-ounce bottle of beer or a 5-ounce glass of wine (about a half cup) has as much alcohol as a 1.5-ounce shot of liquor. Alcopops — sweet drinks laced with malt liquor — often contain more alcohol than beer!

Myth I can drink alcohol and not have any problems.

Fact If you're under 21, drinking alcohol is a big problem: It's illegal. If caught, you may have to pay a fine, perform community service, or take alcohol awareness classes. Kids who drink also are more likely to get poor grades in school and are at higher risk for being a crime victim.

Source 1: Substance Abuse and Mental Health Services Administration. (2013). Results from the 2012 National Survey on Drug Use and Health: Summary of national findings, NSDUH Series H-46, HHS Publication No. (SMA) 13-4795. Rockville, MD: Author. www.toosmarttostart.samhsa.gov/teens/facts/myths.aspx

Notes

In the Age of Alcohol, Part 2

Drug and Alcohol Prevention

Grade Level: **High School**



WATCH ►

Essential Question

Why do teens drink when they know it is illegal?

Note: Explain that Part 2 explores the influence of genetics on drinking, the use of alcohol to escape emotional pain as well as the overall health impact alcohol has on those who drink too soon and too much.

Teacher

Begin by explaining that this video focuses on why people drink. It also discusses the role of genetics. While it is true that there's a genetic component to alcoholism, it is also important students realize that if there is alcoholism in their family, it does not mean they will be an alcoholic. It means they need to be aware of this as vulnerability.

1. Read the summary of the video: Real stories explore underage drinking, the influence of genetics, and resulting bodily harm. People of all ages who don't learn to drink responsibly often use alcohol as a means of escaping.
2. View the video segment.

After viewing the video, write the following on the board and discuss the questions with students. These questions can be discussed as a large group, or students can be divided into pairs to discuss with each other. Students can also write down answers individually before sharing with the large group.

Discussion Questions

1. According to the documentary, what does genetics have to do with drinking alcohol? Why is it described as "Russian Roulette"?
2. Why do you think so many teens choose to drink alcohol when they know it is illegal?
3. Some of the students say they drink to deal with stress. Do you think this is an appropriate reason to drink? Why or why not? How do you deal with the stresses of the teen years?
4. According to the documentary, what are two lies that people believe about drugs and alcohol? Explain.
5. What are negative health effects of drinking alcohol? Do any positive effects exist? Explain.

Teacher

Review the following information from the Too Smart to Start Website. Ask students to comment on the information provided: Is each piece of information fact or myth? How do you know?

The Consequences of Underage Drinking, Too Smart to Start Website

www.toosmarttostart.samhsa.gov/teens/

Adolescence can be a wonderful time filled with physical and emotional growth. For some youth, however, adolescence takes a dark turn, especially when underage alcohol use is involved.

- Underage alcohol use increases the risk of academic failure, illicit drug use, and tobacco use. It can cause a range of physical consequences, from hangovers to death from alcohol poisoning, suicide, homicide, and traffic crashes. Annually, about 4,700 people under age 21 die from injuries involving underage drinking.¹
- Underage alcohol use also can alter the structure and function of the developing brain, which continues to mature into the mid- to late twenties, and may have consequences reaching far beyond adolescence.²
- For example, those who start using alcohol while young are at greater risk of developing alcohol problems as adults. In 2012, adults who had first used alcohol before age 15 were more than seven times as likely to experience alcohol dependence or abuse as those who waited until age 21 for their first drink (15.2 vs. 2.1 percent).³

Source 1: Centers for Disease Control and Prevention. Alcohol-Related Disease Impact (ARDI). Atlanta, GA: Author.

Source 2: National Institute on Alcohol Abuse and Alcoholism. (n.d.). Underage drinking: A growing health care concern.

Source 3: Substance Abuse and Mental Health Services Administration. (2013). Results from the 2012 National Survey on Drug Use and Health: Summary of national findings, NSDUH Series H-46, HHS Publication No. (SMA) 13-4795. Rockville, MD: Author.

Notes

Activity: Photovoice Project: Addressing Underage Drinking #2

Material

- www.photovoiceworldwide.com/#sthash.scTtlfZb.dpbs
- Pen
- Paper
- Large paper
- Markers

Teacher

1. Review what was discussed in the previous session about Photovoice.
2. Read the following:

Photovoice is a process by which youth capture and record their life experiences and community through photography and stories. These projects can be adapted to cover any issue that is of concern for a community. Photovoice includes group discussion about the photographs and what they mean. Finally, the photographs and stories are presented to the community in order to raise awareness and influence policymakers from the youth perspective.

Source: Washington County Public Health, www.depts.washington.edu/ccph/photovoice/photovoice_guide.pdf

3. Ask students to consider how they might use pictures to tell the story about underage drinking and how it impacts this community.

Think Pair Share

Break students into pairs and have them answer the following questions and have them record their responses on a large piece of paper such as newsprint or large chart paper. These will be used in the next session.

- What influences teens to drink?
- What are the reasons that young people drink?
- What are the messages they receive from others?
- What in the community contributes to underage drinking?
- How does underage drinking impact the community?
- What can help prevent underage drinking?
- What message about underage drinking would be important to communicate to the school and/or community?

Conclusion

Summarize the theme of the video. Review the consequences of underage drinking. Ask students to continue to think about an important theme to address in a Photovoice project. Explain that the next segment explores the use of alcohol as a 'social crutch.'

In the Age of Alcohol, Part 3

Drug and Alcohol Prevention

Grade Level: **High School**



WATCH ►

Essential Question

How is alcohol a 'social crutch'?

Teacher

Begin by explaining that this lesson focuses on why drinking as a teenager creates emotional problems in the future. It reinforces the research that people who begin drinking as a teenager have a greater likelihood of developing alcohol problems as an adult.

1. Read the summary of the video: Part 3 explores the use of alcohol as a 'social crutch,' and how drinking alcohol is too often a way to escape problems. The earlier kids begin drinking, the more likely they will experience detrimental effects, and the more likely they will become alcoholics and not know how to interact socially.
2. View the video segment.

After viewing the video, write the following on the board and discuss the questions with students. These questions can be discussed as a large group, or students can be divided into pairs to discuss with each other. Students can also write down answers individually before sharing with the large group.

Discussion Questions

1. According to the documentary, what is the job of an adolescent? Do you agree or disagree? Explain your answer.
2. The documentary introduced the concept of alcohol as a "social crutch." What does this mean? Have you witnessed the use of alcohol in this way? Develop a logical argument to support and/or to contradict the statement: "Alcohol is a social crutch."
3. Brian described drinking alcohol as a way to escape problems and anger. What are the flaws in his logic? How is this an example of alcohol being a crutch?

Teacher

If possible show the following PSA from the website: *Above the Influence* www.youtube.com/watch?v=5r5hpkQIYzo

This section of the video stresses one reason for teen drinking: to handle problems or difficult emotions. However, it is important to note that there are many reasons teens drink. As a group, create a list of reasons why teens drink and put them in order of most to least 'important.' What does the list say about teenagers? About drinking? About society as a whole?

Notes

[illegible]

Activity: Photovoice Project: Addressing Underage Drinking #3

Note: By this lesson, the teacher should decide if this project will be Photovoice or a Picturevoice. This decision will be based on the ability and/or availability to allow students to use their phones for the project or if there are cameras available. If this is not possible, students can still create the project using pictures from magazines, or drawing pictures to tell the story.

Material

- Large paper with answers from the previous session
- Paper
- Pen

Teacher

Explain that the group will review the answers to the questions from the Think/Pair/Share section of the previous lesson.

1. Gallery Walk

Students will post the answers to the questions around the room. In pairs, the students will review each other's answers. They should note similarities and differences.

2. Photo/Picture Voice Groups

Select students to work in project groups. Remember, the students will need to work together for the next seven sessions. Once students are in groups, have them discuss and decide the following:

- The message they would like to give about underage drinking
- The target audience for the project

3. Ideas

- **Photovoice**
 - What influences teens to drink?
 - What are the consequences of underage drinking?
 - How is alcohol marketed to youth?
- **Target Audience**
 - Parents
 - PTA
 - Teachers
 - Students
 - Community Board

Conclusion

Summarize the theme of the video. Reinforce how using alcohol as a teen interferes with emotional development. Explain that the next video is the story of two (2) parents, teens, parties, and consequences.

In the Age of Alcohol, Part 4

Drug and Alcohol Prevention

Grade Level: **High School**



WATCH ►

Essential Question

What are parents' responsibilities when it comes to underage drinking? Why?

Teacher

Begin by explaining that this lesson focuses on the consequences of underage drinking. In this video, the parents allow a party to take place while they know alcohol is being served.

1. Read the summary of the video: Part 4 is the story of two parents who allow their daughters to throw a party involving underage drinking, and the consequences that came from this decision
2. View the video segment.

After viewing the video, write the following on the board and discuss the questions with students. These questions can be discussed as a large group, or students can be divided into pairs to discuss with each other. Students can also write down answers individually before sharing with the large group.

Discussion Questions

1. How did the fathers describe their underage drinking policy? Was it well thought out? Why or why not? Did the fathers' policy matter? Why or why not?
2. What are your parents' rules regarding you and alcohol consumption? What are the consequences for breaking the rules? Are the rules fair? Why or why not?
3. Do you think the girls understood the serious nature of what occurred because there was drinking at the party? Why or why not?
4. Is this a common occurrence in your community? Explain.

Teacher

Share the following information about Social Host Law:

Some communities in New York, as well as other states, have what is called a Social Host Law. NYC is considering this. The primary purpose of the Social Host Law is to deter underage drinking parties or gatherings where adults knowingly allow minors to drink alcohol or alcoholic beverages.

The law applies to:

- Any adult (including parents) who is over the age of 18 and who knowingly allows consumption of alcohol by minors (any person under the age of 21).
- Anyone who is over the age of 18; and owns, rents, or otherwise controls a private residence or similar location (e.g. campsites, hotel rooms, yards, etc.); and knowingly allows the consumption of alcohol or alcoholic beverages by any minor on such premises; or fails to take reasonable corrective action upon learning of the consumption of alcohol or alcoholic beverages by any minor on such premises.

Ask students if they think such laws might prohibit parents from allowing underage drinking. Why or why not? Are such laws fair? Why or why not?

Notes

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Activity: Photovoice Project: Addressing Underage Drinking #4

Materials

- Photos and/or pictures for project
- Pen/pencils
- Materials for mounting photos/pictures

Teacher

Students can get back into their assigned groups to review photos and/or to create pictures for the project.

Conclusion

Summarize the theme of the video. Reinforce the consequences of drinking, even when parents allowed the party to happen.

Explain that the last video is the story of one young woman's decision to drink and drive.

Notes

[illegible]

In the Age of Alcohol, Part 5

Drug and Alcohol Prevention

Grade Level: **High School**



WATCH ►

Essential Question

Why is it difficult for teens to understand and/or accept the dangers of underage drinking?

Note: This segment is the story of a young woman paralyzed from a drunk driving accident. Teachers should be aware of any students who may have faced a similar issue or if there has been such an incident in the community.

Teacher

Begin by explaining that this video explores one of the most serious consequences to drinking.

1. Read the summary of the video: Ashley, now a paraplegic, shares her experience with what happened when she decided to drink and drive, and how that one night changed her life forever.
2. View the video segment.

After viewing the video, write the following on the board and discuss the questions with students. These questions can be discussed as a large group, or students can be divided into pairs to discuss with each other. Students can also write down answers individually before sharing with the large group.

Discussion Questions

1. Describe the poor choices Ashley made the evening of her accident. Why did she take those risks? Why do people take the same kind of risks?
2. How do your parents talk to you about the use of drugs and alcohol?
3. Why do you think it is so difficult for teens to understand just how serious underage drinking is?
4. How would you feel if you were Ashley? If you were her parent? If you were her friend?

Activity: Photovoice Project: Addressing Underage Drinking #5

Materials

- Pen
- Paper
- Pictures
- Photos

Teacher

Students can continue to work in the assigned photo/picturevoice groups. Each group should have pictures to work with. In each group, students can share photos or pictures with each other and identify what the picture or photo represents.

Conclusion

Summarize the theme of the video. Reinforce the consequences of underage drinking that were discussed throughout the video.

Remind students they will continue with the photo/picturevoice project with the next video.

Notes

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Shattered

Drug and Alcohol Prevention

Grade Level: **High School**

Introduction

Interviews with eyewitnesses, a now-convicted drunk driver, her boyfriend and family, and the victim's family will give students an experience so powerful and personal it will feel like they were drunk and behind that wheel that night.

Note: This content of this video addresses serious consequences of drunk driving. Educators should be extremely sensitive to students who may have experienced such a tragedy or if one has occurred in the community.

When presenting this video, it is suggested that the teacher conduct these lessons with counselors and/or school social workers. Only begin the activity if it seems the class has adequately processed each video segment. It would also be helpful to have a list of local resources available for students that may need to get help.

Shattered, Part 1

Drug and Alcohol Prevention

Grade Level: **High School**



WATCH ►

Essential Question

When it comes to drinking and driving, why do some teens feel invincible?

Teacher

Begin by explaining that the next five (5) lessons will focus on the consequences of drinking and driving. Let students know that due to the serious nature of the video they may want to discuss this further with another adult, parent or school counselor.

1. Read the summary of the video. The first segment provides the recorded voices of a 911 call and recounts the story of a girl whose life changed forever after making the decision to drink and drive.
2. View the video segment.

After viewing the video, write the following on the board and discuss the questions with students. These questions can be discussed as a large group, or students can be divided into pairs to discuss with each other. Students can also write down answers individually before sharing with the large group.

Discussion Questions

1. In the video segment, we heard some of these comments from teens: "Everyone drinks." "Everyone is doing it." "It will never happen to me." Have you heard these comments in your own life? Do they ring true for you and/or your peers? Explain your answer.
2. Why do you think most teens feel this way?
3. Do you consider alcohol to be a drug? Why or why not?

Teacher

Review the following information from the CDC Teen Drinking and Driving Vital Signs: www.cdc.gov/vitalsigns/teendrinkinganddriving. It is provided as a handout at the end of the lesson.

1. Drinking and driving can be deadly, especially for teens. Fewer teens are drinking and driving, but this risky behavior is still a major threat.

- *Blood alcohol concentration.** It is illegal for adults to drive with a BAC of .08% or higher. It is illegal for anyone under age 21 to drive after drinking any alcohol in all US states.

1. How does knowing these statistics affect teen attitude toward drinking?
2. How do the comments listed in the discussion section and heard in the video relate to these statistics?

[illegible]

Activity: Photo/Picturevoice Project: Addressing Underage Drinking #6

Material

- Pen
- Paper
- Markers
- Pictures
- Photos from previous lessons

Introduction

Explain that over the next five (5) lessons, students will complete their Photo/Picturevoice Projects. At this point each group should have begun taking pictures or creating images for the project.

Activity

Students should use this time to review images and begin developing the story of their project. For example, if one group decides to tell the story about what things in the community influence teens to drink, they should gather images that reflect this and begin writing the story that goes along with the pictures.

Conclusion

Review the themes of the lesson. Reinforce the information from the CDC about drinking and driving. Explain that the next video is the story of Jayme Webb who decided to drink and drive home from a bar.

Notes

Handout: Teen Drinking and Driving Vital Signs Centers for Disease Control

www.cdc.gov/vitalsigns/teendrinkinganddriving/

1. Drinking and driving can be deadly, especially for teens. Fewer teens are drinking and driving, but this risky behavior is still a major threat.
2. Teen drivers are 3 times more likely than more experienced drivers to be in a fatal crash. Drinking any alcohol greatly increases this risk for teens.
3. High school students aged 16 years and older when surveyed said they had driven a vehicle one or more times during the past 30 days when they had been drinking alcohol.
4. 85% of teens in high school who report drinking and driving in the past month also say they binge drank. In the survey, binge drinking was defined as having 5 or more alcoholic drinks within a couple of hours.
5. 1 in 5 teen drivers involved in fatal crashes had some alcohol in their system in 2010. Most of these drivers (81%) had BACs* higher than the legal limit for adults.

***Blood alcohol concentration.** It is illegal for adults to drive with a BAC of .08% or higher. It is illegal for anyone under age 21 to drive after drinking any alcohol in all US states.

Notes

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Shattered, Part 2

Drug and Alcohol Prevention

Grade Level: **High School**



WATCH ►

Essential Question

How does statistical evidence regarding teen drinking and driving affect teen decisions about alcohol?

Note: The content of this video addresses serious themes of drinking and driving. The video is graphic. Educators should be extremely sensitive when presenting this video. Only begin the activity if it seems the class has adequately processed each video segment.

It is suggested that the teacher conduct this lesson with counselors and/or school social workers. It would also be helpful to have a list of local resources available for students that may need to get help.

Teacher

Remind the students about the information shared in the previous lesson about drinking and driving. Explain that Part 2 shows the devastating impact of driving drunk.

1. Read the summary of the video: Part 2 is the story of Jayme Webb who was sent to prison for vehicular homicide after killing a man when she decided to drink and drive home from the bar.
2. View the video segment.

After viewing the video, write the following on the board and discuss the questions with students. These questions can be discussed as a large group, or students can be divided into pairs to discuss with each other. Students can also write down answers individually before sharing with the large group.

Discussion Questions

1. Describe Jayme Webb's story. What happened?
2. In the last section, we heard some comments from teens for drinking. What other reasons do people give for drinking? Do you think those are valid?
3. What are some alcohol-related problems or consequences? Is simply knowing the possible effects of alcohol enough to make you not drink? Why or why not?
4. Which is stronger: knowing the facts about the risks of drinking or peer pressure to drink? Why?

Teacher

After the discussion, review the following handout from the CDC. *Sobering Facts: Drunk Driving in New York*

Note: run Driving State Fact Sheets for each of the 50 states. www.cdc.gov/motorvehiclesafety/impaired_driving/states.html

Discussion Questions

1. Which of the statistics is the most powerful to you? Why?
2. What is your opinion of the "Strategies to reduce or prevent drunk driving"?
3. Would you have put the strategies in the same order? Why or why not?

Notes

[illegible]



Sobering Facts: Drunk Driving in

NEW YORK



Keep New York safe. Keep drunk drivers off the road.

This fact sheet provides a snapshot of **alcohol-involved deaths and drunk driving** and an overview of proven strategies to reduce or prevent drunk driving. The information can help local public health decisionmakers and community partners see gaps and identify relevant strategies to address the problem of drunk driving.

Fast Facts

- Drivers with a blood alcohol concentration (BAC) of 0.08% or higher (i.e., drunk drivers) are considered alcohol-impaired by law.
- About one in three traffic deaths in the United States involve a drunk driver.
- Thanks to dedicated efforts, rates of drunk driving and alcohol-involved fatal crashes have gone down in recent years.
- Still, drunk drivers got behind the wheel millions of times in 2010.
- These data show what's happening in your state.

ALCOHOL-INVOLVED DEATHS

Persons Killed in Crashes Involving a Drunk Driver†

Number of Deaths, 2003–2012

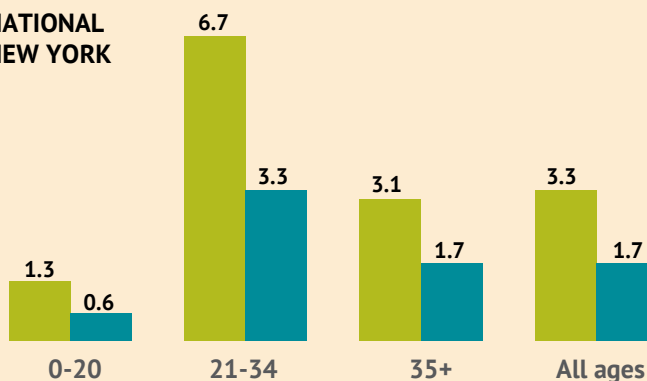


3,752

people were killed in crashes involving a drunk driver in New York

Rate of Deaths by Age (per 100,000 population), 2012

■ NATIONAL
■ NEW YORK



Rate of Deaths by Gender (per 100,000 population), 2012



†Deaths in crashes involving a driver with BAC $\geq$ 0.08%.
Source: Fatality Analysis Reporting System (FARS).

DRUNK DRIVING

Percentage of Adults Who Report Driving After Drinking Too Much (in the past 30 days)

NATIONAL

1.9%
report driving after
drinking too much

NEW YORK

1.4%
report driving after
drinking too much

Source: Behavioral Risk Factor Surveillance System (BRFSS), 2012.



Centers for Disease
Control and Prevention
National Center for Injury
Prevention and Control

Working together, we can help keep people safe on the road—every day.

DRUNK DRIVING LAWS

- All 50 states and the District of Columbia have laws in place to protect the public from drunk drivers (e.g., driving is illegal with BAC at or above 0.08%).
- In New York, sobriety checkpoints are allowed.
- Ignition interlock laws and license suspensions vary by state. For up-to-date information on your state, check with the Insurance Institute for Highway Safety at www.iihs.org.



For More Information

Visit the Centers for Disease Control and Prevention Web site at www.cdc.gov/motorvehiclesafety for:

- Injuries, costs, and other data related to drunk driving
- Detailed information on effective strategies to reduce or prevent drunk driving

What Works

The strategies in this section are effective for reducing or preventing drunk driving. They are recommended by *The Guide to Community Preventive Services* and/or have been demonstrated to be effective in reviews by the National Highway Traffic Safety Administration.* Different strategies may require different resources for implementation or have different levels of impact. Find strategies that are right for your state.

Strategies to reduce or prevent drunk driving

- 🔑 **Drunk driving laws** make it illegal nationwide to drive with a BAC at or above 0.08%. For people under 21, “**zero tolerance**” laws make it illegal to drive with any measurable amount of alcohol in their system. These laws, along with laws that maintain the **minimum legal drinking age** at 21, are in place in all 50 states and the District of Columbia, and have had a clear effect on highway safety, saving tens of thousands of lives since their implementation.
- 🔑 **Sobriety checkpoints** allow police to briefly stop vehicles at specific, highly visible locations to see if the driver is impaired. Police may stop all or a certain portion of drivers. Breath tests may be given if police have a reason to suspect the driver is intoxicated.
- 🔑 **Ignition interlocks** installed in cars measure alcohol on the driver’s breath. Interlocks keep the car from starting if the driver has a BAC above a certain level, usually 0.02%. They’re used for people convicted of drunk driving and are highly effective at preventing repeat offenses while installed. Mandating interlocks for all offenders, including first-time offenders, will have the greatest impact.
- 🔑 **Multi-component interventions** combine several programs or policies to prevent drunk driving. The key to these comprehensive efforts is **community mobilization** by involving coalitions or task forces in design and implementation.
- 🔑 **Mass media campaigns** spread messages about the physical dangers and legal consequences of drunk driving. They persuade people not to drink and drive and encourage them to keep other drivers from doing so. Campaigns are most effective when supporting other impaired driving prevention strategies.
- 🔑 **Administrative license revocation or suspension laws** allow police to take away the license of a driver who tests at or above the legal BAC limit or who refuses testing. States decide how long to suspend the license; a minimum of 90 days is effective.
- 🔑 **Alcohol screening and brief interventions** take advantage of “teachable moments” to identify people at risk for alcohol problems and get them treatment as needed. This combined strategy, which can be delivered in health care, university, and other settings, helps change behavior and reduces alcohol-impaired crashes and injuries.
- 🔑 **School-based instructional programs** are effective at teaching teens not to **ride with** drunk drivers. More evidence is needed to see if these programs can also reduce drunk driving and related crashes.

*Sources: The Guide to Community Preventive Services (The Community Guide), Motor Vehicle-Related Injury Prevention, at www.thecommunityguide.org, and National Highway Traffic Safety Administration. (2013). Countermeasures that work: a highway safety countermeasures guide for State Highway Safety Offices, 7th edition, at www.nhtsa.gov/staticfiles/nti/pdf/811727.pdf.

Shattered, Part 3

Drug and Alcohol Prevention

Grade Level: **High School**



WATCH ►

Essential Question

How do real stories of deaths caused by teen drunk driving affect teen attitudes toward drinking and driving?

Teacher

Begin by explaining that this lesson continues the serious topic of the consequences of drinking and driving.

The family of the man killed in a drunk driving accident shares their grief. Due to the serious content, it is important to be aware of any student who experienced a recent loss.

1. Read the summary of the video: In Part 3 Jayme Webb talks about the guilt she feels because of the accident that night, and Mr. King's family (the victims) shares their feelings of sadness and grief.
2. View the video segment.

After viewing the video, write the following on the board and discuss the questions with students. These questions can be discussed as a large group, or students can be divided into pairs to discuss with each other. Students can also write down answers individually before sharing with the large group.

Discussion Questions

1. Make a list of all of the victims of Jayme's accident. What do you notice about all of the lists your class members made?
2. Jayme received the minimum sentence of three (3) years in prison, with seven (7) months of probation. Was that enough? Why or why not?
3. Which portion of this video is the most powerful? Why?
4. Have you ever known anyone whose life or family was affected by alcohol or drinking and driving? If so, has it affected your view toward alcohol? How? If you don't know anyone personally, how does hearing about people killed by drunk drivers affect your attitude toward drinking?

Activity: Photovoice Project: Addressing Underage Drinking #8

Material

- Paper
- Pens
- Pencil
- Markers
- Pictures
- Poster board

Teacher

Students will complete the project and be prepared to present it to the class. Students should determine who will present each aspect of the project; part of the presentation will be to explain who their target audience is.

Conclusion

Summarize the theme of the video. Underscore the serious nature of the content and reinforce the importance of personal choice.

Explain that in Part 4, experts and teens talk about the reasons teens drink, how teens drink, and why teens need to learn responsibility.

Notes

Shattered, Part 4

Drug and Alcohol Prevention

Grade Level: **High School**



WATCH ►

Essential Question

How did alcohol develop into a “rite of passage” for many young people?

Teacher

Begin by explaining that this lesson focuses on personal responsibility in choosing to drink and drive. Reinforce where students can get additional help with this topic.

1. Read the summary of the video: In Part 4, experts and teens talk about the reasons teens drink, how teens drink, and why teens need to learn responsibility.
2. View the video segment.

After viewing the video, write the following on the board and discuss the questions with students. These questions can be discussed as a large group, or students can be divided into pairs to discuss with each other. Students can also write down answers individually before sharing with the large group.

Discussion Questions

1. What is the purpose of alcohol? Does knowing its purpose change your attitude about drinking? Compare and contrast these reasons with those you discussed in other sessions about alcohol.
2. What reasons for drinking did you hear in this portion? Do you think they are valid?
3. How do you think alcohol developed into a “rite of passage” for many young people?
4. Do you think alcohol marketing and promotion should be more strictly regulated? Why or why not?

Teacher

Share the following information about alcohol and marketing from The Center on Alcohol Marketing and Youth at www.camy.org.

- Alcohol advertisers spent \$2 billion on alcohol advertising in measured media (television, radio, print, outdoor, major newspapers and Sunday supplements) in 2005.

- Working from alcohol company documents submitted to them, the Federal Trade Commission estimated in 1999 that the alcohol industry's total expenditures to promote alcohol (including through sponsorship, Internet advertising, point-of-sale materials, product placement, brand-logoed items and other means) were three or more times its expenditures for measured media advertising. This would mean that the alcohol industry spent approximately \$6 billion or more on advertising and promotion in 2005.
- Between 2001 and 2005, youth exposure to alcohol advertising on television in the U.S. increased by 41%. Much of this increase resulted from the rise in distilled spirits advertising on television from 1,973 ads in 2001 to 46,854 ads in 2005.

Discussion Questions

1. What does this information tell you about how you are viewed by alcohol advertisers?
2. Is this the way you would like to be seen? Explain your answer.
3. Does this information give you an excuse for drinking or reasons not to drink? Why?

Notes

[illegible]

Activity: Photovoice Project: Addressing Underage Drinking #9

Material

- Completed Photo/Picturevoice Project.

Teacher

Allow each group to present the project to the class. Continue after the next lesson until each group has presented. Be sure to allow the class time to ask questions of each group.

Conclusion

Summarize the theme of the video. Explain that the last segment in this video summarizes the content of the previous four (4) segments. Jayme Webb's family discusses the guilt that they feel and the process they went through after the accident to cope with their daughter's problem and incarceration.

Notes

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slight shadow on the right side, suggesting it's resting on a surface. The overall appearance is that of a clean, unused piece of stationery or notebook paper.

Shattered, Part 5

Drug and Alcohol Prevention

Grade Level: **High School**



WATCH ►

Essential Question

Why is it important to consider your attitudes toward drinking?

Teacher

Begin by explaining that this lesson summarizes the last four (4) lessons.

1. Read the summary of the video: Part 5 is the last segment in this video and summarizes the content of the previous four (4) segments. Jayme Webb's family discusses the guilt that they feel and the process they went through after the accident to cope with their daughter's problem and incarceration.
2. View the video segment.

After viewing the video, write the following on the board and discuss the questions with students. These questions can be discussed as a large group, or students can be divided into pairs to discuss with each other. Students can also write down answers individually before sharing with the large group.

Discussion Questions

1. What is the difference between the questions "Can you drink?" and "Should you drink?" What responses would you give to each question? Why?
2. In what ways can you prepare yourself now to not drink if you are ever presented with that situation? How can early preparation make refusal easier?
3. Define the word 'accident'. Why is Jayme's situation more than an accident?

Notes

Activity: Photovoice Project: Addressing Underage Drinking #10

Material

- Completed Photo/Picturevoice Project.

Teacher

Allow each group to present their project to the class. Continue through the next lesson until each group has presented. Be sure to allow the class time to ask questions of each group.

Conclusion

Summarize the themes of the lesson. Review the statistics on drinking and driving. Reinforce that driving drunk or getting in the car with a drunk driver is always a choice. Remind students that the consequences of this choice can be deadly.

Notes

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slight shadow on the right side, suggesting it's resting on a surface.

Gateway

Drug and Alcohol Prevention Grade Level: **High School**

Introduction

Studies show that children who use gateway drugs like marijuana are up to 266 times as likely to use cocaine as those who don't use gateway drugs. *Gateway* analyzes the connection and suggests ways to reduce juvenile experimentation.

Note: This video deals with the very serious topic of drug experimentation and addiction. It is suggested the teacher conduct these lessons with a school social worker or counselor.

Educators should be extremely sensitive to students who may be struggling with drug experimentation or addiction.

Only begin the activity if it seems the class has adequately processed each video segment. It would also be helpful to have a list of local resources for students that may need to get help.

Gateway, Part 1

Drug and Alcohol Prevention

Grade Level: **High School**



WATCH ►

Essential Question

How do actual and metaphorical gateways compare and contrast?

Teacher

Begin by explaining that the lesson is going to focus on teen experimentation with drugs, many of which are considered to be an introduction to the use of harder, more addictive drugs.

1. Read the summary of the video: Experts explain how experimenting with certain drugs can lead to the use and abuse of other harder drugs, called gateway.
2. View the video segment.

After viewing the video, write the following on the board and discuss the questions with students. These questions can be discussed as a large group, or students can be divided into pairs to discuss with each other. Students can also write down answers individually before sharing with the large group.

Discussion Questions

1. What was the goal of "Reefer Madness"? How did the film attempt to accomplish its goal? Was it successful? Why or why not?
2. Define "experimenting with drugs" in your own words. Why do teens experiment with drugs?
3. If all teens heard the line from the video, "A single exposure may cause changes in the brain," regarding experimentation with drugs, would they avoid that experimentation? Why or why not?
4. How does this information compare/contrast with the material you studied regarding alcohol and teen driving?
5. Is *Gateway* a good title for this video? Explain your answer.

Review the following facts from The National Institute on Drug Abuse:

According to the National Institute on Drug Abuse, by the time kids are in the 12th grade, nearly half of them have tried marijuana. The 2010 University of Michigan Monitoring the Future study found that from 2009 to 2010, daily marijuana use among eighth, tenth and twelfth grade students increased.

Long-term studies of drug use patterns show that very few high school students use other illegal drugs without first trying marijuana. However, many young people who use marijuana do not go on to use other drugs. To explain why some do, here are a few theories:

- Exposure to marijuana may affect the brain, particularly during development, which continues into the early 20's. Effects may include changes to the brain that make other drugs more appealing. Animal research supports this possibility — for example, early exposure to marijuana makes opiate drugs (like Vicodin or heroin) more pleasurable.
- Someone who is using marijuana is likely to be in contact with other users and sellers of other drugs, increasing the risk of being encouraged or tempted to try them.
- People at high risk of using drugs may use marijuana first because it is easy to get (like cigarettes and alcohol) NIDA.
- Marijuana smokers who initiated use before age 17 have up to a six times greater chance of developing dependence on marijuana, alcohol or other drugs.

Discuss this information with students.

- How does this information support or negate the information presented in the video?
- How does this information impact your thoughts about using 'gateway' drugs?

Notes

Activity: Classical Gateways

Materials

- Images of famous gateways, gates, and doors (provided)
- Pencils, paper

Teacher

Introduction: This series of lessons will focus on creating a metaphorical gateway on paper or in a 3-dimensional form. Students will learn the history of gateways, review information on perspective drawing, and then design a gateway to represent the information provided in the video.

1. Ask for a definition for the word gateway. Present students with the following definition: a passage by or a point at which a space or region may be entered. How does this definition support the title of the video?
2. Present slides of several famous gateways and ask students what they see/notice. Include the information below when presenting the slides if students do not mention on their own.
 - a. Castles — Gateways were the weakest points for castles and therefore had to be protected and secured. Castle doors and gates were built of very strong materials such as extra thick wood or metal, and often had spikes protruding from various points on the door or gate. What purpose would this serve? (Note: spikes would kill animals such as elephants or horses used to charge the door.) Gateways were often elevated and only accessible from wooden staircases built up to the level. These would be easily burned if attacked. Castles had drawbridges that could be raised or lowered as needed, port cullises or side sliding gates that could drop down or slide together to crush or impale invaders, and sometimes there were barbicans or outer gates to protect the main gate. Gateways were originally designed to keep people OUT. What other protective measures do you see?
 - b. In Asian religions, gateways are called torii and are seen at entrances to shrines and holy places. They represent the transition from the “profane” or non-sacred ground and the “sacred” or holy ground. Torii have different designs depending on the religious sect, but all are intended to help people make a transition.
 - c. There are monuments that are gateways. The St. Louis Gateway Arch is the largest national monument in the United States and was intended to designate the entrance to the western part of the country.
 - d. Some of the most famous artistic gateways in Western culture are Ghiberti’s *The Gates of Paradise* and Rodin’s *Gates of Hell*. Look at the different panels on each. Are they designed to keep out or allow entrance? To attract or repel? How do you know?
 - e. A famous, temporary art installation in New York City’s Central Park was called *The Gates* by Christo and Jean-Claude (2005). What similarities do you see among the different kinds of gateways we have already viewed? How are they different? Why would someone create a temporary art installation like this?
 - f. There are famous natural gateways found all over the world created by wind and water erosion.

3. How do these gateways compare and contrast to the gateway talked about in this video? How would you depict the gateway artistically?
4. Think about this last question for the next session, as you will design an original gateway to represent the concept in the video.

Conclusion

How are gateways depicted in famous art and architecture?

Notes

[illegible]

Worksheet:

Images to support historical information

a. Castles



Castle gate with portcullis



Castle with a drawbridge

b. Japanese Tori



c. St. Louis Arch



Worksheet:

Images to support historical information

d. Ghiberti's *Gates of Paradise*



e. Roden's *Gates of Hell*



Worksheet:

Images to support historical information

f. Christo's *Gates* (New York installation)



Source: christojeanneclaude.net



Source: christojeanneclaude.net



Source: christojeanneclaude.net

g. Natural gateways



Gateway, Part 2

Drug and Alcohol Prevention

Grade Level: **High School**



WATCH ►

Essential Question

What factors contribute to drug addiction?

Teacher

Begin by explaining that the lesson is going to focus on the differences in how people respond to drugs— and how there is absolutely no proven way to predict who will become an addict and who will not.

1. Read the summary of the video: Andrew Wolpa is now in rehab after becoming a drug addict. He began smoking marijuana in the 8th grade and became an addict after he decided to try other drugs while he was high.
2. View the video segment.

After viewing the video, write the following on the board and discuss the questions with students. These questions can be discussed as a large group, or students can be divided into pairs to discuss with each other. Students can also write down answers individually before sharing with the large group.

Discussion Questions

1. How are Andrew's and Eric's experiences with drugs similar? How are they different? To what is this attributed?
2. Discuss in general how genetics influence human reactions to drugs.
3. According to Dr. John Mendelson (the addictive drug researcher from the video), what are some of the specific ways genetics can influence a person's reaction to drugs?
4. The video states, "Science thinks through consequences. (When people are involved) with drugs, nobody thinks." Comment on this statement. Is research into the subject of why some people become addicted to drugs while others do not bound to succeed or fail? Why?

Teacher

Share the following information from the Georgia Department of Driver Services (Georgia Department of Driver Services and Georgia Department of Education, "Alcohol and Drug Awareness Program," 2008 www.dds.ga.gov/ADAP)

THC (tetrahydrocannabinol) is the ingredient in marijuana that makes the user high. The results of using marijuana are unpredictable due to the varied amounts of THC in any given dose. "The effects of marijuana last for hours after a high wears off, and traces of THC can be detected in the body several days to several weeks after using marijuana."

The effects of marijuana include (but are not limited to):

- Smell of substance on breath, body or clothes
- Impaired driving skills, judgment and alertness
- A false sense of improved ability
- Impaired coordination
- Moodiness, irritability or nervousness
- Silliness or giddiness
- Paranoia
- Decreased attention span
- A slow-motion effect making the smoker unable to react quickly
- Impaired short-term memory

Discussion Questions

1. Are these effects things you would choose to have if not associated with getting high?
Why or why not?
2. If the gateway were marked with these warnings, would it stop anyone from smoking marijuana?
Why or why not?

Notes

Activity: Gateway Design

Note: Students will create a list of materials they need to construct their gateways. The teacher should be proactive and present the available materials beforehand.

Materials

- Access to the images from last session
- Pencils/paper

Teacher

1. Review the concept of famous gateways.
2. Ask students to think about their own gateway designs:
 - What is on the other side? Will it be visible or will the gate be closed to us?
 - How will you represent the concepts from the video?
 - How will you depict the factors that lead to drug addiction?
 - Will your project be a drawing, or will you work with other materials (as provided by teacher)?
 - How can you use the skills practiced in the other lessons (such as styles of painting, perspective, collage, etc.) to create your gateway?
3. In today's session, each student will sketch a design and meet with the teacher to get approval for creating a work based on the design. Students can work with others to share and cultivate ideas.
4. At end of the period, each student must have a plan in mind to begin work the next session.

Conclusion

Review the factors that contribute to drug addiction. Ask students how those factors will be represented in their gateway designs.

Notes

Gateway, Part 3

Drug and Alcohol Prevention

Grade Level: **High School**



WATCH ►

Essential Question

How does one exit a drug gateway?

Teacher

Begin by explaining that the lesson is going to focus on the affects of drugs on adolescent brain development.

1. Read the summary of the video: Experts explain adolescent brain development and that the earlier kids begin to use drugs, the more detrimental effects they have on an individual in the future.
2. View the video segment.

After viewing the video, write the following on the board and discuss the questions with students. These questions can be discussed as a large group, or students can be divided into pairs to discuss with each other. Students can also write down answers individually before sharing with the large group.

Discussion Questions

1. Explain the steps of Victor's addiction. What were the signs of addiction? How does his situation illustrate the research findings of Dr. Frances Leslie (gateway theory researcher from the video) with regards to brain development and impulse control?
2. How does Dr. Leslie's research with rats and nicotine indicate that adolescents who experiment with drugs are more likely to get addicted than adults?
3. The video narration states, "If kids stay off drugs through their mid-20s... they'll probably never start." Do you agree or disagree? Why?
4. Why do 90% of all drug abusers return to drug abuse after rehabilitation?

Notes

Gateway, Part 4

Drug and Alcohol Prevention

Grade Level: **High School**



WATCH ►

Essential Question

How do people influence our choices to use or not use gateway drugs?

Teacher

Begin by explaining that the lesson is going to focus on the patterns that follow use of gateway drugs.

1. Read the summary of the video: Alcohol, tobacco and marijuana are the most common gateway drugs because of the ease of access to the drugs.
2. View the video segment.

After viewing the video, write the following on the board and discuss the questions with students. These questions can be discussed as a large group, or students can be divided into pairs to discuss with each other. Students can also write down answers individually before sharing with the large group.

Discussion Questions

1. In the video, Victor says, "Once you start doing one drug, you start hanging out with people who do other drugs." What influence do peers have in getting each other into drugs? What influence do peers have in preventing each other from experimenting with drugs?
2. Explain what is meant by the following phrase: "Spend enough time with drug users and drug use seems normal."
3. In what ways do people become physically addicted to drugs? In what ways do people become psychologically addicted to drugs?
4. In the video, why does Dennis Acha (the project director for Smokeless Saturday School) say, "There is no difference between smoking cigarettes and smoking crack"? What is his rationale? Do you agree or disagree? Why?

Gateway, Part 5

Drug and Alcohol Prevention

Grade Level: **High School**



WATCH ►

Essential Question

How can anyone avoid experimentation with gateway drugs in today's society?

Teacher

Begin by explaining that the lesson will focus on a summary of experimentation vs. addiction and how, if we never experiment, we will never become addicted.

1. Read the summary of the video: Experts use the CRAFFT test to determine if a kid is at risk for addiction, and explain that a major reason for their drug abuse can be the way they started and the drugs they first began using.
2. Explain that the CRAFFT Test or CRAFFT Screening Tool is a behavioral health screening tool for use with children under 21 years of age to screen for high risk alcohol and other drug use disorders.
3. Tell students you will read the six (6) questions that are on the CRAFFT, but ask them not to answer out loud. You are not screening them, nor is this information they should share in a classroom setting. This is to preview the material in the video they will see and for their own consideration:

[C] Have you ever ridden in a CAR driven by someone (including yourself) who was "high" or had been using alcohol or drugs?

[R] Do you ever use alcohol or drugs to RELAX, feel better about yourself, or fit in?

[A] Do you ever use alcohol/drugs while you are by yourself, ALONE?

[F] Do you ever FORGET things you did while using alcohol or drugs?

[F] Do your family or FRIENDS ever tell you that you should cut down on your drinking or drug use?

[T] Have you gotten into TROUBLE while you were using alcohol or drugs?

4. View the video segment.

After viewing the video, write the following on the board and discuss the questions with students. These questions can be discussed as a large group, or students can be divided into pairs to discuss with each other. Students can also write down answers individually before sharing with the large group.

Discussion Questions

1. Are parents a part of the drug experimentation problem? How? Are they part of the solution, or can they be? How?
2. What are two of the four major conclusions that research scientists have developed regarding adolescents, drug experimentation, and addiction? What is your reaction to these findings?
3. How can adolescents — or anyone — avoid experimentation with gateway drugs?
4. Do you think the CRAFFT Screening Tool is effective for any purpose? Explain your answer.
5. Why do people, especially teens, think experimentation with drugs is okay?

Notes

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

Ripped Apart

Drug and Alcohol Prevention

Grade Level: **High School**

Introduction

Is the use of supplements and steroids becoming a common ingredient in athletic competition? In *Ripped Apart*, students will hear from their peers and families affected by the widely unregulated use of steroids and supplements by young athletes, including the serious risks and physical side effects of their efforts to get bigger (and sometimes smaller), stronger and faster. Beyond medical risks, explore issues of honesty, integrity, fairness and responsibility.

Note: *Ripped Apart* addresses the subject of diet supplements and steroid use. It is suggested the teacher conduct these lessons with a school social worker or counselor. Educators should be extremely sensitive to students who may be struggling with supplement or steroid use. Only begin the activity if it seems the class has adequately processed each video segment. It would also be helpful to have a list of local resources for students that may need to get help.

Ripped Apart, Part 1

Drug and Alcohol Prevention

Grade Level: **High School**



WATCH ►

Essential Question

How are supplement and steroid use and abuse a product of external and internal forces and influences?

Teacher

Begin by explaining that this lesson will focus on the dangers of using the most UNTESTED substances sold over — and all too often under — the counter: sports supplements and diet pills.

1. Read the summary of the video: Kids are turning to sports supplements to keep up with the level of competition in sports today.
2. View the video segment.

After viewing the video, write the following on the board and discuss the questions with students. These questions can be discussed as a large group, or students can be divided into pairs to discuss with each other. Students can also write down answers individually before sharing with the large group.

Discussion Questions

1. The narrator in the video segment begins the interview by saying that “school lockers look like medicine chests.” What does this simile mean?
2. Think about the stresses you are under every day (making good grades, working, running for student government, making the team, getting a role in the school play, etc.). Do you ever consider gaining an advantage by unethical means? How would this compare/contrast to using supplements?
3. There are many news stories about famous athletes (Lance Armstrong, Alex Rodriguez, Ben Johnson, Barry Bonds, Chris Benoit, Maria Sharapova, to name a few) using supplements and performance-enhancing drugs. Has learning this information about any one of these athletes changed your opinion toward him/her? Why or why not? If the athlete set records, do you think those records should still stand? Why or why not?
4. What should be the consequences (if any) for athletes who use performance-enhancing drugs? Is it different for high school, college, and professional athletes? How?

Activity: Silhouette Starts

Materials

- Flashlight (more than one so multiple students can work on silhouettes)
- Dark room or space
- PencilsLarge paper, two contrasting colors per student. Traditionally, one will be black and the other white, but other colors work as well. The lighter colored piece should be double the size of the darker piece.
- Paper tape or masking tape
- Scissors
- Adhesive (glue, spray glue, etc.)

Teacher

This series of lessons will focus on silhouettes with a twist. Usually they are only shadow drawings, but students will fill in the inside with symbols, words, drawings, etc. representative of supplement use and abuse.

1. Begin by discussing how supplement use is a result of internal and external forces or influences. This project will reflect both as well as the thoughts that fill a person's head about the topic. In today's session students will create the silhouette that will be the base of their work.
2. Discuss how silhouettes were very popular in the 18th and 19th century and were cut or painted profile portraits done in black on white or white on black. At first, silhouettes were considered "cheap art" (in French, the phrase "à la Silhouette" means "on the cheap"), but eventually silhouettes became quite popular among celebrities and high society. Practitioners of silhouette art compare it to outline or shadow painting, harking back as far as Stone Age cave murals and ancient Egyptian tomb paintings.
3. Demonstrate for students the process they are to use to create silhouettes with a partner.
4. Darken the room slightly so that a flashlight can be used to cast shadows.
5. Tape the dark paper to the wall near a chair faced sideways to the wall. The paper should be positioned vertically so that when a person sits in the chair, his/her head and shoulders are in the middle of the paper.
6. Have the model sit in the chair.
7. Place a flashlight on a surface high enough to cast a shadow of the person from chest to top of head in the center of the paper. Shine the light and adjust the light, the model, and or the paper as necessary so that there are equal margins at the top and bottom of the paper.
8. Use the shadow as an outline to trace the person's shoulders, neck, face, and head onto the paper.
9. When complete, cut out the silhouette in a single cut line. If possible, do not 'cut into' the paper so that the margins around the silhouette are clean.
10. Place the light colored paper horizontally and mount the solid silhouette on one half and the remaining outline on the other.

11. Discuss how students will create ways to show the internal forces and influences and thoughts on one side and the other side for the external forces and influences that cause a person to use supplements. Which will they use for external/internal? What ideas do they have for filling the silhouettes? What materials do they think they will need?
12. Partner students and have them begin the silhouette process.

Conclusion

Summarize the themes of the video. Ask students to think about how a silhouette lends itself to representing internal and external influences on, forces on, and thoughts about any decision?

Notes

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Ripped Apart, Part 2

Drug and Alcohol Prevention

Grade Level: **High School**



WATCH ►

Essential Question

Why do people use steroids despite the dangerous and possible life-threatening side effects?

Teacher

Begin by explaining that this section will focus on the dangerous side effects of using supplements including violent mood swings and severe depression.

1. Read the summary of the video: Taylor Hooton a popular, smart, athletic kid took his life due to steroid use.
2. View the video segment.

After viewing the video, write the following on the board and discuss the questions with students. These questions can be discussed as a large group, or students can be divided into pairs to discuss with each other. Students can also write down answers individually before sharing with the large group.

Discussion Questions

1. According to the video, why did Tyler Hooton use steroids? Why didn't anybody stop him?
2. "Roid Rage" is a term used to describe the violent mood swings and depression that can accompany steroid use. Do you consider steroid use the same as illegal drugs? Why or why not?
3. If a person is caught using illegal steroids without a doctor's prescription, he/she can be charged with the same crime as if he/she possessed illegal drugs. Do you think this is appropriate? Why or why not? How would this affect your opinion of the person?
4. Which do you think is worse, 'roid rage' or the depression that follows being pulled off steroids? Why?

Activity: Side by Side Silhouette

Materials

- Flashlight (more than one so multiple students can work on silhouettes)
- Dark room or space
- Pencils
- Large paper, two contrasting pieces per student. Traditionally, one will be black and the other white, but other colors work as well. The lighter piece should be double the size of the darker piece.
- Paper tape or masking tape
- Scissors
- Adhesive (glue, spray glue, etc.)
- Other art supplies as students decide (markers, magazines, etc.)

Teacher

1. Discuss the internal and external forces that affected Taylor Hooten's use of supplements. How could those effects be represented artistically? What do they think he was thinking regarding the supplements? How might those thoughts be represented artistically?
2. Have students continue to work in pairs to complete their side-by-side silhouettes.
3. Once silhouettes are finished, have student plan their internal/external artistic representations and request the materials they will need.
4. They will continue to work on their projects in the next sessions.

Conclusion

Review the themes of the video. Discuss: Why do people use steroids despite the dangerous and possible life-threatening side effects?

Notes

Ripped Apart, Part 3

Drug and Alcohol Prevention

Grade Level: **High School**



WATCH ►

Essential Question

Why do people use supplements despite the dangerous and possible life-threatening side effects?

Teacher

Begin by explaining that this lesson will focus on the use of supplements to be strong and lean: weight loss.

1. Read the summary of the video: Lori Mowery began taking dietary supplements to keep her weight down for cheerleading.
2. View the video segment.

After viewing the video, write the following on the board and discuss the questions with students. These questions can be discussed as a large group, or students can be divided into pairs to discuss with each other. Students can also write down answers individually before sharing with the large group.

Discussion Questions

1. This segment describes situations in which being “light” is the advantage and rationale for taking dietary supplements. What were some of the side effects experienced by Lori Mowery, the cheerleader? Why didn’t those side effects stop her from using the supplements?
2. In your opinion, when it comes to dietary supplements, are the results worth the risk? Why or why not?
3. Should dietary supplements be regulated? Why or why not?
4. What are some other reasons people would take dietary supplements for weight loss. How do these reasons compare and contrast to the example in the video?

Ripped Apart, Part 4

Drug and Alcohol Prevention

Grade Level: **High School**



WATCH ►

Essential Question

Which is worse, the use of steroids and/or supplements or silent approval from adults about the use? Why?

Teacher

Introduce this lesson by talking about spirals: what is the difference between spiraling up and spiraling down? Which usually has a positive connotation and which has a negative connotation? Why? In this session, they will see how spiraling up applies to use of supplements/steroids.

1. Read the summary of the video: Steroids cause kids to go from one chemical to the next. When kids see results and get encouragement from their parents and coaches they begin to think the supplements are okay.
2. View the video segment.

After viewing the video, write the following on the board and discuss the questions with students. These questions can be discussed as a large group, or students can be divided into pairs to discuss with each other. Students can also write down answers individually before sharing with the large group.

Discussion Questions

1. What role do parents and coaches play when it comes to the use of supplements by young athletes? What messages do you believe young athletes should be hearing from their coaches and parents?
2. The narrator describes a spiral in which one chemical leads to another. Do you think this applies to sports drinks and energy bars? Why or why not?
3. How have you heard this spiral or gateway theory applied to other decisions and aspects of teenage life?

Notes

Ripped Apart, Part 5

Drug and Alcohol Prevention

Grade Level: **High School**



WATCH ►

Essential Question

How does the phrase “Don’t ask, don’t tell” apply to teen use of supplements/steroids?

Teacher

This section summarizes the first four (4) sections of the video and challenges parents, coaches, and teens themselves to know the dangers, understand what to look for, and recognize the need for help regarding supplement and steroid use and abuse.

1. Read the summary of the video: A don’t ask, don’t tell policy among coaches and players leaves kids fending for themselves to find a solution to be better.
2. View the video segment.

After viewing the video, write the following on the board and discuss the questions with students. These questions can be discussed as a large group, or students can be divided into pairs to discuss with each other. Students can also write down answers individually before sharing with the large group.

Discussion Questions

1. The segment discusses the role of coaches and their expectations. What does learning to play fairly mean to you? How do coaches express their expectations?
2. Does learning to play fairly include a pledge not to use drugs and supplements? Why or why not?
3. What did you learn about steroid and supplement use from watching *Ripped Apart*? Did the program change your opinion toward their use? How?

Notes

Activity: Silhouette Gallery Walk

Materials

- Completed side-by-side silhouettes

Teacher

1. Students will complete their side-by-side silhouettes and mount them for an exhibit in the classroom.
2. Set up an exhibit around the room using walls or desk space as appropriate. Before viewing the exhibit, review the rules of civility for viewing and commenting on an exhibit.
3. Give students five (5) minutes to peruse the exhibit on their own. What do they see? What art techniques and medium are used? How do the different pieces express the internal and external influences about supplement use?
4. Ask students to return to their own side-by-side silhouette. Their final task is to create a question that they would like someone to think about while or after looking at their work. The question should require the responder to use more than three (3) words in their answer. Have them write their questions on sticky notes and post them next to their silhouettes.
5. Why is this an important step for an exhibit?

Conclusion

Ask/Discussion Questions How does the phrase “Don’t ask, don’t tell” apply to teen use of supplements/steroids? How does the same phrase apply to the silhouette exhibit?

Summarize the themes of the lessons. Review the information on supplements and steroids. Remind students of the resources available to them should they need to talk to someone about the subject.

Notes
