

Drug and Alcohol Prevention

Advisory Guide: Music

Grade Level: High School

In the Age of Alcohol

Introduction	2
Part 1/Music Activity: "Alcohol and the Music Industry #1"	3/4
Part 2/Music Activity: "Alcohol and the Music Industry #2"	8/10
Part 3/Music Activity: "Alcohol and the Music Industry #3"	12/14
Part 4/Music Activity: "Alcohol and the Music Industry #4"	15/17
Part 5/Music Activity: "Alcohol and the Music Industry #5"	18/19

Shattered

Introduction	23
Part 1/Music Activity: "Promoting an Alcohol Free Concert #1"	24/26
Part 2/Music Activity: "Promoting an Alcohol Free Concert #2"	29/33
Part 3/Music Activity: "Promoting an Alcohol Free Concert #3"	36/37
Part 4/Music Activity: "Promoting an Alcohol Free Concert #4"	38/40
Part 5/Music Activity: "Promoting an Alcohol Free Concert #5"	41/42

Gateway

Introduction	43
Part 1/Music Activity: "Through the Gateway"	44/46
Part 2/Music Activity: "I Feel Like Dying"	49/51
Part 3/Music Activity: "Songs of Climbing Out"	54/55
Part 4/Music Activity: "Research: A Recovering Musician's Music"	58/59
Part 5/Music Activity: "They Got Out"	60/62

Ripped Apart

Introduction	63
Part 1/Music Activity: "Steroids: Not Just Baseball"	64/65
Part 2/Music Activity: "Steroids and Singers"	69/70
Part 3/Music Activity: "Better Musical Bodies Through Steroids"	75/76
Part 4/Music Activity: "Off the Charts"	80/81
Part 5/Music Activity: "Advice to the Musicians"	83/84

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.

Music Guide: Fair Use Statement: The music for the lessons in this guide is contained on a CD provided for classroom use only in accordance with section 107 of the United States Copyright Law. The music has been purchased by Connect With Kids Network to be used, as stated in the law, for purposes of "teaching, scholarship, or research." In accordance, teachers may not make copies of the CD or sell the CD for pleasure or for profit.

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

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

Activity: Alcohol and the Music Industry #1

Materials

- Pen
- Paper
- Excerpt from “Pop Stars are Sippin’ on Patron and Teens are Binging” www.camy.org/_docs/newsroom/in-the-news/PDFs-In%20the%20News/2014_09_04_Pop_Stars_Are_Sippin_on_Patron_And_Teens_are_Bingeing.pdf
- Read, Reflect, Respond worksheet

Teacher

Explain that over the next five (5) lessons, students will explore how alcohol is marketed in the music industry and discuss if this influences teens to use. They will also analyze lyrics to songs that “promote” alcohol as well as some that address the negative consequences.

Read Reflect Respond

- Have students read the article “Pop Stars are Sippin’ on Patron and Teens are Binging” and respond to the questions on the accompanying Read, Reflect, Respond worksheet.
- Ask students to write two to three sentences for each question. Explain that in the next session, they will read about the study that looked at how many times alcohol is mentioned in songs.

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.

Notes

Handout: Pop Stars Are Sippin' On Patron, and Teens Are Bingeing

By Maanvi Singh NPR April 9, 2014

Shots, shots, shots, shots! Redfoo and Sky Blu keep the Ciroc vodka flowing in the music video for their party anthem "Shots." (LMFAOVEVO/Youtube)

Ke\$ha says that to start the day she'll brush her teeth with a bottle of Jack Daniel's whiskey. Nicki Minaj likes to "have a drink, have a clink" of Bud Light. And the party-rockin' hip-hop duo LMFAO like Ciroc, and they love Patron. "Shots, shots, shots, shots everybody!"

All that name-checking of alcohol brands encourages teens to drink, researchers say. Adolescents who liked songs like these were three times as likely to drink, and were twice as likely to binge than their peers who didn't like those songs.

Researchers from the University of Pittsburgh surveyed over 2,500 young people asked them whether they liked or owned 10 randomly selected top 40 singles that referenced alcohol.

The kids who most enjoyed those hits were also the most likely to drink and binge, even after controlling for age and parental alcohol use. Only 8 percent could recall the specific brand names mentioned in the songs, but they were even more likely to drink than the rest.

The findings were published Tuesday in *Alcoholism: Clinical and Experimental Research*.

"It is unclear how much very specific information adolescents do or do not get from popular music," says Dr. Brian Primack, an associate professor of medicine at the University of Pittsburgh and the study's lead author. But, he says, it's clear that the music adolescents are listening to does have some impact on their drinking habits.

Parents and peers' drinking habits can also influence young people, previous research has shown. But seeing people drink in real life is a lot different than seeing them drink in a music video, Primack tells Shots. In real life, you see the negative side effects of drinking. But most musicians don't talk about hangovers and addiction, he says.

Of course, this study only shows that listening to certain types of music is associated with young people's drinking habits. It doesn't show that one causes the other. While it could be that the music is encouraging young people to drink, it might also be that young people who drink are more likely to listen to songs about parties and alcohol.

This isn't the first time researchers have looked at alcohol references in popular music. In December, researchers from Boston University and Johns Hopkins University combed through Top 40 hits from 2009 through 2011, and found that about a quarter referenced alcohol.

The most name-dropped brands of alcohol were Patron tequila, Hennessy cognac, Grey Goose vodka and Jack Daniel's whiskey. And that's not a coincidence, says David Jernigan, the director of Hopkins' Center on Alcohol Marketing and Youth, and one of the researchers behind that study.

"There are some really lucrative deals being made between artists and particular brands," Jernigan tells Shots. Rapper and producer Sean Combs is a paid spokesperson for Ciroc vodka. Grey Goose sponsored a 2011 music tour featuring rappers like Lil Jon, the study points out, while Jack Daniel's sponsored a party celebrating top Nashville singers and songwriters. Many of these brands also sponsor musicians' album release parties and music festivals, according to the study.

“For at least some of these artists, promoting alcohol has become part of their business models,” Jernigan says. Reversing that trend may be one way to reduce young people’s exposure to alcohol in music.

The tobacco industry, for example, is banned from paying for product placements in movies. Jernigan says that kind of regulation is unlikely to happen with alcohol in the music industry. But he hopes the companies can be persuaded to exercise restraint.

And, he says teaching kids to beware of what they hear and see in the media couldn’t hurt. We here at Shots listened up and made a very unscientific remix of recent songs celebrating alcohol. Take a listen, and let us know if it puts you in the mood to take some shots.

Read Reflect Respond

Read the quotations from the article and respond to the questions:

1. Based on the below statement, which do you think is more likely: music encourages teens to drink or teens who drink are more likely to listen to songs about alcohol and partying? Why?

Of course, this study only shows that listening to certain types of music is associated with young people’s drinking habits. It doesn’t show that one causes the other. While it could be that the music is encouraging young people to drink, it might also be that young people who drink are more likely to listen to songs about parties and alcohol.

2. Based on the below statement, do you think music artist should use alcohol to promote their tours? Why or why not?

“There are some really lucrative deals being made between artists and particular brands,” Jernigan tells Shots. Rapper and producer Sean Combs is a paid spokesperson for Ciroc vodka. Grey Goose sponsored a 2011 music tour featuring rappers like Lil’ Jon, the study points out, while Jack Daniel’s sponsored a party celebrating top Nashville singers and songwriters. Many of these brands also sponsor musicians’ album release parties and music festivals, according to the study. “For at least some of these artists, promoting alcohol has become part of their business models,” Jernigan says. Reversing that trend may be one way to reduce young people’s exposure to alcohol in music.

Notes

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: Alcohol and the Music Industry #2: Group Debate

Material

- Chart paper
- Pen
- Responses from the previous session's activity
- Information from Center on Alcohol Marketing and Youth CAMY
- Copies of "Depictions of Alcohol Use in Songs Popular Among Youth Overwhelmingly Positive"

Teacher

Explain that today students will look at more information about the amount of times alcohol is referenced in music.

1. Ask students to read the article "Depictions of Alcohol Use in Songs Popular Among Youth Overwhelmingly Positive" (From Center on Alcohol Marketing and Youth, CAMY).
2. Divide the class into four (4) groups.
3. Ask two (2) groups to list reasons why alcohol references in music don't influence teens to drink.
4. Ask two (2) groups to list reasons why alcohol references in music may influence teens to drink.
5. Have each group write responses on chart paper.
6. When the groups are done, post the responses in the classroom.
7. Have each group read, review, and discuss each other's responses.

Conclusion

Summarize the theme of the video. Review the consequences of underage drinking. Explain that the next segment explores the use of alcohol as a 'social crutch.'

Notes

Handout: Depictions of Alcohol Use in Songs Popular Among Youth Overwhelmingly Positive

Four alcohol brands — Patron tequila, Hennessy cognac, Grey Goose vodka, and Jack Daniel's whiskey — accounted for more than half of alcohol brand mentions in the songs that mentioned alcohol use in Billboard's most popular song lists in 2009, 2010 and 2011, according to a new study from researchers at the Boston University School of Public Health and the Center on Alcohol Marketing and Youth (CAMY) at the Johns Hopkins Bloomberg School of Public Health.

The study, published online by Substance Use & Misuse and the first to examine the context of specific brand mentions in depth, found that alcohol use was portrayed as overwhelmingly positive, with negative consequences rarely mentioned.

Of the 720 songs examined, 167 (23.2%) mentioned alcohol and 46 (6.4%) mentioned specific alcohol brands. The leading four brands accounted for more than half (51.6%) of all alcohol brand mentions. Alcohol mentions were most common in urban songs (rap, hip-hop and R&B — 37.7% of songs mentioned alcohol), followed by country (21.8%) and pop (14.9%).

At least 14 long-term studies have found that exposure to alcohol marketing in the mass media increases the likelihood that young people will start drinking or, if already drinking, drink more. Adolescents in the U.S. spend approximately 2.5 hours per day listening to music.

"Given the heavy exposure of youth to popular music, these results suggest popular music may serve as a major source of promotion of alcohol use among youth," said study co-author David Jernigan, PhD, director of CAMY. "The findings lay a strong foundation for further research."

The researchers used Billboard Magazine annual listings of the most popular songs in 2009, 2010 and 2011 to identify 720 unique songs in four genres: urban, pop, country and rock. Three coders analyzed the lyrics of each song to determine alcohol references, brand references and the context for each.

Researchers found alcohol references in 167 songs. References to tequila, cognac, vodka and champagne brands were more prevalent in urban music (R&B, hip-hop and rap), while references to whiskey and beer brands were more common in country or pop music. There were no references to alcohol in the rock music examined.

"A small number of alcohol brands and beverages appear to make frequent appearances in popular music," said Michael Siegel, MD, MPH, professor of Community Health Sciences at the Boston University School of Public Health. "If these exposures are found to influence youth drinking behavior, then further public health efforts must be focused on youth exposure to alcohol portrayals in popular music."

Alcohol is responsible for at least 4,700 deaths per year among young people under the age of 21 in the U.S. More than 70 percent of high school students have consumed alcohol, and about 22 percent engage in heavy episodic drinking.

This research was supported by grants from the National Institute on Drug Abuse and the National Institute on Alcohol Abuse and Alcoholism.

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

Activity: Alcohol in the Music Industry #3:

Big Paper Silent Conversation Activity Part 1

(Techniques from *Facing History Facing Ourselves Program*)

Material

- Paper
- Pen
- Lyrics to and recordings of:
 - Rihanna’s “Cheers (Drink to That)”
 - UB40’s “Red, Red Wine”
 - Sia’s “Chandelier”

Teacher

Explain that over the next three (3) lessons, students will analyze lyrics to popular songs that reference alcohol. They will compare and contrast the messages to see how alcohol is portrayed in three (3) pop songs: Rihanna’s “Cheers (Drink To That)”, UB40’s “Red Red Wine” and Sia’s “Chandelier.”

Explain to students that this group “discussion” will be done in silence. With a partner students can answer the questions on large paper. This activity will continue over the next in the two (2) lessons.

1. Break students into pairs and give each pair a large paper, two (2) markers, and the lyrics to Rihanna’s “Cheers (Drink To That),” UB40’s “Red Red Wine” and Sia’s “Chandelier.”
2. Explain that they will listen to the songs one at a time and answer the set of questions on the large paper.
3. The one rule is that students may not talk to each other; they must respond on paper and read each other’s responses.
4. Play Rihanna’s “Cheers (Drink To That).”
5. Once students have answered the questions for the first song, play UB40’s “Red Red Wine.”
6. Continue the same process.

Silent Response Questions

- What is the message of the song?
- What is the role of alcohol in the song?
- Does it portray any consequences?
- Does it promote a positive feeling?

Students will continue this activity after the next lesson and conclude by listening to Sia’s “Chandelier.” Students will report their answers during the activity after lesson five.

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 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

Activity: Alcohol in the Music Industry #4: Big Paper Silent Conversation Activity Part 2 (Techniques from *Facing History Facing Ourselves Program*)

Material

- Paper
- Pen
- Lyrics to and recordings of:
 - Rihanna’s “Cheers (Drink to That)”
 - UB40’s “Red, Red Wine”
 - Sia’s “Chandelier”

Teacher

Remind students that this group “discussion” will be done in silence. With a partner, students can answer the questions on newsprint. This activity is continued from the previous lesson.

1. Break students into pairs and give each pair a large paper, two (2) markers, and the lyrics to Rihanna’s “Cheers (Drink To That),” UB40’s “Red Red Wine” and Sia’s “Chandelier.”
2. Explain that they will listen to the songs one at a time and answer the set of questions on the large paper.
3. The one rule is that students may not talk to each other; they must respond on paper and read each other’s responses.
4. Play Sia’s “Chandelier.”
5. Continue the same process.
 - What is the message of the song?
 - What is the role of alcohol in the song?
 - Does it portray any consequences?
 - Does it promote a positive feeling?

In the next lesson, students will read each other answers and discuss similarities and differences.

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

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: Alcohol in the Music Industry #5: Big Paper Silent Conversation Activity Part 3 Conclusion (Techniques from *Facing History Facing Ourselves Program*)

Material

- Pen
- Paper
- Markers
- Large paper
- Answers from the previous sessions

Teacher

Remind students that this group “discussion” will be done in silence. This activity is continued from the previous lesson. Students should have answered the questions about the role of alcohol in each of the three songs.

- Post the student responses on large paper around the room.
- Students should walk around and read each other’s responses.
- As they walk around and read each other’s responses, ask students to identify one thing that resonated with them: a song lyric, how alcohol is portrayed, the differences among the songs.
- Once students have had the opportunity to read each other’s responses, conclude with a large group discussion asking students to share one thing that resonated with them. This can be done verbally.
- Ask students to discuss how the silent discussion affected their thoughts. Why did having a discussion in silence work or not work for them? What do they think the purpose of the silence was?

Conclusion

Summarize the theme of all five (5) lessons. Reinforce the consequences of underage drinking that were discussed throughout the videos.

Explain that the next video, *Shattered*, focuses specifically on the serious consequences of drinking and driving.

Notes

Handout: "Cheers (Drink To That)"

By Rihanna

Cheers to the freakin' weekend
I drink to that, yeah yeah
Oh let the Jameson sink in
I drink to that, yeah yeah
Don't let the XXXXXXXX get ya down
Turn it around with another round
There's a party at the bar everybody put
your glasses up and I drink to that
I drink to that.

Life's too short to be sittin' round miserable
People gon' talk whether you doing
bad or good, yeah
Got a drink on my mind and my mind
on my money, yeah
Looking so bomb, gonna find me a honey
Got my Ray-Bans on and I'm feelin' hella cool
tonight, yeah
Everybody's vibin' so don't nobody start
a fight, yeah-ah-ah-ah

Cheers to the freakin' weekend
I drink to that, yeah yeah
Oh, let the Jameson sink in
I drink to that, yeah yeah
Don't let the XXXXXXXX get ya down
Turn it around with another round
There's a party at the bar everybody put
your glasses up and I drink to that
I drink to that.

'Bout to hop on the bar, put it all on my card
tonight, yeah.

Might be mad in the morning but you
know we goin' hard tonight
It's getting coyote ugly up in here, no tyra
It's only up from here, no downward spiral
Got my Ray-Bans on and I'm feelin' hella
cool tonight, yeah
Everybody's vibin' so don't nobody start
a fight, yeah

Cheers to the freakin' weekend
I drink to that, yeah yeah
Oh let the Jameson sink in
I drink to that, yeah yeah
Don't let the XXXXXXXX get ya down
Turn it around with another round
There's a party at the bar everybody put
your glasses up and I drink to that
I drink to that.

Cheers to the freakin weekend
I drink to that, yeah yeah
Oh let the Jameson sink in
I drink to that, yeah yeah
Don't let the XXXXXXXX get ya down
Turn it around with another round
There's a party at the bar everybody put
your glasses up and I drink to that
I drink to that.
And I drink to that.
I drink to that.
And I drink to that.

Handout: "Red Red Wine"

By UB40 (originally by Neil Diamond)

Red, red wine
Goes to my head
Makes me forget that I
Still need her so

Red, red wine
It's up to you
All I can do, I've done
But memories won't go
No, memories won't go

I'd have sworn
That with time
Thoughts of you would leave my head
I was wrong
Now I find
Just one thing makes me forget

Red, red wine
Stay close to me
Don't let me be alone
It's tearin' apart
My blue, blue heart

[Red Red Wine Toast Section]

Red red wine you make me feel so fine
You keep me rocking all of the time
Red red wine you make me feel so grand
I feel a million dollars when you're just in my hand
Red red wine you make me feel so sad
Any time I see you go it makes me feel bad
Red red wine you make me feel so fine

Handout: "Chandelier"

By Sia

Party girls don't get hurt
Can't feel anything, when will I learn
I push it down, push it down

I'm the one "for a good time call"
Phone's blowin' up, ringin' my doorbell
I feel the love, feel the love

1, 2, 3 1, 2, 3 drink
1, 2, 3 1, 2, 3 drink
1, 2, 3 1, 2, 3 drink

Throw 'em back, till I lose count
I'm gonna swing from the chandelier,
from the chandelier
I'm gonna live like tomorrow doesn't exist
Like it doesn't exist
I'm gonna fly like a bird through the
night, feel my tears as they dry
I'm gonna swing from the chandelier,
from the chandelier

But I'm holding on for dear life, won't
look down won't open my eyes
Keep my glass full until morning light,
'cause I'm just holding on for tonight
Help me, I'm holding on for dear life,
won't look down won't open my eyes
Keep my glass full until morning light,
'cause I'm just holding on for tonight
On for tonight

Sun is up, I'm a mess
Gotta get out now, gotta run from this
Here comes the shame, here comes the shame

1, 2, 3 1, 2, 3 drink
1, 2, 3 1, 2, 3 drink
1, 2, 3 1, 2, 3 drink

Throw 'em back till I lose count
I'm gonna swing from the chandelier,
from the chandelier
I'm gonna live like tomorrow doesn't exist
Like it doesn't exist
I'm gonna fly like a bird through the
night, feel my tears as they dry
I'm gonna swing from the chandelier,
from the chandelier

But I'm holding on for dear life, won't
look down, won't open my eyes
Keep my glass full until morning light, 'cause I'm
just holding on for tonight
Help me, I'm holding on for dear life, won't look
down, won't open my eyes
Keep my glass full until morning light, 'cause I'm
just holding on for tonight
On for tonight

On for tonight
'Cause I'm just holding on for tonight
Oh, I'm just holding on for tonight
On for tonight
On for tonight
'Cause I'm just holding on for tonight
'Cause I'm just holding on for tonight
Oh, I'm just holding on for tonight
On for tonight
On for tonight

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.

Music Guide: Fair Use Statement: The music for the lessons in this guide is contained on a CD provided for classroom use only in accordance with section 107 of the United States Copyright Law. The music has been purchased by Connect With Kids Network to be used, as stated in the law, for purposes of "teaching, scholarship, or research." In accordance, teachers may not make copies of the CD or sell the CD for pleasure or for profit.

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.

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.

Discuss

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?

Notes

Activity: Promoting an Alcohol Free Concert #1

Material

- Copies of the article: “Alcohol Companies Marketing with Music Lyrics” SPH study: four brands account for more than half of all references www.bu.edu/today/2013/alcohol-companies-marketing-with-music-lyrics
- Pen
- Paper

Introduction:

Explain that over the next five (5) lessons, students will work in groups to plan an alcohol free music concert. They will need to act as a concert promoter and decide venue, musician/performer(s), and develop a marketing plan that includes a print ad and a 30 second radio commercial.

Teacher

Students will read the following article. Much of the information is similar to the readings in *In the Age of Alcohol*. While reading this, the students should pay attention to the number of artists that have relationships with alcohol companies. If they have already completed the lessons *In the Age of Alcohol*, ask them what they recall about alcohol and marketing to youth.

Circle and Square Discussion:

1. Have students read the article.
 - What do they understand about how the music industry markets alcohol to youth?
 - What is still circling around in their head (what do they have questions about)?
2. Discuss in a large group.

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:

Alcohol Companies Marketing with Music Lyrics

SPH study: four brands account for more than half of all references

Almost anywhere you see young people, you hear their music—on the street, in groups, even in stores. It has enormous influence on them, as most parents can attest, and it starts a young age. And public health researchers, concerned about the destructive aspects of such behaviors as drinking alcohol, are aware of it too.

With well over 1,000 alcohol brands on the market, School of Public Health researchers expected that their review of brand names found in popular music would turn up a jumble of random names.

Instead, they discovered something striking: as they pored over lyrics from *Billboard's* most popular song lists in 2009, 2010, and 2011, four brands appeared with surprising frequency: Patron tequila, Hennessy cognac, Grey Goose vodka, and Jack Daniel's whiskey. They accounted for more than half of the brands named in songs that referred to alcohol brands.

"You would expect there would be hundreds of brands that are randomly mentioned," says Michael Siegel, an SPH professor of community health sciences. "But we found that those top four accounted for 52 percent of all the brand mentions. That can't be coincidental."

The findings — published online in August in *Substance Use & Misuse* — raise questions about the relationship between alcohol companies and the music industry, in terms of both specific marketing and the larger influence on youth drinking behavior. The study, coauthored by researchers from the Johns Hopkins Bloomberg School of Public Health, is the first to examine in depth the context of the use of specific brand names in music.

In addition to identifying a small number of brands frequently mentioned in popular music, the study found that alcohol use was portrayed as overwhelmingly positive in lyrics, with negative consequences almost never referred to.

The study—citing the heavy exposure of youths to popular music — said preliminary data about youth alcohol consumption suggests that many of the brands that were recurrently named in songs also are popular drinks for underage drinkers. The authors called the results "alarming, because they suggest that popular music may be serving as a major source of promotion of alcohol use in general—and of consumption of specific brands in particular—to underage youth." But Siegel (right) says that further research is needed to determine a "causal connection" between promotion in music and actual consumption.

SPH's Michael Siegel says that further research is needed to determine a "causal connection" between alcohol's promotion in music and actual consumption by young people. Photo courtesy of School of Public Health

What the research did uncover was that the alcohol brands mentioned in songs often had sponsorship or other relationships with the artists—sometimes in the form of concert sponsorships or endorsement agreements. For example, Sean "Diddy" Combs is a paid spokesperson for Ciroc vodka and has a \$100 million marketing deal with Diageo, the manufacturer of Ciroc. Grey Goose sponsors a television show on Black Entertainment Television that highlights up-and-coming urban music artists. And Patron sponsored a concert that was part of the Austin City Limits Music Festival, which showcased a number of urban artists.

“What we have to recognize is that the placement of brands in music is a form of alcohol marketing,” Siegel says. “It’s similar to when cigarette companies used to pay production companies to feature their brands in movies. Alcohol companies are now the ones developing financial relationships to encourage this kind of marketing. It really needs to be recognized as marketing, not random chance.”

Of the 720 songs examined in the review, 167 (23.2 percent) mentioned alcohol, and 46 (6.4 percent) named specific alcohol brands. The leading four brands accounted for 51.6 percent of all alcohol brands specified by name.

The study found that alcohol was most commonly referred to in so-called urban songs (rap, hip-hop, and R&B, with 37.7 percent), followed by country (21.8 percent), and pop (14.9 percent).

At least 14 long-term studies have found that exposure to alcohol marketing in the mass media increases the likelihood that young people will start drinking, or if already drinking, consume more. Adolescents in the United States spend an estimated 2.5 hours a day listening to music.

Siegel and his colleagues used the Billboard listings to identify 720 unique songs in four genres: urban, pop, country, and rock. Three coders analyzed the lyrics of each song to determine alcohol references, brand references, and the context for each.

The researchers found mention of alcohol in 167 songs. Tequila, cognac, vodka, and champagne brands appeared more prevalently in urban music (R&B, hip-hop, and rap), while whiskey and beer brands were more common in country or pop music. Surprisingly, there was no alcohol referred to in the rock-genre music examined.

Only 4 of the 46 songs naming alcohol brands had a negative context, negative consequences, or negative emotion associated with alcohol use, the study found. The majority of songs portrayed alcohol use as “a fun part of the youth lifestyle that is free of consequences,” the authors wrote. “Furthermore, we found evidence that many songs glamorize underage drinking and excessive alcohol consumption and their association with sex and partying.”

Alcohol is responsible for at least 4,700 deaths annually among people under age 21 in the United States. Surveys indicate that more than 70 percent of high school students have consumed alcohol, and about 22 percent engage in heavy episodic drinking.

Siegel says that if further research shows a causal connection between marketing and consumption, there are several interventions that could be adopted—not in an effort to censor music, but instead to educate youths about the marketing influence. One intervention, he says, would be to teach young people “media literacy skills” that would educate them about marketing techniques.

“They’re being used in a way...to try to influence their consumption,” Siegel says. “If we can educate them about that, it might mitigate the effect.”

Notes

Shattered, Part 1

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: The CDC provides a Sobering Facts: Drunk 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



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†

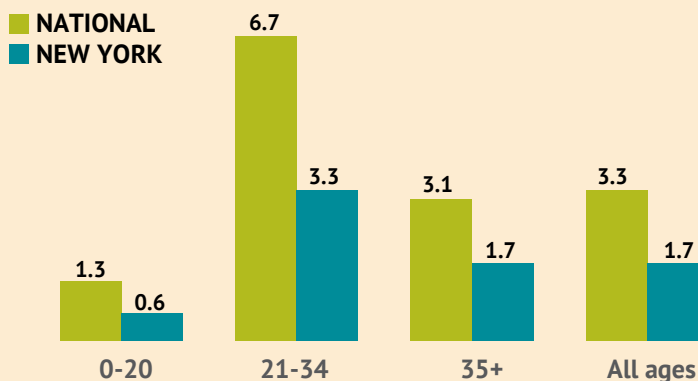
Number of Deaths, 2003–2012



3,752

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

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



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.



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.



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.

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

Activity: Activity: Promoting an Alcohol Free Concert #2

Material

- Copies of: “Concert Promoters, Bookers and Agents: What is the Difference?” by Heather McDonald Music Careers Expert www.musicians.about.com/od/gigsandtouring/f/Concert-Promoters-Bookers-And-Agents-What-Is-The-Difference.htm
- Paper
- Pen

Teacher

Explain that students will read information about what a concert promoter does. Students will then break up into groups to plan an alcohol free concert.

1. Read the article “Concert Promoters, Bookers and Agents: What is the Difference?”
2. Break students into groups of 5 or 6.
3. Discuss the list below of genres of music and have students add to the list:
 - Hip Hop
 - Rock
 - Pop
 - Country
 - Electronic music (dub step)
 - Alternative
4. Each group will work with one type of music. Students can self-select according to genre or the teacher may want to randomly assign groups and music type.
 - Assign group roles: facilitator, recorder, artist, presenter, and timekeeper.
 - Begin discussing how to promote an alcohol free event with a theme that addresses one of the following: healthy choices, awareness about underage drinking, or the consequences of drinking and driving.
 - Students should think about selecting a venue and musicians.

Conclusion

Summarize the theme of the video and underscore the serious nature of the content. Explain that the next video is about guilt, sadness, and grief.

Notes

Handout: Concert Promoters, Bookers and Agents: What is the Difference?

Heather McDonald Music Careers Expert

www.musicians.about.com/od/gigsandtouring/f/Concert-Promoters-Bookers-And-Agents-What-Is-The-Difference.htm

Booking and promoting concerts involves a lot of moving parts, so it's pretty easy for confusion to enter the picture. If you're new to playing live, just starting to cut your teeth on the live music circuit, then that confusion can go through the roof for a lot of reasons. In fact, this can be a tough time for a lot of musicians, not only because the whole process is new and more than a little intimidating, but also because musicians at this stage are the perfect targets for getting hustled. When you get to the stage where you're booking your own shows, you can make better decisions if you understand the role of everyone involved. Now, there can be some overlap in these positions, but here is the general idea to keep in mind:

Promoters: On the indie circuit, the most typical way for a promoter to **work with a musician** is to decide they want to work with the musician on a show, make a deal with the musician (or the musician's reps) and then go out and do the work of putting on the show. That means **booking the venue**, contacting the local press, **marketing** (running ads, printing posters, etc, as appropriate), making sure everything is in place for the night of the show (tickets, sound/tech requirements, booking the opening bands, buying the rider and so on) and then generally making sure the show runs smoothly. When a promoter makes a deal with a musician, the deal usually (really, should) take into account the expenses associated with the show so that when the musician sees the deal, they know how much they stand to make. For instance, a promoter might offer a flat rate for a show or they may offer a door split deal in which they pay the musician a percentage of the ticket sales money after the costs associated with the show are met. The real defining thing about the deal structure is that the promoter does assume some of the risk and makes a decision about that risk before they decide to run with the show.

Bookers: Sometimes, venues have someone in charge of booking the shows for the club — but it is really very important to not confuse these people with promoters. SOMETIMES, venues have in-house promoters that book the shows and fulfill the traditional role of the promoter, but venues often have someone who just books. They may include your name in their standing run of advertising and monthly calendar things, but the onus for promoting the show - and meeting the venue's financial requirements — falls on you. They may have a bar minimum that you have to meet or they may require a certain number of ticket pre-sales or they may have some other financial guideline you have to satisfy. As a musician, it is REALLY important for you to understand these rules. Of course venues can't have losing nights all the time, but weigh up what they're offering you versus what they're demanding from you. Are they throwing you on a bill with four other bands who sound nothing like you (or each other) and requiring a huge number of "ticket pre-sales" - which really translate into you paying hundreds to play there? In other words, are they setting you up for some crap gig that no one wants to come to and getting you to pay them for the privilege? If you are acting as a promoter for your own show, it makes sense that you would have to assure the venue that they aren't going to lose money on the night, but don't be too intimidated to speak up to find out what you're getting when you book a show at that club and definitely don't be too afraid to look for another venue who wants to make sure you BOTH have a winning night.

Agents: An agent books shows for you. In other words, the agent calls the promoter, works out the deal and brings the offer back to you with all the details ironed out (in accordance with what you’ve agreed in advance, such as “must have a stage large enough for 7 cellos” or “will only play Albuquerque on Tuesdays”).

Notes

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: Promoting an Alcohol Free Concert #3

Material

- Pen
- Paper
- Poster Board
- Markers

Teacher

Students will work in groups to plan their concert. Over the next two (2) sessions, students need to:

1. Select a theme
2. Choose an artist
3. Find a venue
4. Select corporate sponsors
5. Develop a marketing plan
6. Select social media platforms
7. Create a sample print ad to be used on social media and in the community
8. Create a radio commercial as part of the promotion

Note: Some work may need to be completed for homework.

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? How?
2. What reasons for drinking did you hear in this portion? Do you think they are valid? Why or why not?
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 2005.¹⁹
- 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-logged items and other means) were three or more times its expenditures for measured media advertising.²⁰ 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

Activity: Promoting an Alcohol Free Concert #4

Material

- Pen
- Paper
- Poster Board
- Markers

Teacher

Students will work in groups to plan their concert. In this session, students need to complete the following:

1. Select a theme
2. Choose an artist
3. Find a venue
4. Select corporate sponsors
5. Develop a marketing plan
6. Select social media platforms
7. Create a sample print ad to be used on social media and in the community
8. Create a radio commercial as part of the promotion

The sample print ad can be incorporated on the poster board. When presenting to the class, students may read their radio commercial.

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

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: Promoting an Alcohol Free Concert #5

Material

- Completed project
- Completed poster board
- Radio commercial

Teacher

Students will present their projects to the class.

1. Ask students if they think teens would attend an alcohol free event that promoted awareness about the consequences of drinking. Why or why not?
2. Ask students if they think musicians/performers today would want to be involved with such an event. Why or why not?

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

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.

Music Guide: Fair Use Statement: The music for the lessons in this guide is contained on a CD provided for classroom use only in accordance with section 107 of the United States Copyright Law. The music has been purchased by Connect With Kids Network to be used, as stated in the law, for purposes of "teaching, scholarship, or research." In accordance, teachers may not make copies of the CD or sell the CD for pleasure or for profit.

Gateway, Part 1

Drug and Alcohol Prevention

Grade Level: **High School**



WATCH ▶

Essential Question

How does certain music act as a gateway to drug use?

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.

Discussion Questions

- 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: Through the Gateway

Materials

- Lyrics and Opinions worksheet
- Lyrics to and recordings of to “Ashtrays and Heartbreaks” by Snoop Lion from the album *Snoop Lion Reincarnated*

Teacher

In the next five (5) lessons, students will learn about music written about addiction in all of its ugliness.

1. Ask students to list songs they listen to that encourage or support the use of gateway drugs such as marijuana and alcohol.
2. Have students get into groups of three or four for small discussion groups.
3. Distribute the Lyrics and Opinions worksheet and ask the groups to discuss their responses before completing the worksheet.
4. Play the song “Ashtrays and Heartbreaks” by Snoop Lion (and guest appearance by Miley Cyrus).
5. Have student groups complete the Lyrics and Opinions worksheet.
6. If time, have students share their responses with the full group.

Conclusion

Summarize the theme of the video and underscore the serious nature of this content. Remind students of resources available should they need them.

Ask students to discuss: How does certain music act as a gateway to drug use?

Notes

Worksheet: Lyrics and Opinions

Listen to the song and read the lyrics. Discuss your responses to the questions before recording the answers.

1. Is the singer alone or with someone in this song? How do you know? Cite lyrics that support your answer.

2. Why would it be important to know if someone was alone or with someone else while using?

3. What line or lines are repeated? Why?

4. What is the most poignant lyric in this song? Why?

5. How do the elements of music in this song support or discourage drug use?

6. How do the lyrics of this song support or discourage drug use? Cite evidence from the lyrics to support your answer.

Handout: Ashtrays and Heartbreaks

By Snoop Lion

Tonight, there's gonna be a whole lot of smoke
in the air

Blow it hard for the ones who ain't here
Seems like every day we're putting one six feet
underground

So blessed - what goes up, must come down

Now my buzz is gone, I need to re-up on reality
Can't let them see me weak, I need to
pause on it

Is there any possibility that everyone
feels like me?

Ashtrays and heartbreaks

I lost some, let's toast to one

So put 'em high, let's reminisce

You're gone, but you never miss

Ashtrays and heartbreaks

I lost some, let's toast to one

So raise a glass to the memories

Set 'em free and fill up all those ashtrays

Fill up all those ashtrays

Tomorrow when you wake up and realize
life ain't fair

Throw it back, and make the whole
world disappear

You never miss what you had until it's gone
When it's right, something always will go wrong

Now my buzz is gone, I need to re-up on reality
Can't let them see me weak, I need to
pause on it

Is there any possibility that everyone feels like me?

Ashtrays and heartbreaks

I lost some, let's toast to one

So put 'em high, let's reminisce

You're gone but you never miss

Ashtrays and heartbreaks

I lost some, let's toast to one

So raise a glass to the memories

Set 'em free and fill up all those ashtrays

Fill up all those ashtrays

Now my buzz is gone, I need to re-up on reality
Can't let them see me weak, I need to
pause on it

Is there any possibility that everyone
feels like me?

Ashtrays and heartbreaks

I lost some, let's toast to one

So put 'em high, let's reminisce

You're gone but you never miss

Ashtrays and heartbreaks

I lost some, let's toast to one

So raise a glass to the memories

Set 'em free and fill up all those ashtrays

Fill up all those ashtrays

Gateway, Part 2

Drug and Alcohol Prevention

Grade Level: **High School**



WATCH ▶

Essential Question

How do some songs express drug experiences?

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

Discuss:

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

Notes

Activity: "I Feel Like Dying"

Materials

- Copies of Lyrics and Opinions worksheet (found in previous session)
- Copies to lyrics and recordings of:
 - "I Feel Like Dying" by Li'l Wayne
 - "No Children" by The Mountain Goats

Procedure

1. Have students gather in the same groups as the previous session and distribute the Lyrics and Opinions worksheet.
2. Play both songs, "I Feel Like Dying" and "No Children," and ask the groups to select the song they will analyze.
3. After the groups have completed their analysis, have them share their information with the group.
4. Ask the full group if listening to these songs would influence their decision to use drugs and to explain their answers.

Conclusion

Summarize the theme of the video and underscore the serious nature of this content. Ask: How do some songs express drug experiences?

Notes

Handout: "I Feel Like Dying"

By Li'l Wayne

Only once the drugs are done, that I feel like dying... I feel like dying
Only once the drugs are done, that I feel like dying... I feel like dying
Only once the drugs are done, that I feel like dying... I feel like dying
(I feel like, I feel like, I feel like...)

Yeah, hello...

Get lifted...

Yeah, I get lifted

Yeah, yeah, so get lifted... yup! Haha...

I am sittin' on the clouds, I got smoke comin' from my seat
I can play basketball with the moon, I got the whole world at my feet
Playin' touch football, on marijuana street
Or, in a marijuana field, you are so beneath my cleets
Get high, so high, that I... feel... like... lying
Down in a cigar, roll me up and smoke me 'cause...
(I feel like dying)

Only once the drugs are done, that I feel like dying... I feel like dying
Only once the drugs are done, that I feel like dying... I feel like dying
(I feel like, I feel like, I feel like...)

Swimming laps around a bottle of Louis the Thirteenth
Jumpin' off of a mountain into a sea of Codeine
I'm at the top of the top, but... still I climb
And if I should ever fall, the ground would then turn to wine
Pop, pop, I feel like flying, then I feel like frying, then...
(I feel like dying)

Only once the drugs are done, that I feel like dying... I feel like dying
Only once the drugs are done, that I feel like dying... I feel like dying
(I feel like, I feel like, I feel like...)

I can mingle with the stars, and throw a party on Mars
I am a prisoner, locked up behind Xanax bars
I have just boarded a plane, without a pilot
And violets are blue, roses are red
Daisies are yellow, the flowers are dead
Wish I can give you this feeling... I feel like buying
And if my dealer don't have no more, then...
(I feel like dying)

Only once the drugs are done, that I feel like dying... I feel like dying
Only once the drugs are done, that I feel like dying... I feel like dying

Handout: "No Children" By The Mountain Goats

I hope that our few remaining friends
Give up on trying to save us
I hope we come up with a fail-safe plot
To piss off the dumb few that forgave us

I hope the fences we mended
Fall down beneath their own weight
And I hope we hang on past the last exit
I hope it's already too late

And I hope the junkyard a few blocks from here
Someday burns down
And I hope the rising black smoke carries me far away
And I never come back to this town again

In my life, I hope I lie
And tell everyone you were a good wife
And I hope you die
I hope we both die

I hope I cut myself shaving tomorrow
I hope it bleeds all day long
Our friends say it's darkest before the sun rises
We're pretty sure they're all wrong

I hope it stays dark forever
I hope the worst isn't over
And I hope you blink before I do
And I hope I never get sober

And I hope when you think of me years down the line
You can't find one good thing to say
And I'd hope that if I found the strength to walk out
You'd stay the hell out of my way

I am drowning, there is no sign of land
You are coming down with me, hand in unlovable hand
And I hope you die
I hope we both die

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

Activity: Songs of Climbing Out

Materials

- Copies of lyrics to and recordings of:
 - “One Day at a Time” by the Eagles
 - “Under the Bridge” by Red Hot Chili Peppers

Teacher

1. Ask students to share songs they know about exiting the gateway or recovery from drugs. What is the music that tells the story of trying to exit the world of drugs into rehabilitation?
2. Just as there are hundreds of songs that contribute to going through a gateway, artists have also written songs about rehab and recovery, getting back to life, perhaps not through the gateway or door first entered, but another way.
3. Ask the small groups to listen to and analyze the lyrics to “One Day at a Time” by the Eagles and “Under the Bridge” by the Red Hot Chili Peppers. They should look for the following in their analysis:
 - How do the lyrics speak directly to the effects of drugs in the musician’s life?
 - Lyrics tell the story in poetic form. Tell the story in prose, everyday language.
 - How does the music support the lyrics?
 - How would any of these songs suit Andrew Wolpa’s story? Make specific references to the music.
4. If necessary, pause the music at different points and ask students to identify whether or not the music would suit any part of Andrew Wolpa’s story.

Conclusion

Summarize the theme of the video and underscore the serious nature of this content. Ask students to discuss: How does a person exit a drug gateway?

Notes

Handout: "One Day At A Time"

By The Eagles

Oh and the last to leave the scene of the crime.
Well it started with a couple of beers,
And it went I don't know how many years,
Like a run away train heading for the end of the line.

Well I finally got around to admit that I might have a problem,
But I thought it was just too damn big of a mountain to climb,
Well I got down on my knees and said Hey,
I just can't go on living this way,
Guess I have to learn to live my life one day at a time.

Oh yeah, One Day at a Time.
Oh yeah, One Day at a Time.

Well I finally got around to admit that I was the problem,
When I use to put the blame on everybody's shoulders but mine,
All my friends I use to hang with are gone,
But I hadn't planned on living this long,
Guess I'll have to learn to live my life one day at a time,
It was something I was too blind to see,
I got help from something greater than me,
Now I have to learn to live my life one day at a time.

Handout: "Under the Bridge"

By Red Hot Chili Peppers

Songwriters: Kiedis, Anthony / Smith, Chad / Balzary,
Michael 'Flea' / Frusciante, John

Sometimes I feel
Like I don't have a partner
Sometimes I feel
Like my only friend
Is the city I live in
The city of angels
Lonely as I am
Together we cry

I drive on her streets
'Cause she's my companion
I walk through her hills
'Cause she knows who I am
She sees my good deeds
And she kisses me windy
I never worry
Now that is a lie

I don't ever want to feel
Like I did that day
Take me to the place I love
Take me all the way
I don't ever want to feel
Like I did that day
Take me to the place I love
Take me all the way (yeah yeah)

It's hard to believe
That there's nobody out there
It's hard to believe
That I'm all alone
At least I have her love
The city she loves me
Lonely as I am
Together we cry

I don't ever want to feel
Like I did that day
Take me to the place I love
Take me all the way
I don't ever want to feel
Like I did that day
Take me to the place I love
Take me all the way (yeah yeah)
Ooh no (no no yeah yeah)
Love me I say yeah yeah

Under the bridge downtown
Is were I drew some blood
Under the bridge downtown
I could not get enough
Under the bridge downtown
Forgot about my love
Under the bridge downtown
I gave my life away (yeah yeah)
Ooh no (no no yeah yeah)
Here I stay yeah yeah

Here I stay

Gateway, Part 4

Drug and Alcohol Prevention

Grade Level: **High School**



WATCH ▶

Essential Question

How do examples of professional musicians' addiction and rehabilitation influence teen decisions to try and/or use 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?

Activity: Research: A Recovering Musician's Music

Materials

- Access to the Internet for research

Teacher

1. Explain that students will work in their small groups to research musicians who have quit using drugs.
2. Each group must select a musician (of any genre; ideas are provided below) and find out the following:
 - a. How did the musician begin using drugs?
 - b. What was the musician's drug of choice?
 - c. What was the "wake up" point that made him/her decide to quit?
 - d. How is the person doing now in terms of sobriety?
 - e. How drugs affected this musician's music and how sobriety has affected this musician's music.
3. Students may want to bring examples of the musician's music that was made while addicted to drugs and while sober to show differences.
4. Students will present their information in the next class.

Examples of musicians who have quit drug use:

- Mark Foster of Foster the People
- Andre 3000
- Neil Young
- John Taylor of Duran Duran
- Keith Urban

Conclusion

Summarize the theme of the video and underscore the serious nature of this content. Ask students to discuss: How do examples of professional musicians' addiction and rehabilitation influence teen decisions to try and/or use drugs?

Notes

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

Activity: They Got Out

Materials

- Student research materials

Teacher

1. Have student groups present their research about musicians who have become sober.
2. Ask the students who bring examples of music to describe how they feel about the music that was made while the musician was addicted to drugs and how they feel about the music made while the musician was sober. How is the music different? How is it the same?
3. After all groups have presented, ask them to think about if this information has had or might have any effect on their own choices when it comes to drugs, whether gateway drugs or more addictive drugs.

Conclusion

Review the themes of the video and the music. Tell students that if they are dealing with any of the same issues they can find support systems in the school.

Notes

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.

Music Guide: Fair Use Statement: The music for the lessons in this guide is contained on a CD provided for classroom use only in accordance with section 107 of the United States Copyright Law. The music has been purchased by Connect With Kids Network to be used, as stated in the law, for purposes of “teaching, scholarship, or research.” In accordance, teachers may not make copies of the CD or sell the CD for pleasure or for profit.

Ripped Apart, Part 1

Drug and Alcohol Prevention

Grade Level: **High School**



WATCH ▶

Essential Question

Why do athletes and musicians feel they need supplements?

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: Steroids: Not Just Baseball

Materials

- Copies of article: “Performance Enhancing Drugs: Not Just Baseball” by Alex Kingsbury, *US News*
- Student reflection worksheet

Teacher

This series of lessons will focus on the use of steroids in the music industry. Students will be asked to read several articles, listen to parodies of songs, and create a chart to organize the information and their thoughts about the use of steroids and other performance enhancing drugs in the music world.

Procedure

1. Ask students if they have heard of supplement use by musicians. Many people can discuss the illegal drug use by musicians over the centuries, but most people do not think of musicians as the group of people that needs supplements. Explain that, unfortunately, this practice has become all too common in the professional music world.
2. Explain that students will work with partners for this project to analyze articles about steroids in the music world and answer questions to be used in a discussion in the subsequent sessions.
3. Distribute one article and one reflection page per pair and have them work together to read and compile their answers.
4. At the end of the session, collect the worksheets to be used in a later session.

Conclusion

Compare and contrast the reasons athletes and musicians feel they need supplements.

Notes

Handout: Performance Enhancing Drugs: Not Just Baseball

By Alex Kingsbury, Staff Writer at US News

Musicians have long taken drugs to boost performance.

There are quite literally thousands of musical notes in a symphony — each of which must be played not only with near mechanical precision but infused with a passion that breathes life into the composer's vision. Replicating that passion and technical prowess to an audience every night is a tall order. But to many professional musicians, it's a prospect that reduces them to cold sweats, nearly incapacitating anxiety, even physical pain—what the rest of the world calls stage fright. “It got so bad that I would be sick for days before a performance,” says Jeffrey Forden, 47, a French horn soloist and chamber musician in New York. “That was before I started taking pills.”

As Congress prepares for another round of interrogation of major-league ballplayers about their use of steroids and human growth hormone next week, ignored is the starring role that so-called performance enhancing substances also play in myriad professions from the classroom to the orchestra pit. While pitchers Roger Clemens and Andy Pettitte and infielder Chuck Knoblauch will face questions about which, if any, drugs they took to improve their play on the field, professionals in other fields like classical music and academia are turning to a variety of drugs to tame their nerves or simply boost their production. Forden received his legally from a doctor, but many actors, dancers, public speakers, students, and musicians buy them without a prescription for a few dollars from their peers. Known as beta blockers, medication to lower blood pressure, they are the performance enhancing drug of the performing world. Beta blockers, in small doses, are far less harmful to the body than, say, steroids, yet there is a real risk that players can become psychologically dependent on a pill.

Probably dating back to mead-swilling troubadours, musicians have long turned to drugs to influence their playing. Alcohol and marijuana are the most common; jazz giants like Charlie Parker, Miles Davis, and John Coltrane used heroin. And pity the medic called to analyze blood samples from Jimi Hendrix, had the drug-addicted guitarist been subjected to the same investigatory regime that professional bicyclists now endure.

Musicians, classical ones in particular, argue that their profession is so difficult and stressful that drugs are a natural response to the demands placed on them. A survey in 1987 found that 27 percent of classical musicians used beta blockers, though many estimate that use is now far more widespread. Seventy percent of those taking the meds got them without a prescription, the study found. “Listen, if you get one note wrong the entire audience knows and your career can suffer — it's about a livelihood that demands perfection,” says a flutist in midwestern orchestra who has used beta blockers (obtained from a colleague) before auditions and concerts. “It's the hardest job in the world.”

That's a common sentiment among pill-popping tunesmiths and professional athletes alike, and one with which neurosurgeons and bomb disposal technicians might beg to differ. Yet it hints at a central question of the steroids era: Why is it OK to use drugs in some professions, but not others? Bioethicist Greg Kaebnick says the use of drugs to affect performance can only be assessed in ethical terms on a case-by-case basis. “There's no general ethical principle for enhancement—a performance that one group celebrates as a manifestation of natural talent and practice boosted by a drug, another group sees as cheating.”

Advertising

And just as there are musicians who insist that pieces be performed only with the instruments for which the music was composed (a harpsichord, for instance, instead of a piano), there are those who consider beta blockers cheating. "If you practice a piece a hundred times, then take a pill to minimize your chances of messing up during a single audition, is that cheating?" asks Forden. Drugs are acceptable to alleviate physical pain, but not to make life painless, ethicists contend. An oft-cited reason that Congress began looking at the steroids issue in the first place was the reported danger to teen athletes, though the actual number of teens using anabolic steroids is quite low. Beta blockers, as classical musicians describe using them, have less risk, according to a report by the Cleveland Clinic Foundation.

For students, the lines between appropriate and inappropriate use of performance enhancing drugs is even less clear. Speed in the form of diet pills was common in past decades, and caffeine is ubiquitous on campus. But is it cheating for a student to take Ritalin before the SAT or the GRE? And, if beta blockers ease nerves so easily, should nervous surgeons be using them too?

Many students, even those with dubious symptoms, are prescribed the drugs legitimately. Should their scores carry an asterisk, like the Barry Bonds home run baseball headed for Cooperstown? If not, should every student be able to take the pills to compete on an equal playing field? "Attention, just like the capacity for stage fright or home run hitting ability, is a natural human attribute. Some people have it more than others," says Barbara White, a professor at the University of New Hampshire who found that nearly 17 percent of college students were taking ADHD medication in ways not prescribed by a doctor.

But do such drugs, in fact, enhance performance? That depends on the definition of enhancement. "It has become an artistic dilemma: Do you settle for less passion in your playing by taking a pill to take the edge off your nerves?" asks Barry Green, a former bassist with the Cincinnati Symphony and author of *The Inner Game of Music*. Green contends that musicians who don't suffer from clinically diagnosed anxiety are turning to the drugs to compensate for poor preparation as much as for frazzled nerves. And it comes with a cost. "Subtracting adrenalin from the equation," he says, "is going to make your music suffer." That might not be cheating in an audition, but it surely cheats the audience.

Notes

Handout: Student Reflection: "Performance Enhancing Drugs: Not Just Baseball"

Write your responses AFTER discussing each question with a partner. These will be used in the subsequent sessions.

1. Create a list of the groups of people and the supplements and/or drugs they use as described in the article. What are some of the reasons and/or excuses they use to justify taking these substances?

2. "Drugs are acceptable to alleviate physical pain, but not to make life painless, ethicists contend." Comment on this quotation from the article. Why is it important that the statement was made by ethicists?

3. How does the taking of supplements by a musician cheat an audience?

4. Should there be legal consequences for musicians for taking supplements? Explain your answer.

5. Compare the use of steroids/supplements by musicians to the use by any other group of people including athletes — of any age.

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?

Notes

Activity: Steroids and Singers

Materials

- Copies of the Article: "Singers and Steroids: The Magic Pill" by Dr. Reena Gupta
- Copies of student reflection worksheet

Teacher

1. In the previous session, students worked with a partner to analyze an article about musicians and steroids. It mostly dealt with instrumentalists, but what about vocalists? Singers? Why would a singer want to take supplements?
2. Ask students to talk about singers they know who have lost their voices or who damaged their voices. Provide them with the examples of Bruce Springsteen, Adele, Whitney Houston, Keith Urban, Julie Andrews, Bjork — to name a few.
3. Ask students: What would you do if you made your living singing or talking and suddenly you lost your voice? What would you be willing to do?
4. Students will once again work with their partner to read the article and answer reflection questions. Their responses will be used in the next sessions.
5. Distribute one article and one reflection page per pair and have partners work together to read and compile their answers.
6. At the end of the session, collect the worksheets to be used in a later session.

Conclusion

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

Notes

Handout: Singers and Steroids: “The Magic Pill”

By Dr. Reena Gupta

About Dr. Reena Gupta

Dr. Reena Gupta is the Director of the Division of Voice and Laryngology at OHNI. Dr. Gupta has devoted her practice to the care of patients with voice problems. She is board certified in otolaryngology and laryngology and fellowship trained in laryngology, specializing in the care of the professional voice.

I’d known most singers see steroids as “magic pills” from my years of caring for professional voice users. However, I only realized how prevalent the problem was when a singer friend of mine told me to watch an episode of “Smash” (NBC). On this particular episode, one of the lead actresses was having sudden vocal problems. The doctor’s cure: steroids.

The character’s reluctance to take them was one of the only saving graces of the show. Her reasons were extreme (she experienced hallucinations on them) but I appreciated her caution. Every medication has side effects and steroids are among the worst! I was much less impressed with the other singers on the show, touting the miracle of steroids. There was not one voice of reason among the other singers and the lesson I learned is that in the singing community, there probably rarely is.

Why do singers ask for steroids?

A real professional singer should have their voice checked regularly, to find problems early. However, most singers only go to a voice doctor when they have a problem. They have missed the opportunity for preventative care and are seeking crisis-care.

This singer, having heard of steroids, just wants a prescription. They want the quick fix they’ve heard about from singer friends.

Why can’t I use steroids before every performance?

Unfortunately, some singers do. More unfortunate is that some doctors, although they should know the risks, give singers steroids regularly. But steroids are not safe to be taken regularly

So what are the risks of steroids?

- Reliance on steroids (unable to sing without them)
- Worsening a vocal injury
- Permanent vocal injury
- Vocal hemorrhage
- Suppression of your body’s natural steroid production
- Worsened reflux and therefore, worsened voice after steroids
- Mood changes (depression, anger, anxiety, etc)
- Insomnia
- Bloating or permanent weight gain when overused
- Acne or other skin changes

What does this mean?

If you are unable to sing, there is a reason.

Temporary overuse may cause swelling, which steroids will help (in the short term). However, singers often have more serious problems, such as prenodules, nodules, a cyst, or another vocal mass. These masses also swell with voice overuse, so steroids seem to help. However, steroids do not make the masses go away. Over time, the masses will become larger and more firm. Often at that point, surgery is required.

Unfortunately, you think you are okay because steroids make you sound better but in reality you are making your voice problem worse, or even permanent. The only way to know if this is happening is to see a laryngologist for a videostroboscopy.

Steroids also make the blood vessels in your vocal cords more fragile, and more likely to rupture with voice use. The only way to know if you have “at risk” vessels is to have a stroboscopy. Unfortunately, most doctors (even those who call themselves voice specialists) are not able to do this exam.

How do I know if steroids can help my voice problem?

There are very few problems that steroids will cure.

Steroids are not a cure for any voice problem. They are not a “magic pill” — they are a Band-aid on a potentially larger problem.

It is more important to figure out why you are having voice problems. You should question any doctor who simply pushes steroids on you when you have voice problems. Often, with correct diagnosis and treatment, you will never need steroids again. However, this requires a thorough and sophisticated analysis of your voice, including stroboscopy. See a laryngologist to find out if steroids can really help you.

Notes

Handout: Student Reflection: Singers and Steroids: "The Magic Pill"

Write your responses AFTER discussing each question with a partner. These will be used in subsequent sessions.

1. Comment on the following quotation from the article. What does Dr. Gupta think about the singing community in general?

"I was much less impressed with the other singers on the show, touting the miracle of steroids. There was not one voice of reason among the other singers and the lesson I learned is that in the singing community, there probably rarely is"

2. From the information in this article and from your own education/experience, how is vocal sound produced? What happens to the sound when the vocal cords are swollen? What evidence from the article supports your response?

3. Why do singers think or feel they need steroids?

4. What, in your opinion, is the worst risk for a singer considering taking steroids to improve or heal their vocal cord problems? Why?

5. Why, if knowing about the risks and dangers, would singers use steroids?

6. Why would anyone — not just singers but instrumentalists, athletes, and others — consider steroids a “Magic Pill”?

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?

Notes

Activity: Better Musical Bodies Through Steroids

Materials

- Copies of article: "Are Rappers Turning to Steroids?" by Susan Donaldson James
- Copies of student reflection worksheet
- Pens/pencils

Teacher

1. Tell students that you would like them to imagine they are musical superstars. Their recordings have gone platinum. Every concert sells out: standing room only. They appear on the covers of every magazine and they frequently guest star on television shows and play major and minor roles in films. Life is pretty good.
2. Now have them imagine it is 20 years from now. How do they think life has changed? How have their voices changed? How have their bodies changed?
3. Today's article is going to deal with why performers use steroids to improve their image, whether young or old.
4. Students will once again work with their partners to read the article and answer reflection questions. Their responses will be used in the next sessions.
5. Distribute one article and one reflection page per pair and have them work together to read and compile their answers.
6. At the end of the session, collect the worksheets to be used in a later session.

Conclusion

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

Notes

Handout: "Are Rappers Turning to Steroids?"

By Susan Donaldson James

Big, bad, and now buff like baseball slugger Barry Bonds.

Hip-hop stars, cultural icons for youth around the world, have now been linked to steroid use.

Some of the biggest names in rap -- Mary J. Blige, 50 Cent, Timbaland and Wyclef Jean -- may have used performance-enhancing drugs, according to an ongoing investigation that was launched two years ago by the Albany, N.Y., district attorney's office. The names of the rap stars appeared in a story in the Albany Times Union that the DA has refused to confirm.

Few would say hip-hop stars -- with their music personas of drugs, violence and misogyny -- are getting a bad rap. But those familiar with the culture say steroid use is more about beauty and album sales than strength and endurance.

LL Cool J's six pack sells.

"As they approach 40, they are wondering how they can stay relevant. It's like Botox or plastic surgery," said David Canton, who teaches a class on the history of hip-hop culture at Connecticut College.

"Rappers are part of American society, and it's a young person's industry."

R & B singer Mary J. Blige is 37; rappers Timbaland and Jean are 36. Other image-conscious singers who haven't been connected to steroids are also aging: mega-muscular LL Cool J turned 40 this week, and record producer Dr. Dre is 43.

"They're getting older," Canton said. "Baseball players are doing it. Why not take a little. It makes a difference when you come back with an album and you look a particular way. It boosts sales."

The Albany DA's office said it was "not confirming, denying or discussing" any of the celebrities. Their names were reportedly found on customer lists, Internet prescriptions and credit card records at a Florida pharmacy known for illicit Internet sales, according to the Albany newspaper.

None of the celebrities has been charged with breaking the law. Although it is illegal to possess steroids without a prescription in the United States, police can only charge a person caught red-handed, according to Orth.

"Our investigation has never focused on the user," said DA spokeswoman Heather Orth. "Our philosophy is if they are using drugs they have a problem and have to deal with the issue. We go after the source."

Muscle Mass in Women, Too

Anabolic steroids are synthesized male sex hormones that promote muscle mass -- in both men and women. When prescribed legally, medical steroids are used to treat growth problems in children, anemia and chronic infections like HIV.

Listed as a Schedule III substance along with morphine, opium and barbiturates, they can be just as psychologically addictive and dangerous, according to the federal Drug Enforcement Agency.

The New York probe has focused on Signature Pharmacy in Orlando, Fla., a "compounding" facility that "flies under the radar" of law enforcement and has a "lot of leeway" in modifying drugs and selling them online, said Orth.

So far, 24 have been charged in the Albany probe and 10 have pleaded guilty. Last year, the investigation yielded the names of several New York City police officers. Professional athletes have also been linked but not charged, including Met relief pitcher Scott Schoeneweis and St. Louis Cardinal slugger Rick Ankiel, according to published reports.

Internet blogs have been buzzing with speculation about the rappers. A month-old video on YouTube asks, "Did they go to the gym or are they on steroids?"

A spokesman for Blige, who has reputedly used the human growth hormone jentropin and oandrolone, denied the singer had taken steroids, according to Associated Press reports. Other entertainers were not available for comment.

Hip-hop historian Canton said he is not surprised that the baggy pants set is beefing up, especially those creeping toward 40.

"I've heard rumors," he said. "The last time I saw Timbaland [in 2002], he looked overweight. But when I saw him last year on an award show, he was all muscled. A flag goes up. You put two and two together."

Today's rap -- like the rest of American culture -- deifies the perfect body. "I changed the game, I got 'em doing stomach crunches," rapped LL Cool J. His last three album covers show him shirtless.

"This reflects society's obsession with body types," said Canton. "LL Cool J always had a physique that was popular with female consumers. There is a relationship between his body type and buying albums."

Canton cites Oprah's obsession with weight loss and the popularity of shows like Tyra Banks' "America's Next Top Model."

"Hollywood looks a particular way and rap artists are just getting into that," he said.

"Mary Bilge is getting older," said Canton. "She just came out with an album, and it's hard to maintain that look. It's a full-time job staying in shape. Dr. Dre and Busta Rhymes have added muscles as well. Timbaland said he had lot of self-doubt when he started out. Going to the gym and lifting weights became an obsession."

Role Models

But, said Canton, the hip-hop culture and its role models wield great influence among the young, "without a doubt."

While rappers may not be "great respecters of the law," they do not have as much influence as is popularly imagined, according to developmental psychologist Jeffrey Arnett.

"Any time something like this gets in the news, it makes steroid use seem more acceptable because it's happening among people they admire, and it is going to make it more likely among youth," said Arnett, who teaches at Clark University in Worcester, Mass.

"But I'm also a skeptic about that simple equation between media influence and adolescent behavior," he said. "They [rappers] do lots of things that kids don't end up doing."

While rap has been popular for 15 years popularizing the "gangsta" culture, there is no evidence it inspires violence, according to Arnett, who said the national crime rate among adolescents has actually gone down.

Young children may be vulnerable to media images, but teens "are not easily manipulated," according to Arnett. "They know the difference between entertainment and reality."

"You can listen to these gangster rappers talk about their gun rights and drug use and how they treat women, but maybe you just like the beat."

Handout: Student Reflection: “Are Rappers Turning to Steroids”

Write your responses AFTER discussing each question with a partner. These will be used in subsequent sessions.

1. David Canton, a college professor, says, “As they (rappers) approach 40, they are wondering how they can stay relevant.” How does this statement explain a rapper’s use of steroids?

2. Is ‘relevancy’ a valid reason for using steroids? Why or why not?

3. How does society pressure a performer to use steroids?

4. The end of the article discusses the possible effects of rappers’ steroid use on adolescents. What are the two sides discussed? What is your opinion on the discussion? Why?

5. What is the most important point made in this article? Why?

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

Activity: Off the Charts

Materials

- Reflection sheets from last three (3) sessions
- Large paper (one piece per group of four)
- Markers

Teacher

1. Explain that today's session will use the information and reflections from the last three (3) sessions to create charts.
2. Distribute the reflection sheets from the last three (3) sessions to each group and have students review their answers.
3. Tell students to join with another set of partners to form groups of four (4); if the numbers don't work out, form one group of six (6). Distribute one large piece of paper and one marker to each group.
4. The new, larger group's tasks are to
 - a. Compare and contrast their responses to the questions
 - b. Use their responses to create a chart that uses the model provided (see step #5)
5. Post the model chart and explain that students will work within their new group to chart their information. Explain the "Group of People" column should include any of the groups of people discussed in the video and in the articles. If they have other examples, they should discuss with the working group and record the information on the chart.
6. Collect their charts for use in the final session.

Conclusion

Ask/Discuss: What advice do you have for adults and young people about steroid use?

Notes

Handout: Supplement/Steroid Use and Advice

Name _____

Group of People	Supplement	Reasons/Excuses for Use	Advice, Opinions, Thoughts

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: Advice to the Musicians

Materials

- Student group charts
- Recording of parody “It’s About Steroids (Love Song Parody)” by Gargac Productions (www.youtube.com/watch?v=JS7QzUAaVsl)

Teacher

1. Post the charts created by the students in the last session and have students gallery walk the charts.
2. Ask students to talk about the final column and why it is important to consider their own opinions and thoughts about taking steroids or supplements before the opportunity rises.
3. Discuss how to use this information in their own lives or to help a friend.
4. Close the session by playing “It’s About Steroids (Love Song Parody).” Explain that a parody is when a person takes a familiar song and changes the lyrics to poke fun or make a strong statement about an issue, a person, or an event.
5. Play parody and ask the following two (2) questions:
 - Why is it funny?
 - Why isn’t it funny?

Conclusion

Summarize the theme and messages from the *Ripped Apart* sessions. Remind students of the support systems and personnel available to them in school should they wish to talk to anyone about this topic further.

Notes
