



Connect with Kids

WebSource

For the Classroom

In the Age of Alcohol

Discussion Questions – Segment 2

1. According to the documentary, what does genetics have to do with drinking alcohol?
2. Why do you think so many teens choose to drink alcohol when they know it is illegal? How do you deal with the stresses of the teen years?
3. According to the documentary, what are the two lies that people believe about drugs and alcohol? Explain.
4. What are negative health effects of drinking alcohol? Do any positive effects exist? Explain.

Activity

Messages Everywhere

PROJECT AND PURPOSE

Students will first identify the messages they receive about drugs and alcohol from the media, then they will discuss the messages they get from families and peers in order to understand what influence their attitudes.

OBJECTIVES

Students will complete the *Messages Everywhere* sheet individually. In small groups they will share their response and identify commonalities and differences.

MATERIALS

Note: Before the class begins, the leader will need to research Internet sites and advertising to find appropriate, current materials to use in the class. If Internet service is available in the classroom and can be projected on a large screen for the class to see, pre-select at least one site with videos that show teen alcohol consumption.

Messages Everywhere Worksheet

PROCEDURE

1. Say: In the documentary, we hear how a lot of kids feel about cigarettes and alcohol and how they deal with pressure from their friends. However, the messages teens get from the media, from their family, as well

as the messages we give ourselves influence our decisions to smoke or drink. First we are going to analyze the messages directed at you every day on billboards, in newspapers and magazines, on television, in movies, on the Internet: anywhere there is media, you receive messages about drinking and smoking.

2. Give each student the Messages Everywhere worksheet. Explain that we are first going to focus on the media message. Ask them to write down messages they see or get from the media. *(NOTE: If possible, show the class an example of how one of the Internet sites presents teens involved in binge drinking. If this is not available, ask students how they have seen teen drinking presented on Internet sites such as YouTube or on television or in the movies.)*

3. Break students up in to five or six small groups have them select a recorder and a reporter, answering the following questions:

- What seems to be the message the media portrays about alcohol use?
- What is the media trying to say with their message?
- How is it trying to influence you?

4. Come back together as group. Ask the group reporter to reveal its key findings about the alcohol-related messages conveyed by the media, by family members and by friends. Ask each student to write a response to this question: My personal message about underage drinking is:

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Messages Everywhere Worksheet

The Media	The Messages
<i>Example: Beer commercial on TV</i>	<i>Example: College students have to drink to have fun. Men who drink are more likely to receive positive attention from very attractive women.</i>
Family	The Messages
Friends	The Messages