

KEEPING YOUR STUDENTS
SAY NO
TO ALCOHOL

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TEACHING YOUR STUDENTS **SAY NO** TO ALCOHOL

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Photo: J. Myers/Four by Five Inc.

ABOUT THIS BOOKLET

The BE SMART! DON'T START! campaign is aimed at America's 16 million 8- to 12-year-olds. The campaign is designed to help shape children's attitudes towards drinking, to show the benefits of *not* drinking alcohol, and to develop skills to help children choose positive alternatives to drinking.

The campaign includes the following components:

- a full-color booklet for children, and this teacher's manual for classroom use;
- a parents' booklet for use at home;
- the BE SMART! DON'T START! music video;
- public service announcements (PSAs) that can be seen on television and heard on radio throughout the U.S.;
- a community action guide;
- additional supportive print materials.

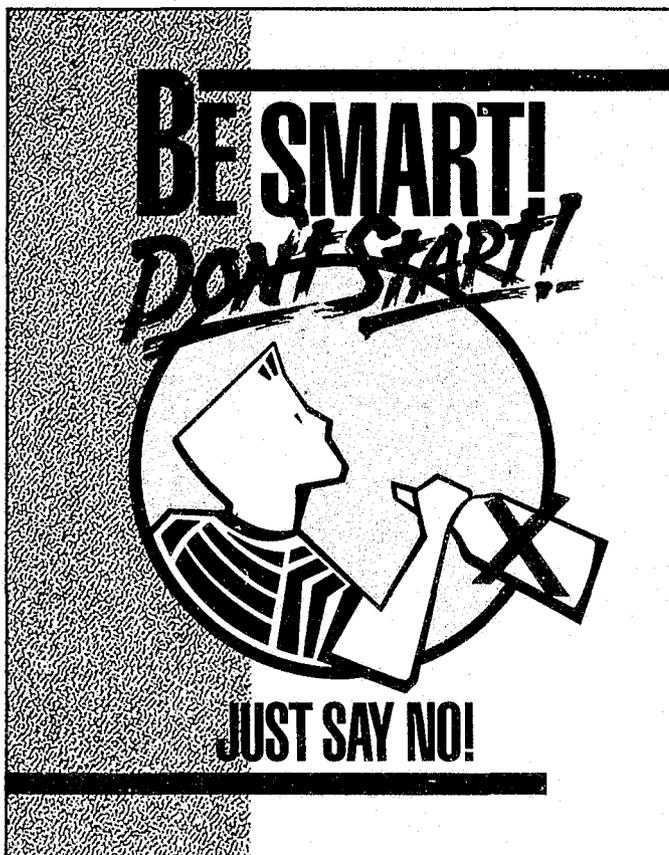
USING THIS BOOKLET

This booklet provides you with information to help you understand and respond to children's questions about alcohol. It includes background information, teaching tips, activities to do with your students, and resources for additional information and assistance.

You'll also find a mini-teaching guide to accompany the BE SMART! DON'T START! children's book. The guide contains concepts, background, discussion topics and

questions, and suggests classroom activities for each of the articles in the kids' book. Also included are two reproducible teaching masters.

We hope this booklet will help you prepare your students to say "No!" to alcohol, and "Yes!" to better things. Thank you for caring about your students, and thank you for making BE SMART! DON'T START! part of your teaching. It's good to know you're doing your part!



WHAT'S THE PROBLEM?

We know how concerned you are with helping your students succeed in their school subjects. But we also know that your job doesn't stop there—and it doesn't stop when your students go home. It's not easy, but as teachers, you are role models for your students in all that you do. You are helping them shape their attitudes about themselves and their world.

No doubt you've also helped many of your students with all kinds of problems. You've helped them figure out the difference between latitude and longitude. You've helped them to understand why the sky is blue, how to avoid test jitters, and how to get along with others. Just as important, you've



Photo: J. Myers/Four by Five Inc.

probably had to deal with many of your students' personal problems.

Until recently, elementary and middle grade teachers could breathe a sigh of relief that one problem they didn't have to deal with was alcohol use among their students. You could leave *that* to the middle and senior high teachers. But that's no longer the case. The use of alcohol by preteens is a growing problem.

In fact, alcohol is the most widely-used drug among America's youth. Recent studies have shown that the use of alcohol at an earlier age is becoming a significant trend with serious implications for the physical and emotional health and well-being of young people. Just take a look at some of these findings from recent surveys:

- Rich kids, poor kids, and middle class kids of all ethnic backgrounds reported to *Weekly Reader* that they experienced increasing pressures to try alcohol at earlier ages.
- Approximately 30 percent of boys and 22 percent of girls classify themselves as "drinkers" by the age of 13.
- In the U.S., 4.6 million high school students experience serious problems with the drug alcohol.

Alcohol is often referred to as the "gateway" drug because its use by kids is frequently the gateway to other drugs and negative risk-taking behavior. If kids are drinking, they may lose their inhibitions. If someone offers them marijuana, cocaine, or a joy-ride with an alcohol-impaired driver, they are more likely to say "yes" to potentially dangerous and destructive behavior.



Photo: C. Orrico/Four by Five Inc.

LOOKING FOR PROBLEM SIGNS.

As a teacher, you may be one of the first to spot problem signs and to facilitate getting help for a child in trouble.

But how can you tell if a child is using alcohol? It's not easy. Most symptoms of alcohol abuse closely resemble the symptoms of other problems, such as depression, emotional stress, being a victim of child abuse, or taking drugs, which also require special attention.

Here are some signs of an alcohol problem:

Since most of these symptoms can also signal other problems, it takes a specialist in diagnosing and treating children in trouble to determine the root cause.

1. Poor or erratic schoolwork, especially if the work has been better.
2. Withdrawal from class participation,

friends, and interests.

3. Unusual mood swings, temper tantrums, or changes in personality—from cheerful to sullen, from quiet to rowdy, for example.
4. Change of friends.
5. Frequent drowsiness or falling asleep in class.
6. Complaints of “hangover-like” symptoms—headaches, stomachaches, dry mouth, vomiting.
7. Frequent use of eyedrops or breath mints, the smell of alcohol on a child's breath or clothing.
8. Increased absences from school.

WHY DO KIDS DRINK?

Experts say there are several reasons why preteens experiment with alcohol. Children do it to:

FIT IN AND BELONG.

When kids begin to seek important friendships outside the home, they are very concerned about fitting in with the group. This is the most frequent reason given for using alcohol. Children either KNOW or BELIEVE that the kids they want to fit in with are drinking. It doesn't matter if they only believe it's true; they want to belong and will go to great lengths to do so.

FEEL GROWN-UP.

We don't have to tell you that children are impressionable. It is between the preteen and teen years that many children are questioning their attitudes towards drugs, smoking, and drinking. Because of messages in their environment, and pressure from their peers, some preteens are more likely to consider drinking.

Adults are an important factor in shaping a young person's ideas. Homes in which adults treat excess drinking lightly can help mold a child's attitude towards liquor. Eye-catching alcoholic beverage displays in store windows can also entice kids into thinking drinking is "cool." So do ads that children see in newspapers, magazines, and on TV.

BE ABLE TO LET LOOSE.

You've probably noticed it in class. Some preteens can be extremely awkward and self-conscious—especially youngsters who are starting to mature physically. They may drink to relieve the anxiety that goes along

with this awkwardness. Children who drink to overcome shyness may suffer from a lack of self-confidence. You can help by reminding your students that you care about them, that they are important, and that they have a lot to offer. Kids need to feel worthwhile.

MAKE THEMSELVES FEEL BETTER.

Some kids think a drink will cheer them up or help them forget a problem. Others drink to help deal with early pressures to succeed at school or to deal with unrealistic expectations placed upon them by their parents.

A child who is using alcohol to feel better often needs professional help. If you think a student has a problem of any kind, he or she needs to know that you care and that it is possible to ask for help. All kids need to know that it's a sign of strength, not of weakness, to want to overcome a problem and to ask for help.

FIND OUT WHAT DRINKING IS ALL ABOUT.

Simple curiosity is a big reason kids drink. Sometimes a child's natural curiosity needs to be channeled into other areas to satisfy his or her natural eagerness for new experiences. Your classroom is one place in which students can learn and discover new things about themselves and their world.

BE DEFIANT.

Some kids drink *because* it is forbidden. They may want to test themselves, their parents, or you. Open defiance (whether it is alcohol use or acting out in class) can be a sign that a child is having problems. It also may be the only way a child can ask for help.

HOW TO HELP A CHILD IN TROUBLE

No child wants to be in trouble. If you think that one of your students has a drinking problem—or any problem—you *can* help.

First, make sure you know the rules or guidelines established by your school or school district for handling students' personal problems. You may want to discuss the situation with a supervisor, a school mental health professional, a guidance counselor, or the principal. These professionals will provide you with information and guidance.

In the elementary or middle school, you are more likely to find children who are just beginning to experiment with alcohol, rather than a full-blown alcohol problem. Kids who are prime targets for later problems may be overly shy kids, bullies, kids who can't seem to learn, the class clowns who cut up to hide their lack of academic skills, and/or children with family problems. Of course, very bright kids and very aggressive kids are also at risk, as are children of alcoholic parents.

Even kids with a good sense of self-confidence can be overwhelmed by peer pressure and the need to fit in and belong—even if it means doing something that is bad for their health, potentially dangerous, and illegal.

Here are three ways to help your students say “no” to alcohol and to peer pressure if someone offers them a drink, a cigarette, or drugs:

PROVIDE ACCURATE INFORMATION.

Accurate information about alcohol and its effects will help children know how to respond when someone tells them, “You’ll feel great when you drink this.” And knowing the facts will help children understand that their peers aren’t always right. Encourage children to ask questions and help them find the correct answers.

DEVELOP LIFE SKILLS.

Learning how to make healthy decisions, to communicate effectively, and to think and act resourcefully will help children to handle life’s pressures a bit better. One way to help students develop these skills is by allowing them to take part in classroom decisions by problem solving, communicating their ideas, and acting accordingly.

For example, you might say, “We don’t have enough marking pens for the art project. What should we do?”

Children can suggest solutions such as share, take turns, buy more pens, bring them from home, or do a project that doesn’t require pens. Discussing the alternatives can help the group reach the best decision. Having the skill to think resourcefully can also help a child cope with the question, “Want a drink?” For older kids the problem might be: “What would you do if you found you weren’t being accepted by a group?”

EXPLORE STRATEGIES AND REASONS FOR SAYING “NO.”

Many kids have learned that saying “no” can have negative consequences. For example, refusing a parent’s request to “finish your vegetables” may result in the negative consequence of not being allowed to watch TV after finishing their homework.

Some kids have been raised to be so polite that they are concerned about offending another person by saying “no.” Remind students that it is sometimes necessary to say “no” in order to take good care of themselves. This can include saying “no” to alcohol, drugs, and other dangerous or illegal behavior. Kids can simply turn their backs and walk away from the situation. You may want them to practice these refusal skills.



Photo: T. Rosenthal/Four by Five Inc.

TEACHING GUIDE TO THE BE SMART! DON'T START! CHILDREN'S BOOKLET

BE SMART! DON'T START! MUSIC VIDEO

"Be Smart! Don't Start!" booklet, pages 2-7

Concept: Alcohol is harmful to your brain and to your body. Drinking can prevent you from enjoying other activities.

For Your Information: The video's story considers the fact that many preteens are just beginning to move from concrete to abstract thinking and yet are extremely sophisticated media viewers. It also takes into account the fact that prior to age 10, young people may have a negative attitude towards drinking. By the time they are 11 or 12, however, they are moving away from their parents and gravitating towards peers who may be more inclined to drink.

For instance, preteens may be more likely to drink alcohol if they think their peers, parents, teachers, or other role models expect them to, or condone it in some way. The music video attempts to address these and other issues—such as peer pressure—while also acknowledging the developmental levels and interests of this age group.

Discussion: After the children have read the music video story, involve them in a discussion of peer pressure. You might start off by asking: *Do you think some kids try to pressure other kids into doing things they might not really want to do? Do you think some kids use their friends as an excuse to drink or smoke? Do you think the kids who were drinking in the music video are unusual? Why or why not? What are some ways that Tony could have said "no" to the drink?*

Activities: If you have access to a VCR, record the "BE SMART! DON'T START!" music video. Show it to the class. (You can

check your local CBS-TV station for times when it will be shown.)

- Role play the refusal scene in the music video. Have students come up with ways that are comfortable for them to get out of the situation (clever responses, straightforward answers). If a student is having difficulty coming up with a response, use this opportunity to talk about how much courage it takes to say "no" and to ask for help.

ALCOHOL Q & A

"Be Smart! Don't Start!" booklet, pages 8-9

Concept: Accurate information about alcohol can help children understand the reasons for not starting to drink.

Discussion: Here are some starter questions to get a discussion going:

Why is alcohol considered a drug? (Because a person can develop a tolerance to and dependence on alcohol.) Why do you think some people who drink wine coolers may not realize that there is alcohol in it? Is it okay to ask for help if you think you need it? If you have a problem, how can you go about solving it? (Talking to someone you feel comfortable with is a start.) Where can kids go for help with alcohol? What would you tell a person who says drinking beer isn't as bad for you as drinking whiskey or wine? Besides the reasons listed in the Q & A, can you think of any other reasons that kids may be starting to drink? What would you say to your little sister or brother if he or she wanted a drink? What can kids do instead of drinking?

Activities: Students can make up their own questions about alcohol. List them on the chalkboard. Have students give spontaneous answers. Then assign students to research the answers by using encyclopedias, calling a family doctor, speaking with the school nurse, and so on. Students can then give your class the correct answer—and more information.

- Keep a manila envelope in your classroom for students to slip in their questions about alcohol, drugs, or personal problems. Kids can write them anonymously. If questions aren't too personal you could answer them in class.

ALCOHOL: IT'S A BRAINBUSTER!

"Be Smart! Don't Start!" booklet, pages 10-11

Concept: Alcohol affects the body and the brain of a child in serious ways. Alcohol use can be more dangerous for a child than for an adult because a child's body and brain are still growing and developing.

For Your Information: The brain and the central nervous system, which control our body functions, are the first to feel the effects of alcohol when it is consumed. When alcohol first reaches the brain, it begins to depress brain cell activity and the drinker tends to feel relaxed and uninhibited.

As more alcohol reaches the brain, brain cell function is altered further leading to clumsiness, slurred speech, numbness, blurred vision, dizziness, and lack of motor control which can lead to loss of balance and coordination. When it is consumed in heavy

doses, alcohol can act as an anaesthetic causing unconsciousness and even death.

For children, even a small amount of alcohol can be a problem. Most children have had little or no experience with alcohol. They don't know what to expect, and their bodies can't handle the effects of alcoholic beverages as well as an adult.

Unlike food and non-alcoholic beverages, alcohol is not digested by the body. It is absorbed directly into the bloodstream and carried immediately throughout the body. Every body system is affected by alcohol almost immediately. That is why the effects of drinking too much beer, wine, or liquor are felt all over the body.

Too much drinking can eventually lead to malnutrition, lowered resistance to infections, and the increased risk of cancers of the mouth, throat, and liver. Other dangers to the body include the possibility of irreversible damage to the brain, the central nervous system, and severe damage to the heart, lungs, pancreas, and liver.

The liver is one of the body's hardest-working organs. It stores nutrients for the body and aids in digestion and the absorption of vitamins. It works to maintain, regulate, and protect cells. And it changes poisonous chemicals, such as alcohol, into harmless substances.

Because alcohol is absorbed into the bloodstream through the stomach, the liver is exposed directly to alcohol through the portal vein which carries blood from the stomach to the liver. The liver changes alcohol into non-poisonous substances. But in the process, the liver itself is damaged. Alcohol destroys liver cells which are replaced by scar tissue. Thus the capacity of the liver to work properly is greatly reduced. Then all food and drink become poisons to the body.

Scientists believe that because a child's body is still growing and developing, the effects of alcohol can be more serious for a child than for an adult. Dependence may also occur much more quickly in a young person.

Discussion: *What are some of the things that too much alcohol can do to a person? What are some good reasons for kids not to drink alcohol?*

Activities: Invite a health expert to be a guest speaker in your class. A family physician or pediatrician can talk about the effects of alcohol on children's growth and development. Before the guest arrives, have your students come up with a list of questions that they want answered. (You might want to give this list to the health expert before he or she arrives.)

■ You might want to hold a special lesson on the brain—the body's command center. How does it control the body, muscles, coordination, judgment? How does the brain work?

■ **Story Starters:** Use these story starters in conjunction with "Staying Alive Tips."

1. A friend's mother is supposed to give you and some other kids a ride home in her car after the school play. You think she has been drinking, what do you do?

2. Two good friends of yours have started to drink alcohol. How would you try to convince them to stop? If they don't stop, what do you do?

3. You are invited to a party at a friend's house. Your friend tells you that there won't

be any adults there, and some of the kids have said they'd bring some beer. What do you do? If you decided not to go to the party, what could you do instead?

4. Some friends of yours have been trying to get you to drink alcohol. But you know it's bad for you and you really don't want to do it. How would you tell them no? What activities could you suggest to your friends instead of drinking?

TEACHING MASTER #1: THE BODY

Use the "It's Your Body!" teaching master which appears on page 17. Before using the master, identify the body parts that can be affected by alcohol and discuss what the effects can be.

When the class has finished filling in the master, discuss the answers. Ask children to describe other ways alcohol can affect the body.

Answers: 1. liver; 2. brain; 3. mouth; 4. eyes; 5. stomach.

STAR TALK

"Be Smart! Don't Start!" booklet, pages 12-15

Concept: A lot of people don't think it's cool to drink (or use other drugs). Drinking interferes with being healthy, with achieving your goals, and with doing your best.

Discussion: *Which of the stars have you seen or heard of? What does each of the celebrities do? How do you think each got to be successful in his or her career? Do you think they would have been successful if they had used alcohol or drugs? How might alcohol have hurt their careers and their lives? If you could interview a famous star, who would you like to interview? Why? What do you think he or she might say about drinking? About being the best you can be?*

Activities: One way to reinforce the idea of achieving goals is by reading biographies. With the help of your school librarian, start a collection for your classroom. Include stories of well-known historical and contemporary figures. Talk with students about the ways these people overcame obstacles to achieve their goals.

- Children can write autobiographies, or a biography of a family member.
- Make self-image collages. Each child will need a large sheet of paper, paste or glue, scissors, and magazines that can be cut up. If possible, paste a photo of the child in the center of the collage. Children can look through magazines to find pictures of favorite things (foods, colors, sports, animals), pictures of family members, their houses, favorite school subjects, their goals, and other important items and events in their lives. Cut out and paste the pictures on the collage. When the collages are completed, children can describe them and what each picture and drawing means. Display the collages on the bulletin board.

THE JUST SAY NO BOARD GAME

"Be Smart! Don't Start!" booklet, pages 16-17

Concept: Some kids start drinking because their friends are doing it. For them, it's a way of trying to be popular and fit in. There are lots of ways to say "no" to drinking—and lots of positive alternatives instead.

For More Information: "To fit in and belong" is the reason kids most often give for starting to drink. Frequently, a child will say "yes" to drinking in order to be part of a group, not because he or she actually wants to drink. And many times a child will agree simply because he or she doesn't know how to refuse. Helping children develop a positive sense of themselves will help them acquire the ability to resist peer pressure.

Discussion: After reading the introduction to the game, ask:

What are some reasons kids start to drink alcohol? Does drinking really make kids feel better, smarter, or funnier? Why not? What are some ways kids can feel better or smarter without drinking? What are some ways to be popular without drinking?

After children have played the game, ask: *Which of the "I Can Do It!" ideas would you like to try? Which of the "Snappy Ways to Say No" answers would you choose? What other ideas for fun and ways to say "no" did you come up with as you played the game?*

Activity: You might want to list all the different "Snappy Ways to Say No" and "I Can Do It!" ideas that your students come up with. You can use these ideas if students want to play the game again.

GOOD TIMES U.S.A./THIS FUN'S FOR YOU

"Be Smart! Don't Start!" booklet, pages 18-21

Concept: There are many ways to have fun without drinking.

Discussion: Kids can discuss which of the activities described are things they like to do and which ones they would like to try. Kids can then share their ways to have fun with the class.

Activities: Establish a link with a class in another region of the U.S. Students can write class letters back and forth, describing their school, what they do for fun, what they are learning, and so on. Your district office may be able to help you get in touch with a school in another area.

- Make a class book or bulletin board display of ways to have fun. You could take a large piece of butcher or mural paper and have each student draw what he or she likes to do. Then hang it in the room.
- Many teachers say the worst hours for their students are between five and seven in the evening, waiting for their parents to get home, and during summer vacation when kids have a lot of time to "hangout." Brainstorm ways for kids to fill these hours.
- Children can interview family members to find out what they like to do to have fun. Then kids can suggest ways that the family can have fun together.
- Do the "You're So Vein" activity as a class science experiment. After several hours, examine the stalks to see how the colored

water has been absorbed. Cut a cross-section from the bottom of the stalk and find the veins that carried the fluid through the celery. Talk about why this process is similar to the way in which alcohol is absorbed directly into the bloodstream in the human body.

HEL-L-P!

"Be Smart! Don't Start!" booklet, pages 22-23

Concept: At one time or another, everyone needs help. Students should realize that it is a sign of strength to recognize they have a problem, and a sign of strength to deal with it in a healthful and positive way.

Discussion: *Is it okay to ask for help when you need it? Why do you think asking for help is a sign of strength, not weakness? Why do you think kids sometimes talk to another adult when they don't want to discuss a problem with their parents? Do you think kids are the only ones with problems? Can you think of ways to solve problems that don't include drinking or taking drugs?*

Activities: Ask a member of Alateen to tell your class what Alateen does. You can contact Alateen through your local chapter of Al-Anon.

- Invite a coach or a member of Dial-A-Teacher (if they have a branch in your community) to talk about ways coaches and teachers can help kids.
- Be Student Helpers: Arrange with the

teacher of a younger class or a special education class for your students to provide help to his or her pupils for part of a day. (You and the other teacher might want to do this over a period of several days with groups of students from your class taking turns.) After everyone in your class has been a Student Helper, discuss the ways in which they were able to help, and how they felt about helping others.

- Make a class "Yellow Pages" of resources for getting help. Begin by making a list of areas in which children might need help at one time or another. Discuss ways of finding out where to get help. (Some possibilities: ask people, look in the real Yellow Pages and the newspaper, contact organizations to find out what kind of help they offer.) In your class Yellow Pages, list the names, addresses, phone numbers, and the kind of help that is offered.
- Perhaps a group of teachers in your school or school system can start your own Dial-A-Teacher. It can either be a formal organization that utilizes the phone, or an informal group who make themselves available for an hour or so after school to help students with their homework.

ALISON SAYS NO!

"Be Smart! Don't Start!" booklet, pages 24-27

Concept: It's okay to refuse to drink, even if your friends are drinking. Sometimes it's necessary to make a decision that someone else doesn't agree with. Your real friends will respect your decision.

Discussion: Encourage children to react freely to the story. Then ask questions such as: *Has anything like this ever happened to you? How did you handle it? Do you think Danny did the right thing at the party? Why not? Do you think Alison did the right thing? Why? How did Alison feel when she got home? What would you have told Alison if you were her friend? Why do you think Alison felt sad and confused the next morning? How did Danny feel when he called the next day? Do you think he was right to apologize to Alison? Why? Why do you think the popular kids didn't show up at the party? What might they have been doing instead?*

Activities: Children can write a sequel to the story telling what they think Alison and Danny's next date was like, or a sequel in which Alison tells her best friend Carolyn about the party.

- Write original stories using these story starters or have role playing in your class:
 1. The popular crowd tells Melissa she can be one of them if she steals a record from the record store.
 2. At Kevin's house, his dad offers all the kids some beer.
 3. Katie finds some alcohol in a closet she shares with her sister.
 4. Your best friend Jim wants you to meet him in the park to try some fancy liquor he took from his parents' liquor cabinet.

If children decide to write stories, rather than role play, they can read their stories aloud to the class. Allow time for discussion.

- Have students evaluate friendship and what makes a real friend. You might want to list their answers on the chalkboard. Among the qualities that should be brought out: Friends are people who respect you and your decisions, and value you for who you are—not what they would like you to be. Friends take the time to listen to your problems, to help you if you are in trouble, and to set you straight if they think you are doing something to harm yourself.

ALCOHOL: IT DOESN'T "AD" UP

"Be Smart! Don't Start!" booklet, pages 28-29

Concept: The purpose of an ad is to get you to buy something. Advertisers use many techniques to get you to buy their products. You can figure out the message an ad is sending by analyzing it carefully.

For Your Information: Children and adults see a multitude of print and TV ads for beer, wine, liquor and wine coolers. These ads often show glamorous people having a good time. (Ads for liquor and cigarettes have been banned from television in the U.S. citing health risks to consumers.) Children also hear ads for alcohol on the radio, and see them on billboards, and even on T-shirts and baseball caps.

Some popular techniques used to advertise alcoholic beverages (and many other products) are:

The Bandwagon Ad. Its message is, "Join the crowd, everyone is buying the product so it must be good. In addition,

you'll be popular if you buy it."

The Testimonial Ad. A famous person tells you to use the product. Since a celebrity uses it, it must be good.

Image Ad. This kind of ad tries to create a certain kind of image about a product and about the person who uses it. For instance, "You'll have good taste if you use it, people will admire you for using it, or you'll be beautiful or handsome if you use it."

Critical thinking about ads can help children to understand that the purpose of an ad is to get the consumer to buy a product. They should also realize that the message the ad is sending is frequently designed to appeal to the emotions and feelings rather than to good sense.

Discussion: *What is an advertisement?*

What are two ways ads try to get you to buy a product? (By giving information, by appealing to your emotions and feelings.) What is a bandwagon ad? A testimonial ad? Can you give examples of each? Do they give you useful information about the product? Who and what do the ads appeal to?

Activities: Have your students bring in different examples of ads from newspapers and magazines. Discuss what each ad is trying to say and who it is supposed to appeal to.

- Have kids make up a product (or use a real one, if they like), and then create a bandwagon or testimonial ad for it. They can either draw the ad or write it up. Classmates can examine the ads to determine which technique has been used, what the ad is trying to say, and who it is trying to appeal to.

- Many ads give useful information. Have

students look for those types of ads and bring them to class. (If they see them on TV, have them write a short description of what it was about.) Many of these ads fall into the category of public service announcements which are designed to bring the public's attention to a particular cause. The "Be Smart! Don't Start!" music video is a public service announcement.

- If kids watch TV, have them analyze drinking patterns on the shows they watch. Do the characters ever drink? When? Are there any aftereffects of the drink? Are heavy drinkers on TV portrayed negatively? Ask them also to notice when beer or wine cooler ads are shown. Are any of the commercials countered with public service spots?

USING TEACHING MASTER #2: ADVERTISEMENT

On page 18, you'll find a teaching master that gives students an example of image advertising. As an extended activity, have them look for TV ads that are image ads, and bring in image ads from newspapers and magazines. **Answers will vary.**

LET'S PLAY GAMES

"Be Smart! Don't Start!" booklet, page 30

Concept: Alcohol affects your body, and it affects the way you feel and act. There are lots of activities you can do instead of drinking. The word hunt has some of them.

Activities: Make up word puzzles. Encourage children to create crosswords, scrambled

words and sentences, and other word games using words related to alcohol, its effects on the body and brain, and activities children can do instead of drinking.

- Play a form of Bingo. Call out letters from which kids will make alcohol-related words or alternatives to drinking.

NEWS SHORTS

"Be Smart! Don't Start!" booklet, page 31

Concept: Americans of all ages are becoming more aware that good health is important—and are taking steps to improve their well-being.

Activities: Children can do the "Write On!" activity by writing an article for the class or school newspaper telling what kinds of healthy activities they and their friends are doing. They can also write articles about the "Be Smart! Don't Start!" campaign.

- Encourage students to write to the Just Say No Clubs of America for ways to start a club in your school or community. (The address is in the "Groups to Contact" section.) The clubs provide positive, health-enhancing activities for young people as an alternative to drugs and alcohol.
- Write class letters to organizations requesting information. (You could start with the Just Say No Clubs or the other organizations listed in the back of your booklet.) When the information arrives, set up an Information Center in your classroom where students can read the material.

IT'S YOUR BODY!

TEACHING MASTER #1: THE BODY

What body parts are affected by alcohol? Using the diagram of the body, fill in the blanks after each sentence with the body part that is affected.

1. Alcohol can damage this organ so that all food and drink become a poison to the body.

2. Alcohol affects the body's command center, so that you have trouble concentrating, thinking, and even moving.

3. This is the part of the body that alcohol first enters. If you drink too much, your breath will smell bad.

4. The world will look blurry if you drink too much alcohol. Not only that, this body part will turn red.

5. Alcohol goes directly into this body part after you swallow it.

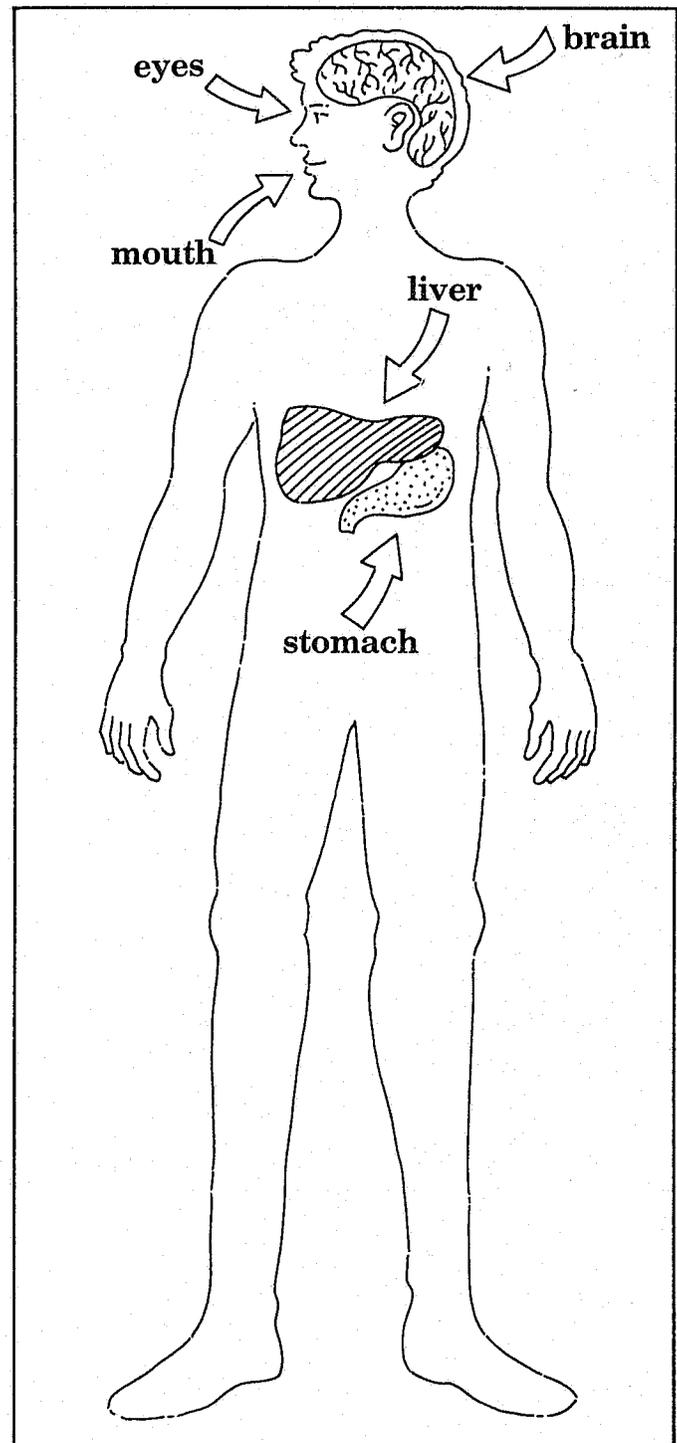


Illustration: Teresa Anderko

AD IT UP!

TEACHING MASTER #2: ADVERTISEMENT

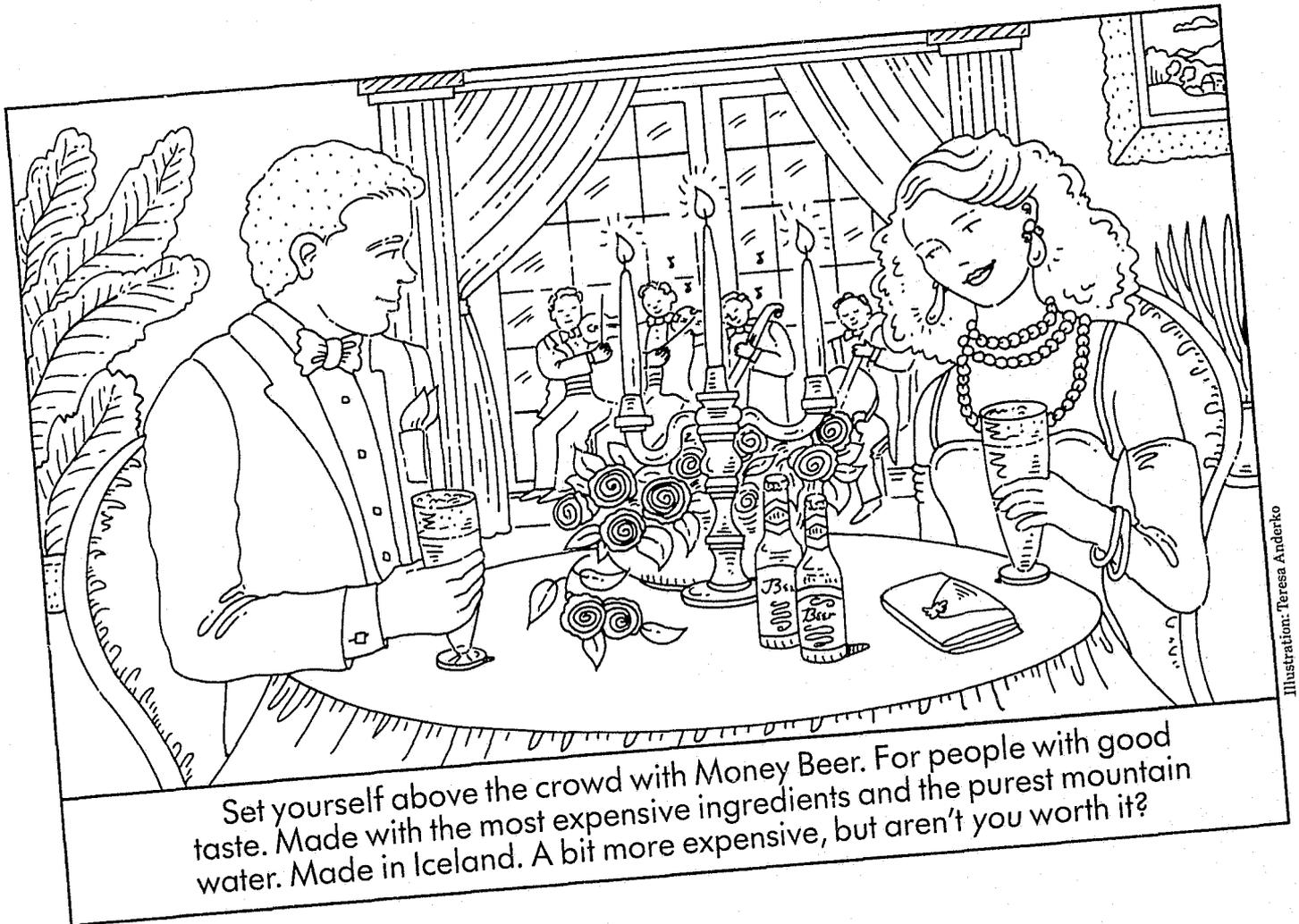


Illustration: Teresa Anderko

What words do the advertisers use to make it sound like Money Beer is something different from "ordinary" beer?

What type of person do you think would buy Money Beer?

Is this ad really giving you much useful information?

GROUPS TO CONTACT

Many organizations are involved in activities to prevent the early use of alcohol. (Many of them probably have chapters or members in your community.) These include: Girl Scouts of America, Boys Clubs, Girls Clubs, Lions Club International, 4-H, Freemasons, American Academy of Pediatricians, American Academy of Family Practitioners, American Bar Association, and many others. Check your local phone directory or contact your State Alcohol Authority. The national organizations listed below can also provide you with information and assistance.

Al-Anon Family Group Headquarters
P.O. Box 862
Midtown Station
New York, NY 10018

Alcoholics Anonymous
Box 459, Grand Central Station
New York, NY 10163

Chemical People Project/WQED
4802 Fifth Avenue
Pittsburgh, PA 15213

Families in Action Drug Information Center
3845 N. Druid Hills Road, Suite 300
Decatur, GA 30033

Just Say No Clubs of America
1777 N. California Blvd., Rm. 200
Walnut Creek, CA 94596

Mothers Against Drunk Driving
Central Office
669 Airport Freeway, Suite 310
Hurst, TX 76053

National Association for Children of Alcoholics
31706 Coast Highway, Suite 201
South Laguna, CA 92677

National Clearinghouse for Alcohol Information
P.O. Box 2345, Dept. BS/DS
Rockville, MD 20852

National Coalition for the Prevention of Drug and Alcohol Abuse
c/o The Quest National Center
6655 Sharon Woods Blvd.
Columbus, OH 43229

National Congress of Parents and Teachers (PTA)
700 North Rush Street
Chicago, IL 60611

National Council on Alcoholism
12 West 21st St.
New York, NY 10010

National Federation of Parents for Drug-Free Youth
8730 Georgia Ave., Suite 200
Silver Spring, MD 20910

National Parents Resource Institute on Drug Education (PRIDE)
Robert W. Woodruff Volunteer Service Center
100 Edgewood Ave., Suite 1002
Atlanta, GA 30303

National Prevention Network
c/o NASADAD
444 North Capitol St. NW, Suite 530
Washington, DC 20001

BE SMART! DON'T START!

MUSIC - JIM ESPASITO LYRICS - TISH SOMMERS

Handwritten musical score for the song "Be Smart! Don't Start!". The score is written in treble clef with a key signature of one sharp (F#) and a common time signature (C). The lyrics are written below the notes, and guitar chords are indicated above the staff. The lyrics are: "YOU GOT A YOUNG BODY AND A STRONG HEART GOT LIFE A HEAD. I WANTED YOU TO KNOW HOW I FEEL ABOUT YOU THAT'S WHY I SAID - BE SMART DON'T START BE SMART DON'T START DRINKING HURTS YOU WAN-NA BE SMART DON'T START YOU'RE SPECIAL - YOU'RE FINE - YOU'RE MINE - TAKE CARE OF YOU - FOR ME BE SMART DON'T START YOU'RE MY HEART YOU WAN-NA BE SMART DON'T START YA BETTER BE SMART DON'T START BE SMART DON'T START!".

YOU GOT A YOUNG BODY AND A STRONG HEART GOT LIFE A HEAD.

I WANTED YOU TO KNOW HOW I FEEL ABOUT YOU

THAT'S WHY I SAID - BE SMART DON'T START BE

SMART DON'T START DRINKING HURTS YOU WAN-NA BE

SMART DON'T START YOU'RE SPECIAL - YOU'RE FINE -

YOU'RE MINE - TAKE CARE OF YOU - FOR ME BE

SMART DON'T START YOU'RE MY HEART YOU WAN-NA BE

SMART DON'T START YA BETTER BE SMART DON'T

START BE SMART DON'T START!

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