Grade: 5
Lesson: 1
Unit Name: Making Healthy Choices
Lesson Title: Factors of Intoxication

Curriculum Expectations
- A1.6, D1.2, D2.3, D3.3

Materials
- Teacher Resource: Anecdotal Recording Chart

Learning Goals
- We are learning to apply decision-making, assertiveness, and refusal skills to deal with pressures pertaining to alcohol use or other behaviours that can later lead to addiction.
- We are learning to identify personal and social factors that can affect a person's decision to drink alcohol.

Overall Assessment
Teacher observation of students' ability to apply thinking skills to deal with pressure (peer, personal, societal) related to alcohol use using an Anecdotal Recording Chart.

Minds-On
Using the Popcorn Strategy, ask students to review the short- and long-term effects of alcohol use. Record student responses on the board under the categories of short- and long-term effects of alcohol use as appropriate.

Student response: "Short-term effects can include relaxation but also reduced coordination, higher body temperature, slower reflexes, drowsiness, lowered inhibitions, slurred speech, and problems making good decisions. Becoming drunk, or intoxicated, could lead to vomiting, loss of consciousness, or even alcohol poisoning. If any of these things happen, medical attention is needed." "Addiction, liver damage, financial problems, family or relationship issues, and emotional problems are some of the consequences of long-term alcohol abuse. Consuming alcohol, even in moderate amounts, can also increase your risk of some cancers (e.g. breast cancer)."
**Action**

Write the word “intoxication” on the board. Have students predict the definition of the word and record correct responses on a Mind Map. Define the term intoxication for the class and display it under the Mind Map for later referral.

Intoxication: A temporary state where a person’s normal ability to act with full control is reduced because of too much alcohol or drugs.

Assign each pair one scenario from below. Using the Think-Pair-Share Strategy students respond to the scenario, first sharing with their partner, and then working through the scenario together before presenting to the class. Consider displaying scenarios for student reference throughout the task.

1. A friend invites you to his house. When you get there, his older sister and her friend are there. They ask you and your friend if you want to try some beer. Your friend says “O.K.,” but you don’t want to. What are some factors that you are considering before you respond to your friend’s sister?

2. Your family is at a picnic where adults are drinking fruit punch with alcohol in it. You notice that some of the kids are drinking the punch. They say, “Come on chicken, no one will notice!” You don’t want to drink the punch. What do you do and explain why.

3. When you go to the bathroom at recess, you find older students drinking “hard” lemonade (with alcohol). They seem to be having a good time and they want to share their drinks with you. If you said ‘yes’, what are some things that could happen? If you said ‘no’ what are some things that could happen? After thinking it through, what would you do?

4. There is a school dance and you are excited about going. Your best friend decides to take a bottle of beer from the fridge, because that’s what her parents do when they are going to a party. You don’t want to take the beer with you. What do you do and explain why?

**Consolidation**

Students give thumbs up or thumbs down as they respond to the following questions as true (thumbs up) or false (thumbs down).

- If a person is sad, they should drink alcohol. (Thumbs down)
- If a person drinks quickly, it will not affect their intoxication level. (Thumbs down)
- If you combine food and alcohol, it will likely decrease your intoxication rate. (Thumbs up)
- Hypertension, nerve damage, cancer, and memory loss are all possible signs of long-term alcohol use. (Thumbs up)
• People of all different sizes can drink the same amount of alcohol and they will all feel the same level of intoxication. (Thumbs down)
• Slow breathing, impaired judgement and decreased reaction time are all possible signs of short-term alcohol use. (Thumbs up)

Notes to Teachers
Consider referencing the following resources for additional information:

• **Canadian Centre of Substance Abuse**: Provides guidance and advice on addiction and substance misuse. The CCSA has information on preventing youth substance use and trends in student drug use.

• **iMinds, Centre for Addiction Research BC**: An educational resource, which increases drug literacy in youth. The learning modules are for grades 4 to 10 and consist of 6 lessons per module.

• **NIDA (National Institute for Drug Abuse) for Teens**: Provides science based resources on substance misuse for teens and educators. The educators section includes teaching guides, lessons, and quizzes.

• **Centre for Addiction and Mental Health**: Provides information on substance use. Includes curriculum resources related to substance use, including lesson plans for grades 9 to 10 (catholic and public) and grades 11 to 12 (public only).

• **National Institute on Drug Abuse**: Provides science based resources on substance misuse. Has a section for parents and educators, which includes a list of resources for educators. Resources include teaching guides, lesson plans, lesson extensions, assessments, and ideas for additional activities.

• **MADD (Mothers Against Drunk Driving) Canada**: Offers specialized programming and resources for elementary and high school students to educate them about the dangers of mixing alcohol and/or drugs with driving.