

# All About Alcohol

## 1. Question & Research Task

Have you ever faced a situation where you were asked to do something by a friend, and you didn't want to? That's peer pressure and it can be tough.

Teen drinking and alcoholism is a big problem facing students. One of the problems is that people are afraid of not looking cool in front of their friends. The first thing you can do is to know the facts about alcohol.

Take this [quiz](#) to test your knowledge about alcohol.



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In this Slam Dunk, you will conduct brief, focused research to respond to the inquiry question:

**How can you avoid the dangers of alcohol?**

## 2. Information Sources

Choose several of the information sources linked below to complete the Student Activity on Slide 3.

These resources will provide you with more information about alcohol.

- National Institute on Drug Abuse: [Alcohol](#)
- [Alcohol: Getting the Right Message](#)
- [Sobering Facts: Drunk Driving in MD](#)
- [Alcohol](#)
- [Getting the Facts](#)
- [How Does Alcohol Affect People?](#)
- [How Alcohol Affects Your Body?](#)
- [Underage Drinking](#)

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Next

Brain POP

HEALTH NUTRITION ALCOHOL

ZOOM MOVIE

Dear Tim & Moby,  
Does alcohol count as a drug?  
Winchell

RELATED TOPICS

SMOKING

DRUG ABUSE

ADOLESCENCE

ADDICTION

LESSON IDEAS

NEW

HELP

RELATED FEATURES

QUIZ

ACTIVITIES

Q&A

FYI

Watch the [Brain Pop](#) video, Alcohol: A Dangerous Concoction.

Image Source: [www.brainpop.org](http://www.brainpop.org)



## 4. Assessment Activity

# How can you avoid the dangers of alcohol?

First, create a multimedia presentation that teaches about the dangers of alcohol and how to avoid them. Include graphics and videos to make your presentation visually appealing.

Refer to the [rubric](#) to make sure you include all necessary information.

Next, after viewing your classmates' presentations, complete this [exit ticket](#) to reflect on your learning.



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## 5. Enrichment Activities

Extend your understanding of alcohol with these websites.

- Examine how Blood Alcohol Concentration is determined.
- DWI and DUI Facts and Fiction: Urban Myths
- Check out the latest wearable technology that tracks alcohol intake.



A police officer patrolling for drivers under the influence.  
Image Source: [Wikimedia Commons](#)

# 6. Teacher Resources

## Learning Standards Alignment

### Content Learning Standards:

2.8.3 Describe how peers influence healthy and unhealthy behaviors.

2.8.5 Analyze how messages from media influence health behaviors.

4.8.2 Demonstrate refusal and negotiation skills that avoid or reduce health risks.

5.8.1 Identify circumstances that can help or hinder healthy decision making.

7.8.3 Demonstrate behaviors to avoid or reduce health risks to self and others.

### [MCCR ELA Standards for Grades 6-8](#)

**Reading: 1.** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

**Writing: 7.** Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

**[AASL Standards Framework for Learners](#)** Inquire: Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.

Think: Learners display curiosity and initiative by:

I.A.2 Recalling prior and background knowledge as context for new meaning.

Create: Learners engage with new knowledge by following a process that includes:

I.B.1 Using evidence to investigate questions. I.B.3 Generating products that illustrate learning.

Share: Learners adapt, communicate, and exchange learning products with others in a cycle that includes:

I.C.1 Interacting with content presented by others.

Grow: Learners participate in an ongoing inquiry-based process by:

I.D.2 Engaging in sustained inquiry.

### **[P21 Framework: 21<sup>st</sup> Century Student Outcomes](#)**

**3. Information, Media & Technology Skills: Information Literacy:** Access information efficiently and effectively; Use information accurately and creatively for the issue or problem at hand.

**ICT Literacy:** Use technology as a tool to research, organize, evaluate and communicate information.

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## Grade 7 Health: Drug Information

**Objective:** Students will conduct brief, focused research in order to investigate the consequences of alcohol use and abuse on the individual and society.

**Time Frame: 2 to 3 class periods**

### Differentiation strategies for this lesson:

- Have students use learning supports provided in BCPS Digital Content found in the [Apps Portal](#). Refer to [Digital Content Snapshot/Support pages](#) as needed.

### Notes to the teacher:

- Collaborate with your school library media specialist to plan and implement this lesson.
- Provide students with login information as needed to authenticate BCPS Digital Content. Login information is available on the **BCPS Digital Content** page found via the [Apps Portal](#)