	Standards		Skills and Activities
CHAPTER 12 pp. 276–305	National National Health Education Standards 1.3, 1.5, 4.2, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 8.2	State/Local	IM EXPRESS, p. 277 HANDS-ON HEALTH Refusing to Get in a Car with a Driver Who Has Been Drinking, p. 302 BUILDING HEALTH SKILLS Decision Making Helping Someone Get Help, pp. 300–301
Lesson 1 Why Alcohol Is Harmful pp. 278–281	National Health Education Standards 1.2, 1.8, 1.9, 2.3, 2.7, 2.9, 4.2, 5.1, 5.5, 5.6, 5.7, 7.3, 8.3		HEALTH SKILLS ACTIVITY Refusal Skills Life of the Party, p. 280
Lesson 2 Short-Term Effects of Alcohol Use pp. 282–285	National Health Education Standards 1.8, 1.9, 3.1, 4.2, 5.7		Connect To LANGUAGE ARTS Intoxication, p. 283
Lesson 3 Long-Term Effects of Alcohol Use pp. 286–290	National Health Education Standards 1.8, 1.9, 2.4, 5.1, 5.4, 5.6, 5.7, 7.1, 8.1, 8.2		
Lesson 4 Alcoholism and Alcohol Abuse pp. 291–295	National Health Education Standards 1.8, 1.9, 2.9, 3.2, 5.1, 5.6, 8.1		
Lesson 5 Getting Help for Alcohol Abuse pp. 296–299	National Health Education Standards 1.5, 3.4, 3.5, 4.2, 4.4, 6.2, 6.3, 7.3, 8.2		HEALTH SKILLS ACTIVITY Communication Skills When Communication Counts Most, p. 298

PACING THE CHAPTER					
Lesson 1 30 min	Lesson 4 30 min	Chapter Review 45 min			
Lesson 2 30 min	Lesson 5 30 min	Hands-on Health 45 min			
Lesson 3 30 min	Building Health Skills	90 min			

BLOCK SCHEDULING

For block scheduling, assign students Building Health Skills feature *Helping Someone Get Help*, pages 300–301, and Guided Reading and Writing.

Planning Guide





Reproducible Resources	Assessment	Media and Technology
Chapter FAST FILE Resources Chapter Summaries and Activities Building Health Skills Activity Performance Assessment Activity Universal Access Activities TEACH Parent Letter and Activities Student Activities Workbook TEACH Reading Tutor TEACH	Building Health Skills Activity, pp. 300–301 Chapter 12 Assessment, pp. 304–305 Chapter FAST FILE Resources Performance Assessment Activity, p. 4 Chapter 12Test, p. 7 ExamView® Assessment Suite	Teacher Works includes: • Interactive Teacher Edition • Lesson Planner with Calendar • Access to all blackline masters • Correlations to standards • StudentWorks™ Plus • Online Student Edition Dinah Zike's Teaching Health with Foldables™
Chapter FAST FILE Resources Concept Mapping Activity 12-1 REVIEW Cross-Curriculum Activity 12-1 EXTEND Enrichment Activity 12-1 EXTEND Lesson Plan 12-1 Guided Reading and Writing 12-1 TEACH Reteaching Activity 12-1 REVIEW	Lesson 1 Review, p. 281 Vocabulary PuzzleMaker ExamView® Assessment Suite	Vocabulary PuzzleMaker ExamView® Assessment Suite StudentWorks™ Plus Transparency 12-1
Chapter FAST FILE Resources Concept Mapping Activity 12-2 REVIEW Health Lab 12-2 EXTEND Enrichment Activity 12-2 EXTEND Lesson Plan 12-2 Guided Reading and Writing 12-2 TEACH Reteaching Activity 12-2 REVIEW	Lesson 2 Review, p. 285 Vocabulary PuzzleMaker ExamView® Assessment Suite	Vocabulary PuzzleMaker ExamView® Assessment Suite StudentWorks™ Plus Transparency 12-2 Bealth Online
Chapter FAST FILE Resources Concept Mapping Activity 12-3 REVIEW Decision-Making Activity 12-3 EXTEND Enrichment Activity 12-3 EXTEND Lesson Plan 12-3 Guided Reading and Writing 12-3 TEACH Reteaching Activity 12-3 REVIEW	Lesson 3 Review, p. 290 Vocabulary PuzzleMaker ExamView® Assessment Suite	Vocabulary PuzzleMaker ExamView® Assessment Suite StudentWorks™ Plus Transparency 12-3 Italia Collee
Chapter FAST FILE Resources Concept Mapping Activity 12-4 REVIEW Cross-Curriculum Activity 12-4 EXTEND Enrichment Activity 12-4 EXTEND Lesson Plan 12-4 Guided Reading and Writing 12-4 TEACH Reteaching Activity 12-4 REVIEW	Lesson 4 Review, <i>p. 295</i> Vocabulary PuzzleMaker ExamView® Assessment Suite	Vocabulary PuzzleMaker ExamView® Assessment Suite StudentWorks™ Plus Transparency 12-4 Italia Collee
Chapter FAST FILE Resources Concept Mapping Activity 12-5 REVIEW Decision-Making Activity 12-5 EXTEND Enrichment Activity 12-5 EXTEND Lesson Plan 12-5 Guided Reading and Writing 12-5 TEACH Reteaching Activity 12-5 REVIEW	Lesson 5 Review, <i>p. 299</i> Vocabulary PuzzleMaker ExamView® Assessment Suite	Vocabulary PuzzleMaker ExamView® Assessment Suite StudentWorks™ Plus Transparency 12-5 Bealth Online

Chapter and Lesson Resources

The *Teen Health* resources are designed for differentiated learning abilities. You may want to use the coded items in this way:

REVIEW —activities to review or reinforce content

TEACH —activities to teach basic concepts

EXTEND —activities to extend or enrich lesson content



OUT OFTIME?

Use Health Skills Activities *Life of the Party,* page 280, and *When Communication Counts Most*, page 298.

DUI Laws by State

DUI (driving under the influence) laws vary from state to state, but all 50 states and the District of Columbia have laws prohibiting people 21 and older from driving with a blood alcohol content (BAC) of 0.08% or higher. Almost 40 states also have laws prohibiting people under 21 from driving with a BAC of 0.02% or higher. The remaining states have even stricter BAC limits for drivers under 21, either 0.00% or 0.01%.

Drivers generally have their licenses suspended when they are arrested for DUI offenses. The minimum period of suspension for a first offense ranges from a week (Virginia) to a year (Georgia). In most states, people convicted of DUI offenses can drive during this period only if special ignition locks have been installed on their vehicles. The locks analyze the drivers' breath for alcohol and prevent the vehicles from starting if the drivers test positive.

In addition to loss of driving privileges, DUI convictions are punished with fines in all 50 states and the District of Columbia. Other penalties often are imposed as well, such as jail time, alcohol education programs, or community service. Maximum fines for a first offense range from \$250 (Arizona) to \$5,000 (Massachusetts and Oregon). Fines and other penalties typically are stiffer for second and subsequent DUI convictions. In 30 states, people with multiple DUI offenses can lose their vehicles.



Binge Drinking and Teen Suicide

Recent studies have found that binge drinking may significantly increase the risk of suicide in teens. For example, a 2004 study of ninth- and tenth-graders found that suicide attempts often followed bouts of binge drinking. An earlier study of eighth graders found that binge drinkers were more than three times as likely to attempt suicide as were nondrinkers.

Binge drinking is defined as having at least five drinks on one occasion, usually in a short period of time. Often the "goal" of binge drinking is "to get

drunk." About one in five ninth graders is a binge drinker. Typically, bingedrinking teens increase the severity of their drinking throughout adolescence. Binge drinking is on the rise in teens not only in the United States but also around the world.

The relationship between binge drinking and suicide is complex. Teens who binge drink are more likely to have other serious problems as well, including depression, lack of family support, and high levels of stress. In fact, many bingedrinking teens say that they use alcohol to cope with



their problems. All three problems can increase the risk of suicide even in nondrinkers. Adding binge drinking to the mix makes the risk of suicide even greater.

Suicide is already the third-leading cause of death in 14- to 18-year-olds in the United States. Given the rising trend in binge drinking, teaching students about the dangers of alcohol may be a higher priority now than ever before. For the students in your classes, this chapter is a good place to start.

Support for Teaching Reading





Academic Integration For additional academic integration strategies, visit the Teacher Center at **health.glencoe.com**.

Reading Preview

Activating Background Vocabulary Have students write all the chapter vocabulary terms on index cards. Direct students to sort the cards into categories such as facts about alcohol, effects of alcohol, and high-risk behaviors.

FOLDABLES Study Organizer Dinah Zike's Reading and Study Skills for Teen Health provides interactive graphic organizers that help students comprehend and retain health concepts as they read. Use the Foldable^M on page 277 or find more Foldables activities for the chapter on **Alcohol** in the separate booklet, available in the TCR.

Lesson 1 Why Alcohol Is Harmful

Text Walk Lead students in examining the text by pointing out the vocabulary terms, pictures, captions, headings, subheadings, and the lesson review. After the preview, have students predict the reasons why alcohol is harmful.

Lesson 2 Short-term Effects of Alcohol Use

Stop and Go During reading, stop students and ask one to summarize what has been read so far regarding the myths of alcohol. Stop the student and ask another student to take over the summarizing. Continue until all main points are covered.

Lesson 3 Long-term Effects of Alcohol Use

Question Maker As they read, have students write their own questions about alcohol use in each of three categories: literal, inferential, and application. Have students exchange papers with a partner and answer each other's questions.

Lesson 4 Alcoholism and Alcohol Abuse

Partner Sharing After students read the section **Binge Drinking**, ask partners to discuss: What are some of the dangers of using alcohol? Allow students a few minutes to discuss, then ask some pairs to share with the whole class.

Lesson 5 Getting Help for Alcohol Abuse

Guided Reading 1) Ask students what they know about alcoholism. 2) Introduce key terms. 3) Give a purpose for reading. Ask: "What are the stages of alcoholism?" 4) Have students read silently to find the answers. 5) Discuss.

Post Reading

Dramatic Presentations Guide students in a discussion about strategies that can help them say no to alcohol use. Have student groups create a presentation for the class demonstrating the harmful effects of teen alcohol use.

Key for Using the Teacher Wraparound Edition

Use this key to help you identify the different types of prompts found in the Teacher Wraparound Edition.

- Reading Strategies activities help you teach reading skills and vocabulary.
- Critical Thinking strategies help students apply and extend what they have learned.
- Universal Access activities provide differentiated instruction for students learning to speak English, along with suggestions for teaching various types of learners.
- HS Health Skills Practice activities reinforce Health Skills concepts and help students apply these skills in their everyday lives.
- Writing Support activities provide writing opportunities to help students comprehend the text.
- Active Learning strategies provide a variety of activities for presenting lesson content, including Quick Demos and engaging classroom projects that get students actively involved.

Key to Ability Levels

Teaching Strategies and activities have been coded for ability level and appropriateness.

- AL Activities for students working above grade level
- OL Activities for students working on grade level
- BL Activities for students working below grade level
- **EL** Activities for English Learners

Symbols

Transparencies

€ CD-ROM

health.glencoe.com

Print Resources



Chapter at a Glance

Lesson 1 explains how alcohol causes harm, reasons teens should not drink, and alternatives to drinking.

Lesson 2 identifies myths about alcohol, short-term effects of alcohol use, and factors that determine how alcohol affects different people.

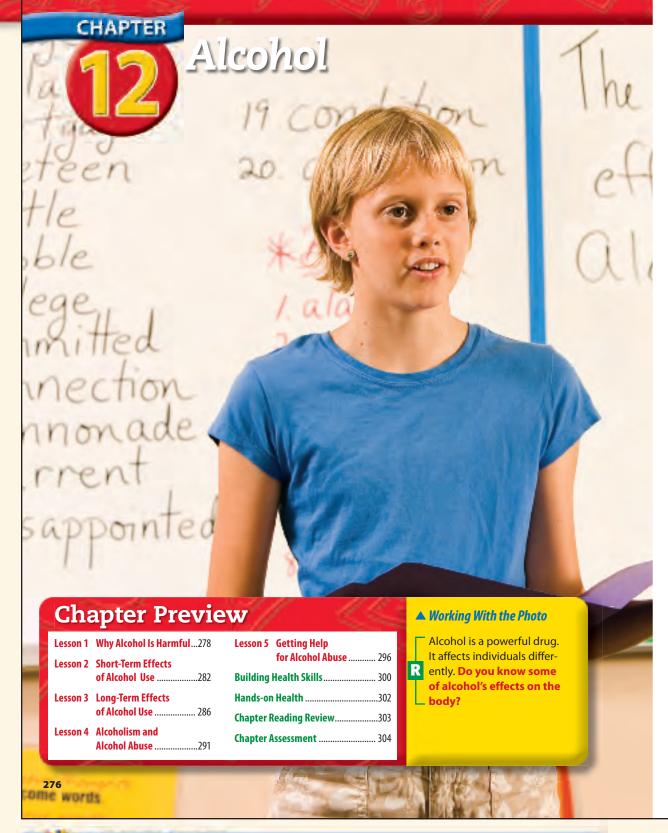
Lesson 3 states long-term effects of alcohol use on the body and on the fetus of a mother who drinks, and describes effects of driving while intoxicated.

Lesson 4 identifies symptoms of alcoholism, stages of alcoholism, and effects of alcoholism on families and society.

Lesson 5 describes symptoms of alcohol withdrawal, steps in recovery from alcoholism, and sources of help for alcoholics and their families.

R Reading Strategy

Interpreting the Photo Have students look at the photo and ask: What is this teen campaigning for? to raise awareness of the harmful effects of alcohol Call on volunteers to answer the caption question. (Sample answers: headaches, liver damage, injuries) OL



Universal Access

Differentiated Learning Glencoe provides teacher support and student materials for all learners in the health classroom.

- Spanish Glosario and chapter summaries assist English Language Learners.
- Reading Tutor and related worksheets support reluctant readers.
- Universal Access strategies throughout the Teacher Wraparound Edition and Fast Files help you present materials for gifted students, at-risk students, physically impaired students, and those with behavior disorders or learning disabilities.

Start-Up Activities Before You Read Read the Instant Message below. Suppose you were geobot 171. How would you respond to your friend's comment? Keep a record of your answer. M Express geobot171: You hear about Jimmy? He got caught with a beer at the dance. They suspended him. zzzgetfish: That was dumb. I told him he'd get caught. If he's gonna drink, he should never do it in public! FOLDABLES Study Organizer As You Read Make this Foldable™ to organize the information in Lessons 2 and 3 on alcohol and its effects on the body. Begin with a plain sheet of $11'' \times 17''$ paper. Unfold Fold the sheet and draw of paper into lines along the thirds along the short folds. axis. This forms three columns. A Label the chart as shown. Open the Short-Term Long-Term Effects paper and refold into thirds Heart and Blood Vessels along the long axis, then fold in half Brain and lengthwise. This forms six rows. Liver Stomach and Pancreas In the appropriate section of the chart, take notes on the short- and long-term effects of drinking alcohol. Visit health.glencoe.com and complete the Health Inventory for Chapter 12. 277

FOLDABLES Study Organizer

Sudy Organized Dinah Zike Foldables™

Organizing Information Students should use the Foldable™ for this chapter with Lesson 2, Short-term Effects of Alcohol Use. Demonstrate how to make the Foldable™ if any students are having

difficulty. Check that students' Foldables™ have six rows, three columns, and are labeled as shown in the picture. As students read, they should use the Foldables™ to record the short-term and long-term effects of drinking alcohol. BL

IIVI Express

Teens and Alcohol Have students read the IM Express. Tell them to assume that Jimmy is a teen and therefore too young to drink legally. Their answers should consist of at least a few sentences. Remind students to save their answers for review at the end of the chapter.

No Child Left Behind

Classroom Management

Use self-checking strategies to involve students in their own learning. This will give them confidence that they can learn on their own.

- Use rubrics for students to check their own work. Hand out rubrics at the beginning of a project. Remind students to check their work against the rubric before handing it in and to revise it if necessary.
- Teach students how to self-monitor their work on long-term assignments. Show them how to break down a project into a series of steps and how to estimate the amount of time needed for each step.

Health Online

Have students visit health.glencoe.com and complete the Health Inventory for Chapter 12.

FOCUS

Activating Prior Knowledge

What I Know Why is it against the law for teens to consume alcohol? Sample answer: because alcohol is harmful, especially in young people Tell students they will learn why alcohol is harmful in this lesson.

Guide to Reading

BUILDING VOCABULARY

- Ask: How are the terms alcohol and drug related? Sample answer: Alcohol is a kind of drug. Students can see if they were correct when they read the lesson.
- Use Vocabulary PuzzleMaker to reinforce vocabulary terms.

READING STRATEGY

■ Organizing Information

Remind students to include ways alcohol can harm mental/ emotional and social health (e.g., by causing memory problems and aggression), not just physical health.



Use completed summaries to motivate a class discussion of problems caused by alcohol use.

Caption Answer

Photo Caption Sample answer: It can help prevent harm to your body, brain, and relationships.

Lesson 1

Why Alcohol Is Harmful

Guide to Reading

Building Vocabulary

Read the terms in the list below. Then, write what you think the definitions are in your notebook. Make any corrections that are needed as you read the text.

- alcohol (p. 278)
- depressants (p. 278)
- alternatives (p. 281)

Focusing on the Main Ideas

In this lesson, you will learn to

- **explain** why some teens drink alcohol.
- **state** reasons not to drink alcohol.
- identify alternatives to drinking alcohol.

Reading Strategy

Organizing Information Make a diagram titled What Teens Should Know About Alcohol. Draw spokes from the heading. Under each, note

one of the facts from the lesson.

Uick Write

Find a news story about a traffic accident involving alcohol. Write a short summary of the story.

What Is Alcohol?

Alcohol is a drug that is produced by a chemical reaction in fruits, vegetables, and grains. There are, however, several kinds of alcohol. Some are used to kill germs. Others can be found in medicines, cleaners, and fuels. The kind of alcohol we are talking about in this chapter is a beverage. It is called ethanol alcohol. Ethanol alcohol is produced by a chemical reaction called fermentation.

Alcohol is a drug. That means that it affects the brain and central nervous system, causing changes in behavior. Alcohol be-

longs to a group of drugs known as depressants.

Depressants are drugs that slow down the body's functions and reactions. Even small amounts of alcohol can affect how a person feels and behaves. For example, many people have mood changes when they drink alcohol. Some become.



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Many teens are making the decision to stay alcohol free and are finding many healthier social activities to engage in. How can abstaining from alcohol improve your health triangle?

Lesson 1 Resources



Chapter FAST FILE Resources

Guided Reading and Writing 12-1 Concept Mapping Activity 12-1 Cross-Curriculum Activity 12-1 Reteaching Activity 12-1 **Enrichment Activity 12-1** Lesson Quiz 12-1

Technology

- Transparency 12-1
- Audio Summaries
- ExamView
- Vocabulary PuzzleMaker
- StudentWorks[™] Plus

relaxed and friendly. Others become depressed and angry. Having alcohol in the body makes it hard to think clearly and make good decisions. That is why many people say and do things they regret after they drink.



HS

Alcohol Use and Teens

A teen's body and mind are still growing and developing. Research has shown that alcohol use can interfere with long- and short-term growth. Alcohol can harm the brain's ability to learn, and make it hard to remember. Teens who drink are more likely to fall behind in school. Alcohol also increases the risk of social problems, depression, suicidal thoughts, and violence.

Teens who drink alcohol risk getting into trouble with the law. It is illegal for anyone under the age of 21 to use alcohol. If you are caught buying or drinking alcohol, you could be arrested, fined, or sent to a youth detention center.

Finally, alcohol is the cause of hundreds of traffic accidents every year. One third of all teen traffic deaths are related to alcohol.

Why Some Teens Drink Alcohol

Teens who drink risk damaging their health. Why, then, do some young people drink alcohol? Here are some reasons teens give.

What Teens May Say

- "Drinking will help me forget about my problems."
- "I'll look more grown-up with a drink in my hand."
- "Movies make drinking look cool."
- "My friends keep pressuring me to try alcohol."
- "I'm stressed out about school. A drink will help me relax."

What Teens Should Know

- The problems will still be there when the effects of alcohol wear off.
- You won't look mature getting in trouble for illegal underage drinking.
- Filmmakers want you to spend money to see their movie.
- Real friends won't pressure you to do something that you don't want to do.
- Alcohol interferes with sleep and performance in school or other activities, creating more stress.



Identify What are some reasons teens give for trying alcohol?

Lesson 1: Why Alcohol Is Harmful 279

Dealing with Sensitive Issues

Alcohol Abuse in the Family At least six million children in the United States live with a parent who abuses alcohol. It is likely that some of them are in your classroom. These students are likely to find alcohol abuse to be a sensitive issue. They are also

at higher risk for a number of problems, including anxiety, depression, their own abuse of alcohol or drugs, and difficulties with learning and school. It is especially important to help these students learn healthy coping strategies.



Alcohol is a depressant that can cause changes in mood. What other negative effects does alcohol have on your health?

CHAPTER 12

Lesson 1

TEACH

R Reading Strategy

Finding the Main Idea Ask students to find the main idea in the passage about realities of alcohol. Call on volunteers to read their main ideas to the class. (Sample answer: Ads make alcohol use seem very positive, but alcohol is really a harmful drug.) Write a composite of their best ideas on the board. BL

HS Health Skills Practice

Accessing Information

Ask students to research laws in their state about teens buying and drinking alcohol, including age limits and penalties. Ask students to summarize what they learn in the form of a chart or other type of graphic organizer. Display graphic organizers on a bulletin board titled, "Alcohol: It's Not Worth the Risk." OL



Reading Check

Answer, top drugs that slow down the body's functions and reactions Answer, bottom peer pressure, relief from stress, curiosity, desire to look and feel older

Caption Answer

Photo Caption Sample answers: Alcohol causes some people to be angry or aggressive. Alcohol makes it hard to think clearly and make good decisions.

Health Skills Activity

Refusal Skills

Life of the Party

Remind students to apply the four steps in the S.T.O.P. strategy to Kim's problem. Students might say that Kim should leave the party because drinking alcohol is unhealthy, does not feel right, is illegal, and is not parentapproved.

AL Active Learning

Small Group Learning Divide the class into small groups, and have each group brainstorm alternatives to drinking. After groups have had a chance to think of several alternatives, have them pool their ideas and discuss which ideas might appeal to the most teens. OL

C Critical Thinking

Problems and Solutions
Divide the class into six
groups, and challenge
each group to develop an
argument against teens
using alcohol. Allow time

for groups to present their

arguments to the class. OL

Health Skills Activity

Refusal Skills

Life of the Party

Kim has been invited to a party at her friend Terry's house. When she arrives, she finds that Terry's parents are not at home and many teens are drinking beer. Terry tells her that her older brother brought the beer. She urges Kim to try some. Kim knows that it is illegal for teens to drink and has learned about the risks of using alcohol. What do you think Kim should do when her friend laughs at her concerns and continues to offer her a drink?

On Your Own

Apply the S.T.O.P. strategy described below to help Kim say no to using alcohol.

- 1. Say no in a firm voice.
- 2. Tell why not.
- 3. Offer other ideas.
- 4. Promptly leave.

Health Online

Visit health.glencoe.com and complete the Interactive Study Guide for Lesson 1.

Reasons Not to Drink

Does the phrase "just say no" sound familiar? Choosing not to use alcohol is a healthy choice. It shows you understand how risky drinking can be and are choosing to stay alcohol free. Some teens may believe that drinking alcohol will help them fit in with their peers.

In reality, the Centers for Disease Control and Prevention's most recent report reveals that the majority of teens do *not* drink. Many teens realize the negative effects alcohol can have on their health and are saying no to alcohol use.



Alcohol is one of the biggest factors in teen traffic deaths. Can you think of a better reason to stay alcohol free?

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Caption Answer

Photo Caption Answers may vary. Students might say that the risk of violence or suicide is also a good reason to stay alcohol free.

Promoting Coordinated School Health

Preventing Alcohol Use Peer pressure is the major reason teens start using alcohol. Help prepare your students to resist negative peer pressure. Give them many chances to practice refusal skills, especially in situations involving alcohol. Also, make students aware of actual teen attitudes toward and use of alcohol.

Many teens think their peers drink more and have more positive attitudes toward drinking than they really do. Have students find recent survey data on teen drinking and attitudes toward drinking so they will realize that the majority of teens do not drink or approve of drinking by other teens. OL

There are important reasons why you should join this majority. First, you are risking your health when you drink. Second, using alcohol is against the law for teens. Finally, you want to make decisions that will help you become a strong person. Teens who stay alcohol free are better able to handle the challenges of everyday life.



Explain Why is drinking a bad idea for teens?

Alternatives to Drinking Alcohol

Teens who avoid alcohol may want to seek positive alternatives to drinking. But what **alternatives** or other ways of thinking or acting are available to teens who choose not to drink? One positive alternative is sports. Learning new skills, discovering a new talent, challenging your body, and being part of a team are all alternatives to drinking alcohol.

Other alternatives include pursuing interests in theater or the arts, volunteering in your community, and advocacy. Becoming an advocate gives you a chance to make a difference in the lives of others. There are many advocacy groups that try to help teens like yourself make smart choices. Some of these include Students Against Destructive Decisions (SADD), Teens Against Tobacco Use (T.A.T.U.), and Youth for Environmental Sanity.



▲ There are much more fun ways to spend time with friends than drinking alcohol. What activities do you enjoy?

CHAPTER 12

Lesson 1



Answer Drinking is bad for their health, against the law, and may lead to addiction.

ASSESS

Assessment Resources

Lesson Review Quiz

ExamView Fast Files Activities

Online Quizzes and Activities

Reteaching

- Assign Concept Map 12-1 or Reteaching Activity 12-1 in the Fast Files.
- · Have students create concept maps summarizing the information on alcohol use by teens.

Enrichment

- Assign Enrichment Activity 12-1 in the Fast Files.
- Ask students to present a panel discussion on reasons for teens to avoid alcohol use.

Go around the class and call on each student in turn to state an alternative to drinking alcohol.

Caption Answer

Photo Caption Answers will vary but should describe healthful activities.

Lesson 1 Review



Review this lesson for new terms, major headings, and Reading Checks.

What I Learned

- **1.** *Vocabulary* Define *alcohol*, and use it in a sentence.
- 2. **State** What are three reasons not to drink alcohol?
- 3. Explain What are two reasons teens give for using alcohol?

Thinking Critically

4. Evaluate How can positive alternatives help a teen avoid using alcohol?

5. Apply You are at an amusement park with several friends. When it is time to leave, a friend's brother offers to give you a ride. You believe you smell alcohol on his breath. What should you do, and why?

Applying Health Skills

6. *Advocacy* Create a TV ad that encourages teens not to drink. Use images and reasons you think will appeal to teens your age. Share your ad with your classmates.

For more review questions for Lesson 1, go to health.glencoe.com.

Lesson 1: Why Alcohol Is Harmful 281

Lesson 1 Review Answers

- 1. Alcohol is a drug produced by a chemical reaction in fruits, vegetables, and grains. Sentences will vary but should correctly use the term alcohol.
- 2. Alcohol harms health, is against the law for teens, and can lead to addiction.
- **3.** Any two: to forget about problems, to look more mature, because movies portray drinking as "cool," peer pressure, to relax
- 4. Sample answer: Positive alternatives like sports encourage behavior that benefits a teen's physical, social, and mental/emotional health.
- 5. Sample answer: I should find another way home, because the brother has been drinking and riding with him would not be safe.
- 6. Ads will vary but should include teenappropriate reasons not to drink and pictures to illustrate them.

FOCUS

Activating Prior Knowledge

What I Know Ask: What are some consequences of alcohol use? addiction, loss of control Tell students they will learn in this lesson about the effects of alcohol.



Guide to Reading

BUILDING VOCABULARY

- Tell students that the prefix mal- means "inadequate, or not enough" and nutrition is "the process of taking in and using food." Ask: What do you think malnutrition means? inadequate taking in and using of food
- Use Vocabulary PuzzleMaker to reinforce vocabulary terms.

READING STRATEGY



FOLDABLES Have students use their Foldables[™] as

they read Lesson 2.

■ Sequencing Students should name the mouth, esophagus, stomach, small intestine, liver, heart, and brain.



Before they begin writing, point out to students that alcohol, like medications, can affect different people in various ways.

Reading Check

Answer the ability of the body to respond quickly and appropriately to situations

Lesson 2

Short-Term Effects of Alcohol Use

Guide to Reading

Building Vocabulary

As you read this lesson, write each new highlighted term and its definition in your notebook.

- reaction time (p. 282)
- intoxication (p. 283)
- blood alcohol content (BAC) (p. 283)
- alcohol poisoning (p. 283)
- malnutrition (p. 285)

Focusing on the Main Ideas

In this lesson, you will learn to

- describe how alcohol travels through the body.
- **explain** the short-term effects alcohol has on a person.
- identify factors that account for different reactions to alcohol among different people.

Reading Strategy

Sequencing Using Figure 12.1, trace the course alcohol takes after it enters the body. Name the various organs it reaches.

FOLDABLES Study Organizer Use the Foldable™ on p. 277 as you read this lesson.

Duick Write

Write a paragraph describing how you think alcohol affects the body.



Alcohol and the Body

Alcohol is a very fasting-acting drug. It begins to affect the body the moment it enters the mouth, so it can be felt almost im-

> mediately. If there is no food in the stomach, alcohol can reach the brain in under a minute and slow reaction time. **Reaction time** is the ability of the body to respond quickly and appropriately to situations. This is what makes drinking and driving so deadly. People with slowed reaction time cannot respond quickly enough to dangers on the road.



Intoxication

As you can see from the diagram in Figure 12.1, the liver's job is to break down alcohol once it enters the bloodstream. This process takes time. The liver can only process about half an ounce of alcohol per hour. Anything

◀ Alcohol consumption can cause delays in reaction time. How can this make the activity in this picture very dangerous?

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Lesson 2 Resources



Chapter FAST FILE Resources

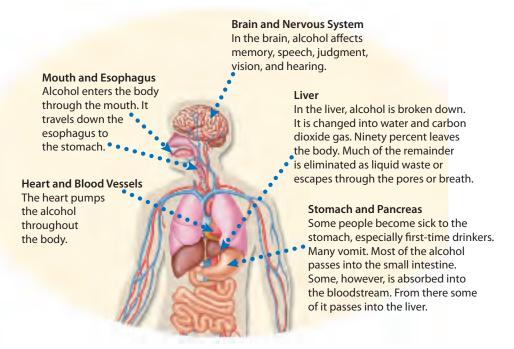
Guided Reading and Writing 12-2 Concept Mapping Activity 12-2 Health Lab 12-2 Reteaching Activity 12-2 **Enrichment Activity 12-2** Lesson Quiz 12-2

Technology

- Transparency 12-2
- Audio Summaries
- ExamView
- Vocabulary PuzzleMaker
- StudentWorks[™] Plus

ALCOHOL'S JOURNEY THROUGH THE BODY

Alcohol travels through the body, where it is filtered by the liver. What effects can alcohol have on the liver?



more stays in the blood and travels through the body causing intoxication. **Intoxication** means a person's mental and physical abilities have been impaired by alcohol.

If a person continues to drink, his or her blood alcohol content will continue to rise. **Blood alcohol content** or **BAC** is a measure of the amount of alcohol present in a person's blood. BAC is expressed as a percentage of the total amount of blood in the body. A BAC of 0.02% is enough to make most people feel lightheaded. A BAC of 0.08% is enough to make it dangerous for a person to drive a car. If a person has a BAC of 0.08% he or she is considered legally intoxicated.

People who are heavily intoxicated are at risk of alcohol poisoning. **Alcohol poisoning** is a dangerous condition that results when a person drinks excessive amounts of alcohol over a short time period. And as with any drug overdose, alcohol poisoning can kill you.



Identify What is the BAC of a legally drunk driver?

Language Arts

Intoxication

The word intoxicate contains the prefix in-, meaning "having or toward," and the suffix -ate, meaning "the action of." That leaves the root word, toxic. Look this root up in the dictionary.

Tell how this root's meaning relates to the terms intoxication and alcohol poisoning.

Lesson 2: Short-term Effects of Alcohol Use 283

R Reading Strategy Analyzing a Graphic Refer

TEACH

CHAPTER 12

Lesson 2

students to Figure 12.1. Point out that alcohol reaches the brain very quickly because it starts being absorbed into the blood almost as soon as it enters the body. Ask: What organ processes or breaks down alcohol in the blood? the liver Explain that this is why many heavy drinkers develop serious liver problems. OL

Language Arts

Intoxication

Students will find that toxic means "poisonous." They might say that intoxication is a less severe form of alcohol poisoning.

Reading Check

Answer 0.08%

Caption Answer

Figure Caption, this page

Alcohol can prevent the liver from working normally. Cirrhosis makes it difficult for the liver to remove poisons from the blood, which can eventually damage the brain.

Caption Answer

Photo Caption, p. 282

Slow reaction time could prevent the teen from being able to stop soon enough to avoid a collision and serious injury.

TECHNOLOGY AND HEALTH

High-Tech Alcohol Monitoring Worn as a bracelet, a new device called SCRAM (Secure Continuous Remote Alcohol Monitoring System) measures alcohol vapor in sweat on the skin. It is the first device to use transdermal testing to measure BAC. SCRAM gives reliable BAC readings every half hour, 24 hours a day. The data are stored in a memory chip inside the bracelet and uploaded to a computer via a modem. Available since 2003, SCRAM is used nationwide to monitor repeat DUI offenders and problem drinkers.

R Reading Strategy

Finding the Main Idea Have students identify the main point of the description of how alcohol affects an individual. There is no way to tell how a person will act. OL



Reading Check

Answer Females and people with low weight are affected more quickly by alcohol.

C Critical Thinking

Inferring Remind students that alcohol lowers inhibitions. Ask: How might lowered inhibitions increase the risk of a drinker becoming violent? by making it harder for the drinker to hold back angry feelings OL

How Alcohol Affects the Individual

One of the greatest dangers of alcohol is that there is no way to tell how a person will act when alcohol is in his or her body. Several things determine the effect alcohol may have:

- **Gender and body size:** Females and smaller people are affected more quickly than males and larger people.
- Other drugs: Alcohol mixed with other drugs or medicines can be deadly. Each drug can make the effects of the others stronger.
- **Food:** Food in the stomach slows down alcohol absorption.



- **General health:** How healthy and well-rested a person is, affects how the body responds to alcohol. Someone who is over tired or sick will be affected more quickly.
- How fast you drink: The faster a person drinks, the more he or she will be affected by alcohol.
- How much you drink: The amount a person drinks affects how his or her body reacts. Different alcoholic beverages contain different amounts of alcohol. Figure 12.2 shows a comparison of alcohol content in a variety of beverages. Drinking a lot or very quickly overworks the liver and causes intoxication.

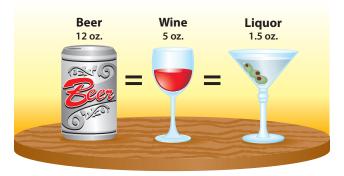


Explain What role does a drinker's weight and gender play in how he or she is affected?



ALCOHOL CONTENT OF DIFFERENT DRINKS

Alcoholic drinks are only partly alcohol. The rest is water, flavoring, and minerals. Each of the drinks shown contains the same amount of alcohol—0.6 oz. of pure alcohol. How much beer would a person need to drink to consume the same amount of alcohol in two 5 oz. glasses of wine?



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Caption Answer

Figure Caption A 24-oz. beer equals two 5-oz. glasses of wine.

HEALTH LITERACY

Alcohol and Violence Alcohol use increases the risk of all kinds of violence—homicides, assaults, date rapes, suicides. For example, almost 90 percent of homicides involve offenders who have been drinking. Alcohol's effects on the brain impair

judgment and lower inhibitions, making drinkers more likely to misread other people's behaviors and less likely to control their own. Some people may also use alcohol as an excuse for acting out aggressive feelings.

Alcohol Use and Violence

Those who drink are more likely to fight or behave violently. This is because alcohol makes many people aggressive. Alcohol use causes a great deal of violence both in and outside the home. Two-thirds of all domestic violence cases are related to alcohol abuse. Violence also increases at sporting events where alcohol is served.

Alcohol and Nutrition

Alcohol affects the body's ability to use nutrients. Long-term use of alcohol can lead to **malnutrition**, a condition in which the body doesn't get the nutrients it needs to grow and function properly. Because alcohol comes from the breakdown of sugar, it has calories. These calories have almost no nutritional value. When a person drinks alcohol for a long period of time and is not eating enough healthy food, he or she may not be getting enough nutrients. The calories in alcohol can also cause unwanted weight gain, especially when combined with other high-calorie beverages like soda and fruit juice.



Lesson 2 Review



Review this lesson for new terms, major headings, and Reading Checks.

What I Learned

- **1.** *Vocabulary* What is *blood alcohol content?*
- **2.** *Recall* How long does it take alcohol to reach the brain of a person who has not eaten recently?
- **3.** *Give Examples* List three factors that can influence the effect alcohol has on a person.

Thinking Critically

4. *Apply* Review alcohol's journey through the body in Figure 12.1. Explain why people who have been drinking might smell like alcohol.

5. Analyze Allie is at a party at a friend's house. She has had trouble sleeping lately because of worries over a big exam. Someone at the party suggests everyone have a beer. What are at least two good reasons Allie should say no?

Applying Health Skills

6. Accessing Information Some teens may believe myths about alcohol. With classmates, research several of these myths. Use your findings to create a poster showing the truths about these concepts.

For more review questions for Lesson 2, go to health.glencoe.com.

Lesson 2: Short-term Effects of Alcohol Use 285

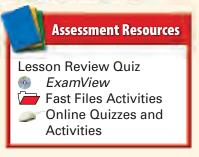
Lesson 2

CHAPTER 12

Academic Vocabulary

Domestic Students read about domestic violence. Explain that in this context *domestic* means "relating to the family." Ask: Who are the victims of domestic violence? *family members*

ASSESS



Reteaching

- Assign Concept Map 12-2 or Reteaching Activity 12-2 in the Fast Files.
- Have pairs of students prepare and teach to one another a lesson on the short-term effects of alcohol.

Enrichment

- Assign Enrichment Activity
 12-2 in the Fast Files.
- Ask students to research and give brief oral reports on the relationship between alcohol use and violence in teens.

CLOSE

Have students write a paragraph explaining why different people have different reactions to alcohol.

Lesson 2 Review Answers

- Blood alcohol content is an indicator of the amount of alcohol present in a person's blood.
- 2. less than a minute
- Any three: gender, body size, other drugs, food, health, how fast or how much you drink
- 4. Alcohol escapes from the body through the pores and breath.
- 5. Answers will vary but should include that it is illegal for teens, plus at least two negative effects of intoxication, such as interfering with her sleep and making her perform more poorly on the exam.
- 6. Give students a chance to brainstorm other myths about alcohol. (E.g., drinking alcohol will make you popular; or alcohol is less dangerous than illegal drugs.) Check that students use reliable sources when they research the myths.

FOCUS

Activating Prior Knowledge

What I Know Have students recall from Lesson 2 how alcohol travels through the body. Ask: What organs do you think might be harmed by long-term use of alcohol? mouth, stomach, liver, brain Tell students they will learn in this lesson how alcohol harms the body.



Guide to Reading

BUILDING VOCABULARY

- Explain that a syndrome is a condition defined by a cluster of many symptoms. Have students note the many symptoms of fetal alcohol syndrome as they read.
- Use Vocabulary PuzzleMaker to reinforce vocabulary terms.

READING STRATEGY

■ Identifying Cause and **Effect** Students should list specific causes; for example, high blood pressure from damage to the heart muscle.



Remind students that alcohol abuse endangers social and mental/ emotional health as well as physical health. For example, alcohol use can make some teens experience radical mood swings.

Lesson 3

Long-Term Effects of Alcohol Use

Guide to Reading

Building Vocabulary

Look at the terms below. Can you see how they might be related? Write down any relationships you see.

- fatty liver (p. 287)
- cirrhosis (p. 287)
- binge drinking (p. 289)
- inhibition (p. 289)
- fetal alcohol syndrome (FAS) (p. 290)

Focusing on the Main Ideas

In this lesson, you will learn to

- identify body organs and systems negatively affected by long-term alcohol use.
- describe the long-term effects of alcohol use.
- **explain** the risks to a fetus if its mother drinks alcohol.

Reading Strategy

Identifying Cause-and-Effect List the long-term effects caused by alcohol as described in the lesson.

Duick Write

Write a short paragraph explaining what vou know about the dangers of using alcohol.

Long-Term Physical Effects of Alcohol Use

It is important to remember that alcohol is a drug. Its effects impact all areas of a person's life. Drinking alcohol regularly can lead to a number of serious health problems. These include damage to major organs like the stomach, liver, pancreas, and heart. It can also make existing health problems worse. A special concern is alcohol's effect on the teenaged brain. Research has shown that drinking alcohol as a teen can lead to long-lasting learning and memory problems.

Since alcohol is a depressant, it affects a person's emotional health. The more a person drinks, the more problems he or she is likely to have at home, work, with friends, and even strangers. Many people have mood changes when they drink. Those who are depressed often feel worse with alcohol in their bodies.

For some, alcohol can become addictive. This means that the person needs the drug both physically and emotionally.

Alcohol and the Mouth

Alcohol is not digested like other foods. It is absorbed by tissues lining the mouth and stomach, and goes directly into the blood. Studies show that people who drink large amounts of alcohol are six times more likely to develop mouth or throat cancer.

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Lesson 3 Resources



Chapter FAST FILE Resources

Guided Reading and Writing 12-3 Concept Mapping Activity 12-3 Decision-Making Activity 12-3 Reteaching Activity 12-3 **Enrichment Activity 12-3** Lesson Quiz 12-3

Technology

- Transparency 12-3
- Audio Summaries
- ExamView
- Vocabulary PuzzleMaker
- StudentWorks[™] Plus

Alcohol and the Stomach

Alcohol irritates the stomach lining and increases the amount of acid there. Extra acid makes the lining red and swollen, and can produce ulcerations. Ulcerations are sores that cause bleeding.

Drinking alcohol also weakens the valve that separates the stomach from the esophagus. This valve is like a door that prevents stomach acid from entering the esophagus. When the valve is weak, acid flows back into the esophagus and causes heartburn.

Many people who drink regularly have ongoing heartburn.





The picture on the left shows a normal liver. The one on the right shows one damaged by alcohol. What can happen if your liver stops functioning?

Alcohol and the Liver

One of the most serious effects of alcohol is damage to the liver. If alcohol is frequently in the blood, liver cells die. When this happens, **fatty liver** can develop. This is *a condition in which fats build up in the liver and cannot be broken down*. The increased amount of fat prevents the liver from working normally and from repairing itself.

A life-threatening problem also associated with heavy alcohol use is **cirrhosis.** This is *a disease characterized by scarring and eventual destruction of the liver.* The scarring from cirrhosis reduces blood flow in the liver. The damaged liver is unable to carry out one of its key functions—removing poisons from the blood. These poisons can eventually reach and damage the brain.

Alcohol and the Brain

Even mild-to-moderate drinking can have a negative effect on how the brain works. For example, alcohol disrupts the parts of the brain responsible for memory and problem solving. The brain can also shrink in size.

This damage can be serious enough to interfere with everyday functions.

Alcohol can also block messages that are sent to the brain. This can cause problems with movement, vision, and hearing.

Even simple acts can be difficult when intoxicated. How might intoxication affect a person's daily activities?



Lesson 3: Long-term Effects of Alcohol Use 287

HEALTH LITERACY

Alcohol and Medications Many drugs, both prescription and over-the-counter (OTC), interact with alcohol and create health risks, even in moderate drinkers. Alcohol and

- acetaminophen can cause potentially lifethreatening liver damage.
- aspirin or ibuprofen can increase the risk
- of stomach ulcers and bleeding.
- antihistamines can increase sedation and make it dangerous to drive or operate machinery.
- benzodiazepines, including the date rape drug Rohypnol, can increase sedation and impair memory.

CHAPTER 12

Lesson 3

TEACH

R Reading Strategy

Organizing Information Have students use a variety of types of graphic organizers, such as outlines, concept maps, and spider diagrams, to organize the information about alcohol's effects on the mouth, liver, and stomach. Ask students to compare graphic organizers. Discuss which type of organizer best suits the organization of information in the text. BL

AL Active Learning

Posters Ask groups of students to make posters titled "The Brain on Alcohol." Posters should show images (readily available online) of brains of teen users and nonusers of alcohol. Give students a chance to share their posters with the class. They should explain how and why the images are different and how the differences affect brain function. OL

Caption Answer

Photo Caption, top

Poisons cannot be removed from the blood, and they can eventually reach and damage the brain.

Caption Answer

Photo Caption, bottom

Alcohol disrupts memory and problem-solving.

R Reading Strategy

Analyzing a Graphic Ask students to look at the graph in Figure 12.3. Tell students that all 50 states and the District of Columbia have so-called *zero-tolerance* laws, prohibiting people under age 21 from driving with a blood alcohol content (BAC) greater than 0.00% to 0.02%. Ask students to use the data in the figure to justify zero-tolerance laws. OL



Answer ulcerations and heartburn

Academic Vocabulary

Factor Students learn about car crashes in which alcohol was a factor. Call on volunteers to define *factor* in this context. (something that contributes to a result)

Alcohol and the Heart

Heavy drinking damages the heart muscle, causing the heart to become enlarged, and leads to high blood pressure. It also increases the number of fat cells in the blood, and puts a strain on the blood vessels. All these conditions put a person who drinks at risk of heart failure or stroke.



List Name two problems of the stomach related to long-term alcohol use.

Driving While Intoxicated

As stated earlier, *a person with a BAC of 0.08%* is considered legally intoxicated or drunk. If the person is also driving a car, he or she is said to be driving while intoxicated or DWI.

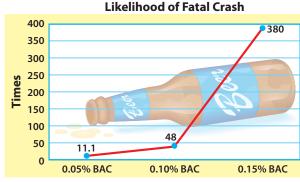
A devastating long-term consequence of driving while intoxicated is causing your own death or the death of another. On average, someone is killed in a crash involving alcohol every 31 minutes. In 2004, over 16,000 people were killed in alcohol-related crashes. That accounts for 39 percent of all traffic deaths that year. Remember, the driver is not the only person at risk. Passengers, pedestrians, and other drivers are all potential victims of a person who is DWI.

People who are DWI are eleven times more likely to die in a crash than sober drivers. **Figure 12.3** shows a numerical link between the amount of alcohol in a driver's blood and the likelihood of a deadly accident occurring.

▼ FIGURE 12.3

TRAFFIC DEATHS AND BAC

Drivers with a BAC of 0.10% are 48 times as likely to be involved in a fatal crash. How can you reduce your risk of being involved in an alcohol-related crash?



Source: U.S. Dept. of Transportation, 2000.

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Caption Answer

Figure Caption Do not drink; do not ride in a car with a driver who has been drinking.

Cultural Perspectives

Binge Drinking Binge drinking is increasing among teens in Europe as well as the United States, but there appear to be cultural differences in this trend. Northern Europe has much higher rates of teen binge drinking than southern Europe. For

example, about 35 percent of 15- to 24-year-olds in Denmark binge drink three or more times a week, compared with about 7 percent in Italy. Experts think the rates of binge drinking reflect cultural attitudes toward alcohol.



Binge drinking can prevent teens from reaching their long-term goals. What are some other effects of binge drinking?

Binge Drinking

Teens who experiment with alcohol also risk becoming binge drinkers. **Binge drinking** is the consumption of a large quantity of alcohol in a very short period of time. Although binge drinking is dangerous at any age, it is a special problem for teens.

Binge drinking is harmful because of the potential long-term consequences. Since teens frequently combine high-risk activities with binge drinking, their potential for death or serious injury is very high. Some of the dangers include:

- Death due to falls, drowning, or drunk driving
- Pregnancy or contraction of sexually transmitted diseases due to sexual activity
- Being a victim of violent behavior
- Death from alcohol poisoning



Alcohol Use and Teen Pregnancy

Unplanned pregnancies are sometimes a long-term consequence of alcohol use. Using alcohol can lower a person's inhibitions and affects the ability to make healthy decisions. An **inhibition** is a conscious or unconscious restraint of a person's own behaviors or actions. Many inhibitions are normal and healthy be-L cause they prevent people from taking dangerous risks.

When using alcohol, people are much more likely to say and do things they normally would not. Misunderstandings and hurt feelings are a common result of lowered inhibitions. Teen pregnancy L is a very serious and long-lasting result of lowered inhibitions.

Health Online Visit health.glencoe.com and complete the Interactive Study Guide for Lesson 3.

Lesson 3: Long-term Effects of Alcohol Use 289

HEALTH LITERACY

Fetal Alcohol Syndrome FAS is the most severe of a group of alcohol-related disorders in infants that together are called fetal alcohol spectrum disorders (FASD). Symptoms of FASD may include brain damage, mental retardation, learning disabilities, hyperactivity, facial deformities, and problems with memory, hearing, vision, and growth. FASD affects about 1 percent of all live births in the United States. Alcohol causes more preventable birth defects and mental retardation than any other factor.

CHAPTER 12

Lesson 3

W Writing Support

Expository Writing Ask students to research and write reports on binge drinking by U.S. teens. Reports should define binge drinking and describe its incidence, time trends, possible causes, and longterm effects. OL

HS Health Skills Practice

Advocacy Tell students to assume an older neighbor is pregnant and drinking alcohol. Ask them to write a letter to the neighbor explaining the risks of alcohol to the fetus and advocating against drinking alcohol during pregnancy. OL

R Reading Strategy

Identifying Cause and Effect

Have students read about alcohol use and teen pregnancy. Ask: Why does alcohol use increase the risk of teen pregnancy? Alcohol reduces inhibitions and the ability to make healthy decisions. As students answer, make a concept map on the board to show the cause-and-effect relationships. BL

Reading Check

Answer consuming a large quantity of alcohol (usually 5 or more drinks) in a short time

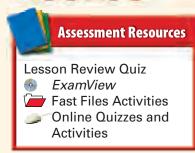
Caption Answer

Photo Caption death, pregnancy and/or STDs, victim of violence



Answer lower birth weight, mental retardation, heart and kidney problems

ASSESS



Reteaching

- Assign Concept Map 12-3 or Reteaching Activity 12-3 in the Fast Files.
- Have students make posters illustrating longterm effects of alcohol use.

Enrichment

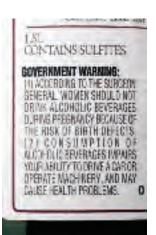
- Assign Enrichment Activity
 12-3 in the Fast Files.
- Ask pairs of students to debate whether women who drink during pregnancy should be punished or treated.

CLOSE

Ask students to justify the statement, "Alcohol use can impact all areas of your life."

Caption Answer

Photo Caption to remind people to make healthy choices



▲ Signs like this appear in some restaurants and other locations where alcohol is available. Why do you think it is important to post these types of warning labels?

Pregnancy among teens is usually unplanned. One study of female teens with unplanned pregnancies found that one-third had been using alcohol.

An unplanned pregnancy complicates a teen's life. It can disrupt long-term plans and goals, such as going to college. Most teens are not prepared emotionally or financially to be parents. For this reason, pregnancy can be very difficult for teens.

Fetal Alcohol Syndrome

When a female is pregnant, everything she eats and drinks affects her unborn baby. This includes alcohol, which is passed into the baby's blood. A baby's liver is not developed enough to break down alcohol. Therefore, when an unborn baby is exposed to alcohol, it can develop **fetal alcohol syndrome (FAS).** FAS is a group of alcohol-related birth defects that include both physical and mental problems. Babies with FAS have smaller body sizes, lower birth weight, and other problems. Babies with FAS frequently develop problems with their hearts and kidneys as well. Because alcohol limits the supply of oxygen to the baby's brain, learning disabilities and mental retardation can also occur.



List What are some health problems that occur in babies with FAS?

Lesson 3 Review

After You Read

Review this lesson for new terms, major headings, and Reading Checks.

What I Learned

- **1.** *Vocabulary* What is *cirrhosis*? What are the long-term risks associated with this health problem?
- **2.** *Explain* How are three body organs or systems negatively affected by long-term alcohol use?
- **3.** *Recall* What are the risks to the fetus of a pregnant female who uses alcohol?

Thinking Critically

4. *Hypothesize* What are some ways in which experimenting with alcohol can interfere with a teen's future?

5. *Apply* At a party, Cindy sees a pregnant female reach for a beer. What could Cindy say to help the woman understand the health risks of drinking during pregnancy?

Applying Health Skills

6. Practicing Healthy Behaviors Some people say that alcohol helps them relax and sleep better. Make a list of things you could do that would help your body relax and sleep better without using alcohol.

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For more review questions for Lesson 3, go to health.glencoe.com.

Lesson 3 Review Answers

- a disease characterized by scarring and eventual destruction of the liver. The liver will fail and poisons will damage the brain.
- Any three: mouth—greater risk of cancer; stomach—ulcerations, heartburn; liver—fatty liver, cirrhosis; nervous system—brain and
- CNS damage; circulatory system—heart damage, high blood pressure, greater risk of heart failure or stroke
- The fetus may develop fetal alcohol syndrome, with symptoms such as low birth weight and mental retardation.
- It can lead to addiction, cause serious health problems, and increase the risk of violent behavior, injuries, and death.
- 5. The alcohol the mother drinks ends up in the baby's blood, and the baby's liver cannot break it down.
- 6. Go for a walk, take deep breaths, read a book.

CHAPTER 12

Lesson 4

FOCUS

Activating Prior Knowledge

What I Know Ask students to complete the following sentence: "Alcoholics are people who [blank]." Sample answers: drink too much, can't stop drinking Tell students they will learn about alcoholism in this lesson.

Guide to Reading

BUILDING VOCABULARY

- Ask students to predict how the terms alcoholism, physical dependence, and alcohol abuse are related. (Alcoholism includes a physical dependence on alcohol; alcohol abuse does not.) Have students check to see if their predictions were correct when they read the lesson.
- Use Vocabulary PuzzleMaker to reinforce vocabulary terms.

READING STRATEGY

■ Sequencing Suggest that students create a flow chart of the stages of alcoholism. As they read, they can add notes to the flow chart about what occurs at each stage.

Juick Write

Students may wish to scan the heads in this lesson for ideas for their Quick Writes.

Alcoholism and Alcohol Abuse

Guide to Reading

Building Vocabulary

Read the terms below and try to define them. Write your definitions in pencil and make any changes that are needed as you read this lesson.

- addiction (p. 291)
- alcoholism (p. 291)
- tolerance (p. 292)
- physical dependence (p. 292)
- enablers (p. 294)
- alcohol abuse (p. 295)

Focusing on the Main Ideas

In this lesson, you will learn to

- identify symptoms of alcoholism and alcohol abuse.
- describe the stages of alcoholism.
- **explain** how alcoholism affects families and society.

Reading Strategy

Sequencing As you read the lesson, be aware of the progression of alcoholism. Make notes about what occurs at each stage of the

Alcohol's Addictive Power

One of the biggest problems with alcohol is that it is habitforming. Like other drugs, using alcohol repeatedly can lead to **addiction.** This is a physical or psychological need for a drug. Teens 15 and younger are four times more likely to become addicted than older individuals.

An addiction to any drug can change a person's life. It takes the focus off of healthy goals and damages relationships with family and friends. In the following lessons, you will learn more about the dangers of alcohol addiction, and about where people can turn for help.

The Disease of Alcoholism

People who are addicted to alcohol suffer from alcoholism. Alcoholism is a progressive, chronic disease involving a mental and physical need for alcohol. People with alcoholism are called alcoholics. The disease affects all parts of an alcoholic's life—physical, mental, emotional, and social. Currently, an estimated 14 million Americans are alcoholics or have an alcohol abuse problem.

Lesson 4: Alcoholism and Alcohol Abuse 291

Duick Write

Make a list of all the

reasons you can think

of to avoid alcohol use.

Lesson 4 Resources

Chapter FAST FILE Resources

Guided Reading and Writing 12-4 Concept Mapping Activity 12-4 Cross-Curriculum Activity 12-4 Reteaching Activity 12-4 **Enrichment Activity 12-4** Lesson Quiz 12-4

Technology

- Transparency 12-4
- **Audio Summaries**
- ExamView
- Vocabulary PuzzleMaker
- StudentWorks[™] Plus

TEACH

R Reading Strategy

Analyzing a Graphic Call on students to describe an example of each symptom in Figure 12.4. For example, for making excuses to drink, they might describe using an achievement (winning a game) or disappointment (losing a game) as an excuse to drink. OL



Reading Check

Answer Physical dependence is a type of addiction in which the body itself feels a direct need for a drug.

Academic Vocabulary

Display On this page, students read about people who display symptoms of alcoholism. Ask: What does display mean in this context? show Millions more take part in risky drinking that could lead to mental, emotional, and health problems.

People with this disease typically have five major symptoms:

- **Denial.** The person has a hard time believing they have a problem. They are usually the last to admit they need help.
- Craving. The person has a strong need, or compulsion, to drink.
- **Loss of control.** The person is unable to limit her or his drinking on any given occasion.
- **Tolerance.** A person who drinks regularly can develop a tolerance. **Tolerance** is *a process in which your body needs more and more of a drug to get the same effect.* For alcoholics, tolerance means needing to drink more and more in order to feel the effects of intoxication.
- **Physical dependence. Physical dependence** is a type of addiction in which the body itself feels a direct need for a drug. If the person stops drinking abruptly, his or her body may experience symptoms, such as sweating, shakiness, and anxiety.

Figure 12.4 lists some other symptoms associated with alcoholism. If you know someone who displays some of these symptoms, encourage them to get help.



Define What is physical dependence?

FIGURE 12.4

COMMON SYMPTOMS OF ALCOHOLISM

As shown, alcohol affects all areas of life and leads to negative consequences to your physical, mental/emotional, and social health. What should you do if you think that someone you are close to has an alcohol related problem?

- Drinking alone
- Making excuses to drink
- Need for daily or frequent use of alcohol in order to function
- Lack of control over drinking, with inability to stop or reduce the amount of alcohol being consumed
- Episodes of violence associated with drinking
- Secretive behavior to hide alcohol-related behavior
- Hostility when confronted about drinking
- Neglecting to eat regularly

- Neglecting to take care of physical appearance
- Nausea and vomiting
- Shaking in the morning
- Abdominal pain
- Numbness and tingling
- Confusion

Source: National Institutes of Health

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HEALTH LITERACY

Alcohol Abuse and the Teen Brain Results of several recent studies suggest that alcohol abuse is much more dangerous for teens than previously thought. The studies reveal that the teen brain still is developing and therefore much more susceptible to

damage by alcohol than the adult brain. In teens who binge drink, alcohol interferes with normal development of the part of the brain called the hippocampus and causes permanent problems with verbal abilities, learning, memory, and spatial perception.

Caption Answer

Figure Caption Sample answer: Try to convince the person to get help.

Stages of Alcoholism

There are four stages of alcoholism. They develop over a period U of time. Each stage can be long or short, depending on the individual and the age at which he or she begins drinking.

Stage One

Most people in the first stage are surprised by how much they can drink. Other symptoms of this first stage include:

- Drinking to relax or get relief from stress and mental fatigue
- Looking for opportunities to drink
- A gradual increase in tolerance

Stage Two

In the second stage, the person has short-term memory loss and blackouts. These are periods of time the alcoholic cannot remember. Other symptoms include:

- Saying or doing hurtful things
- Sneaking extra drinks and feeling guilty
- Making excuses for drinking

Stage Three

In stage three the alcoholic loses control. He or she cannot predict what will happen. For example, though the alcoholic intends to have only one drink, he or she cannot stop after just one. The alcoholic's body depends on the drug. Other symptoms include:

- Aggressive or resentful behavior
- Making and failing to keep promises
- Losing interest in anything but alcohol
- Avoiding family and friends
- Trouble with money, work, and the law
- Tremors and the start of severe physical problems

Stage Four

The fourth and final stage is chronic, or ongoing. Up until now, the alcoholic may have been able to keep a job. Now, however, he or she lives to drink, and drinking can go on all day. Symptoms include:

- Long periods of being intoxicated all the time
- Strange or unreasonable fears
- Faulty thinking or hallucinations
- Malnutrition caused by not eating properly



Explain What problems and behaviors occur during stage two of the disease of alcoholism? Alcoholism is a disease that can shatter a person's entire life and disrupt the lives of those around them. How widespread is this disease in the **United States?**

Health Online

Topic: Speaking Out About Alcohol

Visit health.glencoe.com for Student Web Activities to learn about the effects of alcohol and what teens around the country are doing to encourage their peers not to drink.

Activity: Using the information provided at the link above, write a letter to the editor of your local newspaper suggesting ways that underage drinking can be prevented in your community.

Lesson 4: Alcoholism and Alcohol Abuse 293

members of alcoholics. OL Reading Check

Answer saying or doing hurtful things, sneaking extra drinks, feelings of guilt, making excuses for drinking

Health Online

Remind students to proofread and correct their letters. Post completed letters in the classroom or on the school's Web site.

Caption Answer

Photo Caption 14 million Americans suffer from alcoholism.

What Teens Want to Know

How can I tell if a friend has a drinking **problem?** Answer the following four questions. If you answer yes to even one of them, the person may have a drinking problem, and you should notify a parent or other trusted adult.

Does the person get annoyed if you

criticize his or her drinking?

- Does the person ever start drinking first thing in the morning?
- Does the person feel that he or she drinks too much?
- Does the person ever express guilt about drinking? OL



Lesson 4

U Universal Access

Reluctant Readers and Writers Suggest that students make graphic organizers whenever they need help organizing and remembering what they read. Give them guided practice by helping them make a graphic organizer such as an outline to organize the information on stages of alcoholism. BL

W Writing Support

Narrative Writing Ask

a dialogue between an

alcoholic and a family

member to illustrate symptoms of one of the

pairs of students to write

four stages of alcoholism.

Make sure all four stages are

covered. Call on several pairs

to read their dialogues to the

class. After the dialogues, ask

students to summarize how

alcoholism affects the family

AL Active Learning

Small Group Learning Divide the class into small groups, and ask students within groups to brainstorm situations in which family members might unintentionally enable a parent to keep drinking alcohol. Give groups a chance to share their ideas. Lead the class in brainstorming other, nonenabling ways teens could behave in the same situations. OL

Critical Thinking

Inferring Ask: What are some reasons alcohol abuse costs society so much money? Sample answers: Alcohol abuse causes car crashes, higher medical bills, lost wages, higher insurance premiums, and greater police and court costs. AL

Reading Check

Answer Enabling is creating an atmosphere in which the alcoholic can comfortably continue his or her unacceptable behaviors, such as making excuses for or lying on behalf of the alcoholic.

Costs to the Family

Alcoholism affects others apart from the alcoholic. Denial the biggest symptom of this disease—is a problem for family and friends as well. Often they don't believe the drinker has a problem. They think he or she just needs to stop drinking or cut down. Family members often neglect their own needs to focus on helping the alcoholic. This can have a very negative effect on selfesteem, especially if the alcoholic is abusive.

In some families, members who try to help the alcoholic make the problem worse by becoming enablers. **Enablers** are *persons* who create an atmosphere in which the alcoholic can comfortably continue his or her unacceptable behavior. Enabling includes making AL excuses for or lying on behalf of the alcoholic. Enablers believe that these actions help, but they do not. An unhealthy cycle of dependency develops between the alcoholic and the enabler. This cycle allows the alcoholic to avoid getting treatment for his or her disease.



Costs to Society

The nation spends about \$148 billion on alcohol abuse every year. More than half of this is paid by the American taxpayer. Alcohol's cost to the national economy is also very high. As noted earlier, alcohol abusers are likely to miss or skip work. This costs business an estimated \$80.9 billion in lost productivity. Productivity is how much work a person produces when he or she is on the job.



Speaking honestly to a family member about an alcohol problem is better than trying to hide the problem. How can enabling be harmful to both an alcoholic and family members?

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Caption Answer

Photo Caption Sample answer: It creates an unhealthy cycle of dependency between the alcoholic and the enabler.

Mome, School, and Community

In the Community Many community-based programs for teens have been shown to be effective in decreasing alcohol abuse.

- Project Northland, which includes peer leadership and parental involvement.
- All Stars, which promotes development of positive personal characteristics.
- Across Ages, which strengthens bonds between adults and youth.

Find out if your community has such a program. If not, ask students to write letters to editors of local newspapers and to local government leaders urging them to adopt an alcohol-prevention program for teens. OL

Alcohol Abuse

Although the terms *alcoholism* and *alcohol abuse* are sometimes used interchangeably, there is a difference. People who abuse alcohol are not physically dependent on the drug. Rather, **alcoholabuse** is a pattern of drinking that results in one or more well-defined behaviors within a twelve-month period. The four symptoms are:

- Failure to fulfill major work, school, or home responsibilities.
- Drinking in situations that are physically dangerous. For example, driving while intoxicated, or riding in a car driven by someone who is drinking alcohol.
- Having ongoing alcohol-related legal problems. These may include arrests for DWI or physically hurting someone while drunk.
- Continuing to drink even when relationships have been negatively affected by the person's use of alcohol.



Identify Name a behavior associated with alcohol abuse.



Reading Check

CHAPTER 12

Lesson 4

Answer Any one: failure to fulfill responsibilities; drinking in dangerous situations; alcohol-related legal problems; continuing to drink even when relationships have been damaged

ASSESS

Assessment Resources Lesson Review Quiz ExamView

Fast Files Activities
Online Quizzes and

Activities

Reteaching

- Assign Concept Map 12-4 or Reteaching Activity 12-4 in the Fast Files.
- Have students write a short story about alcohol abuse in which they correctly use vocabulary terms.

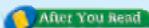
Enrichment

- Assign Enrichment Activity
 12-4 in the Fast Files.
- Ask students to put on a puppet show that demonstrates enabling of an alcoholic.

CLOSE

Have students chart the stages of alcoholism and include at least two symptoms of each stage.

Lesson 4 Review



Review this lesson for new terms, major headings, and Reading Checks.

What I Learned

- **1.** *Vocabulary* Define *alcoholism*.
- **2.** *Explain* What is the difference between alcohol abuse and alcoholism?
- **3.** *Describe* Briefly describe the four stages of alcoholism.

Thinking Critically

- 4. Analyze Over the past year, Andrew has secretly been drinking alcohol. He has missed a lot of school and has been in trouble with the law. Would you say Andrew is an alcoholic? Explain your answer.
- **5.** *Synthesize* You are at a friend's house. You overhear your friend's father say,

"I do *not* have a drinking problem." Your friend looks uncomfortable, then says, "He really doesn't have a problem you know." What kind of behavior is your friend demonstrating?

Applying Health Skills

6. Stress Management Some people use alcohol to relieve stress. Make a list of healthy activities a person can do to manage stress without the use of alcohol. As a class, compile the best ideas into a brochure on stress management techniques. Share copies of your brochure with family and friends.

For more review questions for Lesson 4, go to health.glencoe.com.

Lesson 4: Alcoholism and Alcohol Abuse 295

Lesson 4 Review Answers

- a progressive, chronic disease involving a mental and physical need for alcohol
- People who abuse alcohol are not physically dependent on the drug, as people with alcoholism are.
- Students should describe each of the four stages of alcoholism listed on page 293.
- Students might say Andrew is an alcoholic, because drinking alcohol secretly is a symptom of alcoholism.
- Students are likely to say that the friend is in denial or lying about her father's alcoholism and is enabling his behavior.
- 6. Students should list stress- and timemanagement activities, such as exercising, talking to a friend, getting organized, and learning to say no. Give students a chance to compare ideas and select the best ideas for their brochure.

FOCUS

Activating Prior Knowledge

What I Know Ask: Is the following statement a myth or fact? "Alcoholism can be cured." myth Tell students they will learn in this lesson that alcoholism can be treated even though it cannot be cured.



Guide to Reading

BUILDING VOCABULARY

- Explain that intervention means "coming between in order to hinder." Have students predict what intervention means in the context of helping an alcoholic.
- Use Vocabulary PuzzleMaker to reinforce vocabulary terms.

READING STRATEGY

Predicting Remind students to read the picture captions before they write their predictions. Predictions might include sources of help for alcoholics and their families and the nature of recovery from alcoholism.



Caution students not to give the names of the people they list. Instead, they can just write teacher, minister, friend, and so on. Qualities might include being caring and wanting to help.

Lesson 5

Getting Help for Alcohol Abuse

Guide to Reading

Building Vocabulary

As you read this lesson, write each new highlighted term and its definition in your notebook.

- intervention (p. 296)
- relapse (p. 296)
- recovery (p. 297)
- withdrawal (p. 297)
- detoxification (p. 297)

Focusing on the Main Ideas

In this lesson, you will learn to

- explain what a person experiences during withdrawal from alcohol.
- **describe** the steps in the process of recovery.
- identify community resources that can help alcoholics, alcohol abusers, and their families.

Reading Strategy

Predicting Based on the headings and photos in this lesson, describe what you think you will learn from reading it.

Duick Write

Name a person you turn to when you need help with a problem. Write a brief description of qualities this person has, such as good listening skills.

Help for People with Alcohol Problems

People who are struggling with alcohol use need help. However, many of them may be in denial. Being in denial means refusing to admit a problem with alcohol. To overcome this obstacle, family and friends can hold an intervention. An **intervention** is a gathering in which family and friends get the problem drinker to agree to seek help. The drinker is confronted with the facts of his or her problem and strongly urged to stop drinking.



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Starting Down the Road to Recovery

Treatment for alcoholism begins with the alcoholic's understanding that he or she has an addiction and must never drink again. If an alcoholic takes even one drink there is the chance that he or she will have a relapse. A **relapse** is a return to the use of a drug after attempting to stop.

Counseling can help a person recover from alcohol abuse. What are some organizations that provide this type of counseling?

Lesson 5 Resources



Chapter FAST FILE Resources

Guided Reading and Writing 12-5
Concept Mapping Activity 12-5
Decision-Making Activity 12-5
Reteaching Activity 12-5
Enrichment Activity 12-5
Lesson Quiz 12-5

Technology

- Transparency 12-5
- Audio Summaries
- ExamView
- Vocabulary PuzzleMaker
- StudentWorks™ Plus

Recovery starts only after the alcoholic makes the commitment never to drink again. Recovery is the process of learning to live an alcohol-free life, and is usually long and difficult. The alcoholic must cope with the symptoms of withdrawal that occur when he or she stops drinking. Withdrawal is the physical and psychological reactions that occur when someone stops using an addictive substance. These can be mild to very severe and include headaches, tiredness, strong mood swings, and nausea.

Steps Along the Road

The road to recovery consists of a number of steps. Every person who wants to get better must take all the steps. There are no shortcuts. These are as follows:

- **Admission.** At the start of recovery, the person must admit that he or she has an addiction and ask for help.
- **Counseling.** Alcoholics need outside help from counselors and support groups to recover. Many people find the group Alcoholics Anonymous (AA) helpful. AA is an organization that is made up entirely of recovering alcoholics. They all know from firsthand experience how difficult it can be to break an addiction.
- **Detoxification.** This is the physical process of freeing the body of an addictive substance.
- Resolution. Once recovery has begun, the alcoholic resolves or makes the decision to accept responsibility for his or her actions. It is time to move forward, and the person is now referred to as a recovering alcoholic. A recovering alcoholic is someone who has an addiction to alcohol but chooses to live without it.



Explain What makes recovery from alcoholism so difficult?



Support groups are available to teens with an alcoholic in their family. What are the benefits of joining such a group?

Lesson 5: Getting Help for Alcohol Abuse 297

Promoting Coordinated School Health

Programs to Reduce Alcohol Use Advocate adopting a program in your school to reduce alcohol use in students. Many programs have been shown to work, such as:

- Project Alert: a fourteen-lesson curriculum that teaches resistance skills and negative attitudes toward drugs.
- Keepin' it REAL: a ten-lesson, culturally sensitive curriculum that teaches communication and life skills to resist negative peer influences.
- Project Achieve: a set of schoolwide programs to improve staff effectiveness, school safety, and all student development.

Lesson 5

TEACH

C Critical Thinking

Justifying Ask students to justify the statement, "Recovery from alcoholism is a lifelong process." Sample answer: Recovering alcoholics still have the disease, so they can never drink again without risk of relapse. OL

Reading Check

Answer The alcoholic must cope with withdrawal symptoms.

Academic Vocabulary

Commit On this page, students read that recovery from alcoholism requires a commitment never to drink again. Ask: What does it mean to commit yourself to something? Sample answers: to promise to do it, to try hard to achieve it

Caption Answer

Photo Caption, p. 296
Names of organizations
are listed on page 298.
Answer may also include
religious groups, schools,
and community services.

Caption Answer

Photo Caption, this page It can provide support and information and teach them coping skills.

Health Skills Activity

Communication Skills

When Communication **Counts Most**

Use the following to help students complete the activity:

- Partners should brainstorm and then write a dialogue that incorporates the best ideas.
- Remind students to use nonverbal communication, such as eye contact, as well as spoken lines.
- Allow class time for the role-plays.

AL Active Learning

Brochures Have students learn more about Alateen and make brochures conveying the most important information to other teens, including the purpose of the organization and information on local contacts and meetings. Urge students to make their brochures attractive and easy to read. Arrange for them to place their brochures in locations throughout the school. OL

Reading Check

Answer, p. 299 Avoid parties or other events where alcohol will be served; choose friends who do not drink alcohol and will support your decision to be alcohol free.

Health Skills Activity

Communication Skills

When Communication Counts Most

If a friend or family member has a problem with alcohol, you may be able to help. Here's how.

- Have an honest talk with the drinker. Choose a time when the person is sober. Make eye contact and talk honestly about your concerns. Tell him or her about the serious effects alcohol can have on a person's physical, mental, and emotional health.
- **Encourage the person to seek help.** After expressing your concerns, explain why support is needed. Ask the person to get help.
- **Offer Information.** Finally, provide useful information about where the person can go for help. Facts and details are important at this stage. Make sure that the person understands what kind of help is available and how to get it.

With a Group

Role-play a conversation in which you use the skills outlined above. Think about specific words that would express your concern and encourage the person to get help.

Help for the Family

The families of alcoholics need to recover from the effects of living with alcoholism as well. This is especially true when members of the family have been enablers. There are several organizations that offer help. One well-known example is Al-Anon. This non-profit group teaches family and friends about alcoholism and helps them understand how they have been affected. It also teaches them skills for coping with the many problems alcoholism creates. Another group that exists within Al-Anon is Alateen. It is specially designed to help teens deal with alcoholic parents. Both groups do community outreach work as well. They educate the public and direct families to counselors, support groups, and mental health facilities.

Health Online

Visit health.glencoe.com and complete the Interactive Study Guide for Lesson 5.

Ways to Stay Alcohol Free

You have learned that alcohol use can damage a teen's physical, mental/emotional, and social health. The best way to avoid these risks is to choose to be alcohol free. Avoid situations where

298 Chapter 12: Alcohol

Home, School, and Community

In the Community If your community has Alateen or Al-Anon meetings (and most do), encourage any students who are affected by another's drinking problem to attend. Tell students that there are no dues or fees and meetings are always confidential. Members do not have to speak

at meetings, just listen and learn. Everyone at the meetings has the same problem drinking by a family member or friend—and they give each other understanding, help, and support. Have students locate meetings of Alcoholics Anonymous and youth groups in your community.



Staying alcohol free involves knowing how to say no to high-risk situations like the teen in this picture. What refusal skills do you use to abstain from high-risk situations?

alcohol may be present. Choose friends who are alcohol free. They will support your decision not to use alcohol.

If you find yourself in a situation in which you feel pressured to try alcohol, use refusal skills. Practice the S.T.O.P. strategy discussed in Chapter 2. State your decision clearly and assertively. When you speak assertively, you are letting people know you are serious. If the pressure continues, walk away. If needed, get help from a parent or other adult.



Identify What are some ways to stay alcohol free?

Lesson 5 Review



After You Read

Review this lesson for new terms, major headings, and Reading Checks.

What I Learned

- **1.** *Vocabulary* Define *withdrawal*.
- **2.** *List* Name the steps in the recovery process.
- **3.** *Identify* What community organizations are available to help alcoholics and their families?

Thinking Critically

4. Evaluate What is the one fact about alcohol addiction you think a problem drinker needs most?

5. Apply Imagine that a friend admits to having a drinking problem. The way he plans to handle the problem is to gradually cut down on his drinking. Is this a wise plan? Why or why not?

Applying Health Skills

6. *Goal Setting* Think about personal goals you have. Write one or two of these down on a sheet of paper, leaving space under each one. In the spaces, explain how using alcohol could interfere with your goals.

For more review questions for Lesson 5, go to health.glencoe.com.

Lesson 5: Getting Help for Alcohol Abuse 299

CHAPTER 12

Lesson 5

ASSESS

Assessment Resources

Lesson Review Quiz ExamView

Fast Files Activities Online Quizzes and Activities

Reteaching

- Assign Concept Map 12-5 or Reteaching Activity 12-5 in the Fast Files.
- Have pairs of students explain each of the main ideas to one another.

Enrichment

- Assign Enrichment Activity 12-5 in the Fast Files.
- Ask students to create a flow chart that demonstrates the road to recovery from alcoholism.

Have students make a list of sources of help for alcoholrelated problems that can be shared with someone in a family affected by alcoholism.

Caption Answer

Photo Caption Use S.T.O.P., walk away, get help from a parent or other adult.

Lesson 5 Review Answers

- 1. the physical and psychological reactions that occur when someone stops using an addictive substance
- 2. admission, counseling, resolution
- 3. Al-Anon and Alateen

- 4. Sample answers: Alcoholics need help. Alcoholics must never drink again. Alcoholism can be treated.
- **5.** This is not a wise plan, because treatment for alcoholism begins with the alcoholic's understanding that he or she has an addiction and must never drink again.
- 6. Goals will vary. Alcohol might interfere with goals by getting students in trouble with the law, preventing them from graduating, or causing a car crash.

Helping Someone Get Help

SKILLDecision Making

Activating Prior Knowledge

Ask: What clues might tell you that a friend has a drinking problem? Sample answers: The friend is hanging out with other teens who drink, missing a lot of school, or acting guilty about drinking.

- Objective After completing the activity, students will be able to make decisions about helping someone get help for an alcohol problem.
- Time 45 minutes
- Materials paper, pencil

Teacher Classroom Resources

Building Health Skills
Transparency 2-3

Model

- Have students read about Darcy and Ellie in the Model section.
- Ask: What values did Darcy consider when she made her decision? friendship, health

National Health Standards Addressed

5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 8.2

Building Health Skills

DECISION MAKING

Helping Someone Get Help

DIRECTIONS

Decision Making involves taking steps to make healthy and responsible choices. This activity will give you the opportunity to develop and master this important health skill. Here's a guide to the different parts of this activity:

- 1 In the Model section, you will read about a teen who performs the health skill successfully. This "model" scenario will show you how the skill is done.
- 2 The **Practice** section will help guide you in practicing the skill.
- 3 In the Apply section, you will have a chance to perform the skill on your own. You can use the Self-Check to check your work.

To complete this activity, first read the scenario presented in the Model. Then move on to the Practice. Finally, go ahead and try the Apply.

Model

Darcy recently realized that her close friend, Ellie, has a drinking problem. Darcy used the decision-making process to help her decide what to do.

- State the situation: I'm afraid my friend might have a drinking problem and needs help.
- List the options: I could just do nothing. I could talk to the guidance counselor at school. I could try talking to Ellie.
- **3.** Weigh the possible outcomes: If I do nothing, Ellie's problem could get worse. If I talk to her about it, she might get mad.
- 4. Consider values: Ellie is my friend. I care about what happens to her.
- **5. Make a decision and act:** I will try to talk to Ellie about her problem.
- 6. Evaluate your decision: I spoke to Ellie today after school. She said she knows she has a problem. She asked me go to the school guidance counselor with her to get help.



Teaching Tips

Using the Decision-Making Model Remind students that many of their everyday decisions do not need to involve the decision-making steps. Point out, however, that the decision-making model is especially helpful for decisions where friendships are at stake.

Reviewing Student Scenarios For the Apply portion of this activity, carefully check the composition of each group's stories for appropriate tone, content, and realism. Do this at the beginning and near the end of the activity. Remind students to use the Self-Check feature to guide their work.



Darcy's cousin, Stacy, told her a secret, after making Darcy promise not to say anything. "There's this club I want to join," she said. "Before I can be a member, I have to pass a test. I have to steal beer from a convenience store." When Darcy told Stacy this was a bad idea, Stacy frowned. "I thought you'd understand how important this is to me," she said.

- **1.** What decision is Darcy faced with this time?
- **2.** What do you think Darcy's options are?
- **3.** What are the possible outcomes of these options?
- 4. What would you do if you were Darcy?



Skill Summary **DECISION MAKING**

- 1. State the situation.
- 2. List the options.
- 3. Weigh the possible outcomes.
- 4. Consider values.
- 5. Make a decision and act.
- 6. Evaluate your decision.

Apply

In a small group, think of a situation where a decision needs to be made involving teens and alcohol use. Write your situation down, then trade situations with another group. Each group should write an original story using the situation they have been given. The story should show how the six steps of decision making can be used to make a choice. Make your story realistic. Share your story with the class.

Self-Check

- Did our story illustrate the six steps of decision making?
- Did our story show how decision making can be used to make choices involving alcohol?
- Was our story realistic?

Practice

- Call on students to state the situation and decision that Darcy faced in the Practice section. Call on other students to explain how the situation with Stacy compares with the situation with Ellie. (Both involve illegal activity, alcohol, and potential danger; Stacy's situation involves stealing, Ellie's involves drinking.)
- Divide the class into small groups to discuss possible answers to Practice question 3. Give groups a chance to share their decisions and explain how they reached them.

Apply/Assess

- · Have students continue working in small groups on the Apply section. Advise groups to think of creative vet realistic situations.
- When groups write their stories, remind them to apply steps 2 through 6 of the decision-making process. Also remind them to use only fictitious characters.

Chapter 12 Building Health Skills 301

ASSESSMENT SCORING

Student work should meet all criteria to achieve the highest score.

Skills Student work demonstrates:

- A clear statement of the situation
- Two or more options
- An outcome for each option

- Consideration of values
- Identification of an action
- · Reflection on the decision

Concepts Student work provides:

- Accurate information about alcohol
- A health-enhancing outcome

HANDS-ON HEALTH

Refusing to Get in a Car with a Driver Who Has Been Drinking

Time: 45 minutes
Materials: index card,
colored pencils or markers

Introducing Hands-on Health

 Review the refusal skills that were covered in Chapter 2. Call on volunteers to illustrate each refusal skill with a simple example.

Teaching the Activity

- Divide the class into small groups, and give groups time to work on the activity.
- As groups write their skits, remind them to include speaking parts for everyone in the group.
- Display some of the completed index cards in the classroom. Make sure the cards you display represent a diversity of responses.



Refusing to Get in a Car with a Driver Who Has Been Drinking

You have learned that you should not drink and drive. You should also avoid getting into a car with someone who has been drinking. If someone who has been drinking alcohol invites you to ride in a car with them, you should know how to refuse that invitation. The following are some suggestions that can help you avoid an unsafe situation.

- Make a decision to never ride with someone who has been drinking and stick to it.
- Do not make arrangements to go places with a driver who you know will likely drink at an event you are going to.
- Find other ways to get a ride home if you are with a driver who has been drinking.
- Use direct statements: "I am not riding with you. You have been drinking. Don't drive. I'll find us another ride."

What You Will Need

- 1 index card per student
- Colored pencils or markers

What You Will Do

- Working with a small group, brainstorm a list of refusal statements a teen can use to avoid riding in a car with a driver who has been drinking.
- 302 Chapter 12: Alcohol

- Write a skit that has dialogue showing successful use of refusal skills. Be sure that every group member has a part.
- Act out your skit for the class.

Wrapping It Up

As a class, discuss the dialogue used in each of the skits. Decide which skit presented the most effective refusal statements. Then, on your own, take your index card and write "Don't Ride With a Drunk Driver" on the card. Then, write at least two statements you can use to refuse such a ride. Use markers or colored pencils to make the card creative and colorful. The most creative cards can be displayed in the classroom.

HANDS-ON HEALTH Assessment

Discussion After the groups have presented their skits, call on students to explain which refusal statements they thought were most effective. Point out that how people say things may be as important as what they say. Let students identify examples of

nonverbal communication that were especially effective. Call on volunteers to illustrate the importance of nonverbal communication. Have them repeat the most effective refusal statements, first without and then with appropriate nonverbal cues.



Reading Review

FOLDA BLES Study Organizer

Foldables™ and Other Study Aids Take out the Foldable™ that you created for Lessons 2 and 3 and any graphic organizers that you created for Lessons 1–5. Find a partner and quiz each other using these study aids.

Lesson 1 Why Alcohol Is Harmful

Key Ideas

- Alcohol is a drug that can damage a person's physical, mental/emotional, and social health.
- Some of the reasons teens use alcohol include media messages, stress relief, peer pressure, and to look more mature.

Vocabulary

- alcohol (p. 278)alternatives (p. 281)
- depressants (p. 278)

Lesson 2 Short-Term Effects of Alcohol Use

Key Ideas

- Alcohol enters the bloodstream quickly. It slows down a person's reaction time. This creates serious safety risks for the drinker and others.
- Factors that influence the effects of alcohol include weight, gender, rate of consumption, amount consumed, amount eaten, other drugs in the system, state of health, and how well-rested the person is.

Vocabulary

- reaction time (p. 282)
- intoxication (p. 283)
- blood alcohol content (BAC) (p. 283)
- alcohol poisoning (p. 283)
- malnutrition (p. 285)

Lesson 3 Long-Term Effects of Alcohol Use

Key Ideas

- Body organs affected by long-term alcohol use include the mouth, stomach, liver, brain, and heart.
- Babies born to mothers who use alcohol are more likely to have health problems, learning disabilities, or even mental retardation.

Vocabulary

- fatty liver (p. 287) inhibition (p. 289)
- cirrhosis (p. 287)

Lesson 4 Alcoholism and Alcohol Abuse

Key Idea

 Symptoms of alcoholism include denial, craving, loss of control, tolerance, and physical dependence.

Vocabulary

- addiction (p. 291) enablers (p. 294)
- alcoholism (p. 291) alcohol abuse
- tolerance (p. 292) (p. 295)
- physical dependence (p. 292)

Lesson 5 Getting Help for Alcohol Abuse

Key Idea

 The process of recovery includes admission, detoxification, counseling, and resolution.

Vocabulary

- intervention (p. 296)
- relapse (p. 296)
 withdrawal (p. 297)
- recovery (p. 297) detoxification (p. 297)

Chapter 12 Reading Review 303

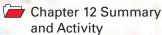
Teaching Tips

Active Learning Students tend to learn more when they are actively involved in their own learning. One way to promote active learning is to have students evaluate the learning process. When you make assignments, ask students to list the learning goals they hope to achieve by

completing the assignment. When the assignment is finished, have students evaluate whether they achieved their learning goals. If they did not achieve their goals, encourage them to identify why and what they might have done differently.

CHAPTER 12

Assessment Resources



Audio Summaries

Reading Tutor
Performance

Assessment
Chapter 12Test

ExamView

Vocabulary PuzzleMaker

Online Learning
Center

Reading Review

Study Aids

• Using the Dinah Zike
Foldable™ Study
Organizer Have
students use
the Foldable™
to review the content of
Lesson 1. Ask students to
use the graphic organizers
they made for the Reading

Strategies to review the

content of Lessons 2

Key Ideas

through 5.

Use the Main Headings
 Have students turn each
 of the main headings into
 a question, exchange
 questions with a partner,
 and then try to answer one
 another's questions.

Vocabulary Review

 Vocabulary Story Ask students to write a short story about alcohol in which they correctly use at least ten chapter vocabulary terms.

Assessment

Reviewing **Vocabulary** and Main Ideas

- 1. drug
- 2. depressant
- 3. Alternatives
- 4. Malnutrition
- 5. reaction time
- 6. Intoxicated
- 7. False, cirrhosis
- 8. False, binge drinking
- 9. False, 0.08%
- **10.** True
- **11**. True
- **12.** True
- 13. False, Detoxification

Thinking Critically

- 14. Answers will vary. Students should mention that alcohol is addictive. it is illegal for teens, and has long-term physical effects. Teens also risk fatal crashes if they drive while intoxicated.
- 15. There is no cure for alcoholism. The recovering alcoholic must continue the fight to stay alcohol free for life. Having even one drink can lead to relapse.
- 16. Answers will vary, but should include healthful group activities and games that teens enjoy.

Health Online

Have students visit health.glencoe.com to take the Chapter 12 quiz.



Assessment

After You Read

IM Express

Now that you have read the chapter, review your answer to the I.M. Express on the chapter opener. Have your ideas changed? What would your answer be now?

Reviewing Vocabulary and Main Ideas

On a sheet of paper, write the numbers 1–6. After each number, write the term from the list that best completes each sentence.

- alcohol
- depressant
- alcohol poisoning intoxication
- alternatives
- malnutrition
- drug
- reaction time

Lesson 1 Why Alcohol Is Harmful

- ___ is a substance that changes the structure or function of the body or mind.
- ___ is a drug that slows **2.** A(n) down the body's functions and reactions.
- to drinking include finding a hidden skill and volunteering.

Lesson 2 Short-Term Effects of Alcohol Use

- __ can occur when the body does not receive enough nutrients to function properly.
- **5.** The ability of the body to respond quickly and appropriately to any situation is called
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means a person is physically and mentally impaired by the use of alcohol.

On a sheet of paper, write the numbers 7–13. Write **True** or **False** for each statement below. If the statement is false, change the underlined word or phrase to make it true.

Lesson 3 Long-Term Effects of Alcohol Use

- 7. A disease characterized by scarring and eventual destruction of the liver is called fatty liver.
- **8.** The consumption of a large quantity of alcohol in a very short period of time is known as inhibition.

Lesson 4 Alcoholism and Alcohol **Abuse**

- **9.** A person with a blood alcohol content (BAC) of 0.80% is legally considered to be DWI, short for driving while intoxicated.
- 10. An addiction is a physical or psychological need for a drug.

Lesson 5 Getting Help for Alcohol Abuse

- 11. Loss of control is one symptom of alcoholism.
- **12.** Alcohol abuse is a pattern of drinking that results in one or more well-defined behaviors within a twelve-month period.
- **13.** Resolution is a process in which the alcoholic's body adjusts to functioning without the drug.

Visit health.glencoe.com and take the Online Quiz for Chapter 12.

IIVI Express Wrap-Up

Teens and Alcohol Have students reread the IM Express in the chapter opener as well as their initial response to it. Ask them to consider if they would respond differently now that they know more about alcohol. Have students write a few sentences summing up whether and how reading the chapter has changed their attitudes toward alcohol use. Call on a few volunteers to share what they wrote. Use their statements to initiate a class discussion of teen attitudes toward alcohol and how attitudes toward alcohol affect decisions about alcohol use.



Thinking Critically

Using complete sentences, answer the following questions.

- **14. Evaluate** How can alcohol use as a teen cause health problems later in life?
- **15. Analyze** Why is an alcoholic always said to be recovering rather than cured?
- **16. Apply** Imagine you are planning a birthday party for a friend. What are some fun activities you could choose that do not include the use of alcohol?

Alcohol Abuse Counselor An alcohol abuse counselor helps alcoholics recover from their addictions. These professionals give emotional support and counsel patients on how to stay alcohol free. To pursue this career, you need at least a two-year degree in substance abuse counseling from a community college. Find out more about this and other health careers by clicking on *Career Corner* at health.glencoe.com.

Write About It

- 17. Refusal Skills What reasons might teens use to persuade others to use alcohol? What are some refusal responses to these statements?
- **18. Decision Making** Write a short story or play about a teen faced with a decision involving alcohol. Show how the teen made a healthy decision.

Standardized Test Practice

Reading

Read the passage and then answer the questions.

A SADD Story

In 1981, a group of students from Wayland, Massachusetts, wanted to make a statement. Having watched peers die in accidents involving drunk driving, the group formed SADD. Back then, the letters in the name stood for "Students Against Driving Drunk." The students' goal was to spread the word that drunk driving kills.

Today, SADD has thousands of chapters in middle schools, high schools, and colleges. In 1997, the letters in SADD were changed to stand for "Students Against Destructive Decisions." The group is now dedicated to preventing all high-risk behaviors among teens. These include underage drinking, substance abuse, violence, and suicide.

- **1.** Which best describes the way in which SADD changed since it was founded?
 - **A.** The founders moved the organization's headquarters to a city out west.
 - **B.** The founders sold the organization to its adult backers.
 - **C.** SADD grew to have thousands of chapters.
 - **D.** The group is no longer dedicated to preventing drunk driving.
- **2.** Sixteen years after SADD was founded, the organization's name was changed to
 - A. Students Against Drunk Driving.
 - B. Students Against Doing Drugs.
 - C. Students Against Dealing Drugs.
 - **D.** Students Against Destructive Decisions.

Chapter 12 Assessment 305

Test-Taking Tips

Reading Skills Remind students that reading skills are important test-taking skills in just about every subject, including health. When students read passages with more than one paragraph, they should try to identify the main idea and supporting details in each paragraph as they read. This

will give them an overview of the ideas in the passage as well as the location of specific information. When students answer the questions, they can go back to the relevant paragraph to find the information they need.

CHAPTER



Write About It

17. Persuasive Writing

Responses will vary.
Each response should take a clear stand against alcohol use and provide evidence that underage drinking is not healthy. For example, to the come-on line, "You'll have more fun if you drink," students might respond, "I'll have more fun if I don't get sick."

18. Narrative Writing Plays and stories will vary. They should include realistic dialogue that teens might use, and their plots should involve teens making healthy decisions about alcohol use.

Standardized Test Practice

- 1. C
- **2**. D



Alcohol Abuse Counselor Have students visit the Career Corner at health .qlencoe.com to gather more information about a career as an alcohol abuse counselor. Point out that the career generally requires a fouryear college degree in a field such as counseling or psychology. It also requires good problemsolving skills. Add that alcohol abuse counselors must be nonjudgmental, supportive, and able to motivate others.