

THE TEEN FILES: The Truth About Drinking

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1-800-FOR-AIMS

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Congratulations!

You have chosen a learning program that will actively motivate your students AND provide you with easily accessible and easily manageable instructional guidelines designed to make your teaching role efficient and rewarding.

The AIMS Teaching Module provides you with a video program keyed to your classroom curriculum, instructions and guidelines for use, plus a comprehensive teaching program containing a wide range of activities and ideas for interaction between all content areas. Our authors, educators, and consultants have written and reviewed the AIMS Teaching Modules to align with the Educate America Act: Goals 2000.

This ATM, with its clear definition of manageability, both in the classroom and beyond, allows you to tailor specific activities to meet all of your classroom needs.

RATIONALE

In today's classrooms, educational pedagogy is often founded on Benjamin S. Bloom's "Six Levels of Cognitive Complexity." The practical application of Bloom's Taxonomy is to evaluate students' thinking skills on these levels, from the simple to the complex: Knowledge (rote memory skills), Comprehension (the ability to relate or retell), Application (the ability to apply knowledge outside its origin), Analysis (relating and differentiating parts of a whole), Synthesis (relating parts to a whole), and Evaluation (making a judgment or formulating an opinion).

The AIMS Teaching Module is designed to facilitate these intellectual capabilities, AND to integrate classroom experiences and assimilation of learning with the students' life experiences, realities, and expectations. AIMS' learner verification studies prove that our AIMS Teaching Modules help students to absorb, retain, and to demonstrate ability to use new knowledge in their world. Our educational materials are written and designed for today's classroom, which incorporates a wide range of intellectual, cultural, physical, and emotional diversities.

ORGANIZATION AND MANAGEMENT

To facilitate ease in classroom manageability, the AIMS Teaching Module is organized in four sections. You are reading Section 1, Introduction to the Aims Teaching Module (ATM).

SECTION 2,

INTRODUCING THIS ATM

will give you the specific information you need to integrate the program into your classroom curriculum.

SECTION 3,

PREPARATION FOR VIEWING

provides suggestions and strategies for motivation, language preparedness, readiness, and focus prior to viewing the program with your students.

SECTION 4,

AFTER VIEWING THE PROGRAM

provides suggestions for additional activities plus an assortment of consumable assessment and extended activities, designed to broaden comprehension of the topic and to make connections to other curriculum content areas.

FEATURES

INTRODUCING EACH ATM

SECTION 2

Your AIMS Teaching Module is designed to accompany a video program written and produced by some of the world's most credible and creative writers and producers of educational programming. To facilitate diversity and flexibility in your classroom, your AIMS Teaching Module features these components:

Themes

The Major Theme tells how this AIMS Teaching Module is keyed into the curriculum. Related Themes offer suggestions for interaction with other curriculum content areas, enabling teachers to use the teaching module to incorporate the topic into a variety of learning areas.

Overview

The Overview provides a synopsis of content covered in the video program. Its purpose is to give you a summary of the subject matter and to enhance your introductory preparation.

Objectives

The ATM learning objectives provide guidelines for teachers to assess what learners can be expected to gain from each program. After completion of the AIMS Teaching Module, your students will be able to demonstrate dynamic and applied comprehension of the topic.

PREPARATION FOR VIEWING

SECTION 3

In preparation for viewing the video program, the AIMS Teaching Module offers activity and/or discussion ideas that you may use in any order or combination.

Introduction To The Program

Introduction to the Program is designed to enable students to recall or relate prior knowledge about the topic and to prepare them for what they are about to learn.

Introduction To Vocabulary

Introduction to Vocabulary is a review of language used in the program: words, phrases, usage. This vocabulary introduction is designed to ensure that all learners, including limited English proficiency learners, will have full understanding of the language usage in the content of the program.

Discussion Ideas

Discussion Ideas are designed to help you assess students' prior knowledge about the topic and to give students a preview of what they will learn. Active discussion stimulates interest in a subject and can motivate even the most reluctant learner. Listening, as well as speaking, is active participation. Encourage your students to participate at the rate they feel comfortable. Model sharing personal experiences when applicable, and model listening to students' ideas and opinions.

Focus

Help learners set a purpose for watching the program with Focus, designed to give students a focal point for comprehension continuity.

Jump Right In

Jump Right In provides abbreviated instructions for quick management of the program.

AFTER VIEWING THE PROGRAM

SECTION 4

After your students have viewed the program, you may introduce any or all of these activities to interact with other curriculum content areas, provide reinforcement, assess comprehension skills, or provide hands-on and in-depth extended study of the topic.

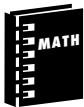
SUGGESTED ACTIVITIES

The Suggested Activities offer ideas for activities you can direct in the classroom or have your students complete independently, in pairs, or in small work groups after they have viewed the program. To accommodate your range of classroom needs, the activities are organized into skills categories. Their labels will tell you how to identify each activity and help you correlate it into your classroom curriculum. To help you schedule your classroom lesson time, the AIMS hourglass gives you an estimate of the time each activity should require. Some of the activities fall into these categories:



Meeting Individual Needs

These activities are designed to aid in classroom continuity. Reluctant learners and learners acquiring English will benefit from these activities geared to enhance comprehension of language in order to fully grasp content meaning.



Curriculum Connections

Many of the suggested activities are intended to integrate the content of the ATM program into other content areas of the classroom curriculum. These cross-connections turn the classroom teaching experience into a whole learning experience.



Critical Thinking

Critical Thinking activities are designed to stimulate learners' own opinions and ideas. These activities require students to use the thinking process to discern fact from opinion, consider their own problems and formulate possible solutions, draw conclusions, discuss cause and effect, or combine what they already know with what they have learned to make inferences.



Cultural Diversity

Each AIMS Teaching Module has an activity called Cultural Awareness, Cultural Diversity, or Cultural Exchange that encourages students to share their backgrounds, cultures, heritage, or knowledge of other countries, customs, and language.



Hands On

These are experimental or tactile activities that relate directly to the material taught in the program. Your students will have opportunities to make discoveries and formulate ideas on their own, based on what they learn in this unit.



Writing

Every AIMS Teaching Module will contain an activity designed for students to use the writing process to express their ideas about what they have learned. The writing activity may also help them to make the connection between what they are learning in this unit and how it applies to other content areas.



In The Newsroom

Each AIMS Teaching Module contains a newsroom activity designed to help students make the relationship between what they learn in the classroom and how it applies in their world. The purpose of In The Newsroom is to actively involve each class member in a whole learning experience. Each student will have an opportunity to perform all of the tasks involved in production: writing, researching, producing, directing, and interviewing as they create their own classroom news program.



Extended Activities

These activities provide opportunities for students to work separately or together to conduct further research, explore answers to their own questions, or apply what they have learned to other media or content areas.



Link to the World

These activities offer ideas for connecting learners' classroom activities to their community and the rest of the world.



Culminating Activity

To wrap up the unit, AIMS Teaching Modules offer suggestions for ways to reinforce what students have learned and how they can use their new knowledge to enhance their world view.

VOCABULARY

Every ATM contains an activity that reinforces the meaning and usage of the vocabulary words introduced in the program content. Students will either read or find the definition of each vocabulary word, then use the word in a written sentence.

CHECKING COMPREHENSION

Checking Comprehension is designed to help you evaluate how well your students understand, retain, and recall the information presented in the AIMS Teaching Module. Depending on your students' needs, you may direct this activity to the whole group yourself, or you may want to have students work on the activity page independently, in pairs, or in small groups. Students can verify their written answers through discussion or by viewing the video a second time. If you choose, you can reproduce the answers from your Answer Key or write the answer choices in a Word Bank for students to use. Students can use this completed activity as a study guide to prepare for the test.

CONSUMABLE ACTIVITIES

The AIMS Teaching Module provides a selection of consumable activities, designed to specifically reinforce the content of this learning unit. Whenever applicable, they are arranged in order from low to high difficulty level, to allow a seamless facilitation of the learning process. You may choose to have students take these activities home or to work on them in the classroom independently, in pairs or in small groups.

CHECKING VOCABULARY

The Checking Vocabulary activity provides the opportunity for students to assess their knowledge of new vocabulary with this word game or puzzle. The format of this vocabulary activity allows students to use the related words and phrases in a different context.

TEST

The AIMS Teaching Module Test permits you to assess students' understanding of what they have learned. The test is formatted in one of several standard test formats to give your students a range of experiences in test-taking techniques. Be sure to read, or remind students to read, the directions carefully and to read each answer choice before making a selection. Use the Answer Key to check their answers.

ADDITIONAL AIMS MULTIMEDIA PROGRAMS

After you have completed this AIMS Teaching Module you may be interested in more of the programs that AIMS offers. This list includes several related AIMS programs.

ADDITIONAL READING SUGGESTIONS

AIMS offers a carefully researched list of other resources that you and your students may find rewarding.

ANSWER KEY

Reproduces tests and work pages with answers marked.

THE TEEN FILES: The Truth About Drinking

THEMES

THE TEEN FILES: The Truth About Drinking explores the many physical, emotional and social dangers associated with drinking. It discusses the consequences of alcohol to drinkers of all types and ages. Real teenagers see the first-hand effects of alcohol, including loss of coordination, vision impairment, damage to the brain and other organs, and the lowered ability to make safe choices.

OVERVIEW

For many of today's teenagers, alcohol is considered a safe, socially acceptable drug. Few young people think seriously about the consequences. In *THE TEEN FILES: The Truth About Drinking*, teens who are current drinkers see firsthand what the future may hold for them. They learn about alcohol's effects on the brain, how it impairs a driver, and what it's like to live with alcohol addiction. The program culminates with the realistic simulation of three "deaths" in a drunk-driving accident. The fourth participant is charged with vehicular manslaughter. The emotional results are a final lesson to the participants and the viewers.

OBJECTIVES

- ▶ To relate that anyone who drinks is in danger of abusing alcohol and suffering life-altering consequences.
- ▶ To explain how vision, coordination and reaction time are all impaired by alcohol, even when a person isn't fully intoxicated.
- ▶ To discuss how alcohol use can change the brain—even the brain of a teen who drinks socially.
- ▶ To relate how binge drinking can lead to alcohol poisoning and death before others realize what has happened to the victim.
- ▶ To discuss the dangers of getting into a car with a driver who is intoxicated.

Use this page for your individual notes about planning and/or effective ways to manage this
AIMS Teaching Module in your classroom.

Our AIMS Multimedia Educational Department welcomes your observations and comments.
Please feel free to address your correspondence to:

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INTRODUCTION TO THE PROGRAM

Alcohol affects our society in many ways—from drunk driving fatalities to alcohol poisoning, to the crimes and violence committed by people under the influence—but most people don't even think of alcohol as a serious drug. The truth is, alcohol has many emotional, physical and social risks—especially for young people. *THE TEEN FILES: The Truth About Drinking* explores these risks and how they affect both drinkers and non-drinkers.

INTRODUCTION TO VOCABULARY

Before starting the program, write the following words on the board. Ask the class to discuss the meaning of each word, and review the terms that are unfamiliar to students.

ethyl alcohol - a colorless liquid that acts as a depressant drug, slowing down the activity of the brain and spinal cord

tolerance - occurs when the body needs more a drug, more often, to obtain the same results

alcoholism - disease in which a person feels a strong urge to drink alcohol, even when the person knows it is physically and emotionally harmful

FOCUS

Many people think of alcohol as “courage in a bottle” or a “liquid makeover.” How does alcohol *actually* change a person's reputation? Can it make someone funnier, more likable or more attractive? Why or why not?

DISCUSSION IDEAS

Being young is tough. There are many choices to make. One minute things seem great, and the next minute, everything's changed. The teen years are an opportunity to learn how to cope with problems. But many young people simply try to block out uncomfortable feelings, never learning to deal with them in a healthy way. How can young people deal with the pressures and problems of life without turning to alcohol? What are some healthy alternatives they can investigate?

JUMP RIGHT IN

HOW TO USE THE *THE TEEN FILES: THE TRUTH ABOUT DRINKING* AIMS TEACHING MODULE

Preparation

- ▶ Read *THE TEEN FILES: The Truth About Drinking* **Themes**, **Overview**, and **Objectives** to become familiar with program content and expectations.
- ▶ Use **Preparation for Viewing** suggestions to introduce the topic to students.

Viewing *THE TEEN FILES: THE TRUTH ABOUT DRINKING*

- ▶ Set up viewing monitor so that all students have a clear view.
- ▶ Depending on your classroom size and learning range, you may choose to have students view *THE TEEN FILES: The Truth About Drinking* together or in small groups.
- ▶ Some students may benefit from viewing the video more than one time.

After Viewing *THE TEEN FILES: THE TRUTH ABOUT DRINKING*

- ▶ Select **Suggested Activities** that integrate into your classroom curriculum. If applicable, gather materials or resources.
- ▶ Choose the best way for students to work on each activity. Some activities work best for the whole group. Other activities are designed for students to work independently, in pairs, or in small groups. Whenever possible, encourage students to share their work with the rest of the group.
- ▶ Duplicate the appropriate number of **Vocabulary**, **Checking Comprehension**, and consumable activity pages for your students.
- ▶ You may choose to have students take consumable activities home, or complete them in the classroom, independently, or in groups.
- ▶ Administer the Test to assess students' comprehension of what they have learned, and to provide them with practice in test-taking procedures.
- ▶ Use the **Culminating Activity** as a forum for students to display, summarize, extend, or share what they have learned with each other, the rest of the school, or a local community organization.

SUGGESTED ACTIVITIES

Link to the World

There are many myths and misunderstandings associated with alcohol. Some of the most common are listed below. Divide the class into small groups. Assign a myth to each group, then ask groups to research the facts needed to disprove the myths. Have a spokesperson for each group present the findings.



60 Minutes

- Coffee or a cold shower will help a person sober up.
- It's not illegal for minors to drink if they are at home.
- Most alcoholics are jobless and homeless.
- Adults have a greater risk of becoming addicted to alcohol than teenagers.
- A wine cooler contains less alcohol than other drinks.
- Some states have a lower legal drinking age than others.

Meeting Individual Needs

Ask students to make sentences using the following words. Encourage them to use a dictionary if they are unsure of the meanings. Make sure that their sentences display an understanding of the words as they relate to the program.



20 Minutes

- intoxicated - the state that occurs when someone drinks enough alcohol to affect his or her brain
- sober - the state of someone who is not under the influence of alcohol or other drugs
- addicted - strong craving for a drug despite its harmful effects

Critical Thinking

Ask the class to generate effective slogans to help raise awareness of the following problems:

- drinking and driving
- drinking and riding (with an intoxicated driver)
- alcohol poisoning
- the dangers of addiction
- alcohol's effects on judgment (which can lead to date rape, unprotected sex, etc.)
- Fetal Alcohol Syndrome



45 Minutes

Extended Activity

Some young people have a hard time separating fun from alcohol. They believe that the only way to have a good time is to get drunk. Ask students to use their imaginations and creativity to challenge this belief. Have each student list some group activities that do not involve alcohol or other drugs. Examples might include a rock climbing excursion, a garage band competition, or a scavenger hunt.



Extended Time

Consider offering extra credit to students who organize one of their event ideas. Ask them to record the events with photographs or video, and share them with the class. Discuss the success of each event. Was the absence of alcohol noticed? Why or why not?

Connection to Science

Bring a highball glass, a wine glass and a soda can to class. Fill the wine glass with 5 ounces of water and the highball glass with 1.5 ounces of water. Explain to students that a beer, a glass of wine and 1.5 ounces of liquor all contain the same amount of alcohol. With this in mind, encourage them to discuss each question below.



15 Minutes

How can the liquor have the same amount of alcohol as the beer? (Liquor contains less water than beer, but the same amount of alcohol.)

Can a person drink more beers than glasses of wine without getting drunk? (No, because a can of beer and a glass of wine have the same amount of alcohol.)

Wine coolers have the same amount of alcohol as other drinks, but they taste like fruit juice. How can this be dangerous? (People might think wine coolers are safer to drink because wine coolers don't taste like other alcoholic drinks.)

Is any kind of alcoholic drink safer than others? (No, all alcoholic drinks can be dangerous.)

Writing

In the video, four of the teens participated in an imaginary "funeral." Each one read a farewell letter to their parents. Ask students to imagine that *their* parents receive the news that they have died in an alcohol-related situation. How do they think their family members and friends will react?



60 Minutes

Ask students to write letters to their parents expressing what they feel about their imaginary deaths. Encourage students to share the letters with a family member or friend. What kind of emotions were expressed? What was it like to say goodbye to loved ones? How did loved ones react to the letters?

Critical Thinking

How did students feel about the scenario played out with four teens who were involved in an imaginary drunk driving accident? What part of the simulation had the greatest impact on the class? Why?



Many teens in the program said that they would not stop drinking unless something bad happened to them, or to someone they cared about. Ask students if they share this opinion. Why do some people, especially young people, have a hard time considering the consequences of their actions?

Culminating Activity

For this activity, you will serve as the host of Alcohol Chat, a show where the guests are people and things affected by alcohol. Assign a character from below to each student. Some students may share the same character. Give students a few days to study their characters and the characters' relationship to alcohol.



Here are some examples of characters who can appear on Alcohol Chat:

The Brain
The Liver
The Kidneys
The Pancreas
The Heart
The Stomach
The Throat
The Wrecked Car of a Drunk Driver
The Husband or Wife of an Alcoholic
The Son or Daughter of an Alcoholic
Someone Paralyzed by a Drunk Driver
Person Who Was Fired Because of Alcohol Use
Someone Who Failed a Test Because of a Hangover
Young Person Arrested Because of Alcohol
Young Person Who Drank Too Much and Fell Off a Balcony

Here are some questions to get the interviews started:

1. How do you feel about alcohol?
2. Has alcohol been good to you? Why or why not?
3. Is there any way for you to avoid alcohol?
4. How would you feel without alcohol?
5. How does/did alcohol affect you?

VOCABULARY

The following terms are from *THE TEEN FILES: The Truth About Drinking*. Fill in the number of each term next to its closest definition.

- | | |
|---------------|----------------------------------|
| 1. cirrhosis | 6. sober |
| 2. charcoal | 7. relapse |
| 3. stereotype | 8. intoxication |
| 4. suppress | 9. vehicular homicide |
| 5. impulsive | 10. B.A.C. (blood alcohol level) |

- ___ the state that occurs when someone drinks enough alcohol to affect his or her brain
- ___ the state of someone who is not under the influence of alcohol or other drugs
- ___ the felony crime of ending a life by driving recklessly or while under the influence of alcohol or other drugs
- ___ a potentially deadly disease that affects the liver; often caused by alcohol abuse
- ___ the kind of reckless, thoughtless behavior often displayed by someone who has been drinking alcohol
- ___ to slow or stop a bodily function, such as brain activity
- ___ thick liquid that is swallowed to absorb large amounts of alcohol in the stomach
- ___ a view of people in a certain group from a narrow-minded perspective; for example, "Most alcoholics are winos who drink from brown paper bags."
- ___ unit used to measure the amount of alcohol in a person's body
- ___ in recovery, to move backward or begin drinking again after a period of being sober

CHECKING COMPREHENSION

Read the following sentences and circle the letter of the word that best fills each blank.

In the video, Manny said he would only stop drinking if alcohol ___1___. The specially altered car that Chris drove proved that drunk drivers ___2___. Most drunk drivers believe that they can drive ___3___. Manny and Mary Ellen learned that the liver of a drinker is often ___4___. Tara and Nathan learned that the brain of an alcohol drinker ___5___. ___6___ runs the risk of abusing alcohol. Jolene decided to go to a drug treatment program because her friends ___7___. At the end of the program, three of the teens were "killed" ___8___. Peter is charged with ___9___ after the "accident." Alcohol-related car crashes are the ___10___ cause of death for teenagers in the United States.

1. A. killed him
B. seriously hurt him or a friend
C. was outlawed
D. became more expensive
2. A. have slower reaction times
B. can drive if they feel okay
C. have less coordination
D. both A and C
3. A. as well or better than sober drivers
B. only when they are totally sober
C. better with one eye closed
D. both A and C
4. A. soft and brown
B. red and swollen
C. scarred and hard
D. none of the above
5. A. looks scalloped or shriveled
B. is lighter in color than a non-drinker's brain
C. grows in size
D. is not much different than a non-drinker's brain
6. A. Anyone who drinks
B. Only an alcoholic
C. Only a long-term drinker
D. both B and C
7. A. asked her to go
B. did not take care of her
C. were angry with her
D. were in a car accident
8. A. in a car crash
B. by alcohol poisoning
C. by cirrhosis
D. by a stranger
9. A. assault
B. battery
C. robbery
D. vehicular homicide
10. A. leading
B. second highest
C. third highest
D. fourth highest

QUESTIONS FOR THOUGHT

1. Do you think the teenagers in the video will stop drinking after what they experienced? Explain your answer.
2. Even if Jolene sticks with the alcohol treatment program, what kind of future do you think she will have? Write a few sentences describing some of the challenges she will face throughout her life.
3. Do you think young people drinking for the first time think about the possibility of becoming addicted? Explain your answer.
4. In the video, Kelly said, "If you really honestly think that it's all right for you to drink and drive, then by all means it's all right for you to drink and drive because all you can do is take care of your own self." Do you agree or disagree? Explain your answer.

TRUE OR FALSE

Place a T next to statements that are true and an F next to statements that are false.

1. ___ Alcohol-related car crashes are the leading cause of death for teenagers.
2. ___ At the beginning of the video, the teens are concerned about their drinking.
3. ___ Most drunk drivers can tell when they are too drunk to drive safely.
4. ___ Some patients suffering from alcohol poisoning have to drink liquid charcoal in the emergency room.
5. ___ Long-term drinking causes the liver to become hard and scarred.
6. ___ Alcohol kills five times more people than cocaine, heroine and all other illegal drugs combined.
7. ___ Only alcoholics can abuse alcohol.
8. ___ Drinking too much alcohol in one night can be fatal.
9. ___ There are two million teenage alcoholics in the United States.
10. ___ Alcohol causes changes in the brain, but only after years of hard drinking.

VIDEO QUOTES

The quotes below are from teenagers in the video *THE TEEN FILES: The Truth About Drinking*. Choose one of the quotes and write a short essay (1 to 2 pages) describing how you feel about the quote. Keep the following questions in mind:

- Do you agree or disagree with the speaker? Why?
- Does the quote remind you of a situation in your own life?
- Does the quote remind you of a friend?
- What would you say to the speaker if you could?

"It's definitely better that parents don't know everything that goes on. They have an idea, but they're not even close."

"I like drinking because it makes me more personable."

"Something pretty bad would really have to happen to me or to someone I cared about for me to really change how I feel about underage drinking."

"I hope I find a reason to stay sober, you know. I hope that I start seeing like the joy in life that my friends...have."

"The fun that I have drinking and being with my friends outweighs any badness that's happened."

"I like the drunkenness, like staggering around and falling down. It's awesome."

"I thought I was having a lot of fun. I thought everything was just great and I had all these good friends, you know, who would take care of me if anything bad happened to me."

"If the driver's a little buzzed, I figure, okay, he'll get me home on time and I'll be okay. So that's really what I'm thinking about is getting home, really, more than who's driving."

WHAT IF...

What would you do in each situation below? How could you make a safe choice without losing your friends or your self-respect?

1. You and a friend are watching TV in the basement on a Friday night. Your parents are upstairs. Your friend starts snooping around in your parents' bar. He opens a bottle of vodka and starts pouring it before you can stop him. If your parents come downstairs, they'll freak.
2. You've decided not to drink alcohol because you don't like the way it makes you feel. One afternoon, you're sitting around with some friends. One of them says, "What's with your vow not to drink? Booze is good enough for us, but not for you?" Your other friends look at you with curiosity, waiting for an explanation.
3. At a party, you realize that you're going to miss your curfew. The person you came with is really bombed and you don't want to ride with him. Another friend offers to drive you home, but he's really been putting away drinks, too. He says he's fine, but you don't believe him.

TEST

Circle the phrase which best answers each question.

1. When Chris attempted to drive the specially altered car, he:

- stayed between the lines.
- hit a pedestrian.
- failed his driver's license test.
- knocked over cones.

2. Most drunk drivers think that:

- they can drive as well as sober drivers.
- they cannot drive safely.
- it is important to test their B.A.C. before driving.
- they are at risk for an accident.

3. B.A.C. or blood alcohol level measures a person's level of:

- brain activity.
- intoxication.
- cirrhosis.
- alcoholism.

4. Alcohol kills _____ times more people than all other drugs combined.

- two
- three
- four
- five

5. Manny and Mary Ellen learned that the liver of a drinker can become:

- hard.
- swollen.
- brown.
- soft.

TEST (CONTINUED)

6. Larry Ruten died of alcohol poisoning after his friends:
- let him drive home.
 - asked him to go to an alcohol treatment program.
 - left him on the bathroom floor.
 - left him on the street.
7. Tara and Nathan learned that people who drink have a decrease in:
- blood volume.
 - brain activity.
 - hormones.
 - bone density.
8. Jolene decided to go to an alcohol treatment program after her friends:
- left her to wander the streets in a drunken state.
 - let her drive herself home.
 - put her in the car during her prom.
 - took her to the emergency room.
9. Three teens were "killed" in an imaginary car accident when the driver of their car:
- struck another car.
 - hit a tree.
 - went into a river.
 - none of the above
10. The driver of the car involved in the imaginary car accident was charged with:
- assault.
 - vehicular manslaughter.
 - battery.
 - disorderly conduct.

ADDITIONAL AIMS MULTIMEDIA PROGRAMS

You and your students might also enjoy these other AIMS Multimedia programs:

2279-EN-VID: *"THE TEEN FILES: The Truth about Hate"*

2343-EN-VID: *"THE TEEN FILES: The Truth about Sex"*

8857-EN-VID: *"Respecting Each Other: Sexual Harassment Prevention"*

8966-EN-VID: *"Teens and Guns: Preventing Violence"*

8768-EN-VID: *"Kids Killing Kids"*

ANSWER KEY for page 18

VOCABULARY

The following terms are from *THE TEEN FILES: The Truth About Drinking*. Fill in the number of each term next to its closest definition.

- | | |
|---------------|----------------------------------|
| 1. cirrhosis | 6. sober |
| 2. charcoal | 7. relapse |
| 3. stereotype | 8. intoxication |
| 4. suppress | 9. vehicular homicide |
| 5. impulsive | 10. B.A.C. (blood alcohol level) |

- 8 the state that occurs when someone drinks enough alcohol to affect his or her brain
- 6 the state of someone who is not under the influence of alcohol or other drugs
- 9 the felony crime of ending a life by driving recklessly or while under the influence of alcohol or other drugs
- 1 a potentially deadly disease that affects the liver; often caused by alcohol abuse
- 5 the kind of reckless, thoughtless behavior often displayed by someone who has been drinking alcohol
- 4 to slow or stop a bodily function, such as brain activity
- 2 thick liquid that is swallowed to absorb large amounts of alcohol in the stomach
- 3 a view of people in a certain group from a narrow-minded perspective; for example, "Most alcoholics are winos who drink from brown paper bags."
- 10 unit used to measure the amount of alcohol in a person's body
- 7 in recovery, to move backward or begin drinking again after a period of being sober

ANSWER KEY for page 19

CHECKING COMPREHENSION

Read the following sentences and circle the letter of the word that best fills each blank.

In the video, Manny said he would only stop drinking if alcohol ___1___. The specially altered car that Chris drove proved that drunk drivers ___2___. Most drunk drivers believe that they can drive ___3___. Manny and Mary Ellen learned that the liver of a drinker is often ___4___. Tara and Nathan learned that the brain of an alcohol drinker ___5___. ___6___ runs the risk of abusing alcohol. Jolene decided to go to a drug treatment program because her friends ___7___. At the end of the program, three of the teens were "killed" ___8___. Peter is charged with ___9___ after the "accident." Alcohol-related car crashes are the ___10___ cause of death for teenagers in the United States.

1. A. killed him
 B. seriously hurt him or a friend
C. was outlawed
D. became more expensive
2. A. have slower reaction times
B. can drive if they feel okay
C. have less coordination
 D. both A and C
3. A. as well or better than sober drivers
B. only when they are totally sober
C. better with one eye closed
D. both A and C
4. A. soft and brown
B. red and swollen
 C. scarred and hard
D. none of the above
5. A. looks scalloped or shriveled
B. is lighter in color than a non-drinker's brain
C. grows in size
D. is not much different than a non-drinker's brain
6. A. Anyone who drinks
 B. Only an alcoholic
C. Only a long-term drinker
D. both B and C
7. A. asked her to go
 B. did not take care of her
C. were angry with her
D. were in a car accident
8. A. in a car crash
B. by alcohol poisoning
C. by cirrhosis
D. by a stranger
9. A. assault
B. battery
C. robbery
 D. vehicular homicide
10. A. leading
B. second highest
C. third highest
D. fourth highest

ANSWER KEY for page 21

TRUE OR FALSE

Place a T next to statements that are true and an F next to statements that are false.

1. **T** Alcohol-related car crashes are the leading cause of death for teenagers.
2. **F** At the beginning of the video, the teens are concerned about their drinking.
3. **F** Most drunk drivers can tell when they are too drunk to drive safely.
4. **T** Some patients suffering from alcohol poisoning have to drink liquid charcoal in the emergency room.
5. **T** Long-term drinking causes the liver to become hard and scarred.
6. **T** Alcohol kills five times more people than cocaine, heroine and all other illegal drugs combined.
7. **F** Only alcoholics can abuse alcohol.
8. **T** Drinking too much alcohol in one night can be fatal.
9. **T** There are two million teenage alcoholics in the United States.
10. **F** Alcohol causes changes in the brain, but only after years of hard drinking.

ANSWER KEY for page 25

TEST

Circle the phrase which best answers each question.

1. When Chris attempted to drive the specially altered car, he:

- stayed between the lines.
- hit a pedestrian.
- failed his driver's license test.
- **knocked over cones.**

2. Most drunk drivers think that:

- **they can drive as well as sober drivers.**
- they cannot drive safely.
- it is important to test their B.A.C. before driving.
- they are at risk for an accident.

3. B.A.C. or blood alcohol level measures a person's level of:

- brain activity.
- **intoxication.**
- cirrhosis.
- alcoholism.

4. Alcohol kills _____ times more people than all other drugs combined.

- two
- three
- four
- **five**

5. Manny and Mary Ellen learned that the liver of a drinker can become:

- **hard.**
- swollen.
- brown.
- soft.

ANSWER KEY for page 26

TEST (CONTINUED)

6. Larry Ruten died of alcohol poisoning after his friends:
- let him drive home.
 - asked him to go to an alcohol treatment program.
 - left him on the bathroom floor.
 - left him on the street.
7. Tara and Nathan learned that people who drink have a decrease in:
- blood volume.
 - brain activity.
 - hormones.
 - bone density.
8. Jolene decided to go to an alcohol treatment program after her friends:
- left her to wander the streets in a drunken state.
 - let her drive herself home.
 - put her in the car during her prom.
 - took her to the emergency room.
9. Three teens were “killed” in an imaginary car accident when the driver of their car:
- struck another car.
 - hit a tree.
 - went into a river.
 - none of the above
10. The driver of the car involved in the imaginary car accident was charged with:
- assault.
 - vehicular manslaughter.
 - battery.
 - disorderly conduct.