

TOPIC

Binge Drinking

AUDIENCE

High School Students

TIME NEEDED

60 minutes

HEALTHY PEOPLE 2030 OBJECTIVES

- Drug and Alcohol Use – Reduce the proportion of people under 21 years who engaged in binge drinking in the past month – SU-09
- Adolescents – Increase the proportion of adolescents who think substance abuse is risky

LEARNING OBJECTIVES

At the completion of the lesson

1. At least 80% participants will be able to list three negative health outcomes as a result of binge drinking.
2. At least 80% participants will be able to list three ways to prevent an overdose from alcohol.

MATERIALS NEEDED

- Computer
- Wifi
- Email access
- Powerpoint slides
- YouTube video
- Zoom poll
- Zoom meeting link
- Kahoot game
- Story Activity Worksheet (Google form)
- Self-Assessment worksheet (Google form)

PREPARATION

Prior to the session, set up a zoom meeting and send an invitation email to all participants. The email should include the date and time of the meeting, the title of the lesson, and Google form links to the worksheets. On the day of the meeting, download the PowerPoint presentation, load All YouTube videos on a separate web page, set up the zoom poll questions, get the Kahoot gameready and finally create breakout rooms for four people in each

Procedure

A. Introduction (*Time: 3 minutes*)

- a. Introduce yourself and the topic of today's lesson, which is binge drinking among teens.
- b. **Slide 2:** State the general objectives for the lesson.
 - i. At the completion of this lesson, you will be able to list some of the negative health outcomes as a result of binge drinking and you will be able to list ways to prevent an overdose from alcohol.
- c. Ask the audience if they know the meaning of the phrase 'binge drinking.' Ask the students to either unmute and answer or type in the chat. Listen and respond to a few suggestions from the participants.
- d. **Slide 3:** Binge drinking is defined by the CDC as "a pattern of drinking that brings a person's blood alcohol concentration (BAC) to 0.08 g/dl or above." The

typical threshold is five or more drinks for men or four or more drinks for women in a time span of about two hours.

- e. State the purpose of the lesson, which is twofold: to increase the student's awareness of the dangers of binge drinking as a teenager, but also to teach about harm reduction to empower the students to make their own educated decisions regarding alcohol.

B. Overview (Time: 5 minutes)

- a. **Slide 4:** Discuss the importance of a health education session on binge drinking: Binge drinking is a very serious problem among youth, and it has resulted in many injuries, car accidents, economic loss, and in severe cases deaths.
 - i. In 2013, there were 119,000 emergency room visits due to injuries or harms related to alcohol.
 - ii. Youth Binge drinking also is an economic burden as it has cost 24 billion dollars in 2010.
 - iii. Teenage binge drinking caused 1,848 fatal car crashes in 2017.
 - iv. We lost around 3,500 people under the age of 21 due to binge drinking.

The estimated potential life lost is about 210,000 years.
 - v. Teens who misuse alcohol are more likely to develop alcohol dependence and or continue to misuse it in adulthood.
- b. **Slide 5:** Introduce a poll on Zoom asking students anonymously the following question: "what percentage of high school students actually binge drink?"
 - i. 13.7% (correct answer)
 - ii. 21.7%

iii. 11.7%

iv. 31.7%

c. **Slide 6:** Discuss statistics on binge drinking among high school students.

1. In 2019, 13.7% of high school students reported that they were binge drinking.
2. 4.2 million young people reported binge drinking alcohol at least once in the past month in 2019 and 825,000 of them reported binge drinking on 5 or more days over the past month.
3. 1 in 10 people reported binge drinking among those aged 16- 17 years old

Alcohol affects our brain and impairs its functionality so let's watch a video on how alcohol affects our body.

C. Alcohol and the body (*Time: 10 minutes*)

- a. **Slide 7, YouTube Video:** Introduce a YouTube video from Turning Point Training, which covers the basic function of each part of the brain and how drinking alcohol affects its functionality:
<https://www.youtube.com/channel/UCWWGTEZGKe8fjFKHwrrwT2IA>
- b. Ask the class “can you list examples from the video of what alcohol does to the brain?” “Ask the students to either unmute and answer or type in the chat.
- c. **Slide 9:** Tell the group that you are going to put them in breakout rooms with a few other people to discuss the following questions: How might what you just learned impact your decision making when it comes to drinking? Does the video change your perception of alcohol at all?
- d. Send the participants into breakout rooms with four students in each group to discuss the above question for about three minutes.
- e. Transition by saying, “Now that we have seen how the body interacts with alcohol, let's see what happens when someone binge drinks.

D. Effects of binge drinking (*Time: 1 minute*)

- a. **Slide 9:** Discuss with the students that teenagers who engage in binge drinking are more likely to experience the following:
- i. School problems
 - ii. Social problems
 - iii. Legal problems
 - iv. Physical problems
 - v. Alcohol-related motor vehicle crashes and other Unintentional injuries, such as burns, falls, or drowning.
 - vi. Alcohol poisoning.

E. Risk reduction tactics (Time: 18 minutes)

- a. Ask students if anyone knows any tactics to reduce their risk of alcohol poisoning while drinking. Take a few responses.
- b. **Slide 10:** List ways to prevent alcohol poisoning:
- i. Drinking no more than one alcoholic beverage per hour
 - ii. Staying hydrating before, during, and after drinking
 - iii. Refrain from taking drugs while drinking; similarly, do not mix alcohol with prescribed medication
 - iv. Avoid drinking alcoholic beverages mixed with energy drinks or caffeine
 1. Mixing caffeine or energy drinks with alcohol can cover the effects of alcohol and make people feel alert, so they drink more and become at a higher risk of alcohol poisoning and other related harms.
 - v. Avoid drinks with unknown contents; do not accept a drink from a stranger; do not leave your drink unattended

- c. **Slide 11:** Pose the following question: Have you ever been pressured to drink or binge drink by friends? Run a Zoom poll and give a few minutes for students to think and respond.
- i. Yes
 - ii. No
- d. Report the number of students who responded 'yes' to the class. Emphasize how important peer pressure is on teenage binge drinking.
- e. **Slide 12:** Introduce a video from MTV Rise Above, which includes interviews with people offering advice related to peer pressure:
<https://www.youtube.com/watch?v=MgLsoD3VxNM&t=36s>
- i. Stop the video at 00:39.
 - ii. Allow for student feedback and comments.
 - iii. Ask the class to answer the following questions either in the chat or verbally:
 1. What advice that you heard stood out to you? Why?
 2. Why is it important to feel comfortable declining alcohol if you decide to not drink?
 3. How can you use this advice in your real life, if at all?
- f. **Slide 13:** Introduce the mini article from Rise Above UK, on tactics to decline a drink when being pressured by friends or people around you. Emphasize that this is simply a compilation of ideas for people who don't want to drink, this is not to imply you must decline every single time with any of these statements.
- i. <http://riseabove.org.uk/article/the-drink-dodger-hit-list/>

- ii. Give students a few minutes to read the article and ask students “which of these seemed like the best tactic to use? “and “Are there others you would be comfortable using?”
 - iii. Take a handful of answers from students
- g. Ask the class if anyone knows what a ‘standard drink’ refers to. Take a few suggestions.
- h. **Slide 14:** Introduce a Kahoot game on guessing the alcohol content in several different drinks. Give students a minute to log in to the game.
- i. https://kahoot.it/challenge/01808634?challenge-id=4c7cb53c-d781-4cc7-93a5-04e95334f38d_1616420416111
1. Game Pin: **01808634**
- ii. Debrief results of the game. “Now that we have learned about what a standard drink is, let’s see how everybody did. The winner was and the runner up was. Now we are going to go over each question.” Whether the class was able to correctly assess the amounts of alcohol.
- i. **Slide 15:** Define a ‘standard drink.’ Show the following image on the slides and go through each example given.
- i. A standard drink is considered a beverage containing 0.6 fluid ounces of pure alcohol, or 14 grams.

- ii. Show the following image and describe each example:



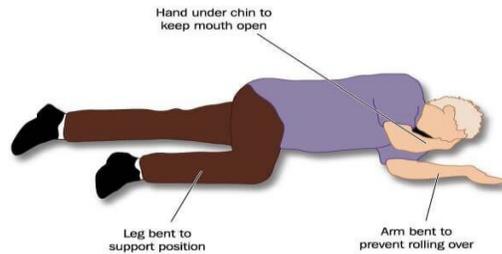
(NIAAA, n.d.)

F. Alcohol poisoning (Time: 7 minutes)

- a. **Slide 16:** Define alcohol poisoning and list and touch upon the main symptoms to look for in case of an alcohol poisoning emergency.
- i. Alcohol poisoning is when a person consumes too much alcohol within a short period of time and exhibits dangerous changes to heart rate, breathing, and body temperature. Alcohol poisoning is a critical issue as it can cause coma and death in some cases.
- b. **Slide 17:** Elaborate upon the symptoms that someone may exhibit when experiencing alcohol poisoning.
- i. The symptoms that someone may exhibit when they are suffering from alcohol poisoning are as follows:
 1. Blue and cold skin
 2. Clammy skin around the lips and fingernails

3. Confusion and/or incoherent speech
4. Lack of coordination
5. Difficulty remaining conscious
6. Low body temperature
7. Irregular heartbeat and breathing
8. Inability to control bladder or bowel movements
9. Vomiting or choking
10. Strong alcohol odor

- c. **Slide 18:** List critical steps that someone can take in case someone is showing signs of alcohol poisoning:
- i. Call 911 immediately; saving a life is worth the risk of being penalized by parents or guardians.
 - ii. Try to keep the person awake.
 - iii. Keep the person informed and aware of any touching your action you may perform on them.
 - iv. If they are able, have the person drink water.
 - v. Keep the person sitting if they are awake; if the person is unconscious, put them in the recovery position and cover them with a blanket or jacket to keep them warm.



(Okhifunn, n.d.)

- d. **Slide 21:** Tell the students that teens who engage in binge drinking are at a higher risk of experiencing the following
 - i. Unwanted, unplanned, and unprotected sexual

- ii. Physical and sexual violence.
- iii. Provide the students with the following resource from the National Domestic

Violence Hotline:

- 1. <https://www.thehotline.org>
- 2. Tell the students that they can access this PowerPoint, and thus all the resources, online after the session, and they should check out the hotline and seek help if they are experiencing domestic abuse.
- iv. Provide them with the following link on Planned Parenthood.
 - 1. Planned Parenthood can provide free service regarding pregnancy, STI screenings and care, and feminine healthcare.
 - 2. The link for the local Planned Parenthood chapter is the following:
<https://www.plannedparenthood.org/planned-parenthood-southeastern-pennsylvania>

e. **Slide 22:** Tell the students that the risk of binge drinking is higher among teens who:

- i. Have mental health disorders
- ii. Had behavioral problems as kids
- iii. Have experienced childhood trauma
- iv. Live in a social environment that encourages drinking or have partners or peers who have positive attitudes toward alcohol misuse
- v. Provide them with the following list of local mental health resources, should they experience any of the above issues and want to take further steps:

- 1. Main Line Counseling Partners:

f. <http://www.mainlinecounselingpartners.com>

g. Lower Merion Counseling and Mobile Services:

h. <https://www.rhd.org/LMCMS/>

- i. Adolescent and Young Adult Advocates, Bryn Mawr:
- j. <https://www.adolescentadvocates.com>

G. Conclusion (*Time: 10 minutes*)

- a. **Slide 19:** Ask participants to fill in the Google Forms reflection worksheet, which evaluates the learning objectives determined in the beginning of the session.
- b. Wrap up the lesson by reviewing the main points that were discussed, giving another opportunity for students to add any comments or questions related to binge drinking.
- c. **Slide 20:** Provide the class with more resources for further reading and thank them for attending the health education session.
 - i. Kid's Health Organization:

<https://kidshealth.org/en/teens/binge-drink.html?WT.ac=ctg#catalcohol>

- ii. American Addiction Centers:
<https://www.alcohol.org/teens/binge-drinking-facts/>
- iii. National Institute on Alcohol Abuse and Alcoholism:
<https://www.rethinkingdrinking.niaaa.nih.gov/>

Lesson Extension/Plan B

1. Ask students to write a short story about peer pressure on the Story Activity Worksheet that was provided. Send participants to breakout rooms that were previously created to write the short story. (15 minutes)
2. Introduce students to the YouTube video from the Choices for Life Organization, which discuss Sophia and her friends' story about binge drinking and peer pressure.
 - a. <https://www.youtube.com/watch?v=KzwJyxd7pWk> (14:56 minutes)
 - b. Ask the class these following discussion questions: (8 minutes)
 - i. "How does Natasha influence Sophie's decision about going to the party?"
 - ii. "Why is Sophie concerned about having alcohol before or at the party?"
 - iii. "What impact could alcohol have on Sophie's decision ability to make decisions?"
 - iv. "What were the physical signs that Sophie had been drinking?"

- v. “What could Natasha do to help Sophie when she becomes ill?”
- vi. “What could happen to Sophie as a result of drinking at the party?”

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standard-drink](https://www.niaaa.nih.gov/alcohols-effects-health/overview-alcohol-consumption/what-standard-drink)

Self-Assessment worksheet

- 1. In your own words, what is binge drinking?**
- 2. List at least three negative health effects that are associated with binge drinking.**
- 3. List one group of teens who are at a higher risk of binge drinking.**
- 4. Provide at least three ways to prevent alcohol poisoning.**
- 5. What are some of the signs of alcohol poisoning?**
- 6. What is the first step that you must take when you suspect that a person has alcohol poisoning?**

Story Activity Worksheet

In groups of four, write a short story about peer pressure. Make sure that your story covers the following questions : How teens are teens pressured to drink?, Why may some teens give in? What are some strategies for saying no?

Characters:

Setting:

Main events:

Kahoot game

1. How many fluid ounces(oz) of alcohol in this beverage?



- a. 0.8 fl oz
- b. **0.6 fl oz (correct answer)**
- c. 0.12 fl oz
- d. 0 fl oz

2. How about in this shot of vodka?



- a. 0.1 fl oz
- b. 1 fl oz
- c. **0.6 fl oz (correct answer)**
- d. 0 fl oz

3. and this glass of red wine?



- a. 0 fl oz
- b. 0.3 fl oz
- c. **0.6 fl oz (correct answer)**
- d. 10 fl oz

4. Which beverage contains the most alcohol?



a.



b.



c.

d. They contain roughly the same amount of alcohol. (correct answer)

5. Care for a cocktail? Guess how much alcohol is in this traditional Long Island Iced tea.



- a. **1.8 fl oz, 3 times the amount of a shot (correct answer)**
- b. 0.3 fl oz, half the amount of a shot
- c. 0.6 fl oz, duh!!
- d. 0 fl oz
6. Final question: Guess the amount of alcohol in a cup of this Jungle Juice.



- a. 0 fl oz
- b. **It's impossible to know unless you made it yourself**
- c. 0.6 fl oz
- d. 10 fl oz