

**Motivational Activity**

Ask the learners to examine the different beverages on the box. Instruct them to cross out the bottles which they think contain alcohol.

**(Insert various bottles here of alcohol with labels)**

- 1. Gin**
- 2. Wine**
- 3. Rubbing alcohol**
- 4. Wood alcohol**
- 5. Beer**
- 6. Methanol**

**Bottles to be crossed out:**

- a. Gin**
- b. Wine**
- c. Beer**

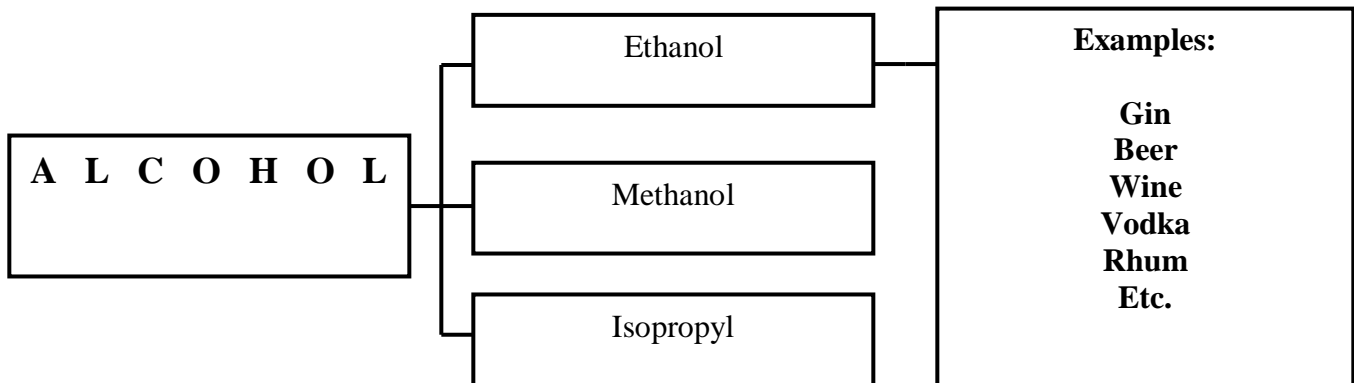
Ask the learners to share what they know about the following questions. Accept all answers. Tell them to remember their answers and verify them later on with the discussion. After this activity, invite the learners to turn to Activity 1 on the next page.

1. What is an alcohol? What kinds of alcohol do you know? Why can't we drink all kinds of alcohol?
2. What are the effects of drinking alcohol?

### Activity 1: Key to Knowing

Give the learners a few minutes to read the information below. Have their comprehension checked after the silent reading. Ask them to complete the diagram below.

Alcohol is a colorless, bitter-tasting substance that humans have been consuming since the ancient times. It comes from plants that underwent *fermentation*. Fermentation is the process of extracting alcohol from a plant or a fruit. An example of fermented alcohol is a beer. A beer is extracted from grains. On the other hand, wines are from grapes and other fruits. There are three types of alcohol: isopropyl, methanol and ethanol. Isopropyl and methanol are used in laboratories and are poisonous and fatal if taken. On the other hand, ethanol is also called the *beverage alcohol*. This is what humans consume that intoxicates and alters the nervous system.



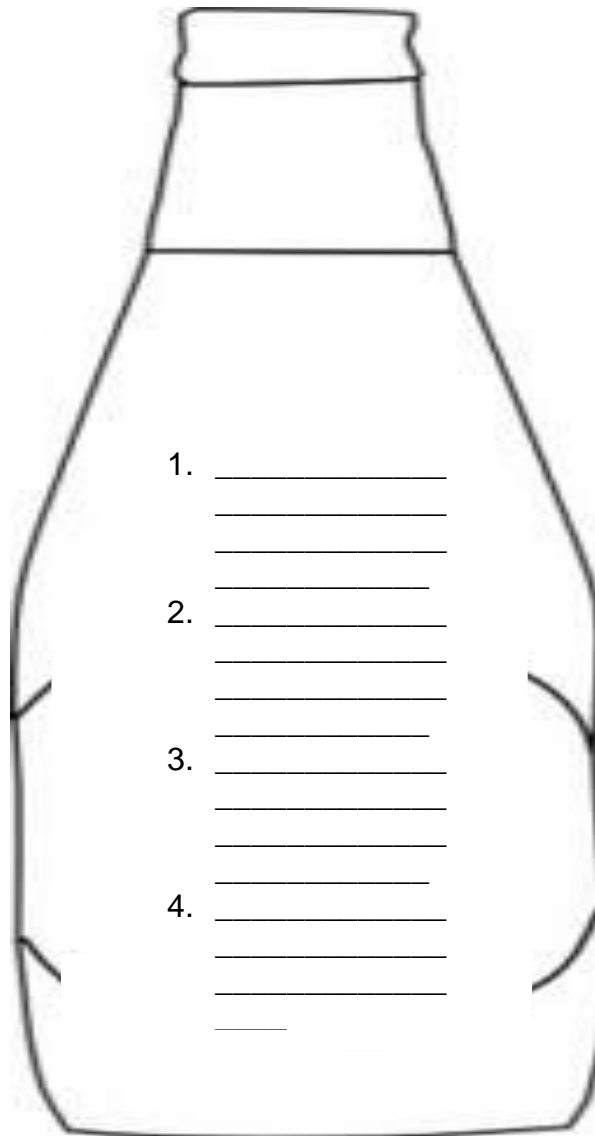
Synthesize the activity by asking the learners, “Why can’t we drink all types of alcohol?”

### Activity 2: Brainstorming

Now that the learners have background information about alcohol, ask them about the things they associate and connect when they hear the word “alcohol”.

After the writing activity, call volunteers to share and explain a word written on their boxes.

Ask the learners if they have seen a person who has consumed alcohol. Call some volunteers to share their encounter with a person who has consumed alcohol. After that, ask the learners to write their descriptions of the person whom they think has consumed alcohol.



1. \_\_\_\_\_  
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3. \_\_\_\_\_  
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4. \_\_\_\_\_  
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\_\_\_\_\_

Process the learners' answers. After the synthesis, ask the learners to read aloud the information below.

**NOT TRUE!**

Do you know that alcohol is a depressant? It means that when taken, it slows down the processes of a person's central nervous system. It is not true that alcohol gives extra strength and energy. In addition, alcohol has very little nutritional value. They only provide empty calories.

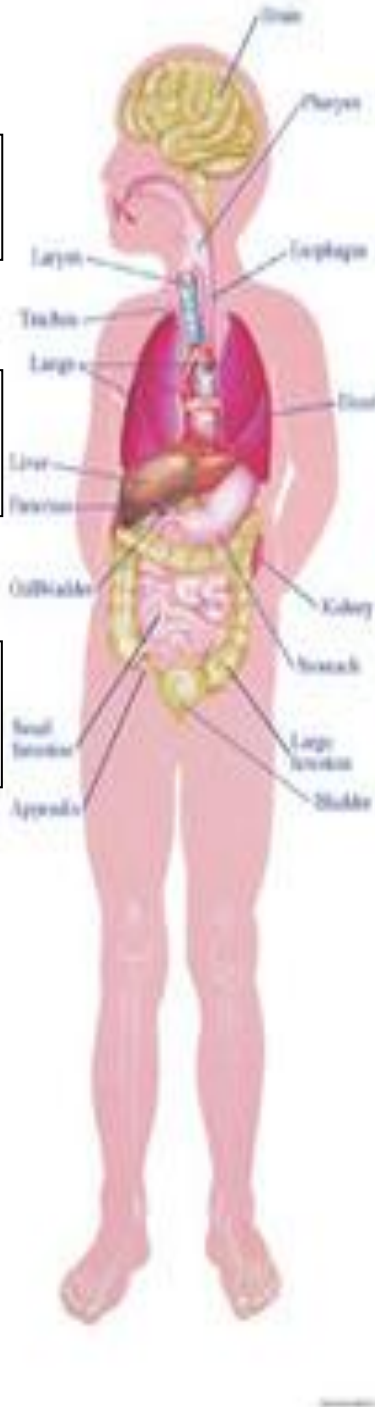
### Activity 3: The Alcohol Path

Discuss with the learners how alcohol enters the body and the bloodstream. Ask them to fill in the blanks while listening to the discussion.

Alcohol enters the body first through the mouth.

In the liver, alcohol is converted into water, and carbon dioxide.

Most alcohol enters the bloodstream through the small intestine.



Within 10-20 heartbeats, alcohol in the bloodstream reaches the brain.

The heart pumps alcohol in the bloodstream throughout the body.

Alcohol is filtered in the kidneys, leaving salts and acids, then exits the body through urination.

Review the path of alcohol in the body and let the students check their answers.

#### Activity 4: Myth Busters

Ask the learners if they know some beliefs on alcohol drinking. Call volunteers to share. Tell the learners that some of the beliefs are not true and are just myths and misconception. Ask them to identify which of the following is a fact and which is not.

It's True!		That's a myth!
	One can drink hard and still be in control of him/herself.	X
	Alcohol gives extra energy.	X
	The effect of drinking more than one type of beverage alcohol is greater than sticking to one.	X
X	Eating before drinking alcohol can prevent someone from being intoxicated.	
	Drinking coffee after consuming alcohol can make you sober.	X
	If someone faints after drinking alcohol, it's okay to let them sleep.	X
	Alcohol is a good alternative to cure snake bites.	X

Discuss with the learners the answers. Share with them more examples of myths and misconception about alcohol drinking.

#### Check Your Knowledge

Tell the learners to pair up and do the following. Answer their questions, if there are.

1. Discuss alcohol and how it enters the body. Include the following:
  - a. Types of alcohol
  - b. Example of alcoholic beverages
  - c. Myths about alcohol and its effects
  - d. Path of alcohol through the body

#### **Enrich Your Knowledge!**

*Recommended Media Resources:*

- Read the article about alcohol and statistics on alcohol drinking in the Philippines:

[http://pcij.org/blog/wp-docs/WHO\\_types\\_of\\_alcohol.pdf](http://pcij.org/blog/wp-docs/WHO_types_of_alcohol.pdf)

[http://pcij.org/blog/wp-docs/WHO\\_global\\_status\\_report\\_on\\_alcohol\\_2004\\_philippines.pdf](http://pcij.org/blog/wp-docs/WHO_global_status_report_on_alcohol_2004_philippines.pdf)

<http://pcij.org/i-report/2006/alcoholism.html>



### *No Parking!* EFFECTS OF ALCOHOL DRINKING

Ask the learners to read the information silently. Have their comprehension checked after reading. Lead the discussion. Clarify learners' questions.

When alcohol enters the bloodstream, it goes in all the parts of the body. The main effect of alcohol drinking reflects on a person's **central nervous system (CNS)**. The CNS controls one's mental processes, memory, speech, learning and decision-making. It also affects a person's senses, feelings, movement and breathing.

The amount of alcohol that entered in the bloodstream at a certain period can be measured in percentages through **blood alcohol concentration (BAC)** or most often called **blood alcohol level (BAL)**. A BAC of 0.05 percent means there is 5 parts of alcohol per 10,000 parts of blood in the body. A 0.3-0.5 percent BAC could lead to coma, brain damages and even death.

#### **Activity 1: Bottoms Up?**

Divide the class into three. Ask each group to read aloud each situation below. Tell the learners to examine each situation. Using the given cases, ask the learners to fill up the table below.

##### Situation A:

Alcohol drinker A went to a party and took around 2 bottles of beer. After an hour, alcohol drinker left the party. Upon walking home, alcohol drinker slightly loses balances. The speech, hearing and memory are also slightly impaired. Alcohol drinker A believes that s/he is better than s/he really are.

##### Situation B:

Alcohol drinker B spent the night with friends drinking alcohol. Alcohol drinker consumed around 3 shots of alcohol in just an hour. After that, alcohol drinker B significantly loses balance and coordination. Alcohol drinker B was also found to be hard to talk with because of impaired speech, hearing and vision. Alcohol drinker B has lost physical control, too. Alcohol drinker B was also lightheaded and feeling very elated and happy. Alcohol drinker B cannot even decide properly on what to do.

##### Situation C

Alcohol drinker C just dropped by a friend's house, where some are drinking alcohol. Alcohol drinker C was teased to just drink 1 glass of wine. After that, alcohol drinker C started to act silly and talking to people, sharing a lot of things. Alcohol drinker C was also a little relaxed and started reacting slowly.

Alcohol	BAC/BAL	Physical Effects	Mental Effects
(insert 1 bottle of beer. 1 shot glass, and 1 glass of wine here, separate using "or")	0.02 – 0.04  1 drink in 1 hour	Little relaxed Reacting a little slowly	Talking silly Oversharing things
(insert 2 bottles of beer. 2 shot glasses, and 2 glasses of wine here, separate using "or")	0.03- 0.06  2 drinks in 1 hour	Loses balance Slight impairment in speech, memory and vision	Believes that he/she is better than he/she really are
(insert 3 bottles of beer. 3 shot glasses, and 3 glasses of wine here, separate using "or")	0.05- 0.14  3 drinks in 1 hour	Loses balance and coordination Impaired speech, hearing and vision	Lightheaded Feeling very happy and elated Cannot decide properly

Discuss the answers after the activity. Ask the following to the learners:

- Do alcohol drinkers think of BAC when drinking? Why?
- Can alcohol drinking be controlled?
- Do these effects vary?

### **Activity 2**

Ask the learners about how people get drunk. Tell them to share their thoughts about the factors that cause a person's ability to get drunk. After the discussion, ask the learners to cross out the box which contains the factor that can easily make a person get drunk.

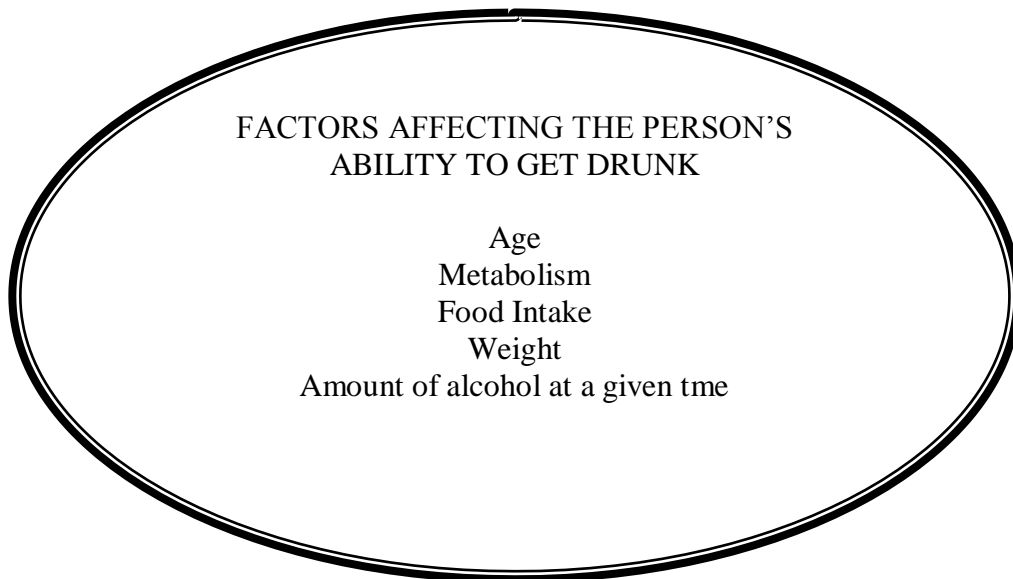
Boy	OR	<del>Girl</del>
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<del>A person with a faster metabolism</del>	OR	A person with a slower metabolism
A person who ate before drinking alcohol	OR	<del>A person who did not eat before drinking alcohol</del>
A chubby person	OR	<del>A skinny person</del>
<del>A person who drinks bottle after bottle</del>	OR	A person who drinks 1 bottle every hour

Discuss the answers with the learners.

**Let Us Analyze**

Let the learners study the correct answers from the previous activity. Ask them to fill up the diagram below.



Discuss with the students the answers for this activity. Synthesize by asking, “Based on the factors given, do you think Filipinos in general get easily drunk? Why?”

**Activity 2: Keen Senses**

Prepare the materials for the next activity.

*Materials:* marshmallow, cotton balls, reading glasses with high grade



Provide the learners the materials. Ask them to perform the following activity. Let them fill up the table below after they have done all the activities.

- a. Bite a marshmallow and try to talk as normally as you can.
- b. Place cotton balls on your ears and talk with your classmates.
- c. Put on reading glasses for a short time and try to read a paragraph.
- d. Hold your ears by crossing your two arms. Bend down and do 10 spins.

What did you feel? Write down your reactions and feelings below.

Hearing	Sight	Speech	Movement

How would smell, taste and feeling be affected by alcohol?

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Have some volunteers to share their answers. Discuss with the students and verify their answers. Synthesize the discussion by asking, “In general, how can alcohol easily affect a person’s physical state? What are the things that he/she cannot do when alcohol is in the bloodstream?”

**Activity 3: Which is which?**

Let the learners read the information below. Ask them to recall the activities done in the previous discussions. Let them fill up the table below.

Alcohol causes a person both intoxication and hangover. Intoxication happens when physical and mental changes in the body of an alcohol drinker occur. On the other hand, hangover occurs when an alcohol drinker feels uncomfortable effects after drinking. Give examples of situations wherein one is intoxicated and the other one is experiencing a hangover.

<i>Intoxication</i>	<i>Hangover</i>
A person who fell down because of so much dizziness	Headache after sleep

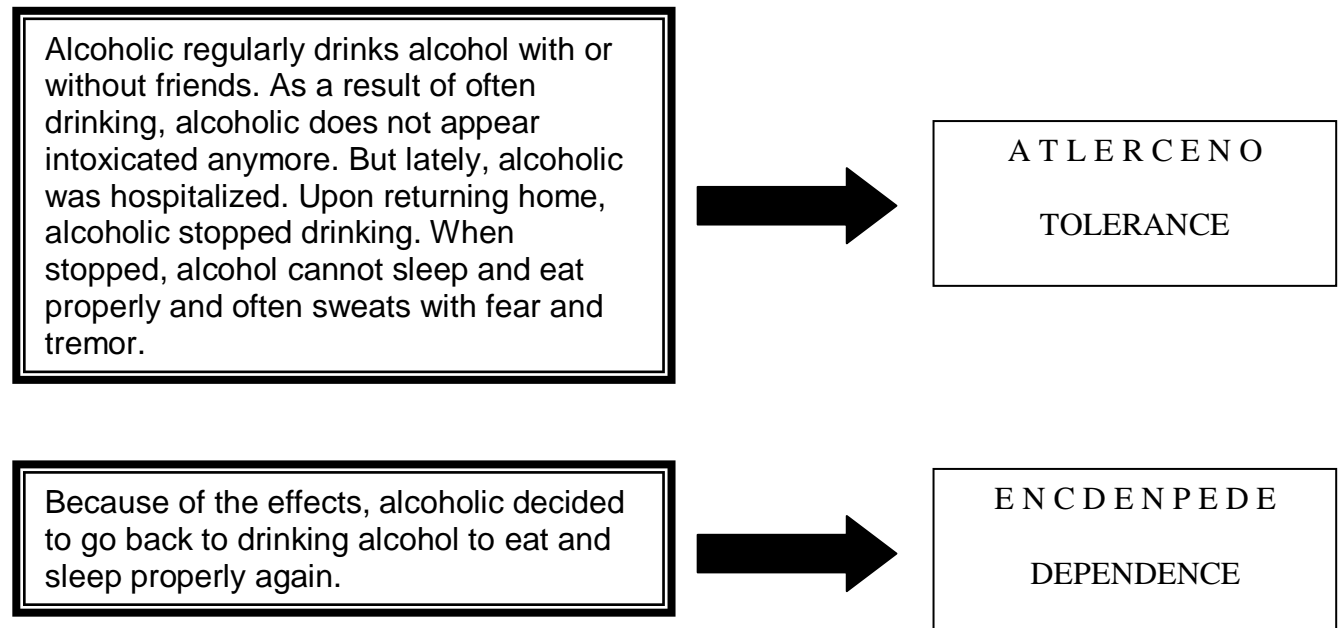
Have some volunteers to share their answers. Discuss and clear out some misconceptions. Ask the following for extended discussion:

- Why do people still drink alcohol even though they know that they will get intoxicated and later on have a hangover?
- Can someone get away with intoxication and hangover?
- What could be some of the effects of having intoxication and hangover?

### Activity 3: Alcoholics

Ask the learners, “Have you ever followed a life of an alcohol drinker?” Let the learners read the whole story of an alcoholic below. After reading, ask them to arrange the jumbled letters to form the long-term effect of alcohol drinking.

A person is “alcoholic” when he/she starts drinking obsessively and compulsively, without his/her control. What long-term effect does alcohol-drinking give you? Study the following cases and determine the specific long-term effect of alcohol drinking to him/her.



Excessive drinking led alcoholic to have a fatty liver, wherein the organ is not anymore functioning normal to breakdown fats. Upon medical check-up, it was found out that alcoholic's liver is damaged and already scarring.



SHIORIRCS  
CIRRHOSIS

Alcoholic is now admitted in the ICU and in coma. Alcoholic cannot talk and move anymore. The nervous system is damaged already. Along with this are the complications of the liver disease.



RBIAN MEAGAD  
BRAIN DAMAGE

Ask the learners to check their answers. Initiate discussion on each of the long-term effects of alcohol drinking.

a. Tolerance

Tolerance happens when a person stops drinking alcohol then suddenly feels its side effects. In order for the person not to feel these side effects, he/she will go back to alcohol drinking.

b. Dependence

This happens when a person literally depend his/her everyday life on alcohol.

c. Cirrhosis

Cirrhosis doesn't happen that fast. When alcohol is consistently consumed, the liver may find it hard to function normally. When it happens, fat will be stored in the liver, thus a condition called *fatty liver* occurs. When liquids cannot pass through the bloodstream because of the blockage of the fatty liver, cirrhosis happens.

d. Brain Damage

When alcohol is taken more than water or any other liquids, the body may not function properly. What will happen is that the blood that the heart will be pumping to the whole body, especially to the brain, is not healthy. If this continuously happens, it will lead to brain damage and even death.

After the discussion, ask the learners to read aloud the information below. Let the students react on the given fact.

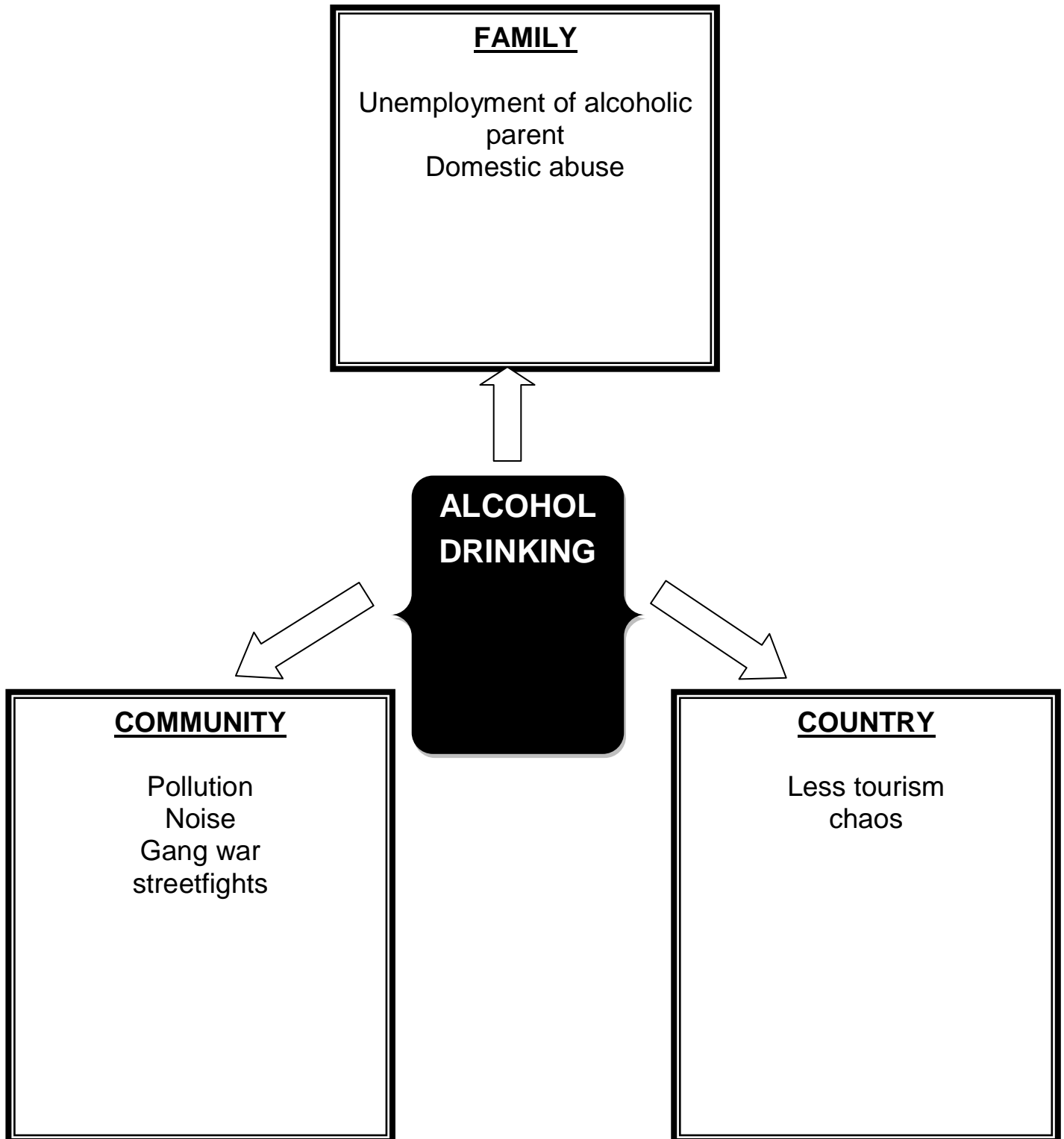
**DO YOU KNOW?**

When a person takes drugs or medicines along with drinking alcohol, a **multiplier effect** takes place. Alcohol depresses the body system, and if another depressant is taken, such as tranquilizers, accidental death may occur.

**Activity 4:**

Now that the learners know about the short and long term effects of alcohol drinking to the body, ask them about how it affects a person's surroundings. Give the learners a few minutes to think about how alcohol drinking affects the relationships of a person to his/her family, community and country.

How does alcohol drinking affect the family, community and country? Write your reflections on the diagram below.



Call some volunteers to share their thoughts on each of the boxes. Initiate discussion. Synthesize the discussion by letting the students read the next activity.

### Let's Hear It From Others!

Read the following testimonials of other teenagers. They were asked to explain the effect of alcoholism in the family, community and the country.

Alcoholism affected our family so much. My father used to drink alcohol every day. When he goes home drunk, he scolds us and sometimes even hurts us. He has stopped working because he cannot wake up early for work. My father already stopped drinking but it's already late. It was detected that my father has liver problems.

- Teenager A

Our barangay is known for alcohol drinkers. Almost every week, there are reported cases of fist fights and murder involving drunk persons. Some of our neighbors started moving away from the barangay. We cannot transfer to another place because we don't have money. We are worried about our safety.

- Teenager B

I am worried that our country is slowly becoming an "alcohol capital". If this continues, tourism in the country will get weak. Our economy will go down and we will not be able to eradicate poverty.

- Teenager C

Ask the students to pair up. Have them reflect on the testimonials.

### Let's Analyze!

How did you find the testimonials of the other teenagers? Do you share the same answers? Find a partner and discuss your answers.

After the discussion, invite the students to surf the Internet for some additional information on alcohol drinking cases and statistics.

## Enrich Your Knowledge!

Using the Internet, search for studies involving alcoholism in the Philippines. Go to [www.doh.gov.ph](http://www.doh.gov.ph).



## UNDERSTANDING

DAY 7

*Right Turn Only! Avoiding Alcohol*

Recall the lessons from the previous activities by asking the following to the learners:

- What is BAC/BAL? How does it affect a person's ability to get drunk?
- What are the short and long term effects of alcohol drinking?
- How does alcohol drinking affect the family, community and country?

Ask the learners, "Have you ever had an encounter with an alcoholic? What did you say to him/her?" After gathering students' responses, ask them to read the situation below and reflect on how they can help an alcoholic friend.

### Activity 1: Letters of Concern

Read the following case:

*Teenager A is in 2<sup>nd</sup> year high school. Teenager A is often seen with a barkada. Teenager A is known for breaking the school policies and flunking in classes. One time, Teenager A was caught by parents in a small bar near the school. Teenager A was found out to have been drinking alcohol since 1<sup>st</sup> year high school. Teenager A does it almost every week with or without friends. Teenager A is now grounded and cannot go to school.*

What advice would you give Teenager A? Write a letter and tell your thoughts and advice.

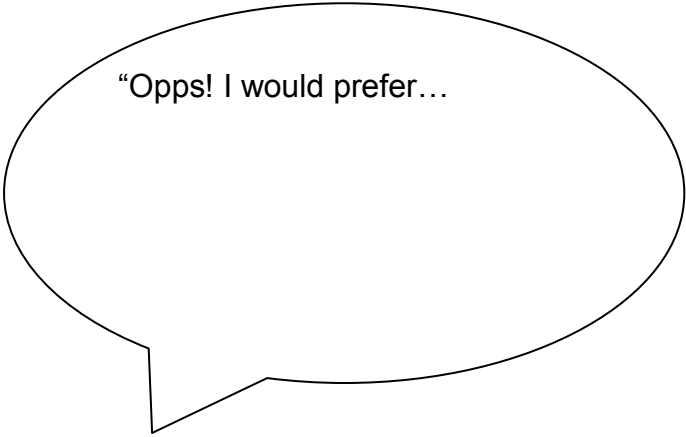
	Date: _____
Dear Teenager A,	

Ask some volunteers to read their letter to the teenager alcoholic. Initiate discussion. Direct the discussion to a more personal experience. Ask the learners if they were once offered to drink alcohol. Let them share about how they responded with the invitation. Lead the discussion to answering the next activity.

## Activity 2: Learning To Say No

Have you been invited to drink alcohol? How did you respond? How will you avoid these situations? Fill in the blanks with alternatives to drinking alcohol.

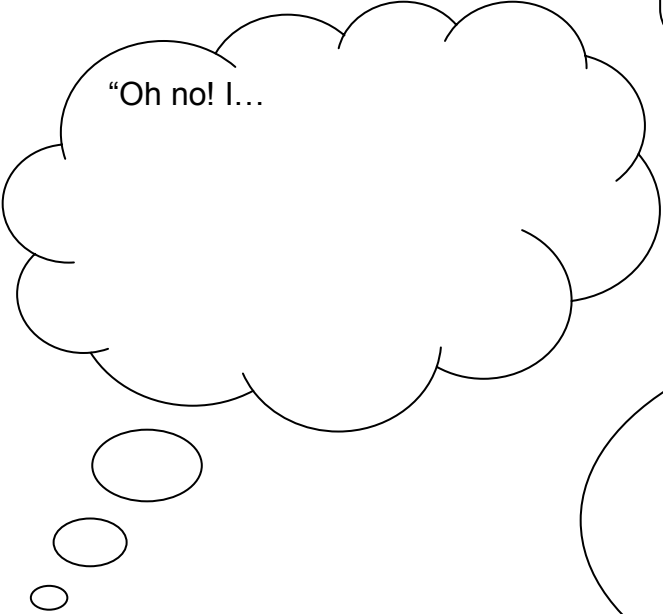
**“HEY! LET US DRINK THIS WEEKEND!”**



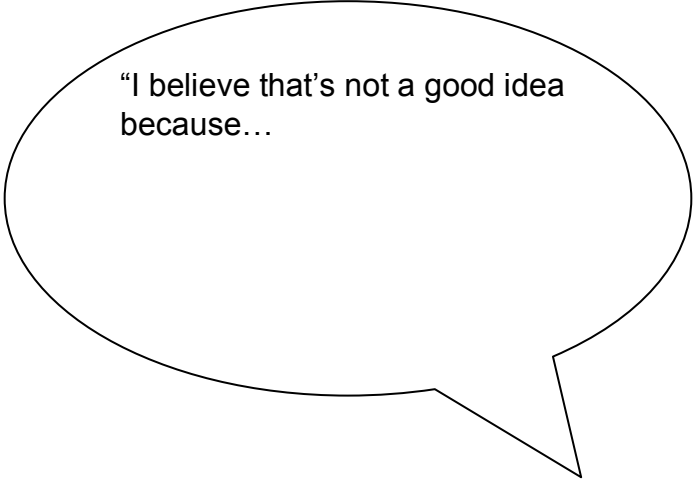
“Opps! I would prefer...”



“I can’t because...”



“Oh no! I...”



“I believe that’s not a good idea because...”

After the learners have filled up the thought balloons, ask them to pair up and lead them to the next activity.

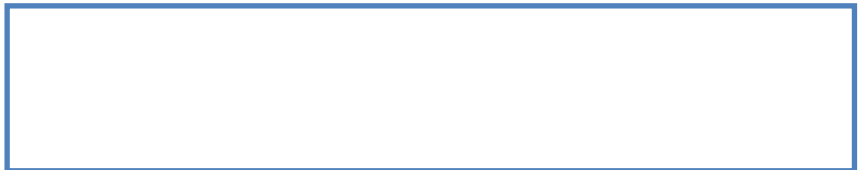
**Let's Act It Out!**

After answering, find a pair and act out the situation. Choose two of your answers. One friend will be the one to invite drinking, while the other one will be the one to refuse the offer. Take turns.

After the learners are done with the previous activity, have them read the next information silently. Initiate discussion after the reading. Ask some volunteers to act the situations in each step.

**Let Us Learn!**

Refusing someone who offers you to drink is easy. Follow the steps below to help you handle situations.

A rounded rectangular box with a black border, intended for writing a situation.A rectangular box with a blue border, intended for writing a response to the situation.A rounded rectangular box with a black border, intended for writing a situation.A rectangular box with a blue border, intended for writing a response to the situation.A rounded rectangular box with a black border, intended for writing a situation.A rectangular box with a blue border, intended for writing a response to the situation.



Ask the learners, “How are we going to apply the skills that we learned in refusing to drink alcohol?” Tell the learners to answer the next activity using the steps in refusing to drink alcohol.

**Activity 3: Caught Up!**

Read the situations below. Based on the steps to avoid drinking, how can you handle the situations?



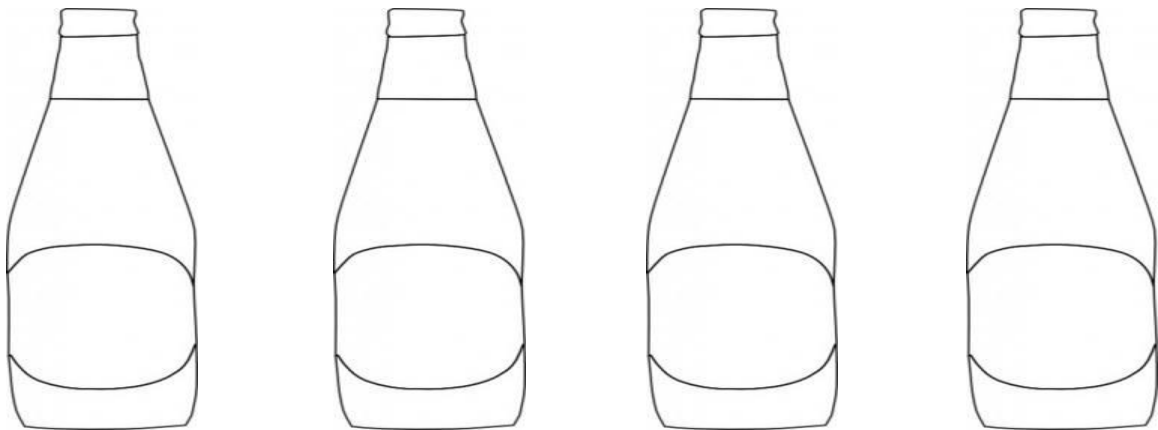
Have some learners to share their answers. Synthesize the discussion by asking the students to do the next activity. Have them prepare their art materials.

**Activity 4: Bottles of Hope**

*Materials:* pencils, coloring materials

Look at the bottles below. Are they alcohol bottles? Convert and design them into something else. Make them “alcohol-free”.

(sample only. Illustrator, please make template bottles)



The following activities will be used as an extended work. Learners will be asked to do the activities at home and submit the necessary documents.

**Activity 4: Headlines!**

Have you read something about alcohol? Read newspapers, magazines, journals, or editorials. Clip it here then write your reaction on a 1 whole sheet of paper.

**HEADLINE OF THE DAY**



**Activity 5: It's More Fun In The Philippines**

According to Ricardo Zarco, alcoholism is the most common form of addiction in the Philippines. What does the law say against alcohol? Research on laws and bills passed to control alcohol in the Philippines. List them down. Submit a 1 paragraph reaction about the government's ways to ease alcoholism in the country.



## Rubrics for Grading Reaction Paper

	<i>Poor</i> 0-5	<i>Average</i> 6-10	<i>Good</i> 11-15	<i>Excellent</i> 16-20
Content (20)	Content is incomplete. Points discussed are not clear.	Content is not comprehensive and not persuasive. Points are discussed but not thoroughly. Some major points were stated.	Content is comprehensive and persuasive. Points are thoroughly discussed. Most major points were stated.	Content is comprehensive and persuasive and is supported with details. All major points are excellently discussed.
Organization of Thoughts and Structure (10)	Paragraphs are not clear. Ideas are not sequenced properly. There are no proper transitions.	Structure of the paragraphs can be understood but hard to follow. Transitions need improvement.	Paragraphs are well-written. Transitions were present. Structure is easy to follow.	Structure is easy to follow. Paragraphs are excellently written. Transitions are present. Sequence is logical.
Grammar, Punctuation and Rules (10)	Paper contains numerous grammar and punctuation errors.	Paper contains few grammar and punctuation errors.	Paper follows grammar and punctuation rules with minor errors.	Paper follows grammar and punctuation rules with no errors.

### Check Your Knowledge

Do the following:

1. Discuss the strategies in the prevention and control of alcohol drinking. Include the following:
  - a. Giving alternatives to alcohol drinking
  - b. Explaining school and government laws pertaining to alcohol drinking



### **TRANSFER**

*Green and Go! No To Smoking and Alcoholism!*

Discuss with the learners their project for the topics learned in class.

You will produce advocacy materials for the prevention of alcohol drinking with shared responsibility from the family for a healthy family life.

Create a material that advocates for the prevention of alcoholism. Choose from any of the following:

Song/Poem

Write a song or poem that centers on the alternative hobbies that you can replace alcohol drinking. The song or poem may also discuss how alcohol can ruin someone's life.

Artwork/Poster

Draw and/or paint an artwork that depicts the causes and effects of alcohol drinking. You can also use recycled materials like empty bottles/cans of alcohol to create a 3D artwork. Write a 1-paragraph description of your masterpiece.

Video

Create a video presentation that shows alcoholism in the Philippines and how the government works on it. Write a short synopsis of your video.

*(Rubrics for grading shall be the same with the Transfer Activity for Cigarettes)*

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