

CLASSROOM CHAMPIONS[®]

Because Kids Have What It Takes

Classroom Champions brought to you
in partnership with Ask, Listen, Learn
a program of the Foundation for
Advancing Alcohol Responsibility.



FOUNDATION
ADVANCING AL
RESPONSIB

Agenda

- Who we are
- How we work
- We've been evaluated
- 2014/2015 school year results for St. Lucia
- Introduction to Classroom Champions
 - Athlete Reveal
 - Goal Setting
 - Healthy Living
- Introduction to Ask, Listen, Learn
 - Why we work
 - Information sheet and exercise best practices
- 2016: Student and Teacher Evaluations
- Teacher-to-Teacher: Lessons learned last year and setting up success
- Communication & Timelines





Agenda review

WHO WE ARE

Classroom Champions is a 21st Century pen pal program connecting students with high achieving mentors.

We teach students the mindset to achieve their big dreams.





FOUNDATION FOR
**ADVANCING ALCOHOL
RESPONSIBILITY**

- The Foundation for Advancing Alcohol Responsibility leads the fight to eliminate drunk driving and underage drinking and encourages a lifetime of conversations between parents and kids about alcohol responsibility.
- *Ask, Listen, Learn: Kids and Alcohol Don't Mix* is the Foundation's longest-standing, along with America's most widespread, alcohol education program of its kind.





- 140 schools across North America, with pilot programs in Costa Rica and Dominica
- 5,000+ students enrolled
- 40,000 students touched by Classroom Champions lessons



FOUNDATION FOR ADVANCING ALCOHOL RESPONSIBILITY

- Ask, Listen, Learn is a program of the Foundation for Advancing Alcohol Responsibility that has reached over 20 Million parents, kids and teachers around the United States since its beginning in 2004.
- The Foundation has created countless programs throughout its nearly 25-year history to reach parents, teachers, kids and policy influencers to make as substantial impact in the fight against drunk driving and underage drinking.
- Since FAAR was founded in 1991, alcohol consumption among 12-13 year olds is down 59%.
- Since 2003, there has been a 62% increase in conversations between parents and kids about the dangers of underage drinking.

Together we are bringing Classroom Champions to Saint Lucia and supporting teachers across the US in helping their students set goals and stay healthy.



Classroom Champions was created by the brother and sister team of Steve Mesler and Dr. Leigh Mesler Parise.

Their parents are retired teachers, and Leigh taught public school in New York City.

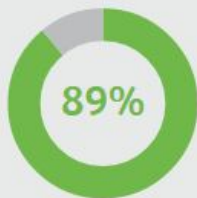




US Evaluations



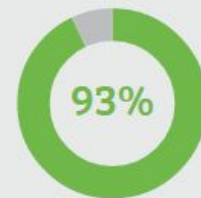
HIGHLIGHTS FROM TEACHER EVALUATION



More than eight out of ten middle school students report the *Ask, Listen, Learn* games make me think about making healthy choices in my life (89%) and stop and think about the dangers of drinking alcohol (84%).



Four out of five students said the interactive *Ask, Listen, Learn* game is a cool way to learn about the dangers of drinking alcohol (85%) and it was fun to learn about this information while exercising (83%).



Nine out of ten students (93%) said they learned something about the dangers of drinking alcohol after playing the *Ask, Listen, Learn* game.



Teen Research Unlimited (TRU) evaluated the Ask, Listen, Learn brochure through quantitative and qualitative research conducted from March through May 2005:

Methodology

A survey was mailed to 3000 households with 10-12 year olds and parents with 10-12 year olds. 791 parent and 469 kid responses were collected/analyzed.

Eight mini-group discussions were conducted in Chicago, IL and Sacramento, CA: four among parents and four among kids in 5th & 6th grade.

Results



Parents



70% of parents and half of kids said they discussed alcohol after receiving ALL survey

92% said the ALL brochure helped facilitate a conversation about alcohol

66%

said they would consider reading the brochure without the survey



Children

84%

said ALL booklet helped facilitate a conversation about alcohol

86% said they would consider reading the booklet without the survey

81% said booklet made them think and 78% said it has a lot of important information



asklistenlearn.com

Evaluations

Ask, Listen, Learn is most effective in reaching kids by sparking a conversation about the dangers of underage drinking in the classroom and continuing that conversation at home with trusted adults.

The goal is help kids “Say YES to a healthy lifestyle and NO to underage drinking.”

WHAT WE DO FOR KIDS



Digital
Literacy



Perseverance
and
Goal-Setting



Interpersonal
Skills



Engagement

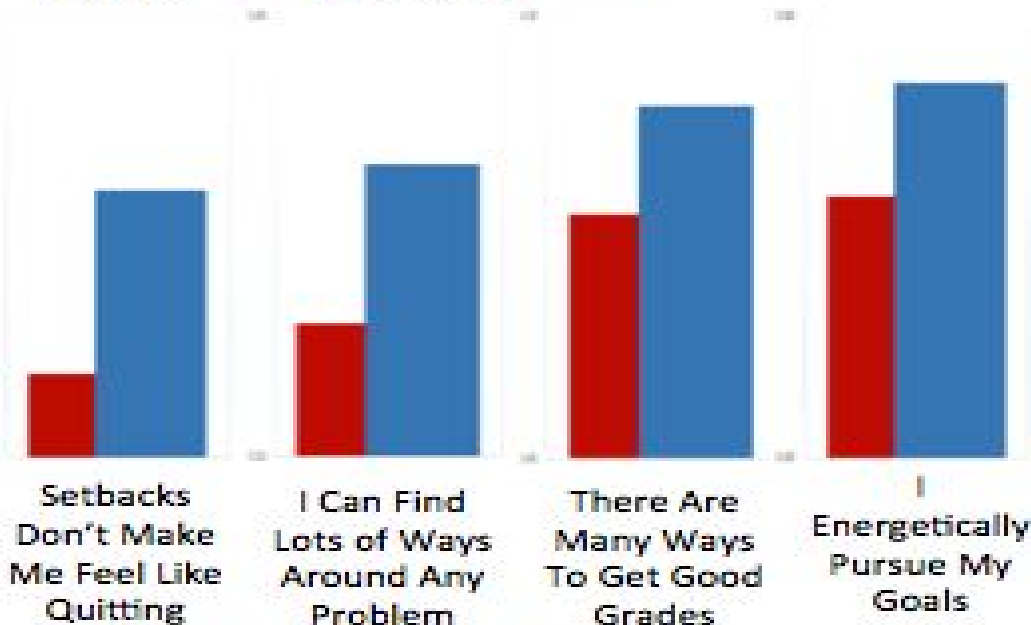


Kids Are: Engaged and Resilient

Comparison
Students



Classroom
Champions

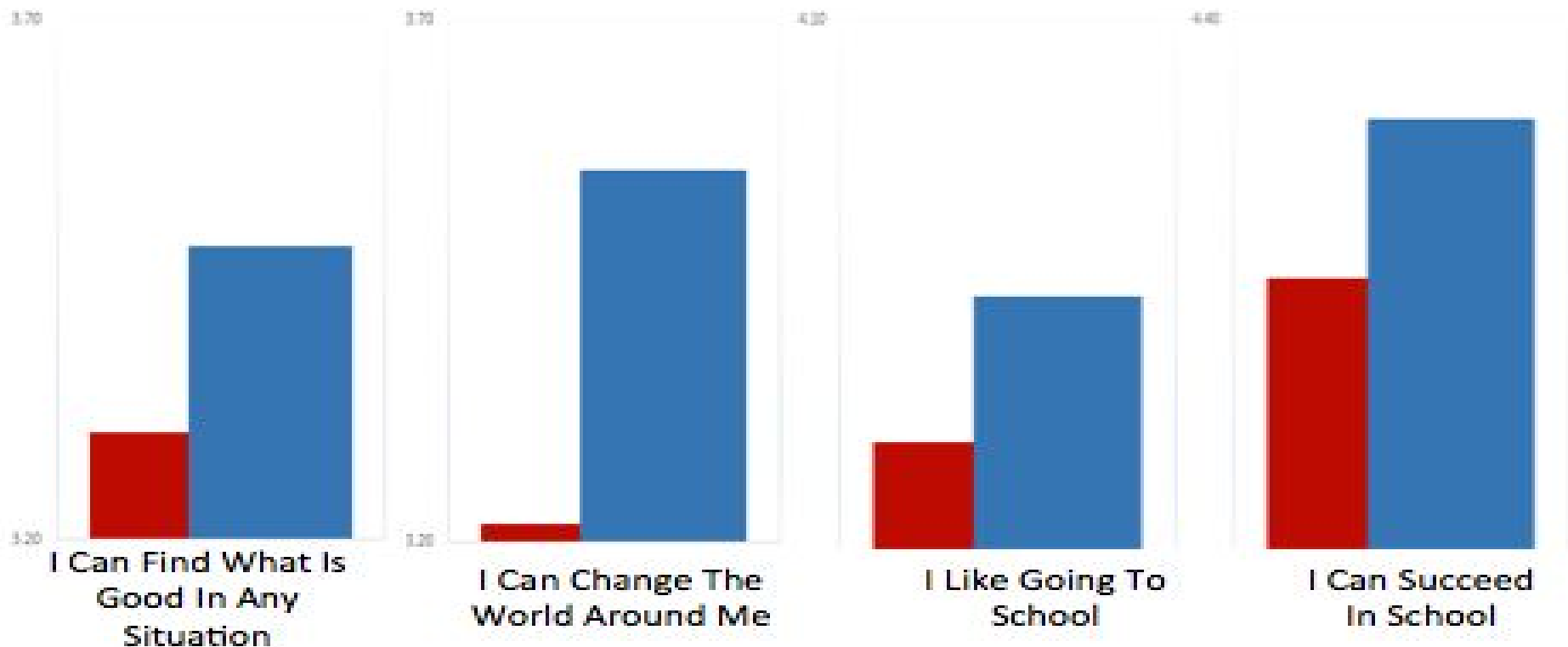


**96% of Teachers Say
That Students Have
More...**

- Engagement in school
- Perseverance
- Resilience in the face of obstacles

Kids Are: Inspired and Optimistic

Comparison Students ■ Classroom Champions ■



2014/2015 School Year Results: St. Lucia



Ask, Listen, Learn in St. Lucia: 2014/2015 Results

- Four schools participated in the Classroom Champions – Ask, Listen, Learn program – Babonneau Primary, Camille Henry Memorial, Dame Pearlette Louisy Primary and La Guerre Primary.
- A total of 1,106 student pre- and post-program evaluations returned for analysis – 583 pre-program responses and 523 post-program.
- Survey responses were collected among students in grades 2 thru 6.

	2 nd	3 rd	4 th	5 th	6 th +
Pre-	30	222	60	254	11
Post-	29	231	30	218	3



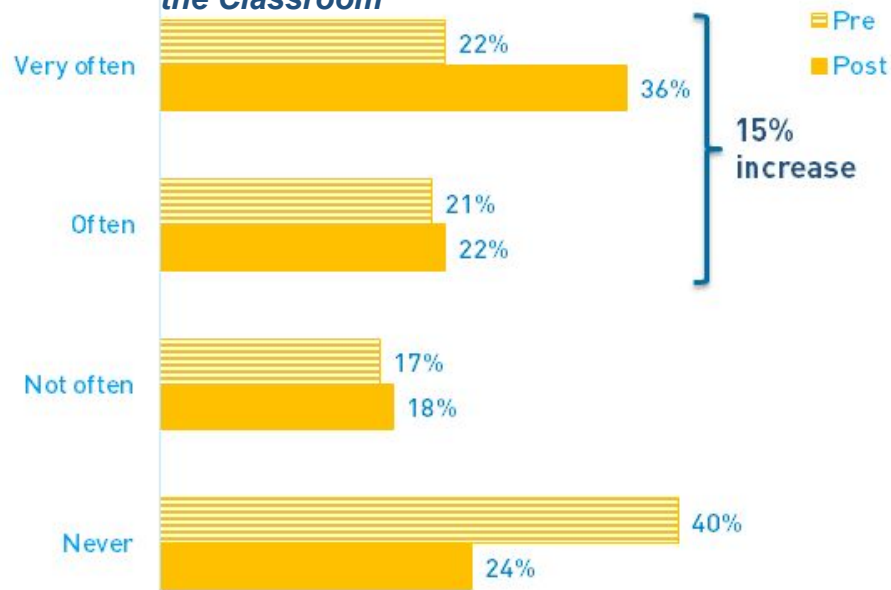
Highlights from 2014/2015 School Year: St. Lucia

- Discussions about underage drinking increased 15% in the classroom and family discussions increased 18%.
- Ask, Listen, Learn increased students knowledge of how to live a healthy lifestyle – 76% identified *saying “no” to underage drinking is part of a healthy lifestyle* – a 15% increase from pre- to post-program.
- Pre- and post-evaluations revealed students’ broad knowledge of the dangers of underage drinking.
- Greatest increase in knowledge (31%) was gained in understanding the risk of developing depression.
- Classroom Champions attributed to 5% increase in students learning new things and 11% increase in school performance.
- Goal-setting among students increased 12% and positive impact in their life increased 13%.

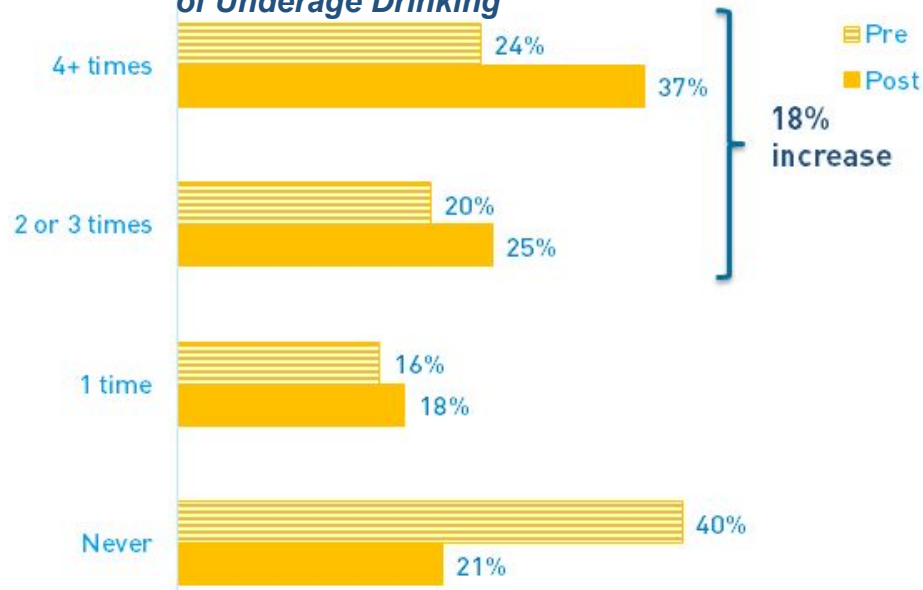


Discussions about underage drinking in school increased 15% and frequency of discussions at home increased 18%.

Have Discussed Underage Drinking in the Classroom



Frequency of Family Discussion on Dangers of Underage Drinking



Q. In school how often do you talk about the following things: The dangers of underage drinking

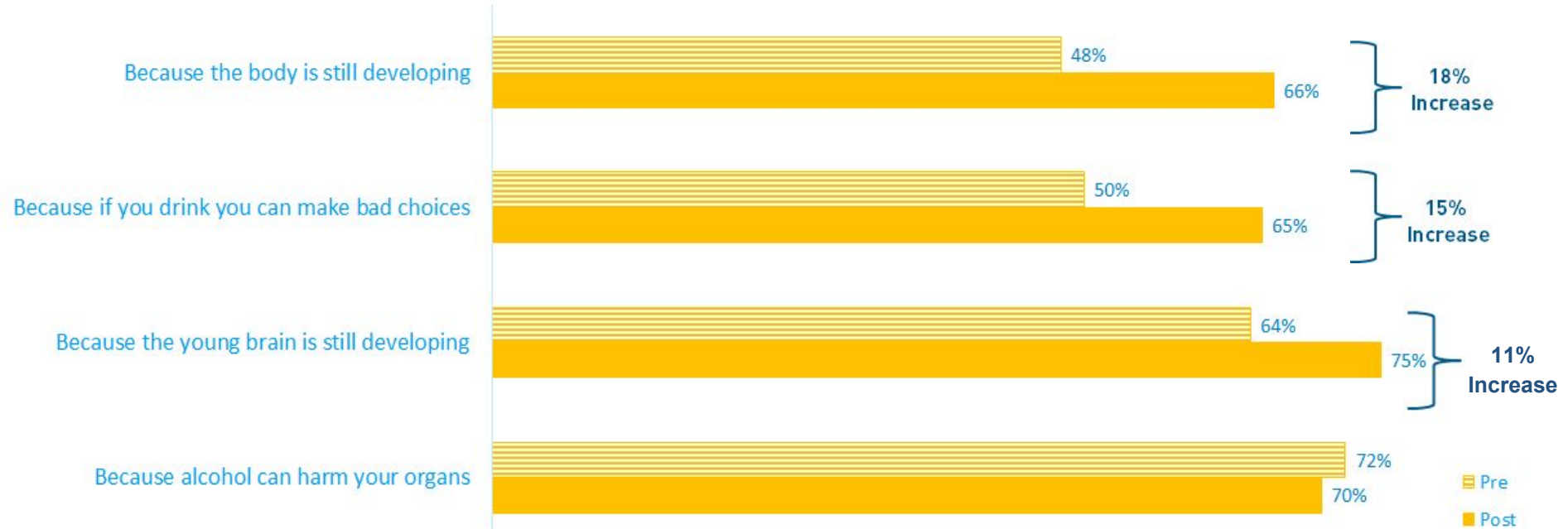
Q. In the past 12 months, how often have you talked with a parent, grandparent, or another adult caregiver about the dangers of underage drinking?



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Students demonstrated growth in their knowledge of underage drinking's impact.

Reasons for Saying "NO" to Alcohol and Living a Healthy Lifestyle



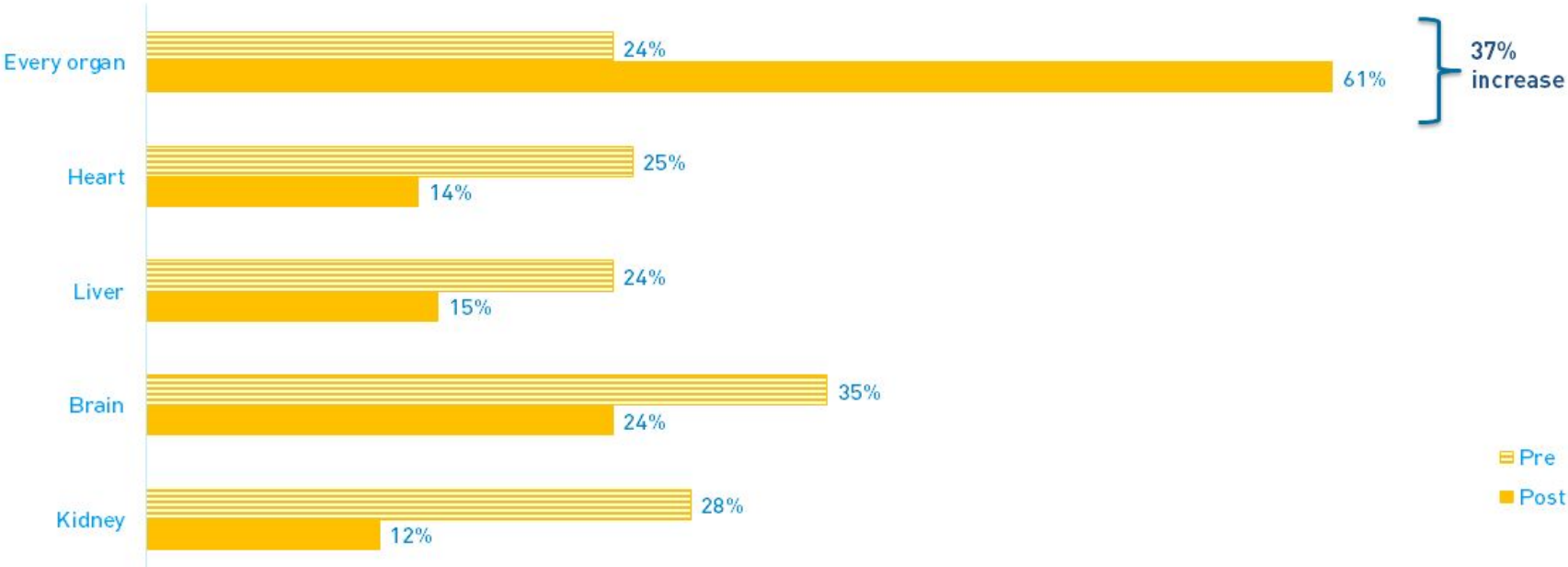
Q. Why does a healthy lifestyle include saying "no" to underage drinking?



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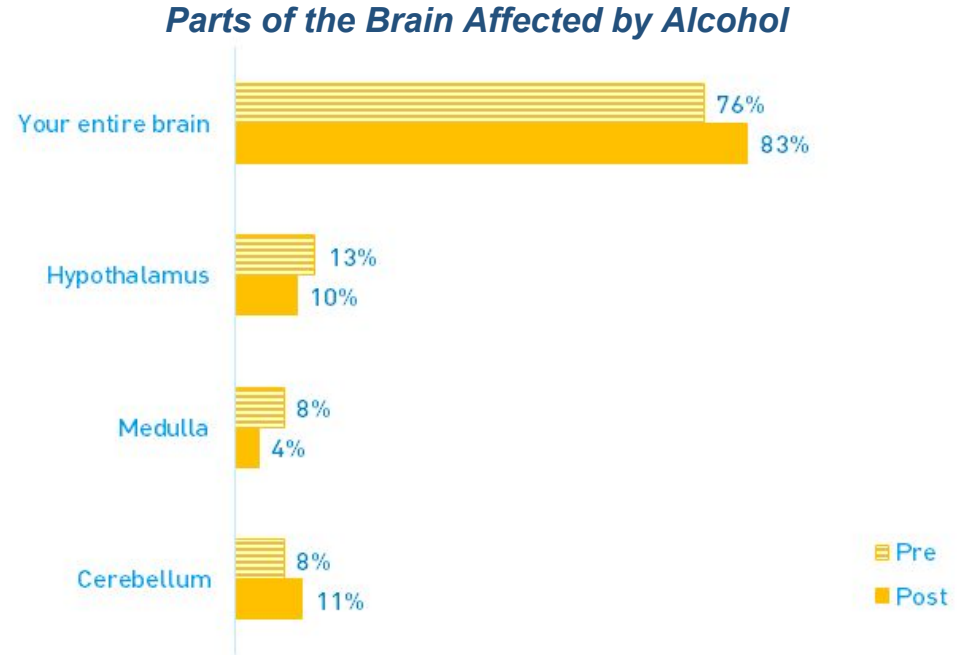
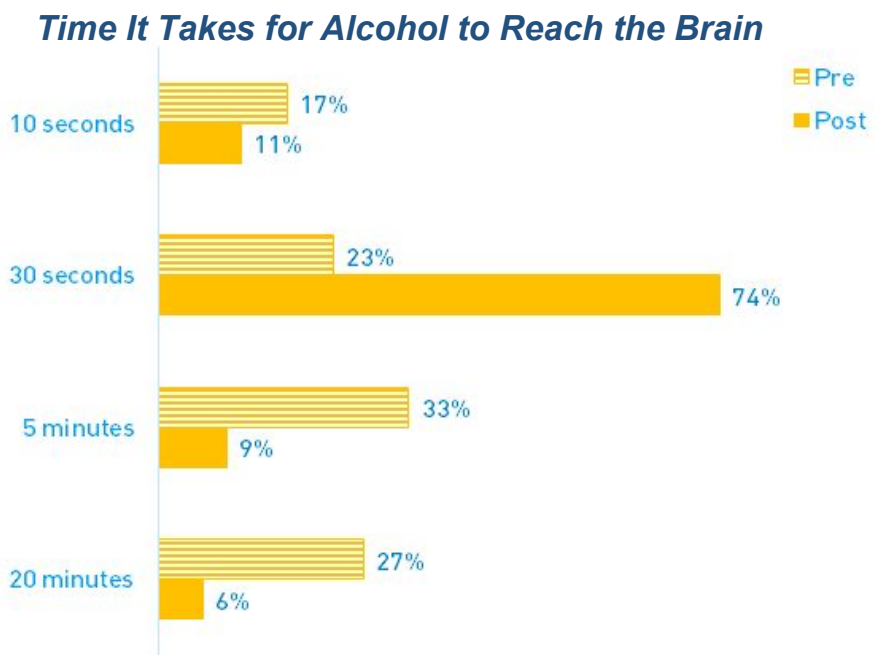
3 out of 5 students are now aware that alcohol impacts every organ in the body; an increase of 37%.

Parts of the Body Impacted by Alcohol Consumption



Q. Which organ in the body can be affected by drinking alcohol?

Knowledge of the time it takes for alcohol to reach the brain increased 51% and knowledge of the parts of the brain affected by alcohol increased 7%.



Q. How long does it take for alcohol to move through your bloodstream and reach your brain?
Q. Which part(s) of your brain would be affected if you drank alcohol?

INTRODUCTIONS



Demonstrable Excellence.....

and how to attain
it...



What students
say.....



A group of students, mostly wearing light blue t-shirts with the hashtag #dreambig, are sitting on a wooden floor in a gymnasium, facing a stage. On the stage, a woman is standing at a podium, and two other people are seated. The background is dark, and the stage is lit. The text "A positive relationship with an adult mitigates otherwise significant risk factors in students." is overlaid in white, bold font. Below the text, in smaller white font, is the citation "(Woodley & Bowen 2006)".

**A positive relationship with an adult
mitigates otherwise significant risk factors
in students.**

(Woodley & Bowen 2006)



Create anticipation by giving a little information at a time.

CLUES FOR "OUR ATHLETE"

#1. 3X Canadian Winter Gold Medalist!
Participated in the Sochi Olympics!

#2. Originally from Yellowknife, NWT.
Now lives in Canmore, AB.

#3.

#4.

#5.

Another idea for creating anticipation...



Who is your
athlete
mentor?

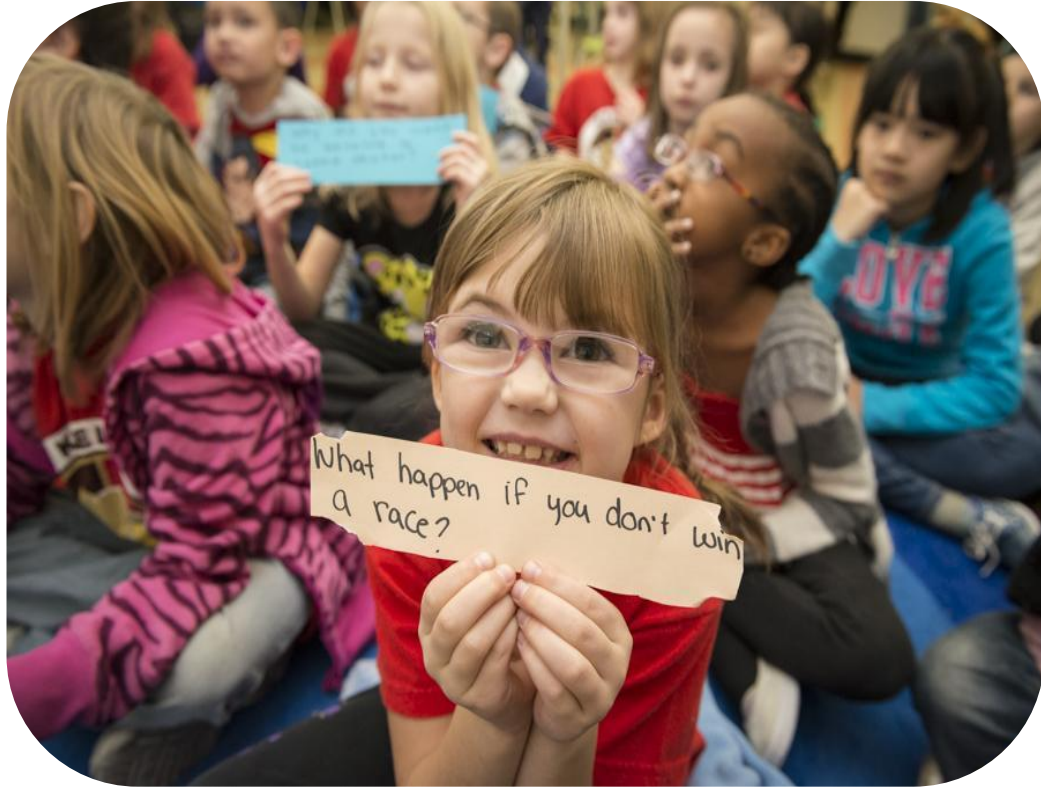


Rob Schummacher -- USA Today, 2012



Danielle represented Saint Lucia at the 2008 and 2012 Olympic Games, and five World Championships.

She is a recent graduate of Florida Gulf Coast University with a degree in bioengineering. While a student she made the Dean's List four times, a recognition reserved for the best students.

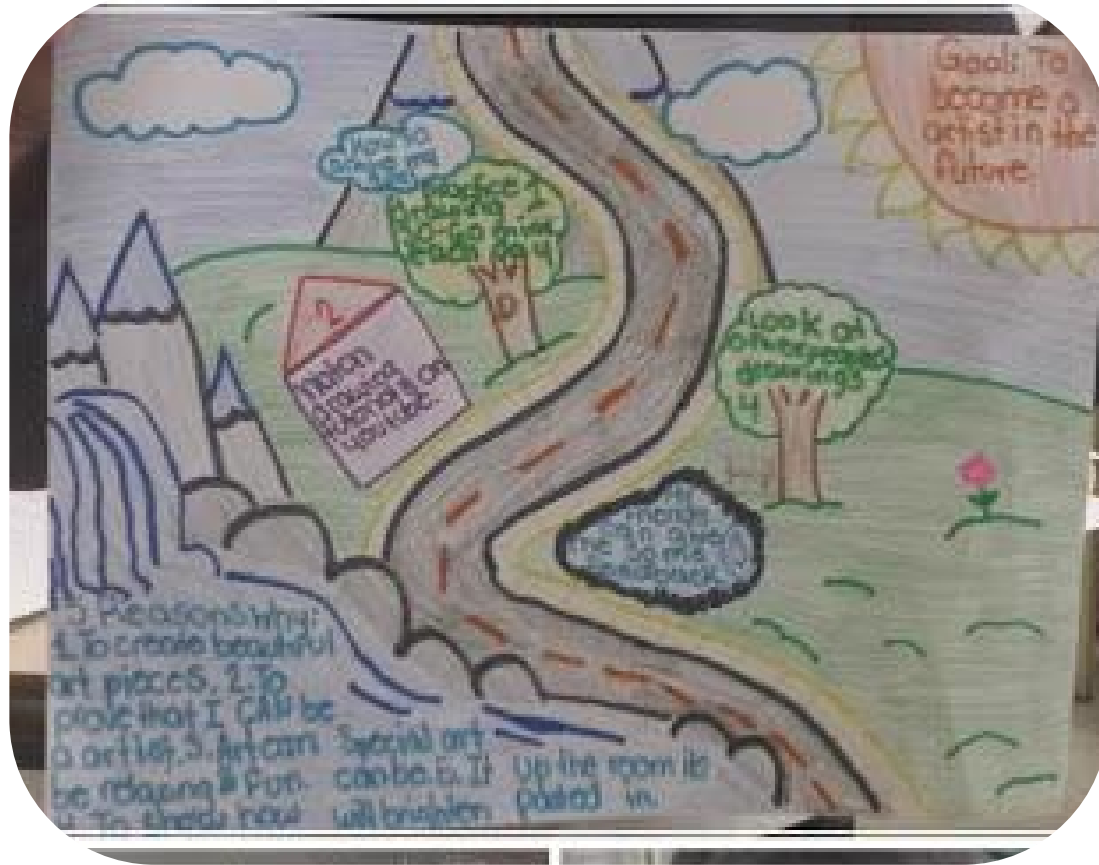


Kristina's class and son

GOALS

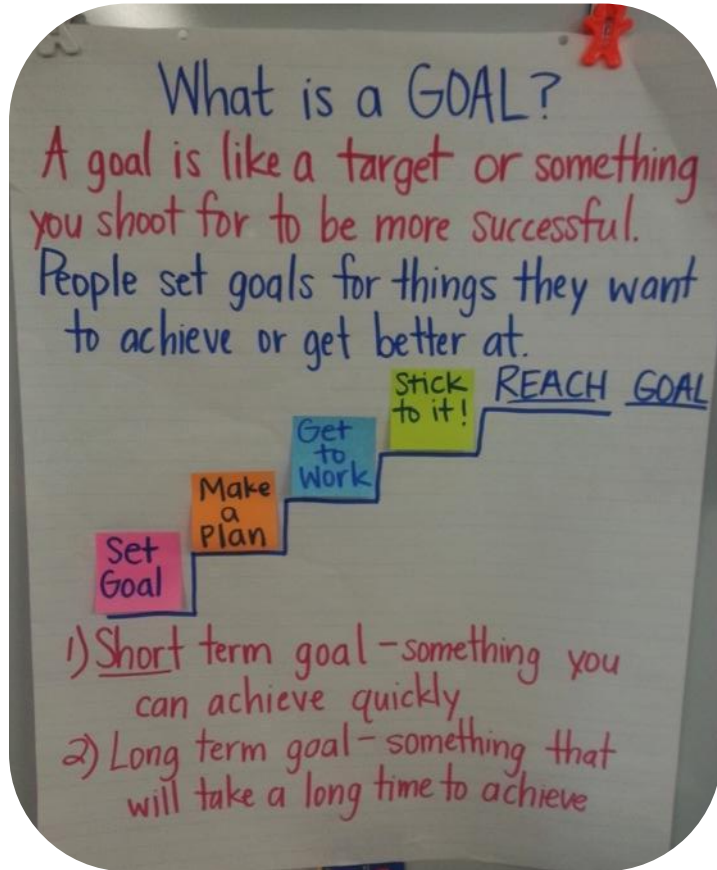


Identifying your dreams is the first step to accomplishing them.



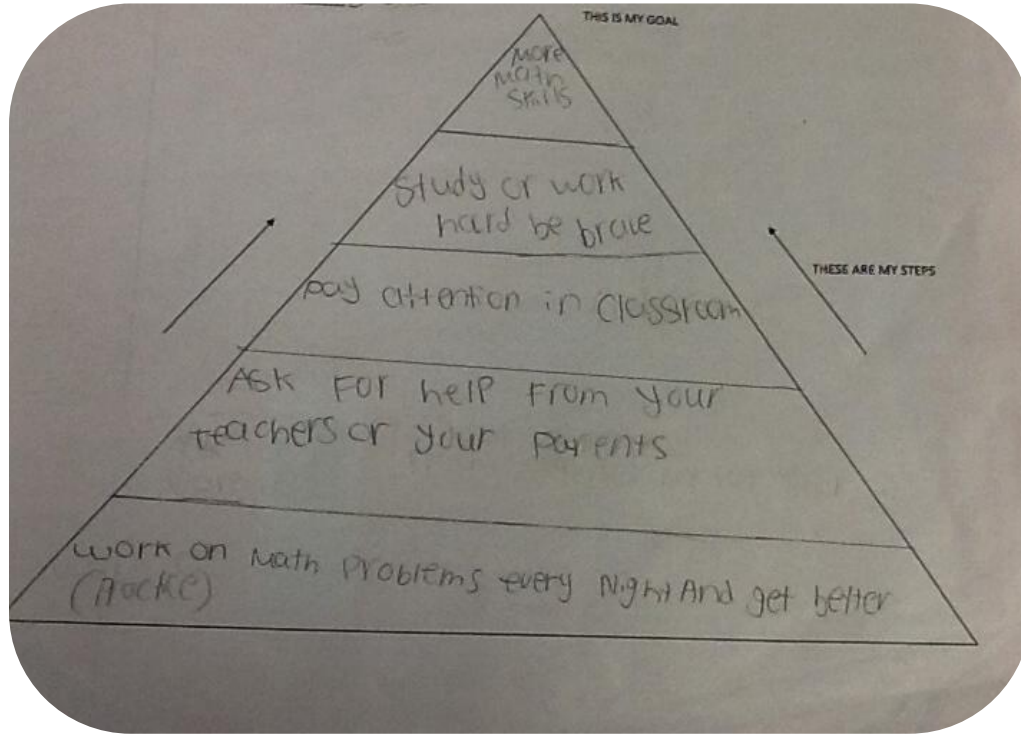
Goal setting may be new for students. Model it by setting a goal too.

STEPS TO SUCCESS



An anchor chart helps students use their own graphic organizers.

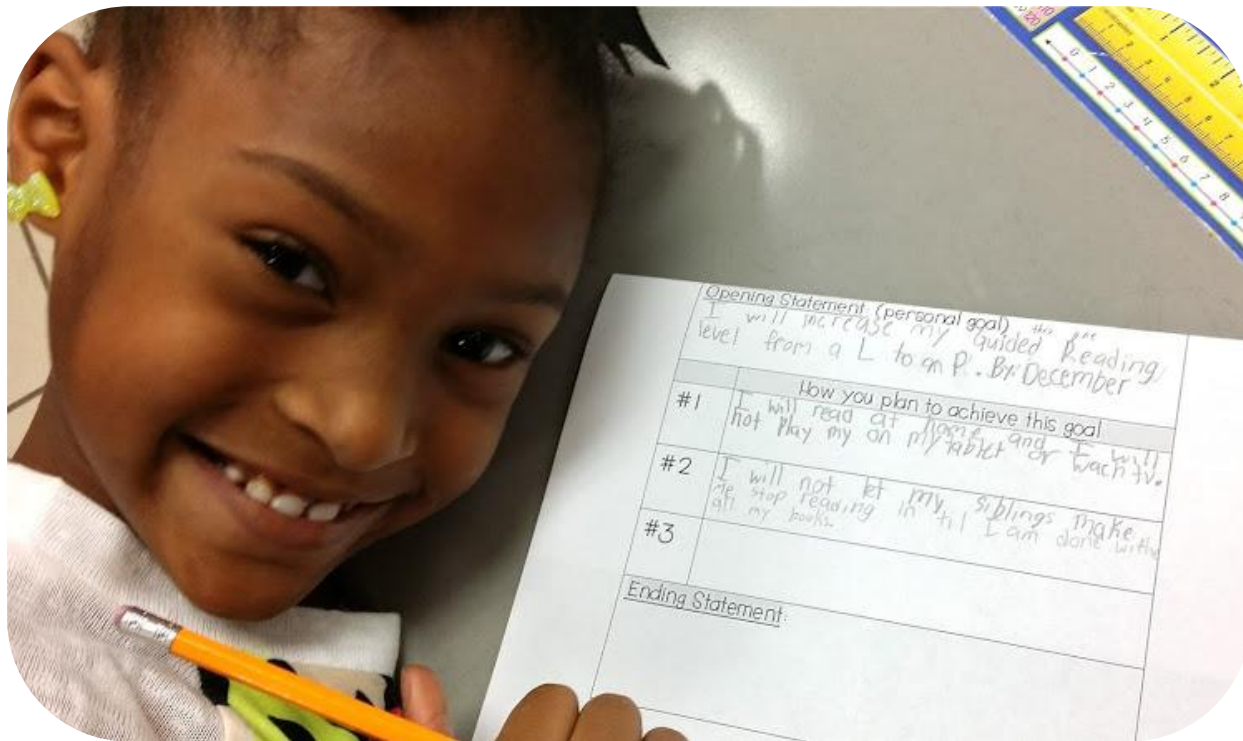
GOAL PYRAMID



Graphic organizers help students be thoughtful about goal setting.



Model the process by setting a group goal.



Everyone
sets a goal
that is
personally
meaningful.

GOAL SETTING

Classroom Champions Athlete Mentors are experts on this topic, using it daily in the pursuit of excellence in sport. Their video lessons may include tips on **how to set goals** and **how to develop a plan to accomplish them**. Goal Setting helps students focus on a successful, engaging future and provides a way to talk with the adults in their lives about how to accomplish those goals.



Ask your child about Goal Setting:

- Why is it important to have goals in life?
- What is the difference between a long term goal and a short term goal?
- What is a goal that you have set for the school year?
- What steps will you need to take to accomplish that goal?
- Who will help you with your goal?

Your child might be interested in hearing about what goals you had as a youngster, and what goals you still want to accomplish. Also, you could share about people you admire for reaching their goals.

How will avoiding underage drinking help your child accomplish goals? What other behaviors could derail their plans for success? Identifying potential obstacles, and planning to avoid them, contributes to success.



Classroom Champions brought to you in partnership with Ask, Listen Learn, a program of the Foundation for Advancing Alcohol Responsibility.

Letters to send home will help students share their goals with their families.



Keep the goals visible, and check in with the often.



HEALTHY LIVING

You might think that athlete mentors would talk about Healthy Living by asking kids to exercise more.

They do.



They have also taught lessons on these topics:



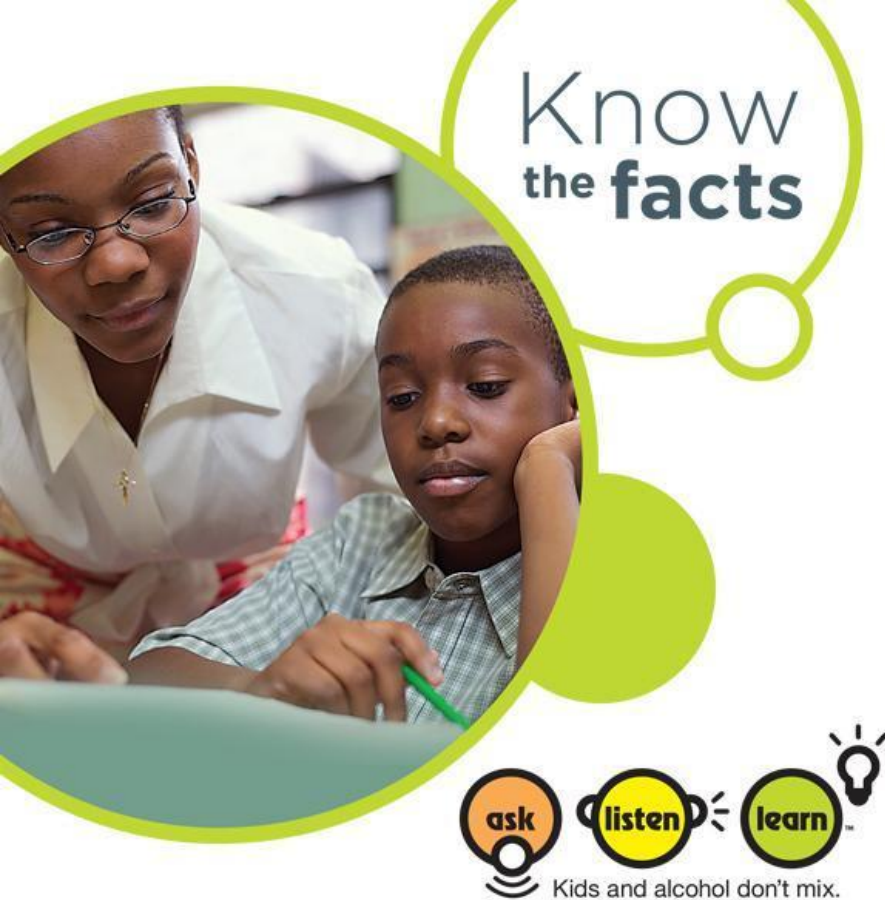
- Nutrition
- Getting enough sleep
- Dealing with stress
- Drinking enough water
- Spending time as a family doing something active
- Saying no to underage drinking

Good health, and good decision making skills, are hugely important to success in school.





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Underage Drinking:

Although not all countries have the same drinking age, the physical effects of drinking alcohol before a certain age are the same. Here's what we'll learn:

- Why it's important to talk to them about alcohol early and often.
- Parents can start the conversation at home, but it needs to be reinforced in the classroom.
- Improve the impact of the conversations by providing trusted adults with factual information.
- Empower children to say “**YES**” to a healthy lifestyle and “**NO**” to underage drinking.



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Proven strategies

- Avoiding risky behavior is more than just telling kids “drinking is bad for you.”
- Teachers must discuss *why*.
- By using *the Ask, Listen, Learn* lessons, you are able to cover these topics that can tie into an educational discussion about saying NO to alcohol through topics relating to your health curriculum.



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We learn:

- How kids feel about peer pressure.
- The negative effects of alcohol on young people:
 - Growing brain
 - Growing body
- Providing helpful strategies to help them say NO to alcohol.



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For each material we will discuss:

Goal:

What sort of life skill
will each student take
from each lessons?

Procedure:

We've taken what we
know from our success
in the classroom and
explained how we think
students learn best.

Student Learning:

We have produced
suggested plans to help
facilitate the most
impactful and substantive
lesson possible!



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RESPONSIBILITY

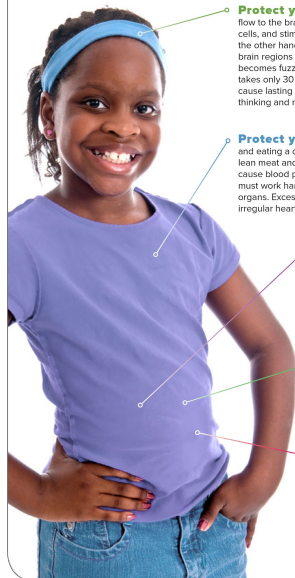
Information Sheets

Critical for explaining technical details about the effects of alcohol on growing brain and body.

— Used as a reference through the entire *Ask, Listen, Learn* process.

Protect Your Body

Think drinking will make you feel good? Think again. Alcohol can affect the body from head to toe—and not in a good way. Protect your body, stay away from alcohol because it can have bad effects on your growing body.



Protect your brain with exercise, which boosts blood flow to the brain, helps strengthen connections between brain cells, and stimulates the growth of new brain cells. Alcohol, on the other hand, slows down the electrical impulses between brain regions and can cause brain cells to shrink. Thinking becomes fuzzy, and coordination and judgment are impaired. It takes only 30 seconds for alcohol to reach the brain, but it can cause lasting problems, permanently harming young people's thinking and memory.

Protect your heart by getting regular physical activity and eating a diet rich in fruits and vegetables, whole grains, and lean meat and fish. Alcohol should be avoided because it can cause blood pressure to rise slightly, which means the heart must work harder to pump oxygen-rich blood to the body's organs. Excessive drinking can lead to serious problems such as irregular heartbeat, heart attacks, and strokes.

Protect your liver by staying away from alcohol. The liver's job is to filter the blood and break down toxins, but the liver can only process a small amount of toxins at a time. Alcohol can introduce toxins to your body. Because your liver works to filter alcohol out of your body, underage drinking can cause permanent liver damage.

Protect your stomach by eating whole foods such as fruits, whole grains, and yogurt (which is full of healthy bacteria your stomach needs). Steer clear of alcohol. Drinking alcohol can irritate the stomach, causing nausea or vomiting.

Protect your immune system by eating foods high in beta-carotene, vitamin C, and vitamin E, and by getting enough sleep. Drinking alcohol can suppress your immune system, which is the body's defense system against disease. When your immune system is compromised you are more likely to get sick and it's harder to fight off existing illnesses.

Brain Drain

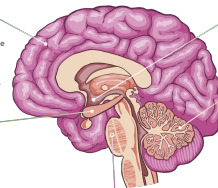
Did you know that scientists have found changes in brain cells as little as six minutes after the consumption of alcohol? These changes can create permanent damage, especially in the developing brain. Because your brain isn't fully formed, staying away from alcohol can help protect your developing brain.

Bad Decisions

Alcohol can permanently damage the **frontal lobes** and make people more prone to developing depression. The frontal lobes control emotions and impulses, and are responsible for planning, forming ideas, and making decisions.

Learning and Memory

Drinking alcohol can permanently damage the **hippocampus**, which is key for learning and remembering. Of all the damage that alcohol can do to a developing brain, underage drinking harms memory the most.



Basic Functions

Alcohol can impair the **hypothalamus**. This part of the brain controls body functions like blood pressure, body temperature, and heart rate.

Slowed Senses
Alcohol affects the **cerebellum**, which the body relies on for awareness and coordination. After drinking too much, a person might misjudge dangerous situations or be too uncoordinated to prevent accidents.

Sluggish System

The **central nervous system**—made up of the brain and spinal cord—sends messages throughout the body. Alcohol can slow this system, delaying a person's responses to external stimuli—even in emergency situations.

A Work in Progress

Adolescence is a time of rapid and dramatic development—teen girls can grow as much as 9.5 inches, and boys up to 20 inches. It's important for teens to make healthy choices that support their developing bodies.



Water

Water helps with digestion, circulation, and transportation of nutrients. It also energizes your muscles.

Alcohol increases urine output and causes dehydration, making it more difficult to build muscle.



Nutrients

Vitamins and minerals boost the immune system, help organs work properly, and are necessary for growth and development.

Large amounts of alcohol can slow or stop the digestive process, robbing you of the vitamins and minerals needed for growth.



Physical activity

Regular exercise strengthens bones, protects the heart, boosts mood, and can help prevent diseases such as diabetes and cancer.

Drinking can cause heart disease, depression, and contribute to weight gain, all of which impair physical activity.



Sleep

Sleep is key for overall health. It supports your attention, mood, physical health, and performance in school and sports.

Alcohol can interfere with sleep patterns, preventing you from getting the sleep you need.



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Brain Drain

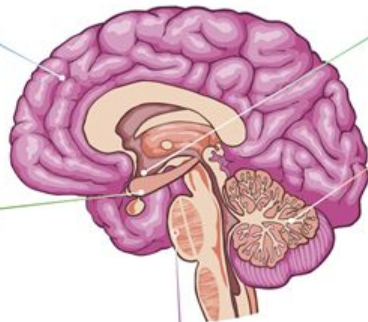
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Information Sheet

Brain Drain

Goal:

1. Increase knowledge of effects of alcohol on growing brain.
2. Understand how much of your life is affected by your brain's health.

Student Learning:

The jigsaw forces students to digest information as they verbalize the effects of alcohol on the brain when sharing with their peers.

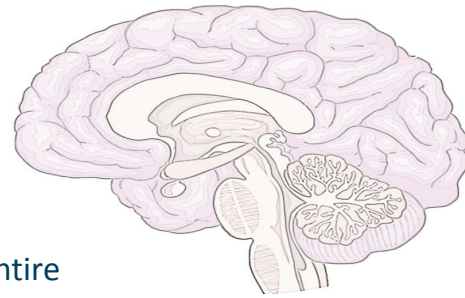
Procedure:

Pre-learning Activity:

- Ask students how the brain affects the entire body.
- Brainstorm types of activities that can be done to keep your brain active and healthy.
- Discuss types of exercises you can do to keep your brain healthy and active.

Activity:

- Pass out the Brain Drain worksheet to the class. Based on the number of students, divide the whole group in groups of two or three for a jigsaw of the article—where each group will read one section and share out with the whole group. Each group should report on the impact of alcohol for each part of the body.



Information Sheet

Brain Drain

Goal:

Understand the ways that alcohol affects a growing body.

Student Learning:

Puts the amount of time alcohol can affect you into perspective for students in a concrete way. Kids respond well to forces that they know. They know what 30 seconds is, how quickly it goes by. It forces them to see clearly how quickly alcohol can take effect.

Procedure:

- Before you hand out the worksheet, have the class count to 30.
- Talk about how- in just that small amount of time- alcohol is already absorbed through the stomach, travels through the body in the blood and impacts every single part of your body. It even reaches the brain, the most important organ of your body.



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Peer Pressure 101

Goal:

Start the conversation about peer pressure.

Student Learning:

Half the battle of combating underage drinking is explaining to kids that they have a choice. It's important to discuss peer pressure among the class because it allows them to have a discussion, see that they are together in wanting to avoid risky behavior. Also, if there are any hesitations or questions, you're there to answer and inform.

Procedure:

Students complete the worksheet, encourage volunteers to read the responses they created. After a few have shared, divide the class in smaller groups for a role play to address their creative responses. Remind students that the quicker and more confidently they say "NO," the easier it will be for their peers to see that they are focused on not ruining goals with harmful substances.



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Peer Pressure 101

Question Quest

NAME _____ DATE _____

In case you don't already know, it's safe, smart and healthy to turn down alcohol—but you still might be nervous about doing it. One way to make it easier is to pretend you're saying no to something you're not nervous about. In other words, if someone asks if you want a drink, treat it as though you heard something where **no** comes naturally.

You hear: "Want a drink?" But you pretend to hear (select any that work for you):

You won't have trouble saying no to any of these.

"Want to eat a
BOWL
of bugs?"

"Want
a piece of
gum
from under
the desk?"

"Want to
brush your
TEETH
with **MUD**?"

Now create five of your own questions that could substitute when you hear, "Want a drink?"

1. _____
2. _____
3. _____
4. _____
5. _____



**CLASSROOM
CHAMPIONS**

For more activities and info, head to AskListenLearn.com

ALL Together Now

Goal:

Develop beginning knowledge of effects of alcohol on young people.

Student Learning:

You're not always going to be there for your students, they need to know of someone at home or in their life that they can turn to. If that person is already in their head, they don't have to worry when the time comes for them to ask questions.

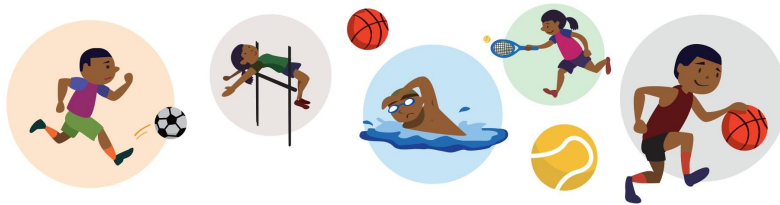
Procedure:

After students independently complete the worksheet, review the answers as a whole group. Ask each student to share one person that they could turn to (that is not a parent) in case they need help dealing with a tough situation.



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ALL Together Now



The words you need to fill in the blanks in the sentences below have all run together. Use the clues to break the word string into smaller words. Then put the correct word in each blank to complete the sentence correctly.

5 Words:

PEERWATERREFUSESPORTREACTIONFUTUREADULTEASYLEARN

1. If you have questions about alcohol, it's smart to ask, listen, and _____.
2. Alcohol can dehydrate you, meaning your body needs more _____.
3. Alcohol can slow your _____ time.
4. If friends ask you to drink, that is called _____ pressure.
5. Alcohol will not help you do better at any _____.
6. Deciding not to drink is an _____ choice.
7. If you don't understand something about alcohol, ask a trusted _____.
8. Alcohol can have a negative effect on your _____.
9. There are many comfortable ways to _____ alcohol.



**CLASSROOM
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For more activities and info, head to [AskListenLearn.com](https://www.AskListenLearn.com)

Body Builder

Goal:

Facilitate a conversation about the parts of the body effected by alcohol.

Student Learning:

By having kids partner in a fun activity that involves movement and a bit of competition, they're forced to find the answers quickly and think about their next move.

Procedure:

Pair students in groups of two. After a student finds one item in the puzzle, they must stand up quickly and point to the part of their body that they have found. After finding it, they should explain ways to keep that part of the body healthy or how alcohol can affect that part of the body.



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Body Builder



Your body is still growing, do you know how to build it to become the best it can be? Alcohol negatively affects your entire body. Build your body knowledge and find all the words in the word search that deal with alcohol and your growing body.

Word list:

body protect liver heart lungs
immune brain stomach toxin

B	D	L	H	E	R	H	Y	G	L	L	L	G	N	R
R	E	G	O	C	H	S	E	D	Q	H	I	R	F	I
D	Q	Y	M	P	A	R	Y	A	O	Q	V	F	X	I
L	A	T	A	P	X	M	B	Q	R	B	E	P	T	J
Q	C	C	Z	V	D	K	O	E	X	T	R	P	I	L
F	U	E	W	U	H	C	N	T	J	I	B	B	B	T
P	H	T	Y	P	O	U	A	A	S	N	I	A	R	B
O	J	O	C	U	M	S	W	V	Y	K	K	M	N	F
R	V	R	C	M	Z	K	Y	F	K	T	T	G	L	S
K	Y	P	I	Y	Q	M	M	E	O	N	E	M	E	X
G	T	H	L	U	N	G	S	X	E	X	P	I	L	B
M	U	W	P	U	I	A	I	B	Y	O	Q	O	Q	B
O	X	P	P	X	Y	N	F	U	Q	I	T	Q	C	F
O	T	A	Q	W	O	W	R	I	S	B	G	H	A	X
Y	B	I	H	D	N	V	D	M	Y	R	U	K	Y	O



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Find your way through the maze

Goal:

Discuss the reasons why kids shouldn't drink and the kinds of problems alcohol can create.

Student Learning:

Goal setting is important to avoiding risky behavior and this activity reinforces messages they've been learning about long-term effects of drinking. If kids know they have goals they can accomplish, they're more likely to avoid behaviors like drinking that get in the way. Have students discuss their goals along with positive steps they can take to achieve them and who they can turn to for guidance.

Procedure:

Students will write down 5 goals they have for the next year. Each student should share at least 1 and how alcohol would hurt the chances of reaching their goal.



Find your way through the maze



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Crossword

Goal: Learn what parts of the body are negatively affected by drinking underage.

Student Learning: By taking the time to learn about each part of the body alcohol can affect, it leads to a discussion about how harmful alcohol can be to the entire developing body. Take this opportunity to allow your kids to look up other functions of these words and discuss ways to keep them healthy.

Procedure: Add a few of the words from the crossword puzzle on a large piece of paper. Make them new vocabulary words and have your students research the function of each part of the body. Talk about why each is important to their overall health.



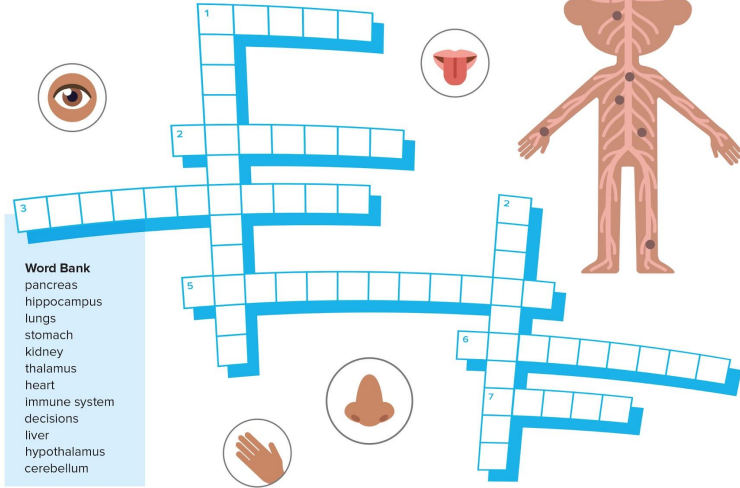
Crossword

Across

1. This organ must work harder to pump blood when alcohol is consumed because drinking can cause your blood pressure to rise.
2. When you drink alcohol, it can harm this part of the body, which may cause you to feel nauseous or even vomit.
3. This part of the brain is responsible for memory, which underage drinking harms the most.
5. Alcohol can make it easier for you to get sick because it suppresses your _____.
6. Your frontal lobes control emotions, impulses, and the way you make plans and create ideas. Drinking alcohol will affect this part of the brain and could cause you to make bad _____.
7. This part of the body is responsible for filtering blood and breaking down toxins. It can be severely harmed by alcohol as your body develops.

Down

1. Even basic functions, like your heart rate and body temperature, can be harmed by drinking alcohol. This part of the brain controls those basic functions.
2. Drinking alcohol while your brain is still developing can cause damage to this part of the brain, which controls your coordination.



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Mad-Lib

Goal: Get students to think about their decisions. Develop a deeper understanding of how decisions impact an outcome.

Student Learning: Have your students talk about other decisions they've made that have produced negative outcomes, or positive ones! You could even relate this cause/effect exercise to goal setting, as you talk about how good decisions can lead you to accomplish your goals while negative ones can hurt your chances.

Procedure: Pair your students up and have them do the exercise. Some talking points to further discussion after the exercise could be:

- Standing up to friends
- How to say no
- Impact of peer pressure



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Mad-Lib

Directions: Once you and your partner have filled out your answer sheet, have your partner fill it into the story. Then, read each other's stories out loud to each other. Talk about it. How did your stories differ and what would you have done if you DID know what you were filling in and how to get through the situation?

_____ and _____ were best friends. _____ was a
(1. Name) (2. Name) (1. Name)
_____ kid with a _____ personality. _____ was a
(3. Adjective) (4. Adjective) (2. Name)
_____ kid with a _____ spirit.
(5. Adjective) (6. Adjective)

_____ was strolling along in the _____ when _____ ran up.
(1. Name) (7. Place) (2. Name)
"_____ I took _____ from my parent's house. Want to try to
(8. Greeting) (9. Noun)
it?", said _____.
(10. Verb) (2. Name)

"Why?", asked _____.
(1. Name)

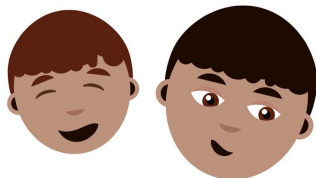
"It's what the _____ kids are doing at school," explained _____.
(11. Adjective) (2. Name)

"But why would we want to do that?", asked _____.
(1. Name)

"It's _____," said _____.
(12. Adjective) (2. Name)

"_____, " said _____.
(13. Yes or No) (1. Name)

"_____ decision," said _____.
(14. Adjective) (2. Name)



Answer these questions with your partner:

1. What was your story about? _____
2. Who was the better decision maker in your story? Why do you think so? _____
3. What influenced the decisions of these two kids? _____
4. How would you act if you were in the situation? _____



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Mad-Lib Answer Sheet

Directions: Pair up with another student and have each other fill in all of the blanks with an appropriate word for the descriptor.

1. Name _____

2. Name _____

3. Adjective _____

4. Adjective _____

5. Adjective _____

6. Adjective _____

7. Place _____

8. Greeting _____

9. Noun _____

10. Verb _____

11. Adjective _____

12. Adjective _____

13. Yes or No _____

14. Adjective _____



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Mad-Lib Answer Sheet

Directions: Pair up with another student and have each other fill in all of the blanks with an appropriate word for the descriptor.

1. Name _____

2. Name _____

3. Adjective _____

4. Adjective _____

5. Adjective _____

6. Adjective _____

7. Place _____

8. Greeting _____

9. Noun _____

10. Verb _____

11. Adjective _____

12. Adjective _____

13. Yes or No _____

14. Adjective _____



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For more activities and info, head to AskListenLearn.com

Spot the Difference

Goal: Talk about the differences between good and bad decisions. How can you spot a bad decision from afar?

Student Learning: It's important for your students to talk amongst their peers about how to spot a bad decision. Talk about how to avoid bad decisions, like drinking underage, by thinking about cause and effect, or consequences. How healthy options like exercising can have long-lasting benefits, but drinking can have immediate, and long-time negative effects on a developing body, mind and even their relationships.

Procedure: Have your students race to see who can spot the most differences in 30 seconds, the same amount of time it takes alcohol to affect the brain. Then talk about how bad decisions can escalate quickly, and how to avoid them. Then have them get into groups help each other find all the differences.



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Spot the Difference

[illegible]

For more activities and info, head to **AskListenLearn.com**

**Because we
believe...**



MEASURING SUCCESS

- Pre and post teacher evaluation
 - We want to know how we can better serve you as an educator
 - How we met your expectations
 - What you think your classroom learned
- Post student evaluation
 - We measure against classrooms not participating in the program to determine your class' outlook on their future, and other life skills that Classroom Champions and Ask, Listen, Learn instills.

We want to learn some things about you.
This is not a test and there are no right or wrong answers. Your answers are completely private.

Please put an X in the box that shows how you feel about the following statements:	Strongly Agree	Agree	Disagree	Strongly Disagree
1. I feel good about my future				
2. I feel I have control over things that happen to me				
3. I feel good about myself				
4. I can succeed in school				
5. I can handle whatever happens				
6. I can think of lots of ways around any problem				
7. I can think of many ways to get good grades				
8. I know I will graduate from high school				
9. There is an adult in my life who cares about my future				
10. If I work hard, I will be more likely to do well in school				
11. No matter who you are, you can change how smart you are				
12. You can learn, but you can't really change how smart you are				
13. I feel like my schoolwork is important				
14. I enjoy learning new things in school				
15. I know how to improve my work				
16. I change my goals a lot				
17. I am a hard worker				
18. I finish what I start				
19. Setbacks don't discourage me				

Please put an X in the box that shows how frequently you do the following:	Never	Not often	Often	Very Often
1. How often do you do your homework?				
2. How often do you participate in class?				
3. How often do you try again after you have failed?				
4. How often do you keep trying when something is hard?				
5. In the last year how often have you talked with a parent, grandparent or another adult caregiver about the dangers of underage drinking?	Never	1 time	2-3 times	4 or more times

In school how often do you talk about the following things:	Never	Not often	Often	Very Often
1. Setting goals				
2. What to do if you don't accomplish a goal				
3. Taking care of yourself				
4. Working hard				
5. The dangers of underage drinking				

Now we are interested in learning about whether you set goals:				
1. Do you set goals for yourself? (Please circle your answer)	Yes	No		
2. What should you do if you don't accomplish a goal?	Quit	Change the goal	Keep Trying	
Please put an X in the box that shows how frequently you do the following:	Never	Not often	Often	Very Often
2. How often do you set goals for yourself?				
3. How often do you think about your progress towards your goals?				

Circle the best possible answer(s) to the questions below.	
1. What can you do to live a healthy lifestyle? (Select all that apply)	
a. Eat well	
b. Sleep Well	
c. Exercise	
d. Say no to underage drinking	

2. Which part(s) of your brain would be affected if you drank alcohol?	a. Cerebellum b. Hypothalamus c. Medulla d. Your entire brain
3. Which organ(s) in the body can be affected by underage drinking?	a. Every organ b. Heart c. Kidney d. Liver e. Brain
4. How long does it take for alcohol to move through your bloodstream and reach your brain?	a. 10 seconds b. 30 seconds c. 5 minutes d. 20 minutes
5. Alcohol can affect your judgment and can result in making bad choices	a. True b. False
6. Exercise can increase the growth of brain cells	a. True b. False
7. Which of the following does your brain control?	a. Physical movement b. Balance c. Reaction time d. All of the above
8. Which of the following dangers do you associate with underage drinking? (Select all that apply)	a. Hangovers b. Interrupting your growth c. Drunk driving d. Risk of developing Depression e. Hurting the way your brain develops f. Failing in school g. Embarrassing yourself h. Being moody and fighting with friends i. Heart and liver disease j. Getting in trouble with the police k. Getting suspended or kicked off a team l. Getting arrested
9. Why does a healthy lifestyle include saying not to underage drinking? (Select all that apply)	a. Because the young brain is still developing b. Because the body is still developing c. Because if you drink you can make bad choices d. Because alcohol can harm your organs

Please put an X in the box that shows how you feel about the following statements:	Strongly Agree	Agree	Disagree	Strongly Disagree
1. I liked participating in Classroom Champions				
2. Classroom Champions helped me learn new things				
3. Classroom Champions helped me to do better in school				
4. Classroom Champions helped me learn how to accomplish my goals				
5. Classroom Champions has made a difference in my life				
Please write your answers in the space provided:				
1. What time do you usually go to bed on a school night?				
2. What time do you usually wake up on a school morning?				
3. In which grade are you currently enrolled (Please circle your answer)	4 th	5 th	6 th	7 th 8 th

First Name _____ Last Name _____ Your Teacher's Name _____

Thank you for taking the time to complete our survey. This survey will be used to identify our strengths and weaknesses and to improve the program for students, teachers and athlete mentors in the future. Your feedback will play a key role in allowing us to identify how we are doing and where we can improve. All information is confidential and will only be reported in the aggregate.

Please check the box that best represents your use of the Classroom Champions Ask, Listen, Learn materials.			
Did you use any of the following materials in your classroom?	Yes	No	Not yet, but I plan to
1. Protect your body			
2. Brain Drain			
3. ALL Together Now			
4. Peer Pressure 101			
5. Body Builder			
6. Find your way through the Maze			

Circle the best answer to the questions below.				
7. How much more aware do you think your students are of the dangers of underage drinking since engaging with the Classroom Champions Ask, Listen, Learn materials and activities?	A Lot More Aware	A Little More Aware	Not Any More Aware	I'm Not Sure
8. Overall how would you rate the usefulness of Classroom Champions Ask, Listen, Learn in teaching your students about the dangers of underage drinking?	Extremely Useful	Very Useful	Somewhat Useful	Not useful at all
9. Do you think this program has, or will inspire future conversations about underage drinking?			Yes	No
10. Would you like to use Classroom Champions Ask, Listen, Learn underage drinking materials in your classroom again next year?			Yes	No

Please rate the extent to which you agree or disagree with the following statements:	Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
Classroom Champions allowed me to:						
11. Improve my students' goal setting skills.						
12. Improve my students' perseverance.						
13. Improve my students' engagement in school.						
14. Improve my classroom culture.						
15. Improve my students' interpersonal skills.						

16. Improve my students' sense of personal responsibility.					
17. Improve my students' resilience in the face of obstacles.					
18. Help my students be healthier.					
19. Help my students develop more constructive relationships.					
20. Improve my students' respectful treatment of each other.					

Please rate the extent to which you agree or disagree with the following statements:	Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
Classroom Champions:						
21. Made me more engaged in my work.						
22. Allowed me to perform my job better.						
23. Distracted from other important activities in my teaching.						
24. Made me a better teacher.						
25. Improved my digital literacy.						
26. Was something I looked forward to at work.						
27. Enabled me to be a leader among my peers.						

28. Think about a high point from Classroom Champions this year that had an impact on your students. What did your students say or do, and how were they affected by the experience?
29. Think about something that didn't work well for you and/or for your students, such as an activity, lesson, experience or process. What was it and why didn't it work? How would you recommend we do better?
30. What type of lessons or activities went especially well this year? Why?

What grades did you use the Classroom Champions Ask, Listen, Learn materials with?
Please circle your answer(s): 4th 5th 6th 7th 8th

First Name _____ Last Name _____

QUESTIONS?



FEEDBACK

- Did you find the exercises age-appropriate?
- Which exercise did you enjoy the most?
- Which exercises brought on the most conversation among your students?
- What did you wish you knew going into the program?
- Do you think this program made your students think?
- Additional feedback from program

How do you think you can help better prepare the teachers who haven't gone through the program?

- Best practices



Because Kids Have What It Takes

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[@ClassroomChamps](#)



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