

Welcome to **Ask, Listen, Learn**

Activities and tools developed for teachers, kids
and their families to help promote positive choices
and prevent underage drinking

**APRIL
IS ALCOHOL
AWARENESS MONTH.**
What better time than now
to focus on this issue with
the tools and materials
included in this
program?

Dear Educator,

Kids are growing up fast—and yearning to be “grown-up” even faster. It’s important to give them the direction they need while they still look to you for guidance.

Help support your students by showing them how to say yes to a healthy lifestyle and no to underage drinking. The statistics (see the next page) make it clear that your involvement is essential.

Developed by **The Century Council** and TIME FOR KIDS, **Ask, Listen, Learn** is all about teaching skills that will help students make positive choices—even in the face of strong peer pressure. Program elements include:

- This teacher guide with discussion starters, in-class activities and three reproducibles.
- The **TFK EXTRA!** that your class received this week.
- A customized classroom poster on the back of this guide.

We hope that you take advantage of these unique and powerful tools. After all, it’s not too early to start talking with your students about the risks of underage drinking.

Sincerely,

The Editors of TIME FOR KIDS

P.S. Don’t forget to encourage your students to take the **Ask, Listen, Learn Pledge** on the back of this week’s **TFK EXTRA!**

WHO IS AN ASK, LISTEN, LEARN TEAM MEMBER?

Someone Who . . .

- Knows how to **Ask** questions, **Listen** to answers, and **Learn** from the information
- Strives to be the best at what he or she sets out to accomplish
- Makes positive choices—such as eating right, getting physically active for 60 minutes a day, and saying no to underage drinking
- Says yes to a healthy lifestyle

QUICK LINKS

Info, Activities and Classroom Tools

Ask, Listen, Learn: asklistenlearn.com

The Century Council: centurycouncil.org

KidsHealth: KidsHealth.org

More Fun Activities Online

Bam! Body and Mind: bam.gov

The Cool Spot: thecoolspot.gov

Too Smart To Start: toosmarttostart.samhsa.gov

Best Bones Forever:
[bestbonesforever.gov/whatsbest/
physical_activity/activities.cfm](http://bestbonesforever.gov/whatsbest/physical_activity/activities.cfm)

MyPyramid.gov Blast Off Game:
mypyramid.gov/kids/kids_game.html

CURRICULUM CONNECTION

Social Studies

- **Individual Development and Identity**
Students identify and describe the influence of perception, attitudes, values and beliefs on personal identity.

Science Standards (NSTA)

- **Science in Personal and Social Perspectives**
Students develop an understanding of personal health as well as risks and benefits.

Topics Addressed

- Character Education
- Peer Pressure
- Personal Health



Background Information

Adolescents are growing up fast—and yearning to be “grown-up” even faster. It’s important to give your students the direction they need while they still look to you for guidance. Help support them by teaching them how to say yes to a healthy lifestyle and no to underage drinking.

The statistics, such as those listed on this page, make it clear that your involvement is essential when it comes to underage drinking.

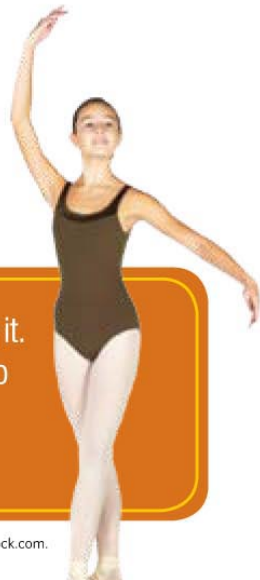
Government data shows that underage drinking continues to be a troubling issue:

- About 10.1 million Americans aged 12 to 20—more than one-quarter of underage kids—say they consumed alcohol in the past 30 days, according to the 2008 National Survey on Drug Use and Health (NSDUH).
- That same study found that older teens are more likely to drink (30 percent by the time they’re 17) and that 17 percent of 12- to 14-year-olds consumed alcohol in the past month.

Other important stats to keep in mind:

- Five percent of 12- to 20-year-olds reported drinking alone (82 percent were with two or more people). (2008 NSDUH)
- 37 percent of eighth graders report they have tried alcohol at least once in their lifetime, and 17 percent report they have been drunk. (2009 Monitoring the Future (MTF) Study)
- 62 percent of eighth graders say it is “fairly” or “very” easy to get alcohol. (2009 MTF Study)
- Only 14 percent of eighth graders think there is a “great risk” in harming themselves if they try one or two drinks of an alcoholic beverage (beer, wine, or liquor). (2009 MTF Study)
- More than half (56 percent) of eighth graders think there is a “great risk” in harming themselves if they engage in binge drinking (five or more drinks) once or twice each weekend. (2009 MTF Study)
- More than half (53 percent) of all eighth graders say they **disapprove** of people who try one or two drinks of an alcoholic beverage (beer, wine, or liquor). (2009 MTF Study)

MAKE NO MISTAKE: Tweens know what’s going on, and they’re more than just a little curious about it. So before they’re presented with the opportunity, it’s critical to give them the information they need to make the right decision. Also, it is important to have these conversations early and often, not just one big conversation. So we encourage you to get parents and caregivers involved, too!



Discussion Starters

Give students time to go through the *Ask, Listen, Learn Team* guide. Now ask:

- How can “Ask, Listen, Learn” help you make healthy choices?
- What makes an Ask, Listen, Learn Team member? What qualities do team members share? What types of things do they do?
- Can anyone join the Ask, Listen, Learn Team? Why?
- What is a healthy lifestyle? Can you name three ways to live a healthy lifestyle?

Turn the discussion to the Ask, Listen, Learn Pledge on the back of the student guide.

- How can you say yes to a healthy lifestyle and no to underage drinking?
- What is the Ask, Listen, Learn pledge?
- Who can give you support and help you reach the goals in the pledge?



Lead the class through the information on the poster, and then ask:

- What is the drinking age in the United States? Why do you think it's set at 21?
- Why do you think some underage kids are tempted to use alcohol?
- What are the three Cs? Why do you think they're important to keep in mind?
- How does alcohol affect your body? Name a few areas that it affects.
- How does alcohol affect the way people think?
- If more kids knew what alcohol could do to their bodies, do you think that would help them make positive choices? Why?



Talk with students about how they deal with peer pressure.

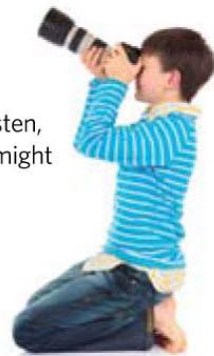
- Why do you think many kids find it difficult to say no to drinking when a friend or someone their age offers them alcohol?
- What advice did you find in the *Ask, Listen, Learn Team* guide to help young people like you cope with these kinds of situations?
- How can kids say no? Why is it important to sound definite and not wishy-washy?
- What would you say if someone offers you a drink? Name three ways you can say no.
- Can you list at least three resources or people you can turn to for support if you are faced with situations that involve alcohol? (These people include a parent, a teacher or another trusted adult.)

In-Class Activities and Research Projects

ASK, LISTEN, LEARN TEAM MEMBER STARTER KIT (Language Arts)

In this activity, students create how-to guides—all about how to join the Ask, Listen, Learn Team. What to do:

1. Have students fold a stack of four or more pages in half. (This will be their booklet.)
2. Instruct them to use a combination of illustrations and writing inside to show other students how they can join the Ask, Listen, Learn Team. Students should be sure to include easy, step-by-step instructions that others can follow. (For example, they might have a four-step description with drawings of different activities they do to keep moving each day for 60 minutes.)
3. The booklets should cover three areas: eating right, taking part in a physical activity for at least 60 minutes per day, and saying no to underage drinking while continuing to Ask, Listen, Learn.
4. When students are finished with the inside, have them design covers for their how-to guides, including titles.
5. Ask students to share books with each other or present them to the class.



THE ABCs OF STYLE (Critical Thinking)

Ask students to create two journal entries: one for a typical school day and the other for a typical weekend day. These entries should be fairly precise, with notations at 15- or 30-minute intervals. Then ask them to review the journal entries, keeping in mind what they've learned about a healthy lifestyle. In the margins, have students write *A*, *B* or *C* next to any items that match up with this "lifestyle code."

LIFESTYLE CODE

A: Eating right

B: Physical activity

C: Saying no to negative influences/making good choices

Have them count up the *As*, *Bs*, and *Cs*. Have a classroom discussion about ways that students can increase the frequency of the different letters in their entries.

BODY OF KNOWLEDGE (Science)

Ask students to draw pictures of themselves—or to bring in photos of themselves that they can cut out. Pictures must show the students from head to toe. Explain that the students are going to create their own mini-posters based on the classroom poster.

Once students have their pictures on light-colored pieces of paper, ask them to add the same callouts (such as *BRAIN*, *EYES* and *LUNGS*) that appear on the poster. To make their mini-posters unique, students should write the descriptions under the callouts in their own words. Plus, they should add one example of how alcohol would affect their performance when it comes to each of the callouts. (For instance, under *BRAIN*, one student might write, "Alcohol would keep me from focusing on studying for the big test—and I might not pass.") Hang the posters on a wall for other classes to see.

PEER INTO THE FUTURE (Coping Skills)

Explain to the class that they will be taking part in a role-playing, "prep for peer pressure" activity. Ask two students at a time to go to the front of the class. Have one student attempt to pressure the other to make a bad decision—such as cheating, skipping school or underage drinking. Have the other student use one of the techniques in the student guide to say no. Then have the students swap places.

After each pair of students, ask the class to discuss what they saw and heard, offering positive criticism about how the students said no—and what those students could do to be more definitive. Continue the exercise until every student has had a chance to be on both sides of the interaction.

IT'S ALL RELATIVE (Health)

Kids aren't the only ones who can benefit from 60 minutes of physical activity each day. Everyone can! Ask kids to create a four-week calendar for their families. For each day of the calendar, have them come up with an activity for the whole family. Activities can repeat and might include family bike rides, dog walks, basketball games, doing yard work together and walking to the grocery store instead of driving.

PLEDGE POINTS (Math)

The Ask, Listen, Learn Pledge on the back of this week's special student guide is an important first step students can take in reaching their goal of living healthier and saying no to underage drinking. Encourage all students to complete the pledge. A completed pledge is one that has been signed by the student, and his or her parent or guardian. As the pledges are completed, have students chart the classrooms daily progress on a line graph. The classroom goal should be 100 percent participation.



In-Class Activities and Research Projects

NUMBING NUMBERS (Math)

Select a statistic from the BACKGROUND INFORMATION page in this teacher's guide—or go online to centurycouncil.org or asklistenlearn.com for other statistics about underage drinking. Write the statistic on the board, and ask students to create one or more pie charts using the information. For example, the information "5 percent of 12- to 20-year-olds reported drinking alone (82 percent were with two or more people)" could be broken into two different pie charts—one for the 5 percent stat and the other for the 82 percent stat.

FOOD TO GO (Nutrition)

According to the U.S. government's website MyPyramid.gov, "Your food and physical activity choices each day affect your health—how you feel today, tomorrow and in the future." On that site, you'll find many different ways to help students get started toward positive diet habits that fit in with the Ask, Listen, Learn lifestyle—including these tips:

- Make half your grains whole.
- Go lean with protein.
- Vary your veggies.
- Find your balance between food and physical activity.
- Focus on fruit.
- Keep food safe to eat.
- Get your calcium-rich foods.

List the tips above on the board. Ask students to research several or all of the tips. Ask them to write two or three sentences about what each tip means and to offer information to enhance the tip. For example, under "Focus on fruit," a student might write, "When eating canned fruit, try to stick to those canned in 100 percent fruit juice or water—rather than syrup." (For possible answers, you can simply click on the tips that can be found at mypyramid.gov/tips_resources/index.html.)

GOT THEIR BAC? (Math)

You might have seen the letters BAC used in discussions about alcohol. Explain to students that BAC stands for "blood alcohol concentration." BAC describes a person's ratio of alcohol to blood. The higher the BAC, the more alcohol there is the person's blood—and the more impaired that person is.

BAC is measured in grams of alcohol per 100 milliliters of blood. A BAC of .01 indicates .01 grams of alcohol per 100 milliliters of blood. In other words, a .07 BAC means that for every 700 drops of blood in a person's body, there is at least one drop of alcohol. BAC changes with gender, body weight, time spent drinking and the amount of alcohol consumed.

As of July 2004, all 50 states and the District of Columbia had passed legislation establishing a driver with a BAC of .08 to be legally intoxicated. Additionally, 42 states and the District of Columbia have laws and penalties for those who drive with elevated or "high" BAC levels.

Ask students: If a person has a BAC of .08, how many grams of alcohol per 100 milliliters of blood does he have? How about a person with a BAC of .02? Construct more word problems using BAC—and ask students to create their own, too.

INNER VIEW INTERVIEW (Language Arts)

Using the Q&As with the athletes in the special student guide as starting points, have students create their own Q&As—only these interviews will be with themselves. Questions should include • What makes you part of the Ask, Listen, Learn Team? • How will you say no if someone offers you alcohol? • What's your favorite food? • How can you live a healthier lifestyle and fit in at least 60 minutes of physical activity each day?

GOAL CHARTERS (Life Skills)

Remind students that team members have goals—such as doing well on a book report, making the soccer team or training the family pet. Ask students to brainstorm about their own goals. Have them select one goal that can be tracked over the next two weeks.

In order to record their progress, have them create a line graph on which the x-axis is *DAYS OF THE WEEK* and the y-axis is *TIME SPENT TOWARD REACHING MY GOAL*. Have kids chart their progress, noting how much time they spend each day toward reaching their goal. At the end of the two weeks, have students review their charts. Have them write a paragraph about how alcohol would make reaching their goals that much more difficult or impossible.

Ask, Listen, Learn

TEAM SEARCH

To be part of the Ask, Listen, Learn team, you've got to say yes to a healthy lifestyle. That means saying no to alcohol and the bad effects it can have on nearly every part of your body—such as the ones in the word list.

Just as alcohol mixes up a person's judgment, we've scrambled the words in the list.

WHAT YOU DO:

1

Unscramble the words.
(Hint: These are the same body parts listed on the classroom poster.)

2

Circle all the words from the list in the puzzle.

3

Use the leftover letters to spell out the answer to the riddle.

WORD LIST:

SNUGL
 BAINR
 SYEE
 THOUM
 OODLB
 RELIV
 TREA H
 GSLE
 MACHSTO
 YSENDKI

K	N	L	E	G	S	O	C
N	I	A	R	B	A	N	H
M	U	D	O	O	L	B	R
O	L	U	N	G	S	E	T
U	L	I	V	E	R	Y	Y
T	R	A	E	H	Y	E	O
H	C	A	M	O	T	S	U

RIDDLE: What did the Olympic athlete say to the kid who was thinking about underage drinking?

ANSWER: "What you don't _____!"

(Answers on the word list: lungs, brain, eyes, mouth, blood, liver, heart, legs, stomach, kidneys. Answer to the riddle: "What you don't no can hurt you!")

What you need to “NO” to join the Ask, Listen, Learn Team

QUESTION QUEST

In case you don't already know it, it's safe (and 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):

“Want to eat a bowl of bugs?” “Want a toilet-bowl swirly?” “Want to brush your teeth with mud?”
“Want a piece of gum from under the desk?” “Want to pick your nose and get caught doing it?”

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

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

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

“A.L.L. TOGETHER NOW”

The words you need to fill in the blanks in the sentences below have all run together. Use the clues and what you read in the *Join the Ask, Listen, Learn Team* guide to break the word string into 11 smaller words. Then put the correct word in each blank to complete the sentence correctly.

WORDS:

PEERWATERREFUSETWENTYCRIMESPORTREACTIONFUTUREADULTEASYLEARNONEEAT

CLUES:

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. It is illegal to drink alcohol until age _____-one.
4. Alcohol can slow your _____ time.
5. If friends ask you to drink, that is called _____ pressure.
6. Alcohol will not help you do better at any _____.
7. How many drinks are too many if you're underage? _____.
8. Drinking alcohol underage is a _____.
9. Deciding not to drink is an _____ choice.
10. If you don't understand something about alcohol, ask a trusted _____.
11. You are what you _____, but you are what you drink, too.
12. Alcohol can have a negative effect on your _____.
13. There are many comfortable ways to _____ alcohol.



For more activities and info, head to asklistenlearn.com.

YOUR CHILD IS ON THE ASK, LISTEN, LEARN TEAM!

Ask, Listen, and Learn are three important ways kids can get information from trusted adults. They **ask** questions, **listen** to answers and **learn** from the info.

DEAR PARENT OR GUARDIAN

This month, your child's class is participating in the **Ask, Listen, Learn Team Program**. Developed by The Century Council and TIME FOR KIDS, this program is all about promoting healthy lifestyle choices, being the best you can be and standing strong against peer pressure.

One important element of a healthy lifestyle is saying no to underage drinking. It's almost inevitable that at some point your child will have to say yes or no to alcohol—and it may catch him or her off guard. That's why children need to have effective responses at the ready so they're not as likely to feel pressured as much or as regularly.

According to the experts, kids shouldn't go into long, indirect explanations when they're offered alcohol. Answers like "I don't think that's a good idea" invite a debate, and children's resolve may weaken if the other person keeps trying to talk them into having a drink—especially when fitting in with peers is so important to young people.

As part of **Ask, Listen, Learn**, your child and teacher have discussed a better strategy for saying no—one that utilizes short, on-target replies, such as, "No way! That's crazy. My parents will ground me for a month."

Studies show that when families are involved in their children's lives—providing consistent rules and supervision—adolescents feel more emotionally supported and are significantly less likely to drink.

April is Alcohol Awareness Month—what better time to prep yourself for a discussion with your child about underage drinking?

Sincerely,

The Editors of TIME FOR KIDS

P.S. The Century Council has put together a helpful reminder to help you support your child's efforts to live a healthier lifestyle and make positive choices. Cut out the square below and stick it on the refrigerator or another frequently visited spot in your house.



Ask your
child
about the
**ASK, LISTEN,
LEARN
PLEDGE!**

