**Alcohol Prevention and Awareness**

**Intro**: April is Alcohol Prevention Month, so we are doing an activity about the consequences of underage drinking with a focus on positive coping skills that allow young people to develop the skills they need to live happy and healthy lives.

**Materials:**

* Sticky notes (or little pieces of paper and tape)
* Pens/pencils
* Whiteboard
* Phones/internet

**Method:**

* Start by passing around pads of sticky notes and instructing the students to take 1-3 (or more).
* They will write down one response per sticky note to the following prompt: “When teenagers drink alcohol, they expect alcohol to make them feel \_\_\_\_\_\_\_\_\_\_\_.” There is no right or wrong answer.
* As students are writing their responses, draw a plus sign (+) on the top left side of the board, and a minus sign (-) on the top right side of the board. The + side of the board will be for responses that are something a person would want to feel, and the - side of the board will be for responses a person would not want to feel.
* Have each student come up and read their response(s) to the rest of the class, and place them on one side of the board.
* Discuss with the class how the expectations of what alcohol will make people feel often differ from the reality of what alcohol will make them feel.
* Next, ask the class what are ways that they can experience the feelings listed on the positive side. Here are some ideas, in case the class gets stuck:
  + Exercise
  + Playing music
  + Listening to music
  + Hanging out with friends
  + Proper nutrition
  + Hobbies/crafts
  + Clubs
* Ask the students why they think teenagers have these expectations of how alcohol will make them feel.
* Now, ask the students to pull out their phones and search through their music to find songs that mention or refer to alcohol. This could be in reference to a specific brand, drinking in general, getting drunk, alcoholism, or engaging in activities that involve drinking. Have students call out song titles, and write them up on the whiteboard.
* Now, with the students, review the list and see if the idea/attitude expressed in each song glorifies alcohol or portrays the negative consequences.
* Reflect on the fact that most songs glorify alcohol use or don’t portray the harmful effects in a realistic way, and how that might influence students’ perception of alcohol use.