

Alcohol Education Resources



Teacher Resource Package
Health 9 and Wellness 10

Development Team:

Dr. Marcella Ogenchuk

Assistant Professor, College of Nursing, University of Saskatchewan

Dr. Michelle Prytula

Assistant Professor, College of Education, University of Saskatchewan

Karen Macdonald

Teacher, Saskatoon Public School Division

Kimberly Walter

Student, College of Nursing, University of Saskatchewan

Acknowledgements:

Thank you to the Greater Saskatoon Catholic School System for participating in this project and special thanks to the students and teachers of Holy Cross High School in Saskatoon for their support and time.

Financial Support:

This project could not have been completed without the financial support of the College of Nursing, Nurses for Kids and the Royal Bank of Canada.



For More Information:

Marcella Ogenchuk, RN PhD

Assistant Professor, College of Nursing

University of Saskatchewan

104 Clinic Place, HSc E Wing, 4226

Saskatoon, SK S7N 5E5

Tel. 306.966.1757 Fax. 306.966.6621

Email. marcella.ogenchuk@usask.ca

Table of Contents

| | |
|--|-----------|
| Curriculum Overview | 4 |
| Using Constructivist Educational Techniques | 5 |
| Dealing with Sensitive Topics | 7 |
| Connections to the Saskatchewan Education Curriculum | |
| Health 9..... | 9 |
| Wellness 10..... | 13 |
| Participatory Activities | 19 |
| Lessons | 21 |
| Overview of Lessons..... | 22 |
| Lesson 1: Introduction to Alcohol..... | 23 |
| Link to Biology 30 Curriculum..... | 30 |
| Lesson 2: Binge Drinking..... | 31 |
| Lesson 3: Hitting Home - The Effects of Alcohol on the Community.... | 35 |
| Lesson 4: Legal Consequences..... | 59 |
| Lesson 5: What Would You Do?..... | 63 |
| Assessment | |
| Assessment Activities..... | 70 |
| Appendices | 71 |
| Resource Videos..... | 72 |
| Coach' s Corner..... | 74 |
| References | 77 |

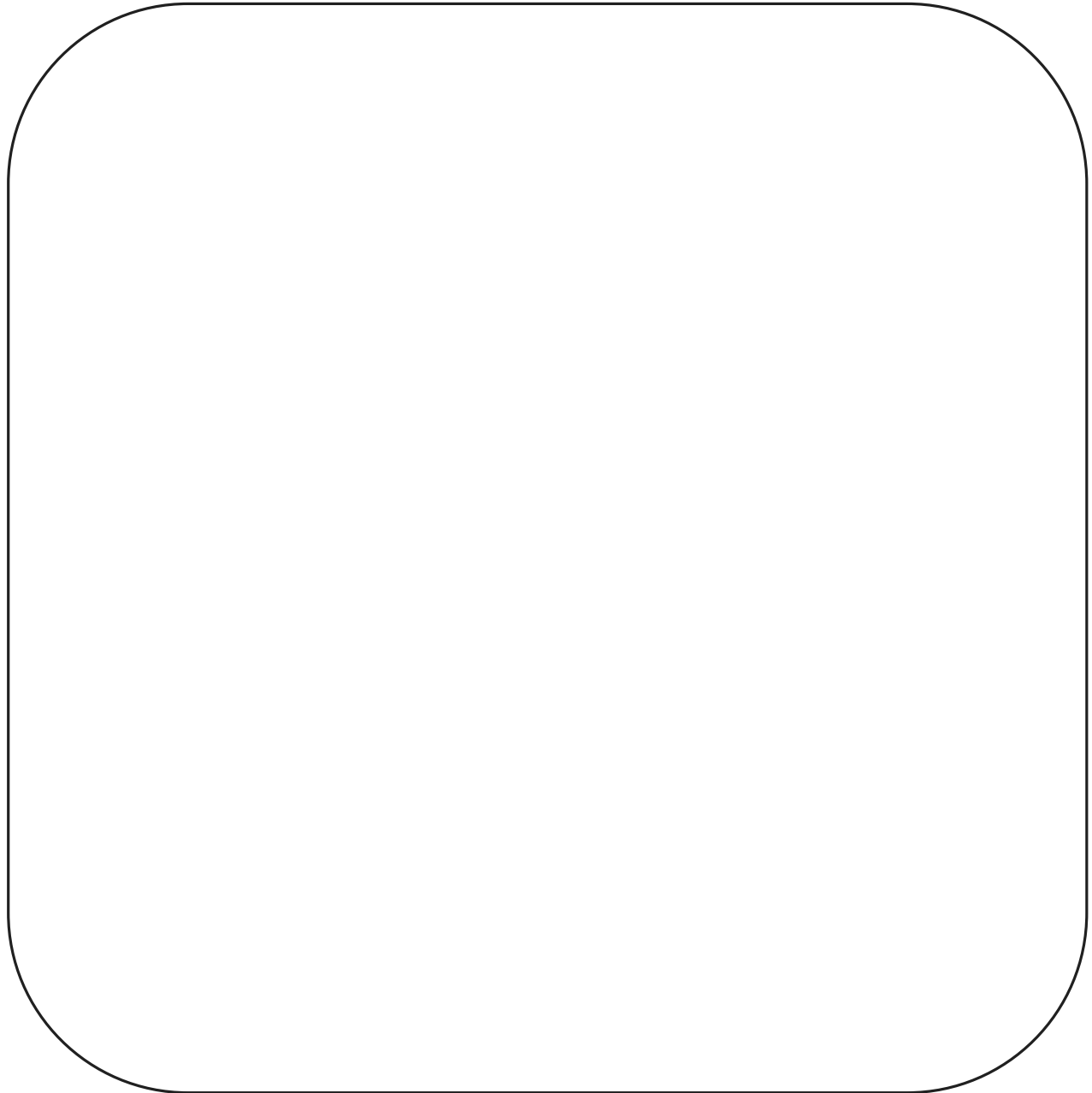
Curriculum Overview

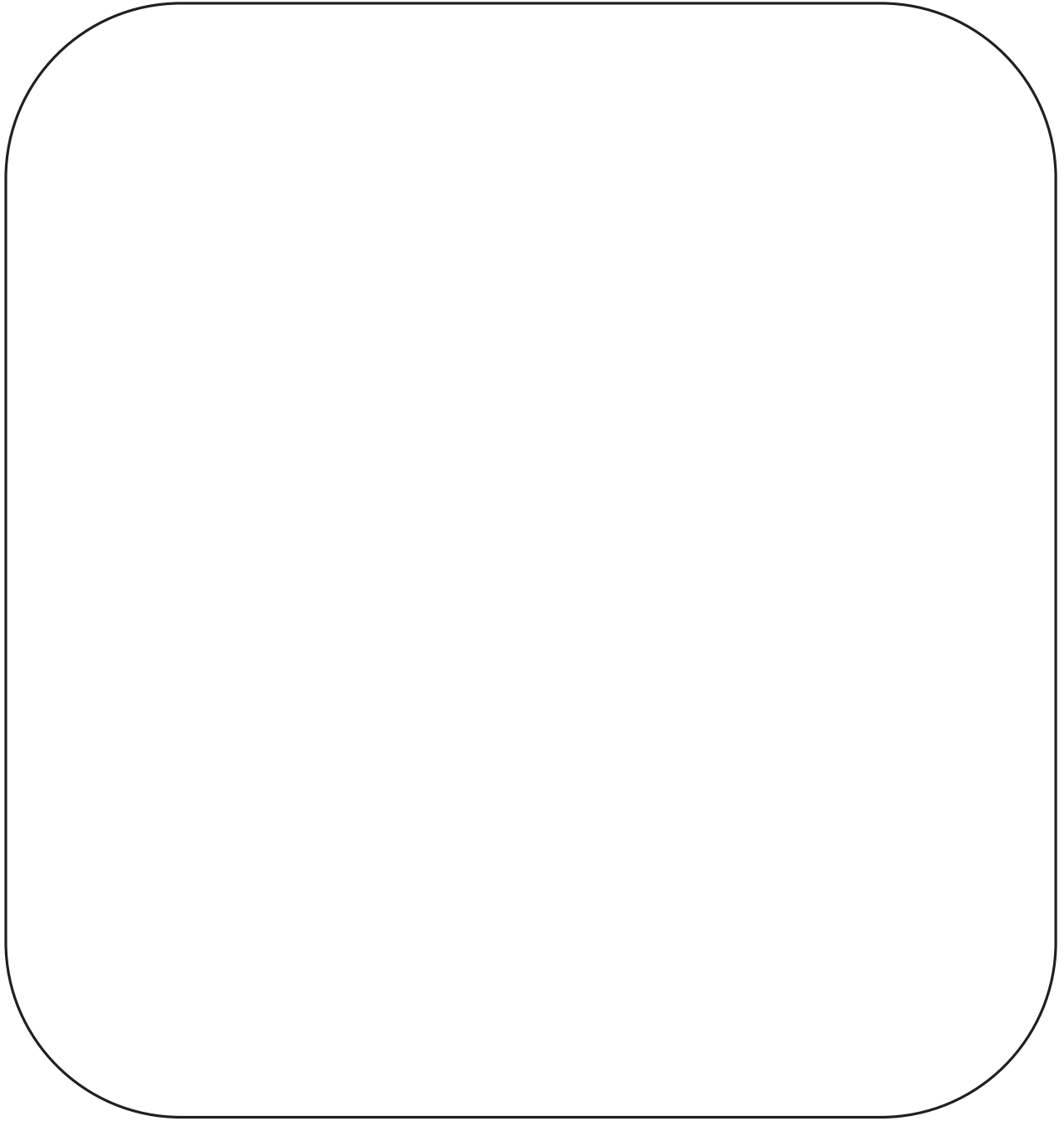
NOTE: These resources have been developed based on data collected from Grade 11 students in four Saskatchewan High Schools along with relevant literature (Ogenchuk, 2010). Although the resources can fulfill the outcomes and indicators for Grade 9 Health or Grade 10 Wellness not all of the materials are appropriate at the Grade 9 level.

| Lesson | Curricular Outcomes | Curricular Indicators | Overview | Activities | Time | Handouts |
|--------|--|--|--|--|------------|--|
| 1 | *USC9.2 USC9.6 **DM9.10 ***W1 W6 W9 | b d e f j a b c e a b f h g h a b g | Prezi Video: Male vs Female | Small Group Conversations | 40-60 min. | K-W-L AEP Questions Alcohol Fact Sheet |
| 2 | USC9.2 USC9.6 W1 W5 W6 W9 | b c d e f h l j l a b c e b f g h a c f g j a b d e h a b g | Glogsters or Prezi and Video | Brainstorming | 60 min. | Binge Drinking Fact Sheet |
| 3 | USC9.2 USC9.6 DM9.10 W1 W5 W6 W9 | a c e f g j c e f l j a b c d c f h j g a c d e f g h a b c d e f g l j k | Effects of Alcohol on the Community | Jigsaw with Newspaper Articles | 60-90 min. | Newspaper Articles Legal Consequences |
| 4 | USC9.2 USC9.6 DM9.10 DM9.11 W1 W5 W6 W9 | a c d e f g h j k l m n d e f h j a c c d c f h j k g b h a b d f g i j | Legal Consequences | Presentation from Liaison Officer or other RCMP member | 60 min. | Legal Consequences Fact Sheet |
| 5 | USC9.2 USC9.6 DM9.10 DM9.11 W1 W5 W6 W9 | a d e f h i j k a b c d e f a b d a b c d b f g h j k a c f g j k m n a b c d e f g h a c d f g | What Would You Do? Scenarios Alcohol Use Questionnaire | Role Play Group Work | 60 min. | Scenarios |

Using Constructivist Educational

*USC – Understanding, Skills and Confidences **DM – Decision Making ***W – Wellness





Source:

Reist, D., Bodner, N., & Douglas, J. (2011). iMinds: A Health Literacy Resource. G6Module, p.5.

Dealing with Sensitive Topics

By their very nature, discussions that involve human behaviour, substance use and mental health are bound to include controversy. Some teachers may view the potential for controversy as unattractive or overwhelming. They may worry about being asked questions they do not have answers for. But the main role of a teacher is not to provide answers – it is to create a context of inquiry.

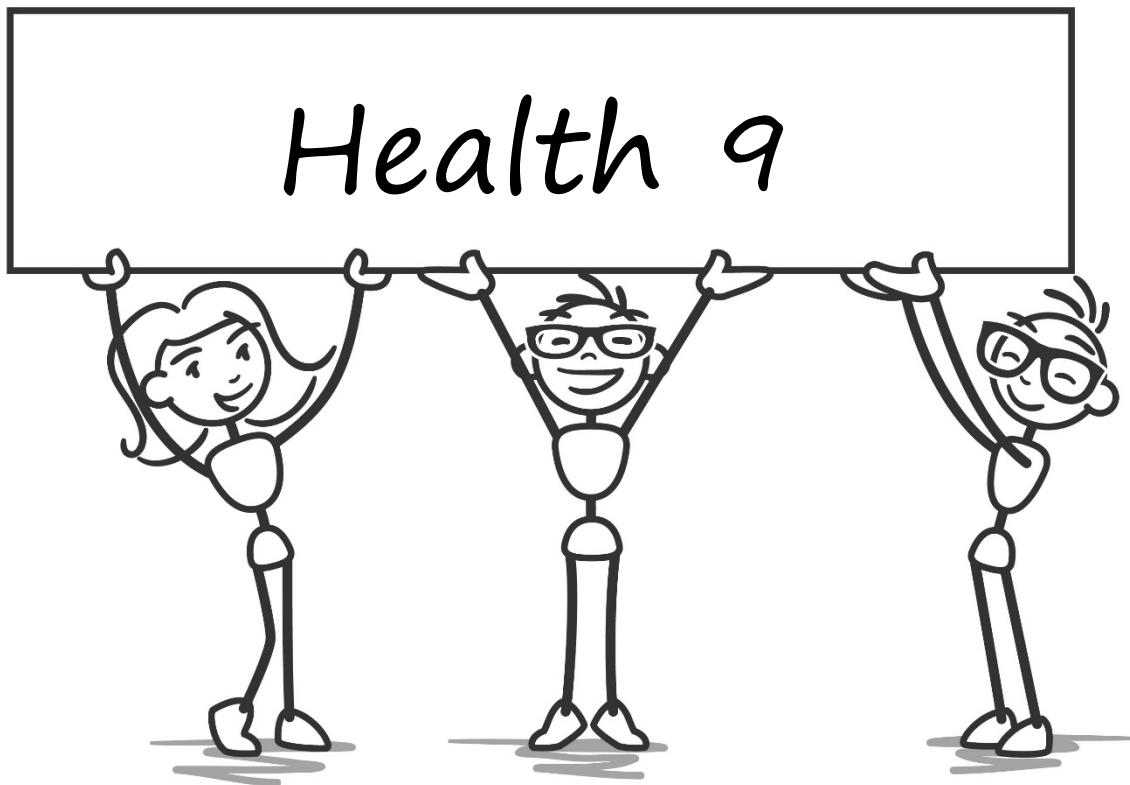
By validating all students' inquiries and providing them with sources of information, teachers can encourage young people in their charge to become active and thinking beings.

iMinds out of British Columbia (Douglas, Bodner, & Reist, 2011, p. 3) suggest the following basic guidelines to follow:

- Stay neutral and acknowledge all contributions in an unbiased but questioning manner (by showing that you respect all students regardless of their opinions, your students will do the same)
- Insist on a non-hostile classroom environment where students respond to ideas and not the individuals presenting those ideas (make it clear from the start that everyone must be open to listening and considering views that may be different from their own)
- Encourage all students to participate in discussions but avoid forcing anyone to contribute when they are clearly reluctant (ensure all students know their feelings and opinions are important and will be respected)
- Keep discussions moving in a positive direction by questioning or posing hypothetical situations that encourage deeper thinking about the topic
- Understand that consensus is not necessary on issues, and that a lack of consensus is in fact a better reflection of “real life” outside of school
- Get comfortable with silence – sometimes discussions require reflection

In the event that a student confides a personal or family problem (which can and does happen in any class), the teacher's role is to recognize and acknowledge how serious the situation is for the student. If the student is seeking someone to talk to, help them identify a trusted adult that may be able to help them. If a student has confided an issue that compromises the student's safety, the issue needs to be referred to the appropriate agency (i.e., Social Services, RCMP) and shared with the in school administrator. Disclosed information that does not compromise the student's safety should be kept confidential.

Connections to the Saskatchewan Education Curriculum



Understanding, Skills and Confidences (USC)

Outcome USC9. 2

Analyze how the well-being of self, family, community, and the environment is enhanced by a comprehensive, community approach to safety.

| Indicators | 1 | 2 | 3 | 4 | 5 | Total |
|--|---|---|---|----|---|-------|
| a. Evaluate and respond to a variety of sources of, and information about, safety in the community. | | | ★ | ★ | ★ | 3 |
| b. Use the appropriate language with which to talk about comprehensive health approaches to safety (e.g., determinants of health, environments). | ★ | ★ | | | | 2 |
| c. Investigate internal and external signals of danger in familiar and unfamiliar situations in the community. | | ★ | ★ | ★ | | 3 |
| d. Assess and communicate effective strategies to respond to signals of danger in familiar and unfamiliar situations. | ★ | ★ | | ★ | ★ | 4 |
| e. Examine situations when personal safety may be in jeopardy | ★ | ★ | ★ | ★ | ★ | 5 |
| f. Examine safe/unsafe practices in the community that endanger/enhance the well-being of young people and analyze why these practices occur. | ★ | ★ | ★ | ★ | ★ | 5 |
| g. Investigate the safety promotions/strategies in the community. | ★ | | ★ | ★ | | 3 |
| h. Investigate examples of comprehensive safety approaches. | | ★ | | ★ | ★ | 3 |
| i. Assess how assertiveness skills (see Grade 7) can help to protect self, others, and the environment. | | ★ | | ★ | ★ | 3 |
| j. Examine how unsafe situations affect the physical, mental, emotional, and spiritual well-being of self and others. | ★ | ★ | ★ | ★ | ★ | 5 |
| k. Explore how safe environments support the building of a sense of self and connections to others. | | | | ★ | ★ | 2 |
| l. Analyze safety promotions/strategies that involve multiple partners, environments, and supports. | | ★ | | ★ | | 2 |
| m. Determine the overlap/alignment of the safety approaches in the community. | | | | ★ | | 1 |
| n. Propose how existing community safety promotions/strategies could be more comprehensive. | | | | ★ | | 1 |
| <i>Number of Indicators Included</i> | 6 | 9 | 6 | 13 | 8 | |

Outcome USC9. 6

Analyze the health, economic, and social supports and challenges of addictions (e.g., tobacco, shopping, alcohol, gambling, Internet, drugs) on self, family, community, and the environment.

| Indicators | 1 | 2 | 3 | 4 | 5 | Total |
|---|---|---|---|---|---|-------|
| a. Evaluate personal knowledge in terms of what is known and what needs to be learned about addictions. | ★ | ★ | | | ★ | 3 |
| b. Determine situations where youth may feel pressured/tempted to smoke, chew tobacco, drink, gamble, or use drugs. | ★ | ★ | | | ★ | 3 |
| c. Evaluate and respond to sources of, and information about, addictions. | ★ | ★ | ★ | | ★ | 4 |
| d. Determine and practise the communication skills necessary to clarify personal standards regarding addictions. | | | | ★ | ★ | 2 |
| e. Examine possible consequences of addictions on the health of self, family, and community. | ★ | ★ | ★ | ★ | ★ | 5 |
| f. Investigate how addictions affect the well-being of the environment. | | | ★ | ★ | ★ | 3 |
| g. Distinguish between the responsible and irresponsible use of traditional, prescription, and over-the-counter drugs (including tobacco). | | | | | | 0 |
| h. Assess family and community norms and expectations regarding addictions. | | | | ★ | | 1 |
| i. Assess community supports and services related to addictions. | | | ★ | ★ | | 2 |
| j. Evaluate laws pertaining to tobacco use, alcohol use, drug use, and gambling. | | | ★ | ★ | | 2 |
| k. Explore and describe the strengths within own family and cultural heritage, and of the struggles and challenges family and ancestors have faced related to addictions. | | | | | | 0 |
| <i>Number of Indicators Included</i> | 4 | 4 | 5 | 6 | 6 | |

Decision Making (DM)

Outcome DM9.10

Assess the role of health promotion in making healthy decisions related to comprehensive approaches to safety, non-curable infection/diseases, romantic relationships, healthy food policies, addictions, tragic death and suicide, chronic illness, and sexual health.

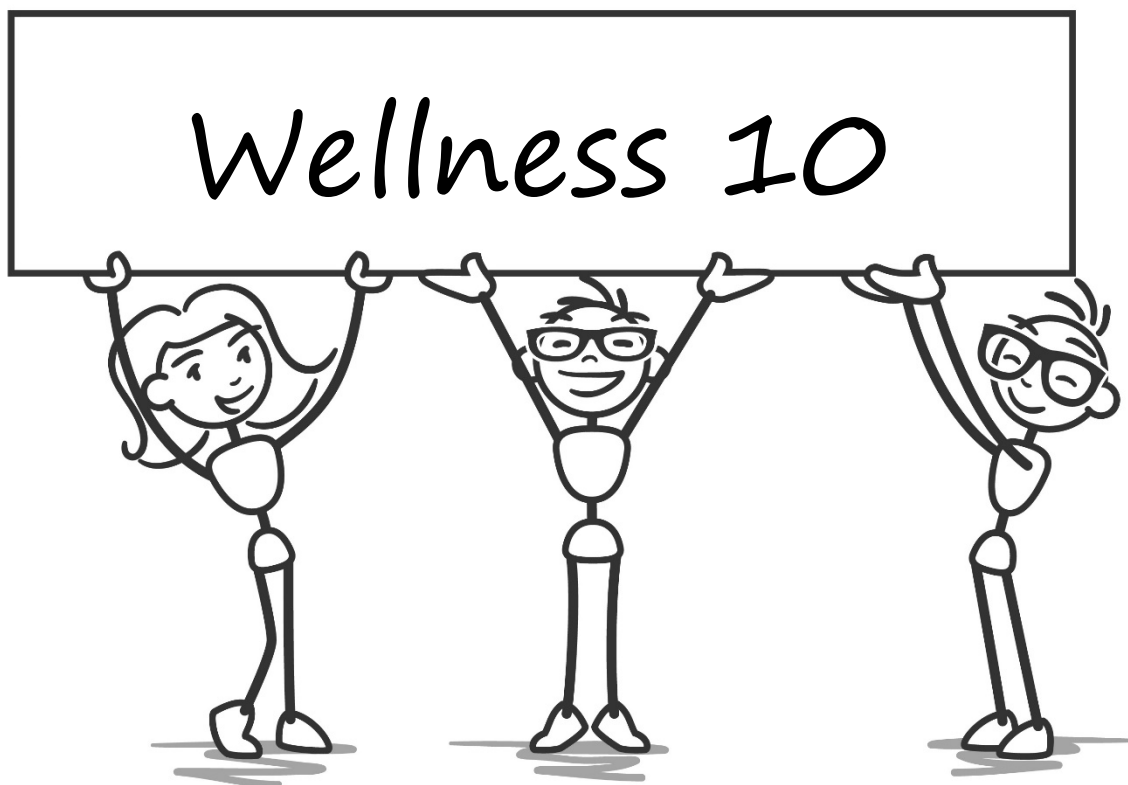
| Indicators | 1 | 2 | 3 | 4 | 5 | Total |
|---|---|---|---|---|---|-------|
| a. Discuss the role of health promotion in decision making. | ★ | | ★ | ★ | ★ | 4 |
| b. Review the determinants of health and the health action policies as important aspects of health promotion. | | | ★ | | ★ | 2 |
| c. Examine the health promotion needed in the local community. | | | ★ | ★ | | 2 |
| d. Generate strategies/alternatives to promote health in their community. | | | ★ | | ★ | 2 |
| e. Establish criteria and use them to evaluate strategies/alternatives. | | | | | | 0 |
| <i>Number of Indicators Included</i> | 1 | 0 | 4 | 2 | 3 | |

Outcome DM9.11

Analyze the health opportunities and challenges and establish personal health promotion goal statements related to comprehensive approaches to safety, non-curable infections/diseases, romantic relationships, addictions, tragic death and suicide, chronic illness, and sexual health.

| Indicators | 1 | 2 | 3 | 4 | 5 | Total |
|--|---|---|---|---|---|-------|
| a. Assess personal skills for the purposes of promoting health. | | | | | ★ | 1 |
| b. Discuss processes used to set goals and make decisions that promote health. | | | | | ★ | 1 |
| c. Create a health promotion goal statement that addresses health challenges and/or embraces health opportunities. | | | | ★ | ★ | 2 |
| d. Evaluate goal statements to ensure they are clear, specific, measurable, and achievable. | | | | ★ | ★ | 2 |
| <i>Number of Indicators Included</i> | 0 | 0 | 0 | 2 | 4 | |

Connections to the Saskatchewan Education Curriculum



Wellness (W)

Outcome W1

Evaluate one's understanding of wellness while participating in various opportunities that balance the dimensions of wellness (i.e., physical, psychological, social, spiritual, environmental).

| Indicators | 1 | 2 | 3 | 4 | 5 | Total |
|--|---|---|---|---|---|-------|
| a. Participate in a variety of learning experiences that positively influence one's well-being (e.g., exercising, smudging, recycling, gardening). | | | | | | 0 |
| b. Reflect on personal beliefs (e.g., being healthy takes a lot of work) while addressing common misconceptions about wellness (e.g., if one is not sick, one must be well). | ★ | ★ | | | ★ | 3 |
| c. Employ appropriate and increasingly sophisticated strategies (including technology) to gather, interpret, and evaluate wellness information (e.g., interview community wellness experts, evaluate source of information, reflect on personal biases, discuss alternative perspectives). | | | ★ | ★ | | 2 |
| d. Compare traditional (e.g., medicine wheel), contemporary (e.g., networked teams of health providers), and evolving information (e.g., technological advances, ongoing research) about wellness. | | | | | | 0 |
| e. Analyze the dimensions of wellness in terms of their interconnectedness (i.e., connections), interdependence (i.e., mutual benefits), and interactions (i.e., effects of one on another). | | | | | | 0 |
| f. Examine the consequences of neglecting or over-emphasizing any of the dimensions of wellness. | ★ | ★ | ★ | ★ | ★ | 5 |
| g. Investigate the multitude of factors that exert influences on life balance (e.g., relationships, gender, culture, stress, sense of belonging, leisure, traditions, socio-economic factors, physical and mental fitness, technology use). | | ★ | | | ★ | 2 |
| h. Critique community and societal norms (e.g., expectations regarding gender roles, norms regarding alcohol consumption) that influence the well-being of self, family, and community. | ★ | ★ | ★ | ★ | ★ | 5 |
| i. Assess one's motivations (e.g., appearance) and limitations (e.g., time management) that improve and/or impede one's personal wellness. | | | | | | 0 |
| j. Analyze individual and civic responsibility in nurturing well-being and examine the social factors (including expectations of self and others) that influence personal wellness. | | | ★ | ★ | ★ | 3 |

| Indicators | 1 | 2 | 3 | 4 | 5 | Total |
|--|---|---|---|---|---|-------|
| k. Examine available supports (both formal and informal) for attaining and maintaining optimal wellness and establish strategies to effectively access these supports. | | | | ★ | ★ | 2 |
| l. Analyze one's current level of wellness (e.g., wellness inventory). | | | | | | 0 |
| m. Initiate an on-going multi-dimensional (i.e., physical, psychological, social, spiritual, environmental) Personal Plan for wellness based on a comprehensive analysis of personal well-being. | | | | | | 0 |
| <i>Number of Indicators Included</i> | 3 | 4 | 4 | 5 | 6 | |

Outcome W5

Assess one's self-awareness (i.e., one's ability to perceive own emotions and tendencies) and self management (i.e., ability to stay flexible and positively direct personal behaviour) for the purpose of enhancing well-being of self and others.

| Indicators | 1 | 2 | 3 | 4 | 5 | Total |
|---|---|---|---|---|---|-------|
| a. Discuss personal standards, interests, abilities, and privileges, and how these influence one's well-being. | | ★ | | | ★ | 2 |
| b. Complete a variety of personal inventories to analyze learnings about self. | | | | | | 0 |
| c. Assess one's emotional intelligence (i.e., the ability to perceive, control, and evaluate emotions) using a variety of measurement tools. | | ★ | | | ★ | 2 |
| d. Analyze how overall well-being is affected by biases and stereotyping (e.g., gender, physical abilities, culture, body composition). | | | | | | 0 |
| e. Analyze own ability to manage physical fitness for a lifetime versus relying on others (e.g., a coach and a team). | | | | | | 0 |
| f. Reflect on one's ability to manage emotions in self and in personal relationships. | | ★ | | | ★ | 2 |
| g. Examine emotional and behavioural patterns of self and others and determine related impact on optimal wellness. | | ★ | ★ | ★ | ★ | 4 |
| h. Practise and reflect on variety of self-awareness strategies (e.g., treat feelings as good or bad, identify triggers, seek feedback, keep a journal of emotions, observe others reactions to your emotions). | | | | | | 0 |
| i. Reflect on and explain the "what" and "why" of one's own preference (e.g., alone, with a partner, in a group, on a team, | | | | | | 0 |

| Indicators | 1 | 2 | 3 | 4 | 5 | Total |
|--|---|---|---|---|---|-------|
| competitive, recreational) for engagement in particular movement activity. | | | | | | |
| j. Examine internal (e.g., thinking patterns) and external (e.g., triggers) influences on one’s emotional intelligence. | | ★ | | | ★ | 2 |
| k. Analyze and practice effective identification and communication of feelings. | | | | | ★ | 1 |
| l. Justify one’s overall placement on the listening continuum (i.e., ignoring, pretending, selecting, attending, empathizing) and recognize opportunities for improvement. | | | | | | 0 |
| m. Determine the benefits of proactive decision making in managing personal well-being. | | | | | ★ | 1 |
| n. Analyze one’s preferred decision-making style in terms of its impact on well-being of self and others. | | | | | ★ | 1 |
| o. Evaluate, revise, and continue to implement a personal plan for wellness based on new understandings about self. | | | | | | 0 |
| <i>Number of Indicators Included</i> | 0 | 5 | 1 | 1 | 8 | |

Outcome W6

Model and promote a local culture/norm of safety and injury prevention (i.e., physical safety, social safety, psychological safety, spiritual safety, environmental safety) to optimize well-being of self, family, community and the environment.

| Indicators | 1 | 2 | 3 | 4 | 5 | Total |
|--|---|---|---|---|---|-------|
| a. Evaluate the norm/culture of safety in one’s peer groups, family and community. | | ★ | ★ | | ★ | 3 |
| b. Investigate (e.g., communicate with safety experts in the community) factors that influence safety norms. | | ★ | | ★ | ★ | 3 |
| c. Ask and investigate compelling questions about the local culture of safety (e.g., What can be the long-term impact of continuing to be physically active while injured? Are all injuries predictable and preventable? Are there occasions when an injured player should still be “in the game?” How do you know if a risk is worth the potential consequences? What are personal responsibilities regarding safety in each dimension?). | | | ★ | | ★ | 2 |
| d. Examine how the local culture of safety (i.e., physical safety, social safety, psychological safety, spiritual safety, environmental safety) has been established and nurtured while reflecting on its related impact on community and environmental well-being. | | ★ | ★ | | ★ | 3 |

| Indicators | 1 | 2 | 3 | 4 | 5 | Total |
|---|---|---|---|---|---|-------|
| e. Evaluate risks and safety factors (i.e., physical safety, social safety, psychological safety, spiritual safety, environmental safety) that may affect activity choices (e.g., what are some physical activity options that are safe to participate in when one has a broken leg?) and preferences. | | ★ | ★ | | ★ | 3 |
| f. Investigate common safety risks (e.g., driving a motorized vehicle, participating in high-contact sports) for youth in local community and determine injury prevention opportunities. | | | ★ | | ★ | 2 |
| g. Analyze common unintentional injuries (e.g., head injury from high jumping, death due to motor vehicle accidents, injury to hand while using power tool) for youth in local community and discuss related impact on the overall well-being of self and others. | ★ | | ★ | | ★ | 3 |
| h. Demonstrate respect, responsibility, and caring for own wellness by applying understandings related to the identification, prevention (e.g., investigating facts, prepare basic first-aid kit, take time outs) and management of common safety risks (e.g., wearing personal protective equipment, following recommended guidelines and instruction for use of equipment). | ★ | ★ | ★ | ★ | ★ | 5 |
| i. Analyze moral and ethical conduct in movement activities and sport (e.g., cheating, intentional fouls, performance-enhancing drugs) and their impact on safety and well-being of self and others. | | | | | | 0 |
| j. Evaluate, revise and continue to implement Personal Plan for Wellness to address the local culture/norm of safety and injury prevention to enhance personal and/or community well-being. | | | | | | 0 |
| <i>Number of Indicators Included</i> | 2 | 5 | 7 | 2 | 8 | |

Outcome W9

Assess challenges related to community well-being and take action to address these challenges.

| Indicators | 1 | 2 | 3 | 4 | 5 | Total |
|--|---|---|---|---|---|-------|
| a. Reflect on past, present, and evolving wellness challenges (e.g., physical inactivity, sexual health issues, bullying, drinking and driving, gambling, transportation, unemployment, suicide) in the local community. | ★ | ★ | ★ | ★ | ★ | 5 |
| b. Examine local community norms and practices that affect the well-being of self, family, community and environment. | ★ | ★ | ★ | ★ | | 4 |
| c. Develop and ask critical questions of particular local wellness challenges while respecting facts, knowledge, and social and cultural contexts. | | | ★ | | ★ | 2 |

| Indicators | 1 | 2 | 3 | 4 | 5 | Total |
|---|---|---|----|---|---|-------|
| d. Critique various points of view concerning community wellness to better understand the influences of underlying values or assumptions. | | | ★ | ★ | ★ | 3 |
| e. Discuss the complexities of wellness issues within one's community and investigate possible opportunities to address these issues. | | | ★ | | | 1 |
| f. Access resources (e.g., community, provincial, national) and agencies (e.g., Saskatchewan in motion, Public Health Agency of Canada) to support and address community wellness challenges. | | | ★ | ★ | ★ | 3 |
| g. Conclude that real-life challenges to well-being often have more than one solution. | ★ | ★ | ★ | ★ | ★ | 5 |
| h. Describe a personal challenge concerning community well-being. | | | | | | 0 |
| i. Investigate legislation (i.e., local, provincial, and national) that relates to particular community wellness issues. | | | ★ | ★ | | 2 |
| j. Determine the intent of legislation (see indicator i) and question if the intention is realized in the local community. | | | ★ | ★ | | 2 |
| k. Initiate, in a variety of ways, community awareness and opportunities to address wellness issues. | | | ★ | | | 1 |
| l. Evaluate, revise and continue to implement Personal Plan for Wellness to address self-selected community wellness challenge. | | | | | | 0 |
| <i>Number of Indicators Included</i> | 3 | 3 | 10 | 7 | 5 | |

Participatory Activities

“What’s On Your Mind?” Box

Materials: Box with a slot in the top
Laminated envelope with blank paper in it (attach to the side of the box)
(optional as students will have their own paper in their supplies)

At the beginning of the lesson, inform the students that a “What’s on Your Mind? Box” will be available to them throughout the lesson. If they have any questions, concerns, or areas of interest regarding alcohol-related topics, they may write them down on a piece of paper and place it in the box.

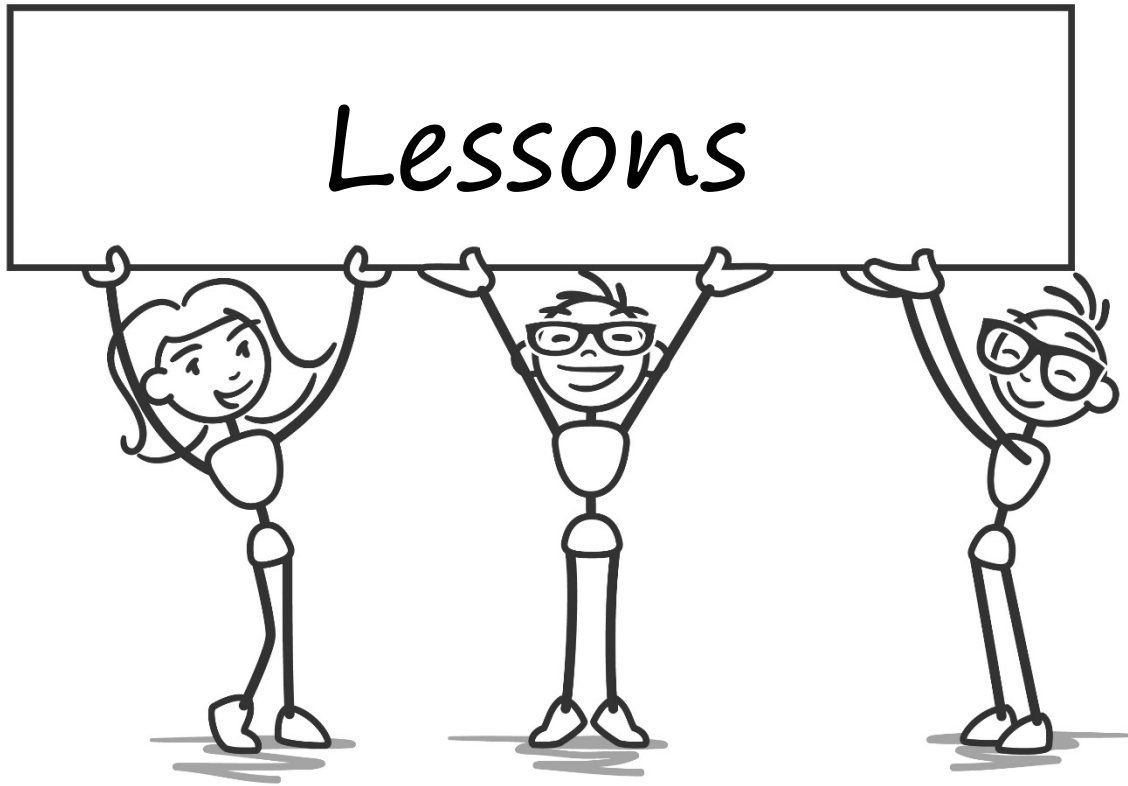
They do not have to place their name on the sheet and if the comment is serious in nature (i.e., not a smart-aleck or inappropriate comment) it will be spoken to at the end of each class.

Allow five to ten minutes or whatever you feel is adequate at the end of each class for responding to and discussing the comments.

Discussion Questions

Below are questions that you may want to use throughout the lessons. The purpose of the questions is to evoke discussion and to encourage reflection among your students.

1. Is the “drunk” image desirable? Why or why not?
2. Think of the people you know who don’ t drink alcohol. Reflect on why they choose not to drink.
3. Think of the people you know who do drink alcohol. Reflect on why they choose to drink.
4. What are the emotional signs and symptoms that accompany drinking?
 - While drinking
 - The day after drinking
5. What kind of impression do you want to make on others?
Consider what is on your Facebook, YouTube (pictures, videos, status)
 - How does this reflect your character?
 - How could this affect:
 - How you perceive yourself and how others perceive you?
 - Your chances of getting a job?
 - When you apply for a job more organizations are looking at your profile.
6. Who is your safe person? Who can you call if....
 - You are at a party and see someone passed out?
 - The person you went to a party with decided to drink?
 - You start feeling unsafe in a situation involving alcohol?Reflect on whether you would really call this person if you landed in a dangerous situation. If not, who else could you contact?
7. How much alcohol is too much alcohol when faced with the decision to drive after consuming drinks?



Overview of Lessons

The following is an overview of the lessons included within this Resource Package.

Please visit our website at www.aeprogram.com for additional information and online resources.

Youth Alcohol Education Program

Lesson

1

Introduction to Alcohol

Lesson

2

Binge Drinking

Lesson

3

Hitting Home - The Effects of Alcohol on the Community

Lesson

4

Legal Consequences

Lesson

5

What Would You Do?

Lesson 1: Introduction to Alcohol

Overview: Alcohol is a psychoactive drug that affects a person’s thoughts, emotions, and behaviors. In Canada, alcohol is the most commonly used drug. There are several types of risk associated with drinking alcohol. This lesson outlines some of these risks.

Time: 40-60 minutes

Materials: Computer
 Projector or SMART Board
 K-W-L Chart - one for each student (included here)
 Alcohol Fact Sheets (included here)

Activity:

1. Have students complete the first two sections of the K-W-L on their own (allow 3-4 minutes)
2. Prezi – Introduction to Alcohol followed by YouTube (Summary of Alcohol Effects on Women and Men)
 - Go to: <https://prezi.com/yuggwbvelcfw/alcohol/> or you can use the website <http://www.aeprogram.com> and use the student dropdown box.
 - On the bottom right of the prezi screen with “Alcohol” in the middle click on “More” and choose “Full Screen”.
 - It will then go to the full screen – find the forward arrow in the bottom middle of the screen. Click on that arrow or use a clicker to advance the presentation. If you accidentally double-advance use the backward arrow and it’ll take you right back to where you need to be. Attempt this prior to presenting to be sure that you have the hang of it. It is also a good idea to have the prezi loaded prior to your students entering the classroom. You may want to download the prezi on to a memory stick or onto your computer just in case the Internet doesn’t want to cooperate with you on the day you present this. If you do this the advancing arrows will be in the bottom right hand corner. Please use them to advance the presentation.
 - Go through the prezi with the students – please stop after each section and discuss the content with the students.

This lesson can also be linked to the Biology 30 curriculum. See the end of the Lesson 1 section for more information.

- Share information from the Alcohol Fact Sheets (included here) when presenting the “Alcohol” Prezi.

Resource Videos:

Understanding Canada's Low-Risk Alcohol Drinking Guidelines (3:08)

<https://www.youtube.com/watch?v=NbpdMFE-AIE>

Effects of Alcohol on Men, Women and Youth (5:26)

<https://youtu.be/0-S0fpslhu0>

Alcohol Facts

Standard Drink

Why is it important to know how much is in a standard drink? It is important in order to understand the effects of alcohol on the body.

- It takes the adult body about 2 hours to completely break down a single drink (standard drink).
- Consuming five or more beverages in one night can affect brain and body activities for up to three days.
- Two consecutive nights of drinking five or more beverages can affect brain and body activities for up to five days.

The amount of alcohol in a drink depends on the type of drink and the serving size. A standard drink has 1.2 Tbsp of pure alcohol.

| | |
|-------------|---|
| Beer | 12 oz of Regular Beer (5% alcohol) = 1 standard drink |
| | Cold Shot <ul style="list-style-type: none"> ▪ Similar to standard beer (slightly stronger) ▪ Difference = typically shot-gunned (drank as fast as possible) |
| | Colt 45 <ul style="list-style-type: none"> ▪ Equal to approximately 3.5 beers (in volume) ▪ Equal to approximately 4.5 standard drinks (alcohol content) ▪ Increases chances of binge drinking due to the size of the bottle |
| | King Cans <ul style="list-style-type: none"> ▪ Commonly 720 ml ▪ 1 King Can = 2 beers or 2 standard drinks |
| | Mini Kegs (Heineken, Molson Canadian, Rickard's Red, etc.) <ul style="list-style-type: none"> ▪ Commonly sold in 5L mini kegs at 5% alcohol ▪ 5000 ml = 14 beer |
| Wine | 5 oz of Wine (12% alcohol) = 1 standard drink |
| Hard Liquor | 1.5 oz of Hard Liquor (40% alcohol) = 1 standard drink |

ENERGY DRINKS

Health Canada has NOT approved the sale of any pre-mixed alcoholic energy drinks for sale. Side effects like rapid heart and increases in blood pressure have been reported. Health Canada cautions that energy drinks should NOT be mixed with alcohol and no more than 500 mL be consumed in one day.

500 ml = 1 Rockstar, Monster and Full Throttle

500 ml = 2 Red Bull

1 Jag Bomb (Jagermeister & Red Bull) = 0.25 can of Red Bull (63 mL)

1 Cherry Bomb (Cherry Whiskey & Red Bull) = 0.25 can of Red Bull (63 mL)

Alcohol Facts

Physiological Effects of Alcohol

The effects of one or more years of heavy alcohol use in adults have the following health risks. However, the effects are more significant and may be seen in youth sooner due to smaller body size and developing brain and body systems.

| | |
|--------------------------------|--|
| Brain | <ul style="list-style-type: none"> ▪ Cognitive abilities are affected by even small amounts of alcohol. Alcohol affects many parts of the brain, but the most vulnerable cells are those associated with memory, attention, sleep, motor coordination, and judgment. ▪ Memory: Alcohol impairs memory by inhibiting the transfer and consolidation of information in long-term memory. Alcohol can reduce our ability to remember information that we learned prior to going out for drinks. ▪ Sleep: Even in small doses, alcohol inhibits REM sleep. When REM sleep is suppressed we may feel tired when we wake up. ▪ May damage the connection between nerve cells and cause irreversible brain damage, including memory loss and personality changes. |
| Circulatory System | <ul style="list-style-type: none"> ▪ Decreases blood pressure, pulse, and respiration. ▪ Can contribute to chronic high blood pressure, deterioration of the heart muscle and other heart diseases. As alcohol moves through the blood stream it damages and kills hemoglobin cells that carry oxygen, and with extended use may cause anemia. |
| Reproductive System | <ul style="list-style-type: none"> ▪ May reduce testosterone levels, causing breast enlargement, testicular shrinkage, and impotence. Among chronic female drinkers, alcohol may cause menstrual irregularities, infertility, and loss of sex drive. ▪ Damage to the fetus, for pregnant females. |
| Immune System | <ul style="list-style-type: none"> ▪ Weakens the body's ability to fight off infectious disease. ▪ May impede the functioning of immune cells, increasing susceptibility to infectious diseases and cancer. |
| Gastrointestinal System | <ul style="list-style-type: none"> ▪ Can cause ulcers of the esophagus, stomach and digestive system. ▪ Additional effects on the liver include alcohol dependent hepatitis, fatty liver cirrhosis, and pancreatitis. |
| Musculoskeletal System | <ul style="list-style-type: none"> ▪ Can reduce muscle mass in heavy users. |
| Cancer | <ul style="list-style-type: none"> ▪ Alcohol is a known carcinogen, which contributes to the development of cancers of the mouth, throat, colon, rectum, and breast. Those who drink and smoke have a greatly increased risk of developing cancer of the mouth and throat. |

Source: National Institute on Alcohol Abuse and Alcoholism (2003).

Alcohol Facts

Blacking Out vs. Passing Out

Blacking Out

When someone experiences a blackout they are really experiencing an episode of anterograde amnesia. This type of amnesia interferes with your brain's ability to form new memories leading to a partial or complete inability to recall the recent past.

For More Information: <http://pubs.niaaa.nih.gov/publications/arh27-2/186-196.htm>

Passing Out

Alcohol is a depressant, which means that it slows down the body's function including heart rate, blood pressure and breathing rate. Once these functions, along with brain function, slow down to a point that could be fatal, the body response by "passing out" so no further damage can be done.

Alcohol Poisoning

How can you tell the difference between someone who is passed out and someone who has alcohol poisoning?

If someone is suffering from alcohol poisoning, the person may be unconscious but cannot be awakened. If you try to wake the person up and they do not respond, check to see if they have cold, clammy, unusually pale or bluish skin. Check their breathing also. If they are breathing slowly or irregularly - less than eight times a minute - or ten seconds or more - between any two breaths, they are in trouble. Another sign is if they vomit while passed out and do not wake up during or after vomiting.

ALCOHOL POISONING

If you fall asleep or pass out, your body continues to absorb the alcohol you drank up to that point.

Alcohol Facts

Differences of Alcohol for Men and Women

Females are more susceptible than males to alcoholic liver disease, heart muscle damage, and brain damage.

Women Absorb and Metabolize Alcohol Differently than Men

- Generally women cannot process alcohol like men. Lower amounts are recommended for women than men, if they choose to drink alcohol.
- Women have less water in their bodies than men. Alcohol is dispersed in body water.
- Women have smaller amounts of the chemical dehydrogenase than men. This chemical breaks down alcohol in the stomach.
- Women have a higher concentration of alcohol in the blood after drinking equivalent amounts of alcohol than men. Approximately 30% more alcohol is absorbed into their bloodstream than men of the same weight who consumed an equal amount.

Even though women are biologically more vulnerable than men to adverse consequences of alcohol use, young men are involved in more motor vehicle collisions than young women related to drinking and driving that result in death.

The following video is a useful resource explaining the differences of alcohol for men and women:

Effects of Alcohol on Men, Women and Youth (5:26)
<https://youtu.be/0-S0fpslhu0>

K-W-L Chart

Name: _____

You have three minutes to complete the following K-W-L on your own.

On your mark...get set...go!

| K (What I already KNOW) | W (What I WANT to learn) | L (What I LEARNED) |
|--|---|-------------------------------------|
| | | |

Link to Biology 30 Curriculum

Unit 4: Animal Systems

Outcome 1.5: Describe the blood circulation pattern and vessels in the mammalian systems

Outcome 2.1: Describe the functions of the heart, lungs, kidneys, and liver in the circulation system.

Lesson 1 could be performed as a lesson in Biology 30 to supplement the two above outcomes. When discussing the patterns of blood movement in the mammalian systems, the effects of alcohol on this system could be incorporated into the lesson.

Describing the function of the heart, lungs, kidneys and liver are also closely linked to the consumption of alcohol and the effects of alcohol consumption on these organs can be discussed in detail. Since most of these organs are used to remove toxins from the body and alcohol is a toxin, it could be discussed what the effect of introducing alcohol into the body can have on these systems. Excess alcohol can cause cirrhosis of the liver and also long-term consumption of alcohol can cause kidney failure.

Talking about the effects that alcohol has on these organs and on the overall health of a human can be incorporated into these Biology 30 Outcomes and promote positive choices, critical thinking and overall wellness.

Lesson 2: Binge Drinking

Overview: Heavy drinking refers to drinking a large amount of alcohol. When people are heavy drinking over a short amount of time this is often referred to as binge drinking. Short term heavy drinking can often be linked to alcohol poisoning, injuries, and aggression. This lesson discusses the effects of binge drinking on men and women.

Time: 60 minutes

Materials: Prezi or Glogsters

Activity:

1. Review the information on the following Binge Drinking Facts sheets.
2. You can use the available Prezi or the Glogsters (they have the same information):
 Prezi - <https://prezi.com/yuggwbvelcfw/alcohol/>
 Glogster: Binge Drinking - <http://karimidahl.glogster.com/binge-drinking/> or through www.aeprogram.com (under the student dropdown menu).
 Glogster: Physical Signs & Symptoms Defined - <http://karimidahl.glogster.com/binge-drinking-definitions/>
3. Go through the Prezi or Glogsters – stop after each section and discuss the content with the students.
4. Practice the recovery position. Have students watch this video:
How to Do Recovery Position (1:22)
<http://www.sja.org.uk/sja/first-aid-advice/first-aid-techniques/the-recovery-position.aspx>
 After watching the video, have the students pair up and practice how to properly put someone into the recovery position.
5. Brainstorm and discuss with the students:
 - Who their safe person to contact would be if they find someone passed out.
 - The emotional effects of alcohol (i.e., depression).

Resource Videos:

Accept Responsibility: Binge Drinking (0:30)

<http://www.youtube.com/watch?v=T7nZMHoRaQE&feature=relate>

Alcohol Know Your Limits – Binge Drinking Girl (0:41)

<https://www.youtube.com/watch?v=nE4DjF51pQQ>

Alcohol Know Your Limits – Binge Drinking Boy (0:41)
<https://www.youtube.com/watch?v=l44fKMdOA30>

Binge Drinking Facts

What is Binge Drinking?

Drinking large amounts of alcohol in a short period of time causing intoxication (getting wasted). It is heavy, single occasion drinking.

MALES: 4 or more drinks in one night = binge drinking
FEMALES: 3 or more drinks in one night = binge drinking

Immediate Physiological Effects

- Trouble walking - lowered pulse, decreased blood pressure, and respiratory rate
- Blurred vision
- Slurred speech
- May become aggressive & violent
- Blacking out (not remembering a thing)
- Passing out (unconscious)
- Dehydration (lack of water)
- Vomiting

Get Help!

If you suspect someone has an alcohol overdose (poisoning):

- Get medical help as soon as possible (911)
- Do not leave the person alone
- Place the person on their side in the recovery position

Risky Situations

- Riding with an impaired driver
- Driving while impaired
- Having unprotected and/or unplanned sex
- Fighting with family and friends
- Suicide
- Illegal activity – vandalism

What Could Happen?

- Unplanned pregnancy &/or sexually transmitted infections (STIs), damage to fetus if pregnant
- Legal consequences
- Emotional & psychological effects (i.e., depression)
- Motor vehicle collision
- Physical injury/harm/death
- Addiction

Binge Drinking Facts

Physical Signs and Symptoms

Dehydration

Occurs when someone loses more fluids than he or she takes in. Binge drinking may cause dehydration because:

- Alcohol is a diuretic (causes kidneys to produce more urine). The more you go to the bathroom the more water you lose).
- Vomiting causes fluid and electrolyte loss = dehydration.
- Going long periods without drinking water causes dehydration.

The signs and symptoms of dehydration are:

- Thirst
- Dry mouth, lips, eyes, & skin
- Headache
- Fatigue/weakness
- Light-headedness/dizziness
- Chills
- Constipation
- Little or no urination
- Fever

Central Nervous System DEPRESSED + Dehydration = BAD NEWS

Blacking Out vs. Passing Out

BLACKING OUT: Someone drinks so much alcohol they can't remember what they did. Warning: a sign in the 2nd stage toward alcoholism.

PASSING OUT: Alcohol poisoning causing a loss of consciousness.

Recovery Position

The recovery position is designed to prevent suffocation through obstruction of the airway, which can occur in unconscious people. The main reason for this is to prevent choking on vomit.

**Alcohol Poisoning = Altered Gag Reflex =
Body Cannot Let Them Know They are Choking**

Vomit in Lungs = Lung Injury or Infection or Death

DO NOT leave a person alone in recovery position - could roll onto their back.

IMPORTANT! DO NOT move someone into the recovery position if you suspect they have a back or neck injury.

Lesson 3: Hitting Home - The Effects of Alcohol on the Community

Overview: Canadians report being harmed by someone else's drinking. This lesson discusses the result of alcohol on the community.

Time: 60 minutes (Explanation – 5 minutes; Article read and discussion – 12 minutes; Sharing with class – depends on how many groups there are)

Materials: Whiteboard/Chalkboard/SMART Board

Newspaper Articles – distribute however many are needed for group work

- Drunk-driving sentence no deterrent: spouse; Jogger struck, left to die; driver gets 31/2-year term. The StarPhoenix (Saskatoon) Wed Apr 7 2010
- SADD campaign gets \$200,000 boost; SGI, SLGA donate; 10-school speaking tour targets drunk driving. The StarPhoenix (Saskatoon) Tue Mar 9 2010
- Drunk driver gets four years; Fatal crash in 2006 killed 22-year-old SADD activist. The StarPhoenix (Saskatoon) Wed Feb 27 2008
- Town grads allowed 10 drinks at party. The StarPhoenix (Saskatoon) Sat Jun 6 2009
- Drunk driving fatalities spike in '08. The StarPhoenix (Saskatoon) Sat May 16 2009
- Man sentenced for assault with beer glass; Attack resulted in disfigurement, nerve damage. The StarPhoenix (Saskatoon) Fri Jan 7 2011
- Man jailed for sexual assaults on teenagers. The StarPhoenix (Saskatoon) Sat Dec 4 2010
- Teen sentenced for involvement in crime spree; Negative peers led 17-year-old into assault, robbery, judge hears. The StarPhoenix (Saskatoon) Sat Nov 20 2010
- Brutal slaying of teen earns life sentence. The StarPhoenix (Saskatoon) Tue Oct 19 2010
- Prank left lives altered, court told; Young men on trial for assault on drunk teenager. The StarPhoenix (Saskatoon) Thu Sep 2 2010
- Effects of Alcohol Consumption on Athletic Performance. "You can't be sharp, quick and drunk". Nancy Clark, 2003 (*see Appendix – Coach's Corner*)

Activity:

1. Have the students break into groups of four (selected by teacher or self-selected).
2. Distribute a newspaper article to each group (see following pages for articles).
3. Have the groups select a person to assume role of recorder, reporter, article reader, and timekeeper.

Article Reader – reads the article.

Recorder – writes down key points from the article as the reader reads it aloud (i.e., location, what happened, age(s) of person(s) involved, possible effect on the family, community, etc.).

Timekeeper – keeps people on task.

Reporter – reports to the class what happened in their article. Speaks about the legal consequences of alcohol – drinking and driving, assault, underage drinking (information found below).

4. Points to share with students:
 - When speaking with the students, point out that within the articles the terms “drunk driving” and “drinking and driving” are used. Inform the students that the proper term is “impaired driving” and that as soon as you have one drink of alcohol you are physiologically impaired.
 - Distinguish between ‘drunk driving accidents’ and ‘impaired driving collisions’. Collisions are preventable and accidents (for the most part) are not.
5. Taking it further:
 - Brainstorm what could happen in situations where alcohol is involved (i.e., emotional consequences, legal consequences, physical consequences, other). Ask students how they could make a difference.
 - Ask the students what they could do to make a difference in the community (family, friends, school, neighbourhood, city, province, country – don’t limit the possibilities) regarding alcohol education.
 - Sharing Circle: After you have gone through each of the assignments, get the students to sit in a circle and go around the circle giving students an opportunity to share their thoughts about how, why, or where alcohol has affected their community.
 - Have your School Liaison Officer (if you have one) or a police officer come in to present on the legal consequences of underage drinking, impaired driving of minors and resulting consequences, and any other alcohol related legal consequences.

Resource Videos:

Don't Drink and Drive...Ever (0:31)

<http://www.youtube.com/watch?v=wgWPu5DgEC0&feature=related>

Don't Drink and Drive! Very Sad! (3:46)

<http://www.youtube.com/watch?v=zGsw3xneor8&feature=related>

Kali's Story – Lives Changed Forever (3:21)

http://www.youtube.com/watch?v=y8QAkxjJQug&feature=player_embedded#at=140

Kali's Story – My Last Kiss for Mom (0:33)

<http://www.youtube.com/watch?v=IUlqUau20Ns&NR=1>

Wasted

There is a short video (3:14) on YouTube or you can book the full video from MADD

<http://www.youtube.com/watch?v=ypFdldSe6cY&feature=related>

Trapped (1:01)

<http://www.youtube.com/watch?v=zdRZhfWFPHE&feature=related>

Braking Point – No Way Home (4:55) (MADD Canada)

http://www.youtube.com/watch?v=cIM7qYUjnZU&feature=player_embedded

Michelle's Story (0:59)

<https://www.youtube.com/watch?v=sh4TVn01iio>

The StarPhoenix

Drunk-driving sentence no deterrent: spouse; Jogger struck, left to die; driver gets 31/2-year term

The StarPhoenix (Saskatoon)
Wed Apr 7 2010
Page: A7
Section: Local

Byline: Jana Pruden
Dateline: REGINA

Source: Saskatchewan News Network; Regina Leader-Post

The tragic death of a father of five killed after being struck by a vehicle while jogging along the side of a Fort Qu'Appelle-area road was recognized Tuesday during the sentencing of the young man who left him there to die.

Dustin Yuzicapi was sentenced to 31/2 years in prison in the March 2008 death of Bill Cheers.

"I know that whatever sentence is imposed can never restore Mr. Cheers to his family and friends," Justice Guy Chicoine said in sentencing Yuzicapi in Regina Court of Queen's Bench. "His untimely death and the way it happened is nothing short of tragic for Mr. Cheers and his loved ones."

The 62-year-old father of five was jogging along the side of the Fort San Road on the evening of March 31, 2008, when he was struck by Yuzicapi, who was drunk and on his way to pick up more alcohol. Cheers was alive after the collision, but Yuzicapi and his four passengers fled the scene without getting help for the injured man.

Yuzicapi threatened his passengers not to tell anyone what had occurred, then continued with a night of drinking and socializing on the Standing Buffalo First Nation.

Friends of Cheers found him lying in the ditch about three hours later. He was pronounced dead a short time after that. A pathologist has testified Cheers had multiple broken bones and serious internal damage, but may have survived if he had been taken to hospital.

Yuzicapi, then 21, was arrested the next day after an anonymous tip. He later pleaded guilty to hit and run and obstruction of justice and was found guilty of impaired driving after a trial earlier this year.

Given double credit for a brief period on remand, Yuzicapi's sentence is reduced to three years and three months, which will be followed by a three-year driving prohibition.

The Crown had been arguing for a longer sentence; the defence had asked for a lesser one.

During the sentencing, Chicoine noted Cheers may have lived had Yuzicapi and his passengers called for help, and, even though he had been driving drunk, Yuzicapi would likely then have faced a significantly lighter penalty -- likely less than a month in jail.

He said Yuzicapi "turned a tragic accident . . . into a greater tragedy" by leaving Cheers to die in the ditch.

Yuzicapi has an earlier conviction for impaired driving, and a number of previous driving infractions.

"It's a sad case. There's nothing good about it from anyone's point of view," defence lawyer Brad Tilling told reporters outside court.

"Some people will think it's a relatively light sentence, others might, I guess, think it might be a heavy sentence, but the judge said none of it brings back Bill Cheers. All the survivors can do is pick up the pieces and move on."

Crown prosecutor Alistair Johnston said the Crown will take some time to decide whether to appeal the sentence.

"Our view of it has always been that it is such a serious, aggravated crime that we thought it called for a really harsh penalty," he said.

Cheers' spouse, Kate Hersberger, said she was not happy with the sentence, calling it "very inadequate," and saying she did not believe it would serve as a deterrent to others.

But Hersberger said the sentencing was also the end of a long and disappointing process, which has left her family struggling not only with the loss of Cheers, but with many other aspects of the case.

In addition to having questions about some aspects of the investigation, she also questions why none of the passengers in Yuzicapi's car at the time of the crash were charged, and says it was difficult seeing Yuzicapi driving a new car around Fort Qu'Appelle in the two years before the matter finally came to trial.

"The system is not set up to support seeking truth and healing, that's the biggest thing for me," she said. "My family are glad this is over. It's been a very long thing."

Cheers was a teacher at the Carry the Kettle First Nation. In a victim impact statement, Hersberger describes him as a kind, loving, intelligent person who overcame many things in his life and worked hard to show love and respect to his students.

Edition: Final
Story Type: Crime
Length: 704 words
Idnumber: 201004070019

The StarPhoenix

SADD campaign gets \$200,000 boost; SGI, SLGA donate; 10-school speaking tour targets drunk driving

The StarPhoenix (Saskatoon)
Tue Mar 9 2010
Page: A2
Section: News
Byline: Pamela Roth
Dateline: REGINA
Source: Saskatchewan News Network

At 17 years of age, Ashley Wilkie never imagined she'd be attending the funeral of one of her best friends.

But two years ago, a car carrying five teens was speeding along McCarthy Boulevard in northwest Regina when it went out of control and struck a tree. Three people inside the vehicle were killed, including her friend behind the wheel.

The night he died still brings tears to her eyes because it was a night she feels could have had a much different ending if alcohol wasn't involved.

"I was really mad. I knew they were drinking," said Wilkie, who is now the president of Students Against Drunk Driving (SADD) at Sheldon-Williams Collegiate.

"It's (drinking and driving) very bad at our school. I just hope they realize so many people die in a year -- and they could be next."

On average in Saskatchewan, there are more than 1,400 collisions each year involving an impaired driver, resulting in almost 850 injuries and more than 50 deaths.

In an effort to remind high school students about the dangers of drinking and driving, the province has declared this week Impaired Driving Week.

The week kicked off Monday in Regina at Sheldon-Williams with a \$200,000 donation to SADD from Saskatchewan Government Insurance (SGI) and the Saskatchewan Liquor and Gaming Authority. The funds will be used to support SADD's advertising campaign and a national youth conference taking place in Regina this spring.

Rand Teed, host of SCN's television program Drug Class, will be speaking to 10 schools throughout the province as part of Impaired Driving Week.

A former teacher, Teed has been working with youth since 1972 and has attended the funerals of 25 students who have died in drug- or alcohol-related incidents.

Growing up in a small town in Saskatchewan, Teed admits one of the popular things to do with his friends was pick up a case of beer and drink it while driving around.

When he was 17, he was among two cars full of friends who decided to make a trip into Regina to pick up more booze for a country bonfire party.

The car of friends in front of him was speeding up the Lumsden hill when the driver lost control and rolled the vehicle. A friend in the back seat was thrown from the car and killed when the vehicle rolled on top of him.

Even though Teed watched his friend die, he and his friends continued to drink and drive until he eventually realized he needed help.

Later in life, he was reminded of his past when he and his wife were sent to hospital after their car was struck by a drunk driver on Regina's Albert Street.

Now his goal is to help teens realize the trouble drugs and alcohol can cause, especially at an early age.

"We all think this stuff is harmless and it isn't going to cause any trouble, but that's not true," he said. "This kind of stuff happens all the time. We don't want fun turning into a funeral."

Edition: Final
Story Type: News
Length: 498 words
Idnumber: 201003090006

The StarPhoenix

Drunk driver gets four years; Fatal crash in 2006 killed 22-year-old SADD activist

The StarPhoenix (Saskatoon)

Wed Feb 27 2008

Page: A3

Section: Third Page

Byline: Betty Ann Adam

Dateline: KINDERSLEY

Source: The StarPhoenix

KINDERSLEY -- As Kirk Andrew Rudolph drove west in the eastbound lane of Highway 7 on Dec. 7, 2006, Trevor Preston saw the truck coming at him and swerved into the ditch.

Tricia Coulter, however -- driving a few car-lengths behind Preston -- was still in her lane when the pickup slammed into her head-on.

The 22-year-old anti-drinking and driving activist was killed instantly. Rudolph, 38, pleaded guilty in October to dangerous driving causing death and was sentenced on Tuesday to four years in prison.

Rudolph also pleaded guilty to driving while disqualified and possessing a firearm while prohibited.

Provincial court Judge Barry Singer also imposed \$500 fines for each of those convictions and a \$190 fine for having open liquor in a vehicle.

Singer also prohibited Rudolph from driving for three years after his release and from possessing firearms for the same three years.

In an agreed statement of facts, Rudolph acknowledged drinking alcohol before driving that afternoon was a factor in the crash, said Crown prosecutor Michael Segu.

A man who came upon the scene and rushed to help Rudolph, noticed he "smelled bad of alcohol," and an open bottle of vodka was found at the scene, Segu said.

"It seems so tragic. Tricia did so much work with Students Against Drinking and Driving," her mother, Patricia Coulter, said in an interview.

Patricia expressed frustration with the prevalence of drinking and driving, noting alcohol was a factor in most of the charges heard in Kindersley court on Tuesday. Three other people sentenced for drinking and driving offences before Rudolph, had, like him, previous convictions for drunk driving.

Patricia wonders if Saskatchewan should follow Ontario's lead and consider creating a law to seize the vehicles of drivers caught drinking and driving.

"What we're doing as a society here isn't working. . . . Maybe if they thought they'd lose their vehicle or their quad. . . . If there was a financial effect, maybe that would hit home," she said.

Grief overflowed in the Masonic Lodge, where circuit court is held. Victim impact statements read by Patricia and by Segu, on behalf of the victim's father, two sisters and aunt, overwhelmed most of the people present.

The statement from Tricia Coulter's father recalled that when the accident occurred, Coulter was on her way to pick him up so they could attend a musical performance together in Saskatoon. He described "a huge emptiness" left by her passing.

"There is an ongoing, unbearable quiet," he wrote.

Members of Rudolph's family were clearly devastated as well, especially when he stood and turned to address Coulter's mother, stepfather and friend who sat behind Rudolph's family.

"I made wrong decisions in my life. I realize they've greatly affected other people. I wish I could go back and change the events of that day," Rudolph said.

Defence lawyer Kevin Hill had asked for a three-year term but said in an interview the higher sentence is part of a trend toward harsher penalties that reflect society's increasing intolerance of drinking and driving.

badam@sp.canwest.com

Edition: Final
Story Type: Crime
Length: 498 words
Idnumber: 200802270007

The StarPhoenix

Town grads allowed 10 drinks at party

The StarPhoenix (Saskatoon)
Sat Jun 6 2009
Page: A1 / FRONT
Section: News
Byline: Lana Haight
Source: The StarPhoenix

As high school graduation approaches, some people are asking what's safe about "safe grad" parties.

"Having 10 drinks in one evening would not be safe for many," said Colleen Dell, research chair in substance abuse in the sociology department at the University of Saskatchewan.

Next weekend, some parents of Lanigan Central High School graduates will host a "safe grad" party at an undisclosed location. Graduates planning to attend the Saturday night drinking party had to submit a form signed by their parents in advance of the party. The graduates had to pre-order and pre-pay for the alcohol they'll drink during the 9 p.m. to 2 a.m. party. Graduates and their guests, who have to be in Grade 10 or higher, will be allowed up to 10 drinks, including beer, vodka, rum and rye.

"That boggles the mind," said Diane Fontaine, president of the Saskatoon and area Mothers Against Drunk Driving. "It's pretty scary."

Having that many alcoholic drinks at one time is considered binge drinking, says Dell, who added the definition of binge drinking is five or more drinks.

"The idea of safe grad is around drinking and driving and keeping people alive," she said.

"Is that really the goal we want for our kids -- is to simply keep them alive?"

She worries the party will be the start of a drinking pattern that continues through the summer. The dangers of binge drinking include alcohol poisoning, violence and unprotected sex.

Coralea MacDonald, whose daughter will not be attending the party even though she is graduating, was surprised to learn of the "safe grad."

"It's illegal for anyone under 19 to drink alcohol," she said. "How can we do something illegal legally?"

Police are aware that "safe grad" parties happen in communities throughout Saskatchewan.

"The model that I'm referring to talks about where there is a parent or guardian on-site and they are making a decision, as the parent or guardian, for their child, in terms of whether or not they are going to provide them alcoholic beverages at that specific time, in that specific location, at a private place," explained RCMP Sgt. Brian Jones.

"It is an arrangement between private property owners and parents and guardians of those people in attendance. It's a private function on private land. Whether it's a good idea or not is not for us to decide," he said.

Allowing the graduates to drink large quantities of alcohol, even if they aren't driving, sets a bad example, says Fontaine, who adds MADD promotes drinking responsibly, which means adults drinking moderate amounts and then not driving.

"We don't like 'safe grads' because there is still drinking and it encourages underage drinking," said Fontaine.

MacDonald is disappointed parents are organizing the drinking party.

"As adults, I don't think we should say, 'Go for it and we'll watch you get drunk.'

"We're not trying to ruin everyone's fun," said MacDonald, who wishes the teenagers could celebrate their graduation without having to drink alcohol.

Officially, Lanigan graduates will celebrate with a ceremony and dinner on June 12, the day before the "safe grad." The school staff members are not involved in the "safe grad," says Ken Sogge, communications director for Horizon school division.

"They are illegal," he said in an interview.

"If parents choose that that's how they are going to celebrate the graduation of their child or their student, there's really nothing anybody can do about it."

One of the parents involved in the "safe grad" had no comment when contacted by The StarPhoenix and said none of the parent organizers wanted to be interviewed about the party.

Edition: Final
Story Type: News
Length: 596 words
Idnumber: 200906060002

The StarPhoenix

Drunk driving fatalities spike in '08

The StarPhoenix (Saskatoon)

Sat May 16 2009

Page: A3

Section: Third Page

Byline: Angela Hall

Dateline: REGINA

Source: Saskatchewan News Network; Regina Leader-Post

The number of people killed in Saskatchewan in collisions involving alcohol spiked last year to 74, a dramatic 63 per cent increase from the previous three-year average, according to new data from SGI.

"Drinking and driving has been a challenge for us. It's been one of the leading contributors to fatalities in the province, but the last year's numbers really indicate that we need to continue to step up our fight against this particular issue," said Kwei Quaye, assistant vice-president of SGI's traffic safety services.

Overall in 2008, there were 156 deaths due to traffic collisions in Saskatchewan, an increase of about nine per cent from 2007.

The 74 deaths that involved drinking and driving compared to a three-year average of 46 deaths.

The number of crashes involving a drinking rose 12.5 per cent from 2007 to about 1,550, while the number of injuries hit 929, an increase of about 22 per cent from the three-year average.

"Drinking and driving kills," Quaye said. "Especially with this long weekend coming we'd like to encourage people to practise safe driving."

There were 14 fatalities on First Nations roads last year, all of which were crashes involving alcohol. The number of deaths is a 90 per cent increase from the previous three-year average, SGI reported.

Of the 60 other deaths involving drinking and driving, 39 were on highways, 12 were on rural roads and nine were on urban roads.

Quaye said the numbers help SGI target areas where education and prevention efforts can be increased.

The corporation is already involved in Enforcement Overdrive, where SGI foots the bill for extra staffing costs to allow municipal police forces and RCMP to hold additional roadside check stops for impaired driving.

Quaye said there are discussions about doing further work with rural RCMP detachments.

SGI is also working with the Federation of Saskatchewan Indian Nations (FSIN) to bring the issue to the fore on First Nations.

"We know we have issues with seatbelt use on First Nations roads, and we also have issues related to impaired driving on First Nations roads. FSIN has approached us and are very willing to do some work with us to help manage this," he said.

Jerry Larson, the Saskatchewan president of Students Against Drunk Driving (SADD), said the increase in drinking and driving related fatalities is concerning and reinforces the need to keep educating the public.

"Personally it scares me a little bit and kind of shocks me. . . . It obviously just proves we need to be out there more educating people and making them aware of what happens when you do choose to drive (under the influence)," she said.

Larson added that people need to help others make smart choices by offering them sober rides or asking them to stay over if they've been drinking.

"Everyone on the road is affected by impaired driving."

Edition: Final
Story Type: Crime; Statistics
Length: 457 words
Idnumber: 200905160009

The StarPhoenix

Man sentenced for assault with beer glass; Attack resulted in disfigurement, nerve damage

The StarPhoenix (Saskatoon)

Fri Jan 7 2011

Page: A4

Section: Local

Byline: Betty Ann Adam

Source: The StarPhoenix

The bravado of young men and too many pints of beer led to a man smashing a beer glass on another man's face last January at Lydia's Pub.

Mark Richard MacLaurin was found guilty Thursday of aggravated assault upon Matthew Fawcett after Judge Daryl Labach rejected an argument of self-defence.

MacLaurin forgot he was holding the pint beer glass when he struck Fawcett in the face after Fawcett shoved him, defence lawyer Michael Bauer argued at the end of a one-day trial in Saskatoon provincial court.

Labach did not accept the claim, saying MacLaurin intended to hit Fawcett with the glass, since he struck hard enough to break it.

MacLaurin's roundhouse punch, "with what amounts to a weapon," was more force than was required to defend against a two-handed shove against the chest, Labach found.

The broken glass left shards embedded in Fawcett's face that required 32 emergency room stitches to wounds from his temple to his jaw.

Fawcett has been left with scars and nerve damage.

Fawcett also underwent plastic surgery but had to return to the hospital three times to have the wounds reopened so medical staff could try to retrieve more splinters that prevented healing and repeatedly caused bleeding.

A severed salivary gland also was not immediately detected. It seeped continually and gushed when Fawcett ate until it healed more than a month later, he testified.

He may undergo further plastic surgery this year to address the visible scars on the left side of his face, he said.

The incident occurred Jan. 15, 2010, at closing time at the popular bar on Broadway Avenue.

The hostility between the pair had included Fawcett's brother, Ben, who had taken offence at a derogatory comment MacLaurin made about his suspenders some hours earlier near the basement pool tables.

Words were exchanged a few times during the evening, which featured the Fawcett brothers demanding an apology from MacLaurin for what they perceived was a slight.

Each challenged MacLaurin to go outside and fight if he didn't apologize. MacLaurin refused to go outside or to apologize.

Pints of beer were being imbibed by all throughout the evening. MacLaurin and Matthew Fawcett were both intoxicated.

"Alcohol and bravado seemed to be getting the better of people," Labach remarked in his findings.

At one point, one of the Fawcett's friends laid MacLaurin back upon a pool table and grasped his shirt at the throat while smiling and telling him to leave his friends alone.

A bouncer suggested MacLaurin leave, which he did, but he then came back inside to wait for his ride.

He and his friend, Rochelle Blocka, were sharing a pint of beer when Ben Fawcett's girlfriend approached them and wanted MacLaurin and the Fawcetts to call a truce.

Although MacLaurin didn't want any more to do with the Fawcetts, the girlfriend brought the brothers to him.

MacLaurin offered to shake hands with the men but wouldn't apologize first. Labach found Ben shook hands with MacLaurin but Matthew refused to shake hands or to slap hands in a "high five."

Instead, Matthew Fawcett pushed MacLaurin and MacLaurin immediately struck him in the face with the glass in his right hand.

There was no evidence about where the beer glass was when MacLaurin was shaking hands and high-fiving.

Crown prosecutor Christy Pannell called MacLaurin's claim that he did not realize he was holding the glass "wilful blindness." The serious injury was objectively foreseeable, she said.

A sentencing hearing will be held Jan. 13.

badam@thestarphoenix.com

Edition: Final
Story Type: Crime
Length: 579 words
Idnumber: 201101070012

The StarPhoenix

Man jailed for sexual assaults on teenagers

The StarPhoenix (Saskatoon)
Sat Dec 4 2010
Page: A8
Section: Local
Byline: Lori Coolican
Source: The StarPhoenix

A 31-year-old former employee of a downtown Saskatoon bar pleaded guilty this week to two counts of sexual assault against 15-year-old twin sisters who went to his home to experiment with alcohol five years ago.

Heath Brown, who worked at the Patricia Hotel, had a reputation around underage young people in Saskatoon as a person who would hook them up with booze, Crown prosecutor Val Adamko told Judge Donna Scott in provincial court Thursday.

After meeting him once, the two victims called Brown on Nov. 12, 2005, and arranged to visit him at his place, where he served them alcohol until both were extremely intoxicated.

At that point, "things got a little out of control," Adamko said.

Brown started asking for sex, and he did not take the girls' refusals seriously. They were so intoxicated they were "physically unable to resist," and eventually both of them had intercourse with him, she said.

They were too shocked and ashamed to tell anyone about the incident at first -- but one of them wrote about it in her journal, which their mother happened to see, Adamko told court. The girls' mother sought help from a counsellor, and eventually the entire family took part in therapy.

Their identities are protected by a publication ban.

"The whole thing was simply too overwhelming to handle . . . especially for a 15-year-old girl," one of the twins said in a victim impact statement, which she read aloud in court.

Shaking with emotion, she described the aftermath of the assaults -- depression, anxiety, nightmares, loss of appetite and temporary hospitalization for a breakdown. Her close relationship with her twin sister was "ripped apart," and for a time they stopped talking to each other altogether, she said.

Their parents were devastated as well and appeared to blame themselves for what happened, she told court, turning her tear-streaked face toward Brown in the prisoner's box.

"This is your fault, not my parents'," she said.

Her sister remembered being an ambitious, enthusiastic and happy teen before the incident, a good student who loved playing sports. Brown's actions took away her power, dignity and self-respect, leaving her feeling dirty and confused, she said in her statement.

She developed bulimia and fell in with "a rough group of people" for a while, she said.

"I thought about it every day, and cried every day. . . . I stopped caring about all the things I used to."

The girls did not report the incident to police until last year, after they came across a Nov. 18, 2009, news report about Brown in The StarPhoenix, Adamko said.

The article said Brown had just pleaded guilty to sexual assault for having sex with a 13-year-old girl he met in an Internet chat room in 2001. The girl had not filed a complaint with police until 2008, when she recognized his profile on another chat site.

He received an 18-month conditional sentence for his crime against the 13-year-old, and was returned to the community under conditions that he stay away from children under 16. As part of a plea agreement, his name was not added to the national sex offender registry.

Brown was in the midst of serving his time in the community when police charged him in early February with the sexual assaults against the twin 15-year-olds. He was granted bail and released again, with conditions that he not possess or consume alcohol and obey a daily curfew from 11 p.m. to 7 a.m.

On June 25, city police knocked on his door to check his compliance with his conditions and found two cases of Budweiser in his home, Adamko told court. He was arrested, charged with breaching his conditions and released from custody the same day.

At 11:55 p.m. on Nov. 12, a police officer found Brown urinating in public next to a vehicle on 33rd Street. Rather than a ticket for public urination, he was charged with breaching his curfew. He has remained in custody since then.

Brown pleaded guilty to both breaches Thursday, in addition to the sexual assaults.

Accepting a joint sentencing agreement between the Crown and defence, Scott imposed a 22-month jail term and agreed to "take no action" on his conditional sentence breach, ordering that Brown resume serving his term in the community following his release from jail.

The usual punishment for breaching a conditional sentence is to serve some or all of the remainder of the sentence behind bars.

However, provincial jail inmates have no access to sex offender treatment programs while in custody, Adamko explained. If allowed on the street instead, he can attend group therapy.

His name will now be added to the sex offender registry for the next 20 years.

"I hope you both know that you are not to blame for what happened," Scott told the twin sisters before passing sentence on Brown.

"I think these young women should be proud of themselves for coming forward and reporting what happened," Adamko said. "I do hope that when (Brown) leaves here today, he'll remember what they said."

Defence lawyer Brian Pfefferle said Brown's memory of his night with the twins is poor, but he does not dispute the facts they reported to police. His client knew the girls were younger than him, but didn't realize they were only 15, he said.

The incident is an eye-opening example to the community, because it could have happened to anybody involved in "high-risk behaviours" surrounding the city's bar scene, Pfefferle said.

The culture among many young people working in the clubs is such that "even when you're working, you're almost in party mode all the time," he said.

Brown learned from his participation in sex offender treatment during his earlier conditional sentence and has tried to stay out of risky situations, Pfefferle told court, adding he no longer drinks heavily and "tries to educate the people he associates with on the risks of this type of behaviour."

Brown understands what it's like to be on the receiving end of a crime, having been a victim of an aggravated assault in the past, Pfefferle said.

"I am deeply sorry about the whole thing," Brown told court before receiving his sentence.

"The victim impact statements today really hit me. . . . I want other people to learn from my mistakes."

lcoolican@thestarphoenix.com

Edition: Final
Story Type: Crime
Length: 1036 words
Idnumber: 201012040017

The StarPhoenix

Teen sentenced for involvement in crime spree; Negative peers led 17-year-old into assault, robbery, judge hears

The StarPhoenix (Saskatoon)
Sat Nov 20 2010
Page: A9
Section: Local
Byline: Betty Ann Adam
Source: The StarPhoenix

A teenager involved with a gang who went on a violent crime spree earlier this year was a follower who was influenced by a negative peer group, a Saskatoon judge heard this week.

The 17-year-old hit a man on the head with a beer bottle during a planned robbery he and his friends perpetrated upon strangers outside the Colonial Cold Beer & Wine Store on May 23.

He was present about 40 minutes later when teenager Ryan White was shot on Acadia Drive, though he was not charged with participating in that crime, Crown prosecutor Leslie Dunning told provincial court Judge Doug Agnew.

The teen also carried a police baton and stayed outside while others committed a home invasion on Shea Crescent on March 3, where a man was shocked with a cattle prod.

The teen's name is subject to a publication ban. He turned 18 in August.

On Thursday, he was given three concurrent nine-month sentences comprised of three months secure custody, three months open custody and three months community supervision.

He had earlier pleaded guilty to robbery and assault causing bodily harm for the activities outside the Colonial and possession of a weapon dangerous to the public peace for holding the baton during the home invasion.

Agnew told the man he is lucky the crimes occurred before his 18th birthday because his sentence would have been much harsher if he'd been an adult under the law at the time.

Two 18-year-olds who were involved in the home invasion are now serving penitentiary terms, Agnew noted.

Braden Troy Chicoose, who electrocuted Jordan Vandale with the cattle prod, had turned 18 just days before the home invasion. He had no prior criminal record but was sentenced in October to 31/2 years for break and enter to commit robbery and wearing a mask in the commission of an indictable offence.

Joel William Yuzicapi was sentenced Nov. 1 to three years for hitting Vandale on the head with a hammer and having his face masked at the time.

Arthur John Jack, 42, Justin Albert Edward Smith, 18, and another youth are also charged in the home invasion and await their trials.

Jack and Smith are also each charged in at least 10 armed robberies, including the incidents outside the Colonial and the White shooting.

A third youth is charged in the shooting incident with aggravated assault and robbery with a firearm. That case is also still before the courts.

The youth sentenced Thursday has turned his life around since his arrest last summer, a probation officer who prepared a positive pre-sentencing report told the judge.

He has been working and spending time with "pro-social" friends who encouraged him to comply with his release conditions, she said.

Defence lawyer Garth Buitenhuis said his client was outside the front door when four others entered through the back door of the Shea Crescent house.

He balked at the noise inside and stayed outside rather than entering with the police baton.

When the others ran from the house after the victim fought them off with a knife, the youth ran with them.

On May 23, the youth was present when the group planned to rob people leaving the beer store attached to the Colonial Pub & Grill. They followed four people, chasing them toward a nearby park. One of the gang had a machete and cut one of the victims.

Buitenhuis said his client wasn't armed until he thought one of the victims was threatening his cousin. At that point he grabbed a beer bottle and struck the man, who gave up \$90 and lost his glasses in the melee.

Agnew said fear didn't explain why the youth later threw the beer bottle at the victim as he ran back to the relative safety of the beer store.

"He was involved with people he wanted to impress or keep their friendship," Buitenhuis said.

"He was not at the forefront. He's just someone who goes along," Buitenhuis said.

The teen said he knows what he did was wrong and it won't happen again.

"That was stupid thinking. I was young. I'm 18 now and ready to make better decisions," he said.

badam@thestarphoenix.com Edition: Final
Story Type: Crime
Length: 682 words
Idnumber: 201011200014

The StarPhoenix

Brutal slaying of teen earns life sentence

The StarPhoenix (Saskatoon)

Tue Oct 19 2010

Page: A4

Section: Local

Byline: Charlene Tebbutt

Dateline: PRINCE ALBERT

Source: For the Star Phoenix

A young Prince Albert man has been sentenced to life in prison for the gruesome killing of a 16-year-old girl last year.

Cody James Halkett, 21, was sentenced Monday to a life sentence with no chance of parole for seven years in the death of Krista Kenny. Halkett pleaded guilty to manslaughter Monday in Prince Albert Court of Queen's Bench.

The prison sentence was based on a joint recommendation from the Crown and defence. Halkett was originally charged with second-degree murder.

Kenny's body was found inside a car in an alley in the city's West Flat area on May 4, 2009, two days after she was last seen partying with friends at a local park. Kenny, the mother of a then six-month-old girl, was found severely beaten inside the car with a hole in her throat, Crown prosecutor John Morrall said in court Monday.

Kenny suffered bruising all over her body and had been stabbed in the throat with a wooden stake. She was alive for 15 to 30 minutes after the assault and conscious for some of that time as well, he added.

"This, my Lord, was a savage and callous beating," Morrall told Queen's Bench Justice Grant Currie. "She was defenceless, she was young, she was overpowered and her death was not instantaneous."

Kenny was last seen on the evening of

May 2, 2009. She had been drinking with a group of other people at a park and started sleeping on a picnic table.

Halkett was seen trying to kiss Kenny and wanted her debit card to buy more alcohol. Halkett and Kenny were later seen leaving the park together at around midnight, Morrall said.

Halkett was arrested several days later. Police searching a garbage bin outside his home later found bloody socks and a pair of shorts with DNA from both him and Kenny. Halkett's common-law wife also told police that he had come home without his shirt and she saw scratches on his chest and stomach.

Several of Kenny's family members spoke in court Monday.

"Cody, you're every parent's nightmare," said Kenny's mother, Loretta Henderson.

Kenny's aunt, Lorraine Henderson, said Kenny's now-two-year-old daughter will never know her mother.

"It is the greatest sorrow that this is our reality," she said. "We will always love you, we will always miss you."

Defence lawyer Rick Bell said his client accepts responsibility for Kenny's death, although Halkett has always maintained that he did not act alone. However, Bell refused to elaborate on his comments when asked outside court.

Morrall said Halkett was the only person involved in the killing. He said the severe extent of Kenny's injuries warranted a tougher sentence for manslaughter.

Illustration:

- Photo: Photo courtesy Charlene Tebbutt / Cody Halkett is escorted from court Monday

Edition: Final

Story Type: Crime

Length: 437 words

Idnumber: 201010190012

The StarPhoenix

Prank left lives altered, court told; Young men on trial for assault on drunk teenager

The StarPhoenix (Saskatoon)
Thu Sep 2 2010
Page: A1 / Front
Section: News
Byline: Betty Ann Adam
Dateline: ST. WALBURG
Source: The StarPhoenix

Friendships have been strained and lives altered among young people in a small community because of a party prank that escalated into a sexual assault on a drunk teenager, witnesses testified Wednesday in provincial court.

Orrie Rodh, 21, and Shae Pruden 21, are charged with sexual assault against a 15-year-old male youth who was passed out in a bedroom at a house party in a town northwest of North Battleford on March 13, 2009.

Youths went into the room and wrote vulgarities on the boy's face and arms, drew penises on his buttocks and sprayed shaving cream on his back and buttocks, court heard. Meanwhile, the party continued in the next room.

A teenager dragged his scrotum on the victim's face while another made a video recording of it on his cellphone, court heard.

Pruden is accused of placing a beer bottle between the cheeks of the youth's buttocks.

Rodh is alleged to have been involved in the bottle incident, but the only evidence presented about that so far indicates a witness may have given a wrong name.

"It was a horrible thing. It showed me how things can happen and ruin people's lives," said a youth who has pleaded guilty to sexual assault for spraying the foam on the unconscious teen's buttocks.

He also admitted being present when the alleged assault with the bottle occurred and being part of a group of males who encouraged the act. He was sentenced in June 2010 to two years on probation and 110 hours of community service.

That youth was one of two who gave testimony inconsistent with their sworn statements to police, resulting in Crown prosecutor Suzanne Reid getting permission to cross-examine them as hostile witnesses.

That youth said he grew up with the victim and the other males involved in the incident. His friendship with them is "not as good as it used to be," because a court order had prohibited contact with them while the cases against the six accused make their way through the courts.

The complainant testified he was angry the next morning when the boy with the video showed it to him. The boy became depressed, stayed alone in his room and avoided his family and friends for months.

"I lost pride for myself and everything I did, lost a lot of friends. I thought friends wouldn't do it," he said.

The boy's sister was at the party and said she checked up on him a few times. She told the boys to leave her brother alone but wasn't particularly concerned about the drawings she saw.

Another of the youth witnesses pleaded guilty to assault for drawing on the teen and taking the photos and video. He was sentenced to one year on probation.

Several witnesses said they have been at other parties where people have written on and sprayed foam on people who were passed out.

The trial continues today.

badam@sp.canwest.com

Edition: Final
Story Type: Crime
Length: 483 words
Idnumber: 201009020002

Lesson 4: Legal Consequences

Overview: In Canada, impaired driving is the most common criminal offence and is the leading cause of death in youth. This lesson provides information on the legal consequences associated with using alcohol and provides articles for students to read and discuss.

Time: 60 minutes

Resources: Fact Sheets on the legal consequences (included here)
Poster paper and sticky notes (for discussion)
Markers

Materials: School Liaison Officer or RCMP Officer
Newspaper Articles – distribute however many are needed for group work

Activity:

This lesson is a carryover from the previous lesson. After having gone through the articles, this would be a fitting time to have someone come in to speak with the students about the legal consequences of underage drinking.

1. Ask your School Liaison Officer or arrange to have an RCMP Officer come in to speak with the students (30 minute presentation).
 - Check to see if there is a member who has done this in the past.
 - Be mindful of the person that you choose to speak to the students.
 - Keep in mind that the intent of this lesson is not to use extreme scare tactics with the students. Rather it is an opportunity to educate students so that they make positive life decisions.
2. Provide the students with the Fact Sheets (included here) and proceed with the activities below.
3. After the presentation, have the students form groups and have each group assign these roles:
 - Task Manager (keep people on track)
 - Recorder (writes on the sticky notes)
 - Time Keeper (informs group of time constraints)
 - Reporter (share the group's ideas to the entire class)
4. Give each group poster paper and have the group brainstorm ways that they may be able to make the community more aware of the issues surrounding underage drinking and how it negatively affects the community.

- Ask them to be clear, specific, measurable and realistic – speak to them about goal setting.
 - Have them write each suggestion on a sticky note.
5. After about 10-12 minutes, bring back together as a large group and have the reporter from each group share their suggestions.
 - After reading each sticky note they are to place them on the poster board – if any are similar they are to group them together.
 - After each group reads their sticky notes, get them to add each sticky note to the created themes on the board – put all the similar ones together.
 6. Once all of the groups have presented their sticky notes, decide on one that would be possible for them to do within their school.

Drinking and Driving – New Drivers

- Between 2006-2008, drivers aged 15 to 18 accounted for 10% of drivers involved in collisions.
- For the regular population, there are 10.2 at-fault collisions per 100 licenced drivers. This number increases to 17.6 at-fault collisions per 100 licensed drivers between 15 to 18 years of age.

Drinking and Driving Consequences

Saskatchewan has a zero tolerance policy for new drivers who drive after drinking. New drivers who drive after having consumed ANY amount of alcohol:

- Automatic vehicle sized at the roadside.
- Will have their license suspended for 30 days
- Must complete a Driving Without Impairment (DWI) course within 90 days.

Probationary drivers with subsequent violations will:

- Have their license suspended for 90 days
- Be screened for alcohol addiction
- Attend an education or addiction recovery program

All drivers, regardless of experience level who drive while over .08 BAC are subject to convictions and fines. Some of the consequences in Saskatchewan include:

- You'll receive a minimum \$1,000 court fine (with no maximum) and a \$500 penalty under the Safe Driver Recognition program. That's a \$1,500 minimum – even if it's the first time you're convicted.
- You move automatically to -20 points under the Safe Driver Recognition program for a 30-day suspension if you're a new driver or 24-hours if you're an experienced driver. This means you'll lose some of your vehicle license plate insurance discount or may have to pay a financial penalty.
- You could face jail time.
- You'll have a criminal record. This could prevent you from travelling outside of Canada and from attaining employment with some organizations.
- You'll lose your license for 1-5 years.
- You'll have to pay for the education program. The Driver Without Impairment (DWI) course costs \$150.

Source: <http://www.sgi.sk.ca/>

Legal Facts

Youth Statistics

Although there has been a significant decline in road fatality and injury rates among teens over the last two decades, progress in the recent past has stalled.

Road crashes still remain the leading cause of death among teenagers and more 19 year olds die or are seriously injured than any other age group.

40% of teenage drivers who are killed in road crashes have been drinking.

Studies conclude that young drivers are over-represented in road crashes for two primary reasons: inexperience and immaturity.

Although young people are the least likely to drink and drive, the ones who do are at a very high risk of collision.

Characteristics of the Drinking and Driving Problem with Young People

- **Older Teens:** Of all the young drinking drivers who are killed or seriously injured, the smallest proportion is 16 years of age. The largest proportion is 19 years of age.
- **Males:** Account for 87% of the young fatally injured drinking drivers and 89% of the seriously injured drinking drivers.
- **Summertime:** Young drinking drivers are most likely to be killed or injured in the summer (32.4% and 40.8%, respectively) and least likely to be killed or injured in the winter (8.0% and 11.4%, respectively).
- **Weekend:** A large percentage of young drinking drivers die or are seriously injured on the weekend.
- **Night time:** The vast majority of young drinking drivers die or are seriously injured in crashes at night.
- **Automobiles:** Most young drinking drivers are killed or seriously injured when driving an automobile.
- **Single-vehicle:** Young drinking drivers are most likely to be involved in single-vehicle crashes.
- **Crashes:** By the time a driver reaches a blood alcohol content of 0.10 he or she is 51 times more likely than a non-drinking driver to be involved in a fatal crash.

Source: <http://www.madd.ca/english/youth/stats.html>

Lesson 5: What Would You Do?

Overview: This lesson provides students with opportunity to assess and evaluate their own use of alcohol.

Time: 60 minutes

Materials: Large poster paper with scenarios written on top
Markers (one for each scenario)
Drinking self-assessment tool (included here)

Resource: School Counsellor

Activity:

1. Students can complete a self-assessment of their drinking using the online tool at www.checkyourdrinking.net or use the *Drug and Alcohol Problem Screening Test* (included here). If students feel the need to see a counselor they can choose to see the addictions counselor in school or through the website request form.
2. Students brainstorm: how to decrease the amount they are drinking, how to deal with peer pressure, and how to prevent getting into a car with someone who has been drinking. Or use these scenarios:
 - a. You and your friends are going to a party and you are the driver. Chances are good that if you only have a couple drinks you won't get caught. Your friends offer you a beer. What will you do?
 - b. Your date's parents are away for the weekend. He/she invites you over to watch movies on Saturday night. When you arrive, you discover that his/her older sister has brought some beer to liven up the evening. After your first beer, you start to have second thoughts, but you don't want your date to be mad at you. What should you do?
 - c. You head to a party with a designated driver (DD). You have had some drinks and then discover that your DD has also started drinking and ends up wasted. What will you do?
 - d. You are babysitting for your mother and father's friends. They arrive home late and have been drinking. They planned to drive you home that evening. What will you do?
 - e. You and your friend are walking through a park at night. Some people are hanging out having some drinks. They offer you and your friend a drink. Your friend decides to have one. What will you do?

- f. You are having a sleep over with some friends. Her/his good-looking older brother/sister offers you some alcohol. Will you take it?
 - g. Your parents are out of town for the weekend and your older brother throws a party. There are drunk people throughout the house and you don't know who half the people at the party are. What will you do? What are the risks?
 - h. You have the big game/concert tomorrow afternoon and your coach told everyone on the team to take it easy tonight. Some of your friends are getting together tonight and having a few drinks and they invited you to join them. What choice will you make? How will reach that decision?
3. Present students with the scenarios (one at a time) and engage them in role play.
 - Do not force students who may be reluctant to participate. They can still gain valuable information by contributing in other ways (i.e., offering suggestions for what the actors could have done differently).
 - Role play has been suggested as an appropriate way for students to go through the decision-making process and has been identified by students as an effective way to go through the decision-making process.
 4. Have students role play through the decision-making process and explain their actions. If you find that you have a group of students who would not actively participate in role-play the following is an alternate option.
 - Place large pieces of white paper along the wall with the scenario written at the top of the page. Number the sheets.
 - Break students into small groups.
 - Send groups to a posted poster (number the groups and have them quickly find their matching number)
 - Instruct the students that they will have two minutes to read their scenario and come up with suggestions for what they could do if they were found in that situation.
 - After two minutes have the students rotate to the next poster. Repeat this process until either each group has contributed to a poster or time runs out.
 5. Please have the counselor come speak with the class after they run through the scenarios or during the scenarios. Arrange ahead of time, so that the counselor can ensure that they are available. It may be a good idea to give the counselor a few ideas or topics you would like him/her to address. Some ideas could be emotional and physical effects of alcohol and also supports (for addictions or victims, etc.) that are offered. The purpose is for the students to become acquainted with the counselor and vice versa. Also, it is an opportunity for the students to learn how they can contact the counselor if necessary.

Resource Videos:

What's on Your Mind (1:52)

http://www.youtube.com/watch?v=uSAW9bBfhPk&feature=player_profilepage

"The Party Planner" TAC Drink Drive TV Ad (1:53)

http://www.youtube.com/watch?v=rh-b_aClu5s&feature=relmfu

Drug and Alcohol Problem Screening Test

1. Have you been drunk (staggering or slurring words or worse) 2 or more times in the past two weeks? Yes ___ No ___
2. Have you used any other mood modifying substance (marijuana, pills to change how you are feeling, etc.) more than 2 times in the past two weeks? Yes ___ No ___
3. In the past two weeks have you used enough drugs or alcohol that you can't remember parts of the evening? Yes ___ No ___
4. In the past two weeks have you thought you should quit or cut down your drug or alcohol use? Yes ___ No ___
5. In the past two weeks do you recall craving drugs or alcohol (this includes thinking about alcohol or drugs a lot when you are not using or getting excited about the possibility of drinking or using)? Yes ___ No ___
6. Have you been hurt or been in a fight or a screaming argument while under the influence of drugs or alcohol in the past two weeks? Yes ___ No ___
7. In the past two weeks do you recall being concerned about where you were going to get alcohol or drugs from or where you were going to get the money to pay for the alcohol or drugs? Yes ___ No ___
8. In the past two weeks has your drug or alcohol use caused you problems with your parents or at school? Include regularly fighting with your parents if you are using and missing class or assignments because you have been drinking/using during the week. Yes ___ No ___
9. Do most of your friends use drugs and alcohol regularly? Yes ___ No ___
10. Have you done anything in the past weeks while under the influence of drugs or alcohol that you felt bad or guilty about? Yes ___ No ___

Drug and Alcohol Screening Test Evaluation

0 to 1 yes answers

Indicates no real problems with alcohol or drug use.

2 to 3 yes answers

Indicates warning signs that alcohol or drug use is becoming problematic and the student needs to pay attention if there is any genetic predisposition. If the student is at this level, suggest the student retest every week or two to see if there scoring is improving or not.

4 to 6 yes answers

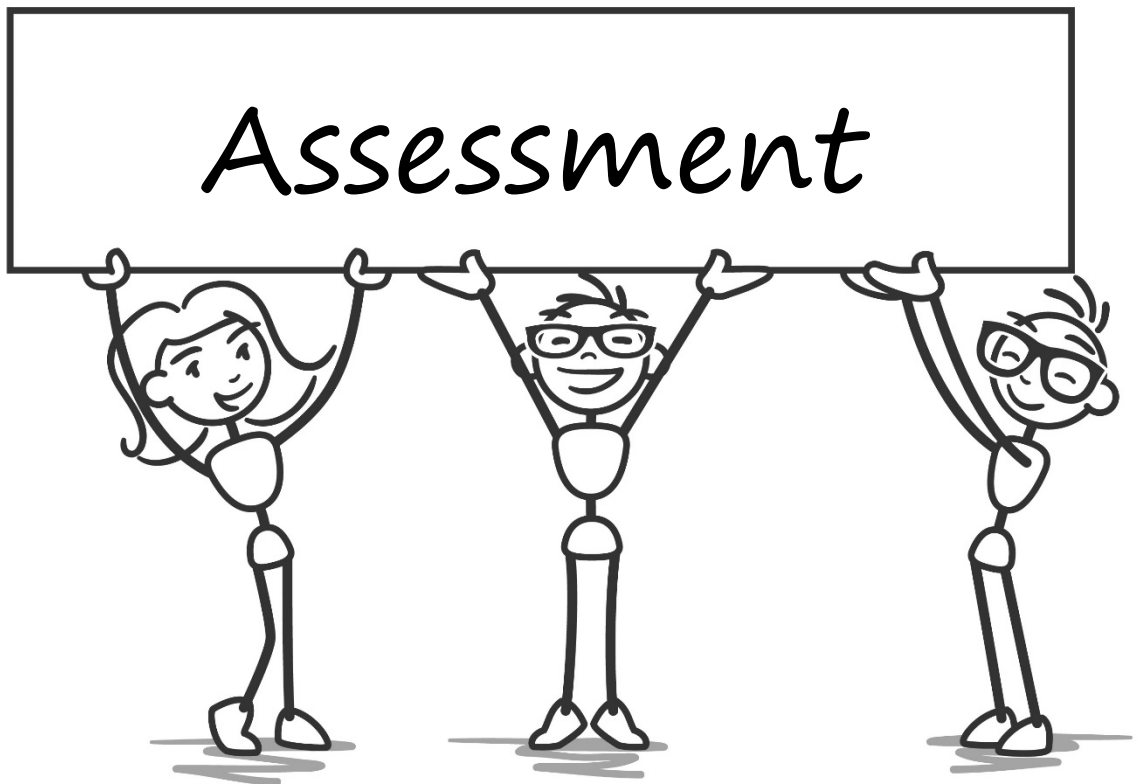
Indicates that the teen is developing or experiencing a drug or alcohol dependency (substance use disorder). This means that he/she is psychologically starting to “need” their substance to control their moods/feelings/environment. Using because he/she is bored, stressed, angry, sad, tired, or shy are examples of dependent drug/alcohol use.

7 to 10 yes answers

Indicates the teen is currently experiencing substance abuse or addiction. The difference is that substance abuse can be modified back to less harmful use by the individual (usually with help and guidance); if it is an addiction then attempts to change or modify drug or alcohol use will repeatedly fail.

The results of this screening test can be used as a motivator, either to consider change or as a reward for taking good care of one’s self. If it is a situation in which students are scoring high then the test can help them figure out how to lower their scores.

If you don’t change something – then nothing changes.



Assessment Activities

Three-Minute Quick Write

At the end of every lesson have the students write for three minutes.

Use your judgment as to what they should write about. If you notice that your class talked a long time about a certain topic, have them write their opinions on that.

Their entry could range from writing about what they learned to something that evoked emotions from within the lesson.

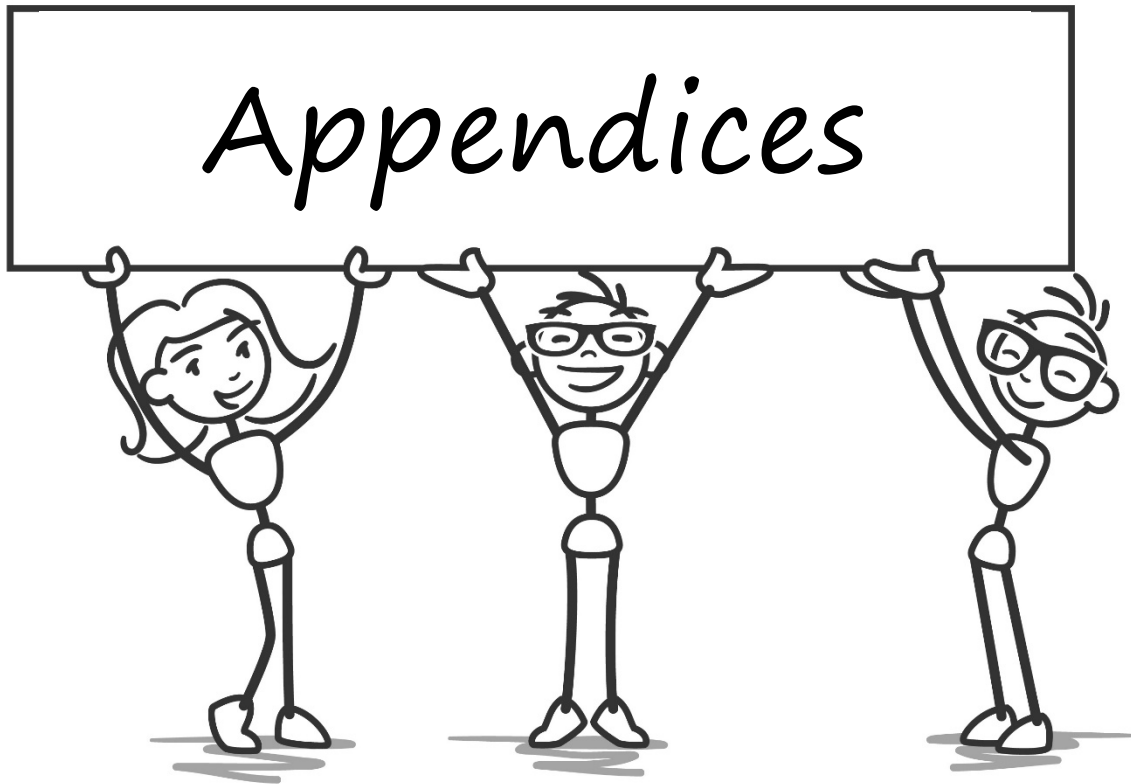
Exit Slips

Students have to write down three things that they learned during the lesson before they are allowed to exit the room.

Other Assessment Activities

Peer evaluation

Self-evaluation



Resource Videos

The following are links to videos you may find useful to incorporate into your lessons. Please view the videos before presenting them in your classroom to ensure that their appropriateness with your lesson.

Introduction to Alcohol

Understanding Canada's Low-Risk Alcohol Drinking Guidelines (3:08)
<https://www.youtube.com/watch?v=NbpdMFE-AIE>

Binge Drinking

Accept Responsibility: Binge Drinking (0:30)
<http://www.youtube.com/watch?v=T7nZMHoRaQE&feature=related>

Hannah – What Else Got Wasted? (0:33)
<http://www.youtube.com/watch?v=kR64AKsRYow>

Justin – What Else Got Wasted? (0:33)
<http://www.youtube.com/watch?v=85JGHkd30Ek>

Nathan – What Else Got Wasted? (0:17)
<http://www.youtube.com/watch?v=ies-Fo78nSo&feature=related>

Courtney – What Else Got Wasted? (0:17)
<http://www.youtube.com/watch?v=ies-Fo78nSo&feature=related>

Alcohol Know Your Limits – Binge Drinking Girl (0:41)
<https://www.youtube.com/watch?v=nE4DjF51pQQ>

Alcohol Know Your Limits – Binge Drinking Boy (0:41)
<https://www.youtube.com/watch?v=l44fKMdOA30>

Binge Drinking (College Health Guru) (2:08)
<http://www.youtube.com/watch?v=R9iaxnwkUdI&feature=channel>

What is Alcohol Poisoning (College Health Guru) (1:56)
http://www.youtube.com/watch?v=6E_T_NQjJDo&feature=channel

Teenage Binge Drinking Video (1:00)
<http://www.youtube.com/watch?v=yWCUekDn7cw&feature=related>

How Did I Get Here? (0:30)
<http://www.youtube.com/watch?v=EwaV7bLADCE&feature=related>

Impaired Driving

Kali's Story – Lives Changed Forever (3:21)

http://www.youtube.com/watch?v=y8QAKxjJQu&feature=player_embedded#at=140

Kali's Story – My Last Kiss for Mom (0:33)

<http://www.youtube.com/watch?v=IUlqUau20Ns&NR=1>

Don't Drink and Drive...Ever (0:31)

<http://www.youtube.com/watch?v=wgWPu5DgEC0&feature=related>

Don't Drink and Drive! Very Sad! (3:46)

<http://www.youtube.com/watch?v=zGsw3xneor8&feature=related>

Wasted (3:14)

<http://www.youtube.com/watch?v=ypFdldSe6cY&feature=related>

Trapped (1:01)

<http://www.youtube.com/watch?v=zdRZhfWFPHE&feature=related>

Braking Point – No Way Home (4:55)

http://www.youtube.com/watch?v=cIM7qYUjnZU&feature=player_embedded

Michelle's Story (0:59)

<https://www.youtube.com/watch?v=sh4TVn01iio>

What's on Your Mind (1:52)

http://www.youtube.com/watch?v=uSAW9bBfhPk&feature=player_profilepage

"The Party Planner" TAC Drink Drive TV Ad (1:54)

http://www.youtube.com/watch?v=rh-b_aClu5s&feature=relmfu

TAC Campaign – 20 year Anniversary Retrospective Montage TV ad (5:22)

<http://www.youtube.com/watch?v=Z2mf8DtWWd8&feature=related>

"Haunted" TAC Drink Drive TV Ad (1:00)

<http://www.youtube.com/watch?v=0s033MjVR7o&feature=related>

"Little Bit Dead" TAC Drink Driving Ad (0:30)

<http://www.youtube.com/watch?v=r5hxzdwQ7HA&feature=relmfu>

"Never" TAC Drink Driving TV Ad (1:30)

<http://www.youtube.com/watch?v=otR8V7rlnjA&feature=relmfu>

Glasses (0:30)

<https://www.youtube.com/watch?v=MrhV3QTkNyw>

Don't Drive and Drive (5:09)

<https://www.youtube.com/watch?v=45oV6PssNu4>

I went to a party... (2:33)

<http://www.youtube.com/watch?v=6m3nQWmgU8E&feature=related>

Coach's Corner

Effects of Alcohol Consumption on Athletic Performance

Activity:

Please distribute the following information to the coaches in your school so that they may post it in the gym and share it for their athletes.

Effects of Alcohol Consumption on Athletic Performance

“You Can’t Be Sharp, Quick and Drunk”

Nancy Clark, 2003

The effect alcohol has on performance is huge. Interestingly enough, research indicates that for many athletes, alcohol is consumed in binges and frequently exceeds recommended levels for safe drinking (no more than 1 – 2 drinks/day). Research also suggests that those involved with team sports may be at greater risk of excessive drinking compared to athletes participating in individual sports. Celebrating a win is not what is being discouraged. However, it need be said that as thirst quenching as alcohol may seem, it is really working against you, offering no edge on performance.

Alcohol: Stimulant or Depressant?

Alcohol is a depressant, not a stimulant. It slows down the activity in the central nervous system.

The Brain

Concentration, coordination and delay in response time are affected by alcohol consumption. These are very important in regards to sport performance. Make no mistake, once the high is over, it does not mean that the effects from the alcohol is over. The effects linger long after the blood concentration has fallen to zero. Reaction time, balance, coordination, strength, power and speed are some of the capacities that remain compromised after a night of drinking. In short, alcohol detracts rather than enhances physical performance. Alcohol in the blood stream can make staying asleep more difficult, suppresses dreaming, therefore depriving your body from its normal sleep cycle. Sleep affects mood and peak performance.

Empty Calories

Gram to gram alcohol contributes almost twice as many calories as equal amounts of carbohydrate and protein. Alcohols provide 7 calories per gram whereas carbohydrate and protein equal 4 calories per gram. Needless to say, calories in beer are easily fattening. People who drink moderately more often consume alcohol calories on top of their regular caloric intake because alcohol stimulates the appetite. These excess calories from beer, wine or liquor typically promote body-fat accumulation (commonly known as the spare tire). If you are trying to maintain a stable body weight, abstaining is preferable. You can get loaded with beer, but your muscles are not carb loaded! Alcohol is a poor source of carbohydrate. A bottle of beer (341 ml) provides 13 grams of carbohydrate compared to fruit juice at 39 grams. Often times, beer is thought to quench the thirst. However, the alcohol provides a diuretic effect causing you to lose fluids rather than replenish. One study showed that athletes who drank beer lost about 2 cups more urine over the course of four hours than those who drank a low-alcohol or alcohol free beer. Hydration plays a huge role in high energy performance.

Effects of Over Consumption

Alcohol in any amount slows down your reflexes, metabolism and your brain. It may relax you momentarily, but will ultimately deplete your performance. The impact of alcohol impacts your reaction time, balance, hand-eye coordination, accuracy and visual perception. Other performance areas compromised include: strength, power, Volume 1 speed, muscular endurance and cardiovascular endurance as well as recovery.

Binge Drinking and Performance: The Short and Long of It!

Consuming alcohol in binges has an array of short and long-term consequences for athletes. Short Term Effects: Alcohol is a diuretic that can lead to dehydration. Alcohol stimulates the kidneys to produce urine thereby causing the body to lose fluids and become dehydrated. The number one reason for early fatigue in sport is dehydration! Binge drinking may aggravate soft tissue injury. Blood flow needs to be reduced at the sight of injury in order to contain the injury. Alcohol consumption has the opposite effect; increasing blood flow to the area and can therefore increase recovery time. Consuming only a few drinks can slow the decision making process. The ability to react and make correct decisions is impaired.

Long Term Effects

Unwanted weight can easily creep up on you with regular binge drinking. Body weight plays a major role in athletic performance. Fat deposition is increased with alcohol intake. Often times high fat foods are consumed when drinking alcohol. The fat in these foods is kept as storage as opposed to being used as a fuel source. Frequent binge drinking can cause an athlete to fail to follow proper injury rehabilitation and management. An athlete can become distracted from carrying out pertinent recovery strategies to help the body refuel, rehydrate, and facilitate muscle repair.

To Drink or Not to Drink

The combined short and long term effects of binge drinking can seriously affect recovery, post exercise and subsequent exercise performance. It would seem appropriate to say that alcohol has no benefits in athletic performance and seems to do more harm than good. One drink equals: 1 can/bottle of beer (341-355 ml; 5% alcohol), one 5 oz. glass of wine (10 – 12%), and 1 ½ oz. of hard liquor (~40% alcohol). Remember, that the same amount of alcohol has almost twice the calories as a healthful carbohydrate and protein choice and a lot less nutritional value. For every glass of alcohol you have, consume at least one glass of water to decrease the risk for dehydration. The wise and preferred choice: abstain! Remember, your team and your optimal performance is counting on you.

Resources

www.nancyclarkrd.com
[Twitter.com/nclarkrd](https://twitter.com/nclarkrd)

References

Alcohol and Drugs Parent's Guide: Adolescence, What Parents Need To Know

<http://www.health.gov.sk.ca/alcohol-and-drugs>

Clark, Nancy. (2003). Effects of Alcohol Consumption on Athletic Performance. Retrieved from www.sportmed.mb.ca/uploads/pdfs/EnergyEdgeNewsLetterVol1.pdf

Douglas, Jean, Bodner, Nicole, & Reist, Dan. (2010). A Health Education Resource for Grade 6 English Language Arts, Health and Career Education. University of Victoria: Centre for Addictions Research of BC. Retrieved from www.carbc.ca/Portals/0/PropertyAgent/2119/.../G6%20iMinds.pdf

Drug Class

<http://drugclass.ca/>

Gateway Community Safety Net. (2008). Drug Safety: Smart Choices for Life. Winnipeg, MB: Gateway Publishing Co., Ltd. ISBN 0-920030-31-9

Government of Saskatchewan

<http://www.health.gov.sk.ca/what-else-got-wasted-campaign>

MADD Canada

<http://www.madd.ca/madd2/>

National Institute on Alcohol Abuse and Alcoholism, 2003. Understanding Alcohol: Investigations into Biology and Behavior (Teacher's Guide). Retrieved from <http://science-education.nih.gov/supplements/nih3/alcohol/default.htm>

Reist, D., Bodner, N., & Douglas, J. (2011). iMinds; A health literacy resource. G6Module, p.5. British Columbia Ministry of Health. Retrieved from

<http://www.uvic.ca/research/centres/carbc/publications/helping-schools/iminds/index.php>

SADD

<http://www.sadd.org/>

Saskatchewan Curriculum <https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/index.jsp>

Saskatchewan Government Insurance.

<http://www.sgi.sk.ca/>

Star Phoenix, Saskatoon, SK.

Teen Alcohol and Drug Abuse

<http://www.healthwise.net/saskhealthlineonline/Content/StdDocument.aspx?DOCHWID=tp17749#tp17750>

What Do I Say to My Children?

<http://www.health.gov.sk.ca/alcohol-and-drugs>

White, Aaron. (2003). What Happened? Alcohol, Memory Blackouts and the Brain. Retrieved from <http://pubs.niaaa.nih.gov/publications/arh27-2/186-196.htm>

Youth Statistics

<http://www.madd.ca/english/youth/stats.html>

