Wise & Well

8-WEEK FACILITATOR ACTIVITY GUIDE

For Ages 12 – 18

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Week Three Theme: **Binge Drinking and Being in Charge**

Girls will be introduced to the effects of binge drinking and the related consequences and risks via a game that outlines the effects of alcohol on a girl’s mental and physical state in addition to her emotions and personality. Following a more in-depth discussion, the session provides a powerful creative activity that invites girls to create a storyboard to depict their own experiences with binge drinking. The activity concludes with girls producing a new and different story that draws on their own, unique decision-making power and ability to be in charge.

**ACTIVITY**
- Who Really Scores Activity
- Discussion on Binge Drinking
- Storyboarding: “I’m in Charge – Drinking and Decision-Making”

**MATERIALS**
- The Effects of Alcohol Handout (provided)
- 25 pieces of regular blank 8x11 paper
- Round waste basket
- Sample Storyboard Diagram (provided)
- Stronger stock 8x11 paper for storyboarding activity
- Paint, paint brushes
- Magazines
- Scissors
- Glue
- Stickers
- Markers

**PURPOSE**
- To define the meaning of “binge drinking”
- To explore the pleasurable sides and the downsides of binge drinking
- To discuss the effects of alcohol related to blood levels, physical and mental impairments, motor skills, judgment, and decision-making
- To examine the associated risks of binge drinking, i.e. physical violence, emotional violence, and sexual assault or violence
- To elicit consequential thinking in regard to past decision-making during binge drinking experiences followed by the exploration of new or different decisions to practice in future situations

**FACILITATOR PREPARATION**
1. Make copies of “The Effects of Alcohol,” one for each girl. Do not distribute until instructed.
2. Set up all your materials in advance for the creative storyboarding activity.
3. Make copies of the Sample Storyboard Diagram – one for each girl.
Week Three

OPENING RITUAL
Begin with your regular opening ritual.

THEME INTRODUCTION
Introduce the theme of the week – Binge Drinking and Being in Charge.

CHECK-IN
Using the groups talking piece, go round the circle and have each girl check in as to what is going on in her life.

ACTIVITY 1

Who Really Scores?

Facilitator Instructions

- The way the activity works is that one at a time, with the girls each rotating turns, the girls will throw their wadded up paper into the basket trying to make the shot.
- Each time a number of paper balls makes it into the basket that corresponds with the number of drinks on the handout, you will stop the throwing and read one line of facts from the handout, (i.e. the # of drinks, the blood alcohol level, the changes in feelings/personality and the physical and mental impairments). Review any words or points that need clarification.
- Then, read the corresponding storyline for Karrie that goes with the # of drinks she has consumed.
- Begin again with having the girls throw the paper until they reach the next number of papers in the basket that corresponds with the next number of drinks on the handout. In other words, you don’t continue on with reading about the progression of alcohol until the girls have made that amount of paper balls into the basket, thus, increasing the suspense of the facts outlined on the handout!
- If it’s taking too long to make the shots in the waste can, move the basket closer so as not to drag out the activity.
- When reading Karrie’s story, pause, take time, and read it slowly, but keep the activity moving. Be mindful of the girls’ reactions.

Begin the activity as follows:

1. Share with the girls that they will participate in a fun activity called “Who Really Scores?” that will examine the effects of alcohol. Again, do NOT yet distribute the “Effects of Alcohol” handout.
Tell the girls that the game involves the girls shooting wads of paper into a wastebasket, one at a time. Each time a paper ball makes it into the basket that represents the number of beers drank on the handout, a new fact will be called out about the effects of alcohol followed by a story.

Handout 3-4 pieces of blank 8x11 paper to each girl and tell them to wad up their papers into balls.

Position the basket so that it is close enough for the girls to make a basket most of the time, but far enough away for them to also miss a few shots in order to make it fun and engaging.

Have girls shoot one at a time, rotating turns on who throws. Continue the tosses until a number is reached corresponding to the handout.

As soon as the amount of papers in the basket corresponds to the number of beers drank on the handout, stop the throwing and read the Effects of Alcohol and the storyline about Karrie.

Continue with the throwing, stopping, and reading until the 15 shots are made and the full story and facts are shared.

Bring the girls together in circle. Keep the sharing of this activity brief. Handout the “Effects of Alcohol,” one to each girl.

Give the girls a minute to review the handout. Ask:

- What was that like? What surprised you?
- How did you feel the story related or didn’t relate to some of the experiences you may have witnessed or heard of?
- What is one thing Karrie could’ve done differently?

Keep the sharing brief and move to the following more in-depth discussion.

**Discussion on Binge Drinking**

*Introductory Remarks:* (To be made by the facilitator to begin the discussion)

“We all are aware that many young people experiment with binge drinking during their teen and college years. The actual definition of “binge drinking,” according to the National Institute of on Alcohol Use and Alcoholism, is a pattern of drinking that corresponds to 5 or more drinks on a single occasion for males, or 4 or more drinks on a single occasion for females – and generally within 2 hours, just like in Karrie’s story and on the handout. Binge drinking can also be defined as a purposeful drinking style with a consistent amount of alcohol over a long period of time. While binge drinking may be seen as a fun way to release tensions and inhibitions, there are also risks involved and even higher risks for girls than for boys.”
Objectives:
Introduce the objectives of the discussion to the group. Try to make it natural and informal; feel free to use your own words.

1. To examine the definition of binge drinking and the reasons that girls participate in it – the fun and the not-so-fun
2. To identify the risks of binge drinking and the potential consequences
3. To explore ways to prevent the harm that can be associated with girls and binge drinking

Shape Discussion:
(Ask questions relating to Objective #1)
1. What do you think defines “binge drinking” and why? What is the difference between drinking normally and binge drinking? What are some of the reasons that girls decide to binge drink? What do they enjoy about it; what are the fun parts? What are some of the downsides? What makes you decide to participate or not in binge drinking?

   (Mini-summarize, listen and reflect)

(Ask questions relating to Objective #2)
2. You heard the story of Karrie. What other things can happen to girls, specifically, as a result of binge drinking? How does it affect life at home, school, or other relationships? In what ways do girls or boys’ personalities change? How do boys or partners act differently towards girls as a result of being really drunk? What are the different kinds of things that girls might regret as a result of too much drinking? What not-so-good things have you witnessed in binge drinking situations – for example, fighting, screaming, crying, or date rape? Does anyone have a story about a binge drinking incident – what happened and what was the sequence of events (with you, your family, or friends)?

   (Note: Remind girls to avoid identifying others not present by name.)

   (Mini-summarize, listen and reflect)

(Ask questions relating to Objective #3)
3. What can girls do to prevent the harm associated with binge drinking? What kinds of things should girls think about before drinking and partying? How can you have fun, but not put yourself at risk? Can you tell us about a time that you felt good about a decision you made regarding drinking? How can you help other friends to make wise decisions when you see them in harms way? For girls whose drinking decisions might be affected by a lot of stress in their lives, what are some ways to get the support they need?

   (Mini-summarize, listen and reflect)
Week Three

**Summarize:**
Take time to summarize all of the key points that were made and the discussion as a whole. The facilitator can summarize or the participants can. *Tell them what THEY said.*

**Application Question:**
*What is one thing you got from this discussion that you will put to use the next time you are in a binge drinking situation?*

- Tell the girls you’ll check in with them next week to see how it went.

**ACTIVITY 3**

**Storyboarding: “I’m in Charge – Drinking and Decision-Making”**

*Note to Facilitator: The purpose of this creative activity is to have the girls storyboard the sequence of events (beginning, middle, and end) that occurred with one binge drinking incident. The storyboard should reflect a difficult experience that they each personally had with binge drinking, or if they have not experienced one, it could be a binge drinking incident that they witnessed that went wrong. Next, they will create a second storyboard that depicts what the story would’ve looked like if things got worse. Lastly, they will create a final storyboard that depicts a different ending of what they would’ve wanted to happen if things could’ve gone better and different decisions were made. Each girl will create 3 stories and need 3 blank pieces of paper. Make sure that you leave ample time for this activity and that they have enough time to create their third and final storyboard as this is the most powerful part of the activity.*

1. Tell the girls that they will first participate in a quick visualization that will take them back to a binge drinking experience that may not have turned out so well. If they don’t have a personal experience, they can think of an experience that a friend had or maybe one that they witnessed (yet keeping the other person’s privacy, i.e. no names should be used.)

2. Tell them that this is not an activity to make them feel bad about anything that happened in the past and invite them to let go of all right or wrong judgments about what happened. Explain to them that this activity is really a practice in empowering girls to realize how smart and powerful they are, to respect their strength in making good decisions that feel right to them, and to affirm how much they really are in charge.

3. Let them know that the visualization will be followed by a creative activity where they will create a storyboard that depicts the sequence of events, but then they will be able to CHANGE that story in a few different ways, as directed.
4 Begin the visualization. Say slowly,
   • Please shut your eyes now if you are comfortable. I’d like to invite each of you now to think about a binge drinking experience that you personally had that either did not turn out as you had hoped or had a difficult outcome. Again, if you don’t have a personal experience, then you can think of an incident that may have gone wrong for a friend or someone you know. (*Give them a moment to get the picture in their minds.*)
   • What was the sequence of events that happened that particular day or night that are most important to this story?
   • Now, think about this experience as a storyline with a beginning, middle, and an end. What does the beginning of your story look like? (*Pause.*) What about the middle? (*Pause.*) What about the end? (*Pause.*)
   • Picture these sequences of events in your mind. (*Pause.*)
   • Now, staying in this quiet, introspective space, please open your eyes. Using the materials in front of you, create a storyboard. You can decide how many squares you need for each section; for example, you can draw 1-2 squares for the beginning, 1-2 squares for the middle, and 1-2 squares for the end. (*Handout the Sample Storyboard Diagram.*)
   • You can use colors, symbols, paints, pictures in magazines, stickers inside each frame – whatever you need – there is no right or wrong way to do this. You will have about 15 minutes for this part of the activity.

5 After the girls have finished their first storyboard, handout a new piece of paper to each girl. Ask them to quietly reflect for another brief moment. Say:
   • Now, starting with the same beginning of the story, think about how this story might have looked if things had gotten worse. You will use your second piece of paper to create this different story – again, a story that shows what could’ve happened if things had gotten really bad or put you or someone else more in harms way.

Note to Facilitator: They don’t need to re-create the beginning of the story – maybe just the middle and end changes, or maybe even just the end.

6 After the girls have finished their second storyboard, handout another new piece of paper to each girl. Ask them to quietly reflect for another brief moment. Say:
Week Three

- Now, think about your determination to be in charge of the story and imagine that neither of those stories happened because you made different decisions. Use your third piece of paper to create a new ending that reflects the power of your good judgment and how it could have happened differently; for example, various things you would have done, or possible different decisions you would make if you were ever in that type of situation again.

Note to Facilitator: Again, they don’t need to re-create the whole storyboard – just change the middle and end or just the end.

7  Allow enough time for girls to create the final storyboard.

SHARING OF ACTIVITY

1  Go around the circle and have each girl share her storyboards in sequence as outlined in the activity.
2  Each time they share their final storyboard with a different ending, make sure to affirm the strengths, skills, and capacities that they used to make different and better decisions.
3  Thank the girls for their honesty and participation, go around the circle and ask the girls:
   - Now that we’ve looked closely at binge drinking and being in charge, what is one thing in your heart about this topic that you want to share?

CLOSING RITUAL

Bring the girls together for your closing ritual.
REFERENCES

• Department of Alcohol and Drug Education and Prevention, *Blood Alcohol Level Chart*, 2006
  http://alcoholprev.colostate.edu/bachart.shtml


• National Institute on Alcohol Abuse and Alcoholism, *Underage Drinking: Why do Adolescents Drink, What are the Risks, and How can Underage Drinking be Prevented*, January 2006.

• The National Center on Addiction and Substance Abuse at Columbia University, *Big Differences in Why Boys and Girls Use Cigarettes, Alcohol, and Drugs*, Press Release 2003

RESOURCES

• Media Awareness Network, “*Alcohol Myths,*” Lesson Plan for Grades 7-9.
  This is a free lesson plan that explores messages about drinking that are promoted and reinforced in ads for alcohol. It is based on Dr. Jean Kilbourne’s article “Deadly Persuasion: 7 Myths Alcohol Advertisers Want You to Believe.”
  http://www.media-awareness.ca/english/resources/educational/lessons/elementary/alcohol/alcohol_myths.cfm
The Effects of Alcohol Handout

One drink equals roughly one shot of hard alcohol, a 12oz. bottle of beer, or a 5oz. glass of wine.

<table>
<thead>
<tr>
<th># of Drinks Consumed in 2 hours</th>
<th># of Drinks</th>
<th>Blood Alcohol Level</th>
<th>Changes in Feelings/Personality</th>
<th>Physical and Mental Impairments</th>
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<tbody>
<tr>
<td>2</td>
<td>0.05</td>
<td>Relaxation, sense of well-being, loss of inhibition, restraint weakened</td>
<td>Judgment, thought, restraint and coordination weakened</td>
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<td>3</td>
<td>0.08</td>
<td>Tensions and inhibitions of everyday life lessened, cheerfulness</td>
<td>Reflexes and reasoning impaired, depth perception, peripheral vision</td>
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<tr>
<td>4</td>
<td>0.10</td>
<td>Extroverted, lowered inhibitions, blunted feelings</td>
<td>Large motor action affected, making hand and arm movements, walk and speech clumsy</td>
<td></td>
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<tr>
<td>7</td>
<td>0.20</td>
<td>Over-expression, emotional swings, angry or sad, boisterous</td>
<td>Staggering, slurred speech, loud, incoherent, 100 times greater traffic risk, aggressive inclinations magnified</td>
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Storyline: Friday night – 9:00pm
This is a story about a 16 year old girl named Karrie. It's Friday night. Karrie got in a big fight with her mom this morning. Plus, it was a super stressful day at school, and she found out she may not pass her math class. Also, her legs are really sore from running in P.E. that day. She hasn't really talked to anyone about her bad day and she's supposed to be home by 11pm. She just got to the party and slammed down a beer and a shot. She's glad to be there with her friends and feels relieved to not have to think about her bad day anymore. She already is thinking about having to be home by 11pm since she's so mad at her mom.

Storyline: 9:25pm
Karrie just had her third drink. Her mood is definitely on the upswing and she's laughing and having a good time being with her friends. There's someone at the party she kind of likes, Chris, that she's thinking about approaching to try and talk. Her legs are already starting to feel less sore and she likes the feeling of starting to relax and release some of the tensions of the day.

Storyline: 9:30pm
The party is getting livelier and everyone is getting louder with their jokes and sarcasm. Several kids are doing shots. Karrie is feeling braver now so she approaches Chris and starts a conversation. They seem to be getting along so she starts telling him or her about the fight she got in with her mom. She's a little more animated in her story telling than usual. While she's talking to Chris, one of her friends comes up to her and tells her about Yolanda, another girl at the party they both know from school. Evidently, Yolanda also likes Chris and was calling Karrie a “bitch” and “slut” behind her back. Karrie's pissed off about it, but doesn’t say anything. She ends the conversation to go to the bathroom and almost trips on her way there.

Storyline: 10:00pm
A song comes on and a lot of people start dancing. Karrie is offered a shot by Chris and takes it with a beer back. Then, Chris grabs her and pulls her out on the dance floor. Chris is obviously into Karrie by the way he is dancing with her. Karrie bumps into another dancer and falls. Yolanda and her friends start laughing. Karrie gets up and walks over to Yolanda and her group of friends and says, “Bitch, what are you laughing at?” It comes out as a bit of a drunken slur and a few people on the sidelines start laughing. Then, Karrie screams at Yolanda and tells her to stay out of her business. She then goes over to join a few of her girlfriends and they huddle up, start talking, and do a shot together. One of her good friends starts crying about her partner breaking up with her. The rest of the girls start talking about how much they love each other. The girls are highly emotional. One friend, who is less drunk, seems embarrassed.
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**Storyline: 10:30pm**

Karrie is starting to feel pretty drunk and decides to go into one of the bedrooms to lie down. What she doesn’t realize is that there are a group of 3 guys that are noticing how drunk she is. One of them, James, from her school, follows her into the bedroom and asks her how she is. All of her bottled up stress of the day comes out now and she starts crying and telling him about the fight with her mom AND how pissed she is at Yolanda. Someone else then comes in the room but she can’t really focus in on who it is – some girl. She’s feels comforted to not be alone. James leans over and starts caressing her hair and tells her everything is going to be okay. Her head feels pretty fuzzy, but she keeps drinking and really has no idea at this point how many beers she has drank.

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**Storyline: 10:40pm**

Karrie has blacked out. She vaguely remembers making out with James and vomiting on the side of the bed into a bag. She thinks her friends have left to go to another party and she has no idea how she’s getting home. She can’t really remember anything beyond this point in regard to James, her friends, or how much she has drank.

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11:00pm

Karrie passes out in the bedroom with James.

8:00am the next morning:

Karrie wakes up and feels like throwing up. Her head is pounding. It takes her a moment to realize where she is. She’s half dressed, James is next to her, and it’s clear that they had sex although she doesn’t remember any of it. She’s worried because she doesn’t know if they used a condom and its two weeks since her last period. While James is sleeping, she leaves the house feeling depressed and embarrassed. She wonders what happened and if her friends abandoned her. Not only is she totally freaked out about being in trouble for not coming home last night, but she’s also worried now about the “talk” at school on Monday.

The main sequence of events can go in the 6 boxes. If you need more than 6 boxes for your story, you can create more.

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Sample Storyboard Diagram

END

MIDDLE

BEGINNING