

TEACH THE RISKS

PSC Note: This MIGHT be a controversial lesson, depending upon your district's position on teaching awareness of alcohol and other drugs. Be cautious about unknowingly suggesting that it is "ok" to use alcohol if you are an adult.

This activity is an excellent opportunity to collaborate with the classroom, science or health/physical education teacher.

Purpose: Because many adults drink alcohol without encountering problems, some students may be confused about the risks of alcohol. Students need to know that alcohol and other drugs have different effects, depending on a person's age and size. Effects also depend on the amount of alcohol consumed. This activity shows students that alcohol affects a smaller person differently than a larger person.

This lesson could serve as an introduction to lessons about peer pressure (e.g., PS.1.A., PS.2.B., PS 3.A. Peer Pressure: What to do About It) and/or decision-making lessons (e.g., PS.3.A. Learning to Make Decisions).

Time: 30-45 minutes **Group Size:** small group or whole class **Grade Level:** 4-6

Lesson Materials: Two same-sized sponges (large enough to absorb 12 ounces of liquid), two identical 12 oz. glasses of water (add a drop or two of food coloring (if available) to each glass to help students conclude there is an equal amount of water in the glasses); empty bowl (large enough for you to hold the sponges over while pouring water on them); waterproof table covering to protect surface; *Observation Guide: Sponge Experiment* Student Thinking Paper (optional) or pencil and paper for students to record observations (students' science observation notebooks if they have one).

Missouri Comprehensive Guidance Program (MCGP)

Strand: Personal And Social Development (PS)

Big Idea: PS 3 Applying Personal Safety Skills and Coping Strategies

Concept: PS.3.A. Safe and healthy choices





American School Counselor Association (ASCA) Domain/Standard:

Personal Social Domain

Standard B: Students will make decisions set goals, and take necessary action to achieve goals.

Standard C: Students will understand safety and survival skills.

Link to Sample MCGP Units/Lessons (Note: The Units/Lessons listed do not include all possible related MCGP Units/Lessons—they are merely examples of how activity fits with the MCGP Guidance eLearning Units/Lessons)

4 th Grade	PS.3.2	Unit: Keeping Myself Safe by Making Safe and Healthy Choices	 
5 th Grade	PS.3.1, 3.2	UNIT: Keeping Myself Safe by Making Safe and Healthy Choices	 

(Lesson 2 in each Unit is related to *Teaching the Risks*)

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: gather, analyze and apply information and ideas
	Goal 2: communicate effectively within and beyond the classroom
	Goal 3: recognize and solve problems
X	Goal 4: make decisions and act as responsible members of society

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)	Specific Skill(s)
Communication Arts	
Mathematics	
Social Studies	
Science	3. characteristics and interactions of living organism 7. processes of scientific inquiry (such as formulating and testing hypotheses)
X Health/Physical Education	5. methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)
Fine Arts	

Enduring Life Skill(s)

	Perseverance		Integrity	X	Problem Solving
X	Courage		Compassion		Tolerance
X	Respect		Goal Setting		

Assessment: acceptable evidence of what learners will know/be able to do as a result of this lesson:

Students make logical predictions, factual observations and conclusions related to experiment. In addition they demonstrate synthesis of information (**Content**) by responding to the following:

Sponges, adults, young people and alcohol are related because: _____. I learned the following about my body from the sponges: _____.

Students demonstrate an awareness of **personalization of the content** by responding to the following:

I learned I _____. I was surprised I _____ In the future I will _____

Lesson Preparation/Motivation

Essential Questions: How are sponges, adults, young people and alcohol related? What can you learn from sponges about YOUR body? Why may adults drink a beer but children may not?

Engagement (Hook): See PSC Procedures.

Procedures

Professional School Counselor Procedures:	Student Involvement:
<p><i>Systematically observe students as they engage in observations. Make note of students who have difficulty making predictions, objectively describing observations and/or drawing conclusions. Consider whether challenge is “will” (e.g., attitude) and/or “skill” (e.g., lack of oral/written communication skill) OR if the inability to objectively predict, observe and draw conclusions in writing is indicative of difficulty linking ideas in other situations. Listen for any misconceptions students may have about alcohol and their bodies; decide whether to correct during lesson or to plan a follow-up intervention.</i></p> <p><i>Hook:</i> (Prior to class, dampen and wring out both sponges.) If using the Sponge Experiment Student Thinking Paper, distribute it now OR tell students</p>	<p>Students: During this lesson, courageously volunteer and be sure to speak loudly and clearly enough for everyone to hear your great ideas. Use complete sentences and conventions of standard English in speaking and writing.</p> <p><i>Hook:</i> Follow school counselor’s directions; observe and record observations.</p>

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
<p>to write the title: “Sponge Experiment” on a blank page in their science observation notebooks (if they have one) or a piece of notebook paper. Without saying anything more, cut off one end of a new sponge (about 2 inches).</p> <p>Following the <i>Hook</i>, Introduce the lesson by asking the essential questions and telling students that during this lesson they will be learning about how alcohol affects adults and children differently.</p> <ol style="list-style-type: none"> 1. Invite 2 or 3 to describe their observations. Invite a conversation to answer following questions: <ul style="list-style-type: none"> • What purpose does a sponge serve? • What happens when a sponge absorbs too much liquid? • Can a sponge do its job if it has absorbed too much liquid? <p><i>Note: the activity instructions are written as if students are creating their own observation papers. Instructions follow the format of the Sponge Experiment Student Thinking Paper.</i></p> <ol style="list-style-type: none"> 2. Draw students’ attention to the glasses of water. Ask: Does each glass have an equal amount of liquid? Tell students that during the experiment you will pour one glass of water over the large sponge and one glass of water over the small sponge. Tell students to write their predictions of what will happen with each sponge. 3. Tell students to record what they observe next. Hold the large sponge over the bowl and pour the contents of one glass, a little at a time, onto the sponge. Students record observations. Invite 2 or 3 students to describe what they observed. Seek observations similar to: very little liquid runs out of the sponge; the sponge continued to absorb more water until the glass was empty. Remind students that both glasses contained the same amount when you began. 4. Tell students to record what they observe next. Hold the small sponge over the bowl and pour the contents of the second glass, a little at a time, onto the small sponge. Students record observations. Invite 2 or 3 students to describe what they observed. Seek observations similar to: A lot of the liquid ran out of the sponge; the sponge stopped absorbing water, 5. Accidentally, on purpose, spill some water from the bowl. Grab the small, super-saturated sponge; attempt to wipe up the water (should make a bigger mess). Then use the 	<ol style="list-style-type: none"> 1. What did you observe during <i>Hook</i>? Volunteer to describe observation. <p>Engage in conversation about absorption qualities of sponges. Encourage each other to contribute ideas to conversation by inviting someone who has not talked to tell what he or she observed.</p> <ol style="list-style-type: none"> 2. Agree that each glass contains an equal amount of liquid. Add the sub-heading “Predictions” on your observation paper. Write your predictions of what will happen to the sponges when 12 ounces of water is poured on each one. 3. Add the subheading: “Observations: Large sponge” under your predictions. Record Observations: Recordings are factual and clear (instead of writing “The large sponge held a lot of water!” write something like “When my school counselor poured 12 ounces of water on the large sponge, it absorbed the entire glass of water without leaking”). New volunteers describe observations. 4. Add the subheading: “Observations: Small sponge”. Record Observations (use criteria in # 3); new volunteers describe observations. 5. Add sub-heading: “Observations: Wiping up Spilled Water. Record Observations (use #3 criteria).

Professional School Counselor Procedures:	Student Involvement:
<p>larger sponge to finish the job. Ask students to record their observations about the effectiveness of both sponges.</p> <p>6. Invite another 2 or 3 students to describe their final observations and the conclusion(s) drawn (e.g., the large sponge held more water; the large sponge absorbed a whole glass of water and still was able to clean up the mess; the small sponge became super-saturated with water and made a bigger mess when it tried to do its job).</p> <p>7. Explain that adult bodies and young folks' bodies are like the large sponge and the small sponge. The same amount of water had different effects on the sponges. Like this experiment, alcohol affects children differently than it affects adults. Even one drink can keep bodies and minds from doing their jobs well.</p> <p>Squeeze the excess water out of the sponges and wipe up a spill using the small sponge. Point out that, unlike the sponge, when someone drinks alcohol or uses other drugs, there is nothing he or she can do to speed up how quickly the alcohol gets out of the body.</p> <p>8. Instruct students to add "Conclusion(s)" to their papers. Identify the conclusions to be drawn from the Sponge Experiment.</p> <p>9. Invite 2 students to role- play their response to a friend who says, "Come on! One drink won't hurt you! Lots of adults drink!" Follow-through as appropriate.</p> <p>ASSESSMENT: Content: Predictions are logical, Observations are factual and Conclusions are linked to experiment. In addition they demonstrate synthesis of information by responding to the following (if you are using the <i>Sponge Experiment</i> thinking paper, these prompts are at the bottom of that paper; otherwise, instruct students to respond to the following on the Sponge Experiment paper they developed):</p> <p>Sponges, adults, young people and alcohol are related because: _____. I learned the following about my body from the sponges: _____.</p> <p>ASSESSMENT: Personalization of Content Students demonstrate an awareness of personalization of the content by responding to the following: I learned I _____. I was surprised I _____In the future I will _____.</p> <p>CLOSURE: Invite several students (as many as time</p>	<p>6. New volunteers describe their observations of "Wiping up Spilled Water." Additional volunteers read conclusions drawn from experiment.</p> <p>7. Demonstrate engagement in explanation (e.g., eye contact).</p> <p>8. Consider the entire process of the Sponge Experiment; write your conclusions about sponges, adults, young people and alcohol.</p> <p>9. Volunteer to role-play the scenario your school counselor describes. Other students observe and at end of role-play contribute to follow-up discussion.</p> <p>ASSESSMENT: Content: Synthesize information by responding to sentence prompts.</p> <p>ASSESSMENT: Personalization of Content: Apply content by responding to the sentence prompts about you.</p>

Professional School Counselor Procedures:	Student Involvement:
<p>allows) to read one of their sentences to the class. Invite questions and discuss as appropriate.</p> <p>Before collecting thinking papers, inform students you will read their papers and return them to their classroom teacher; who will return papers to students. Classroom teacher might read the papers. Is that OK?</p> <p>If not “OK,” write “PLEASE DO NOT SHARE” at top of paper. Collect papers.</p> <p><i>After class, review students’ thinking papers for:</i></p> <ol style="list-style-type: none"> 1. <i>Logical predictions, factual observations and conclusions related to experiment. (Content)</i> 2. <i>Demonstration of synthesis of information by responding to the sentence prompts. (Content)</i> 3. <i>Demonstration of an awareness of personalization of the content through responses to the second set of prompts.</i> 4. <i>Persistent misconceptions in thinking that may influence future decisions.</i> <p><i>Reflections/Projections evidence:</i></p> <ol style="list-style-type: none"> 1. <i>An age-appropriate awareness of the relationship of the size of one’s body to its absorption of alcohol.</i> 2. <i>Age-appropriate command of conventions of standard written English;</i> 3. <i>Ability to articulate thoughts and feelings in 1st person language.</i> <p><i>Return thinking papers to classroom teacher for distribution to students. Honor the privacy of students who write “PLEASE DO NOT SHARE” on papers. Personally deliver papers to those students.</i></p>	<p>CLOSURE: Several students volunteer to read one of their sentences to their classmates.</p> <p>If you want your responses to be private between you and your school counselor, write “PLEASE DO NOT SHARE” at top of paper. Give thinking papers to your school counselor.</p>

Classroom Teacher Follow-Up Activities (Suggestions for classroom teacher to use to reinforce student learning of Comprehensive Guidance Curriculum concepts)

Provide Classroom Teacher with a brief overview of lesson and a copy of the *Sponge Experiment* thinking paper.

Summarize your systematic observations: Identify students who had difficulty making predictions, objectively describing observations and/or drawing conclusions. Identify persistent misconceptions students may have about alcohol and their bodies. In addition, identify students who were hesitant to express ideas during whole class conversations, appeared to lack confidence in their own thoughts, consistently attempted to take over class discussions, repeatedly engaged in distracting behaviors, rarely (if ever) voluntarily contributed to class conversations or individual responses to thinking papers were inappropriate or lacked depth/sincerity.

Consult with Classroom Teacher: Discuss your systematic observations. Does he or she validate your observations as being classroom behaviors as well?

Collaborate with classroom teacher to plan appropriate interventions. Interventions might include (and are not limited to) additional classroom guidance activities about the risks of alcohol and other drugs, Responsive Services involvement (e.g., individual/group counseling or parental involvement).

Name: _____ Class: _____ Date: _____

OBSERVATION GUIDE: SPONGE EXPERIMENT

Observations: Pre-Experiment Preparation: _____

Predictions:

1. What will happen when 12 ounces of water is poured on the large sponge? _____

2. What will happen when 12 ounces of water is poured on the small sponge? _____

Observations: Water poured on large sponge: _____

Observations: Water poured on small sponge: _____

Observations: Wiping up spilled water:

Small sponge: _____

Large sponge: _____

Conclusion(s):

1. _____

2. _____

3. _____

REFLECTIONS/PROJECTIONS

1. Sponges, adults, young people and alcohol are related because: _____

2. I learned the following about my body from the sponges: _____

3. I learned I _____

4. I was surprised I _____

5. In the future I will _____
