

## Curriculum Guide

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# About this Curriculum Guide

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Thank you for your interest in *Party 101: Consequences*.

This **Curriculum Guide** is designed to accompany the video *Party 101: Consequences*. Its purpose is to ignite a new awareness and discussion among students, parents and teachers. We want these materials to help empower young people to discover their own solutions to life-threatening behavior. In doing so, we hope they will come to understand how valuable they are in our families and communities.

This guide presents an overview and ideas to jump-start discussions, and it presents activities for students, parents and teachers. Feel free to alter any of these suggestions for a better fit with a particular group.

Please note there are two special versions of this video that have been created from the full documentary that are aimed at meeting the needs of parents and educators. This guide can also be used with these versions. There is a specific added page for parent and teacher discussion.

## Response requested

We supply these teaching materials to you free of charge, in the hopes that they will support your efforts in reaching students with informed and enlivened discussions about difficult situations, and adolescent curiosity, insecurity and empowerment.

Please take a moment to let us know how you are using this guide so that we can use your ideas and suggestions to refine this important project. A response page can be found at the end of this guide.

On behalf of Texas PTA and Independent Insurance Agents of Texas, we want to thank you for working with adolescents and helping to shape their future.

Sincerely,

Kyle Ward  
Executive Director  
Texas PTA

David VanDelinder  
Executive Director  
Independent Insurance Agents of Texas

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## The following helped in the production of this program

Texas PTA  
Independent Insurance Agents of Texas  
Tara Energy  
Christopher Productions, LLC  
KVUE-TV  
The Paramount Theatre  
PetersGroup Public Relations

# Program Overview

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*Party 101: Consequences* is a 30-minute video designed to show adolescents the truth about the dangers of alcohol often associated with underage parties. It also can be a wake-up call to parents so that they can fully understand what really may be happening at these parties and it can rally community and educator support to find ways to end these dangers.

Adolescents have been involved in every aspect of the show's production and development to help ensure accuracy and relevance. The program addresses issues from their perspective. Viewers will see statistics in the program, such as:

*The **average age** of the first alcoholic drink in Texas is **12 years old**.*

This documentary is meant to be a catalyst for discussion. There are no right or wrong answers. Young people should be encouraged to actively participate in exchanging ideas and researching related topics.

## Note to educators

Portions of the documentary may not be appropriate for some young people. Please read the script and watch the program before sharing it.

The script is available online at [www.christopherproductions.org](http://www.christopherproductions.org)

Further information and a complete list of additional resources are included under the Resources section in this Guide.

# General Information

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## The project

*Party 101: Consequences* is at the heart of a comprehensive campaign to help communities throughout Texas deal with teen parties that include alcohol and substance abuse. This campaign will use a variety of media and video tools to reach educators, parents and, most importantly, teens to emphasize the message:

**Make healthy choices about alcohol. If you don't, there are consequences.**

The project centers on the creation of a variety of video tools which, in addition to being distributed by Texas PTA and IIAT, will be broadcast on regional television stations. The project includes two special versions of the full documentary specifically designed for parents and for school administrators/coaches/teachers plus a series of television informational messages about the issue.

## Project background

What facts convinced us of the need for this project?

- **30,000 young people** each year need treatment for **acute alcohol poisoning**.
- Underage alcohol use costs this country **\$53 billion per year** mostly in the form of traffic fatalities and violent incidents.
- Communities throughout Texas want to keep students safe and help them make healthy decisions about alcohol and substance abuse .
- Each day in the United States more than **5,000 kids under 16** take their first drink of alcohol.
- The average age of the first alcoholic drink in Texas is **12 years old**.
- **75 percent of high school students** in Texas have had at least one alcoholic drink.
- **31 percent of parents** of 15-16 year olds **believe their child had a drink** in the past year.
- **60 percent** of 15-16 year olds **report drinking**.

## Target audience

Most importantly this campaign is aimed at teenagers. The messages are also pertinent for parents and school officials, community leaders and law enforcement officials.

Numerous adolescent groups have shown an overwhelming interest in **seeing what actually happens** to kids at parties such as those depicted on the video and hearing from the party-goers who have been affected.

**Parents** will receive a **wake up call** about what really goes on at these parties and how, even if their children are not drinking at the party, they are in real danger by being present at the party because of behavior from those who are drinking.

**School officials, community leaders and law enforcement officials** will have an opportunity to **explore various solutions** to the problems and discuss the issues from their perspective.

# A p p r o a c h

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## Understanding the Issues, Consequences and Reasons

This campaign includes basic information about current Texas laws regarding underage drinking, the overall issue of drinking and substance abuse, and various community and school district policies and resulting consequences.

The campaign will feature what actually happens at these, sometimes out of control, teen parties from the student and police perspective. It will follow several adolescents through the entire process of getting alcohol, setting up the party, the party itself, being arrested, the court process, the school ramifications and aftermath.

While the video highlights these issues, it stresses the overriding reason for concern with a close look at the various laws and school policies about this issue. The critical intent is keeping teens safe and out of trouble so they can graduate and live full lives.

### Participation note

In an effort to engage as many participants as possible over the coming months, the producers encourage local sponsors to use **cell phone and internet technology**. Tools such as text messaging, video messaging, chats, webcasts, etc. can be invaluable resources in attracting audiences throughout Texas.

Primary source materials include:

- DVD "Party 101: Consequences"
- DVD "Party 101: Consequences" Parent Version
- DVD "Party 101: Consequences" Educator Version
- DVD and online Curriculum Guide (pdf)

Copies may be ordered online at:

- Texas Parent Teacher Association [www.txpta.org](http://www.txpta.org)
- Independent Insurance Agents of Texas [www.iiat.org](http://www.iiat.org)
- Christopher Productions, LLC [www.ChristopherProductions.org](http://www.ChristopherProductions.org)

# Viewing Suggestions

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The stories in *Party 101: Consequences* are presented in a style that serves as a catalyst for discussion. Additional information can be found in the resource section at the end of this Guide.

Many young people today are exposed regularly to situations in which there is underage drinking. Most likely, they're struggling to balance personal beliefs and social pressures with accurate information to make good decisions.

## Before viewing

Briefly discuss the content before watching the documentary to make the discussion following the documentary more effective.

1. Be certain to preview the video.
2. Gather and have available print resources (resources listed at the end of this guide).
3. Read the video script.
4. Determine how much time you will have and what the goal of your discussion will be.
5. If you can, ask a trained expert to assist with the discussion (perhaps your school counselor).
6. Use clear guidelines. Avoid general, unstructured discussion.
7. Allow enough time to discuss the topics after the viewing.
8. Discuss only those questions that you feel comfortable handling.

Review the following with students:

1. Ground rules will help minimize disruptions. This discussion is about the dangers of drinking alcohol at underage parties.
2. Be certain all cell phones and pagers are set to silent.
3. Be sure everyone has pen and paper and encourage them to jot down notes, ideas, and questions.
4. The documentary is 30 minutes long and then a discussion about the program will follow.
5. Explain that the documentary was created with the help of teenagers and that all interviews are real.
6. Tell your students that if they feel uncomfortable at any point they may choose not to watch (be sure to arrange for a place where they can go in advance).
7. Explain that the program can be an emotional experience and to respect everyone's personal feelings.

## After viewing

Because it is important to protect everyone during the discussion, ask the group not to use any names, and set ground rules that include using the phrase "a person I know" or refer to the characters in the documentary.

1. Give everyone a few moments to jot down ideas and questions they may have about the information in the documentary.
2. Explain that this is not a tattle tail session and it's not about telling on others.
3. Follow some of the ideas for discussion in this guide and from the aforementioned specialized tapes you may have already viewed as group leader.
4. Be sure to leave enough time for adequate discussion. If time is short after the viewing (30 minutes or less), you may want to take just one of the discussion topics and leave the rest for later.

# D i s c u s s i o n

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## Middle School Students

It is important that young people are provided with tools to make smart decisions on their own. Young people will make better decisions if they understand that their actions will have consequences. Be prepared to encourage discussion about issues that concern the student but to which he or she may not yet relate. All discussions should be conducted with this in mind.

- Discuss what effects underage drinking has on the students' community, family, friends and themselves.
- Discuss the physical effects of alcohol on young people as compared to adults.
- Ask the following:
  - Why do kids their age start drinking? Why do they drink even when they know it's wrong and dangerous?
  - What alternatives do young people have for drinking?
  - What could the kids in the stories have done differently to avoid the tragic consequences?
  - Is it possible to talk with their friends about the importance of not drinking? How could they do that?

# A c t i v i t i e s

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## Middle School Students

- Have the students write about their feelings after watching the documentary. They can:
  - Focus on alcohol in the community: trouble or not?
  - Focus on what could have changed in the story to have a better outcome.
  - Who could have been responsible for that change?
  - Focus on whether this is really a problem. Why or why not?
- Discuss the facts in this guide to come up with ways to change policy, public perception or empower others to affect change.
- Have the students research additional information on the Internet.
- Design a "pledge not to drink" program with rewards or incentives. Prizes could be donated by local businesses.

# Discussion

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## High School Students

It is important that young people are provided with tools to make smart decisions on their own. Young people will make better decisions if they understand that their actions will have consequences. Be prepared to encourage discussion about issues that concern the student but to which he or she may not yet relate. All discussions should be conducted with this in mind.

Initiate a discussion and then let the students direct its course. This will allow them to reach their own conclusions; however, ground rules will need to be set regarding respecting each other's opinions. Also, have everyone use the phrase "someone I know" or "some of the people in the documentary" when referring to alcohol use. It is extremely important not to allow personal stories.

- Focus the discussion on reaching a conclusion or consensus about:
  - Is there a problem in our community?
  - Who is responsible for solving such problems?
  - How can the student help in that solution and what role can he play?
- Ask the students the following:
  - What could the kids in the stories have done differently to avoid tragic consequences?
  - Can young people talk to their friends about not drinking? If so, how? What are the barriers? How can they be overcome?
  - Whose responsibility is it to take control of this issue? Do parents have some responsibility? How can parents talk effectively with their kids about underage drinking?
  - Are laws regarding drinking effective? What would make them more effective? Is a drinking age of 21 appropriate?

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# Activities

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## High School Students

- Discuss the facts in this guide to come up with ways to change policy, change public perception or empower others to affect change.
- Design a campaign in the community to affect change and eliminate underage parties that may include alcohol.
- Design a "pledge not to drink" program with rewards or incentives. Prizes could be donated by local businesses.

# D i s c u s s i o n

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## Parents

Initiate a discussion and then let the parents direct its course. As with all discussion, ground rules will need to be set regarding respecting each other's opinions. Also, have everyone use the phrase "someone I know" or "some of the people in the video" when referring to alcohol use. It is extremely important not to allow personal stories. Also be sure to allow everyone an opportunity to speak.

- Focus the discussion on reaching a conclusion or consensus about:
  - Is there a problem in our community?
  - Who is responsible for solving such problems?
  - How can the student help in that solution and what role can he play?
- Ask the parents the following:
  - What could the parents in the stories have done differently to avoid tragic consequences?
  - How can you talk to your children about the dangers of parties?
  - How do parents miss the signs of this kind of behavior? What are the signs?

# A c t i v i t i e s

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## Parents

- Discuss the facts in this guide to come up with ways to change policy, change public perception or empower others to affect change.
- Design a campaign in the community to affect change and eliminate negative underage parties.
- Create an event for young people that could replace underage dangerous parties.
- Create a time with your children to discuss the dangers of these parties and why you are concerned.

# Facts to Discuss

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*Girls today are **4 times** more likely to begin drinking **before age 16** than their mothers were.*

*In 2003, there were **over 5,000 arrests** for juvenile violent crimes in Texas.*

*Adolescents who abuse alcohol may **remember 10% less** of what they have learned than those who don't drink.*

*Over **40%** of **8th graders** had an alcoholic drink last year.*

*The **average age** at which young people begin to **drink** in Texas is **12**.*

*Drinking before age 15 means you are **4 times more likely** to become **alcohol-dependent** than waiting until age 21.*

*Almost **HALF** of **6th to 12th graders** said their parents **never, seldom or sometimes** discipline them when they break the rules.*

*In 2003, **25%** of Texas high school seniors said they **drove a car while drunk**.*

# Questions to Ask

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## Start by saying

"I need your help (input) on this. Bear with me and see what you come up with."

- Is this video a fair representation of what is really going on?
- Are the people who made this video or the people who are concerned about this issue making much ado about nothing?
- Is this story as important as the video suggests?
- Are underage parties a problem?
- Are alcohol and other drugs a problem? Whose problem is it?
- Is it a teenage problem?
- Is it an adult problem?
- Is it a parent problem?
- Is it a legal problem?
- Why is there a legal age for drinking?
- Is this just another way for adults to control kids?
- What would need to be done to make parties safer for teens?
- Does legality matter or is breaking the law part of the challenge?
- If an underage person has been drinking, what bad things can happen to them or their friends?
- Can a person who has been drinking stay safe when they truly believe they are in control?

## Continue to ask

"Why" and "why not" and "can you explain that" after each answer from a student.

If a class can establish that alcohol at underage parties is a big problem, ask:

- How can the problem be solved?
- Who can solve it?
- Does anything you do or decide to do make any difference?
- Are you part of the problem? Why or why not?

# R e s o u r c e s

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Texans Standing Tall

A statewide coalition to prevent youth alcohol, tobacco and other drug use

[www.TexansStandingTall.com](http://www.TexansStandingTall.com)

Drug Abuse Prevention: What Works

National Institute on Drug Abuse

[www.nida.nih.gov](http://www.nida.nih.gov)

Life Skills Training

Institute for Prevention Research

[www.lifeskillstraining.com](http://www.lifeskillstraining.com)

Mothers Against Drunk Driving

[www.madd.org](http://www.madd.org)

National Institute on Alcohol Abuse and Alcoholism

[www.niaaa.nih.gov](http://www.niaaa.nih.gov)

Parenting Adolescents Wisely

Ohio University

[www.familyworksinc.com](http://www.familyworksinc.com)

SMART Moves Program

Boys & Girls Clubs of America

[www.bgca.org](http://www.bgca.org)

Students Against Destructive Decisions

(SADD)

[www.nat-sadd.org](http://www.nat-sadd.org)

Centers for the Application of Prevention Technologies

[www.captus.org](http://www.captus.org)

The Century Council

[www.centurycouncil.org](http://www.centurycouncil.org)

National Organizations for Youth Safety

[www.noys.com](http://www.noys.com)

Preventing Alcohol and Other Drug Problems Among Youth in the Family

National Clearinghouse for Alcohol and Drug Information

<http://ncadi.samhsa.gov/>

Touring exhibit about 10 families touched by tragedy

[www.afterthecrash.org](http://www.afterthecrash.org)

Following are Web sites where the *Party 101: Consequences* documentary and Curriculum Guide may be ordered:

- Texas Parent Teacher Association [www.txpta.org](http://www.txpta.org)
- Independent Insurance Agents of Texas [www.iiat.org](http://www.iiat.org)
- Christopher Productions, LLC [www.ChristopherProductions.org](http://www.ChristopherProductions.org)

# R e s p o n s e F o r m

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Please take a moment to fill out the information below and then e-mail to us at [Chris@ChristopherProductions.org](mailto:Chris@ChristopherProductions.org)

Thanks for letting us know how you're using the materials.

Name: \_\_\_\_\_

Organization: \_\_\_\_\_

Address: \_\_\_\_\_

E-mail: \_\_\_\_\_

Phone: \_\_\_\_\_

Which materials were used?

Documentary, Parent version, Educator version, Curriculum Guide: \_\_\_\_\_

How did you hear about this program? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Date(s) materials used: \_\_\_\_\_

Group(s) using materials (i.e., class, club, group – what kind?) \_\_\_\_\_

\_\_\_\_\_

Number of people using the materials: \_\_\_\_\_

Adolescents: \_\_\_\_\_

Adults: \_\_\_\_\_

Comments: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_