

**Knowing When Enough is Enough:
A resource about alcohol use and abuse
for youth with low-English literacy.**

Facilitator's Guide





Table of Contents

Introduction to Facilitator's Guide	4
Introducing the Discussions	5
Ground Rules	6
Discussion Questions	7
Module One: Alcohol	8
Activity 1: What Does a Standard Drink Look Like?	8
Activity 2: Why Do People Drink?	11
Activity 3: Juggling Act	13
Activity 4: Tied Down by Alcohol	14
Module Two: Peer Pressure	17
Activity 5: Direct and Indirect Peer Pressure	18
Activity 6: The Cookie Exercise	19
Module Three: Coping Skills & Refusal Skills	21
Activity 7: What Makes a Great Party?	22
Module Four: Safety Skills	23
Activity 8: Risky Business	23
Activity 9: What Would You Do?	24
Module Five: Social Consequences	25
Activity 10: What is Really Important to You?	26
Activity 11: How Does Alcohol Affect Your Life?	28
Activity 12: How Much Does it Cost?	29
Resources	30
Instruction Cards: The Cookie Exercise	31
Risk Cards: Risky Business	33
Key Question Cards: What Would You Do?	41
Life Area Cards: What is Really Important to You?	45
Acknowledgements	48

Introduction to Facilitator's Guide

Knowing When Enough is Enough is a resource about alcohol use and abuse aimed at youth with low-English literacy. The resource addresses the consequences that can occur when alcohol is used carelessly or irresponsibly.

It takes a realistic approach to addressing alcohol use and understands that many youth will experiment with alcohol at some point. The goal of the resource is to ensure that if youth do choose to drink, they have the skills and the information to make safe, responsible choices.

Knowing When Enough is Enough consists of:

1. A handout for youth including:

- a comic
- fact sheets

2. A Facilitator's Guide

The Facilitator's Guide is meant to be used together with the resource, and can be used in a classroom or group setting, or one-on-one. The discussion topics and activities can be modified and adjusted depending on the size, reading level, and experience of the group.

The comic and fact sheets are in plain language. Plain language allows individuals who have difficulty reading to gain a better understanding of the subjects discussed.

The Facilitator's Guide is intended only as a jumping-off point or guideline. Each group will have a different tone, and participants will have different interests and needs. The modules in the guide do not need to be presented in order, and not all activities need to be completed. The activities are designed to address a variety of needs and levels of experience; groups can pick and choose which activities will work best for them.

Introducing the Discussions

Alcohol use and abuse is a sensitive topic. Youth may have had personal, family, or social experiences that will affect their comfort level with the subject. Their religious, cultural, and social backgrounds will also inform their attitudes on alcohol use and abuse. If such issues are raised during a discussion, try to address them and be respectful of them. Let the youth set the tone of the discussion—if they want to talk about more serious issues, allow them to do so. Otherwise, keep things lighthearted and, when possible, use humour to introduce topics.

Should a youth disclose an abusive or dangerous situation during a group discussion, do not ignore it or try to move past it—credit the youth for being brave and speaking up. Try to generalize the youth's experience to keep the group discussion going, and follow up with him or her privately afterwards.

Disclosures may happen in or directly after a discussion, or they may happen weeks or even months later. As the facilitator, you should be prepared to provide support. If you are not qualified or able to provide support, or if the youth requires access to services outside of your expertise, let them know that you will need to speak to another professional. Tell the youth that there are many types of support and places to get help, and that you are willing to help them find the kind of support that is right for them.



Ground Rules

Before beginning any discussion, it is important to set ground rules about appropriate behaviour and confidentiality that will establish a safe, respectful environment where everyone feels comfortable.

Explain that:

- some group members will have had negative experiences with alcohol, and everyone will need to be sensitive to those experiences and feelings;
- what group members say in the discussion is private and should not be shared with others; and
- no one should feel sad or upset when they leave the discussion.

Be sure to emphasize that support is available if youth feel they need someone to talk to after the discussion. There is a list of places where youth can get support at the back of the **Knowing When Enough is Enough** comic.

Brainstorm a list of ground rules with the group. Some good examples include that group members:

- will not interrupt one another;
- will listen respectfully when someone else is speaking;
- will not insult others or make them feel bad;
- will only tell their own story—not someone else's;
- do not have to talk if they don't want to; and
- need to participate in the activities in some way (i.e. group members do not have to talk if they are uncomfortable doing so, but they do need to be an active part of the group).

Youth are often less receptive to information about alcohol use and abuse when they feel they are being lectured. Try to ask open-ended questions that allow the youth to determine the direction of the discussion and test out ideas in a safe environment. The following exercises and activities are designed to allow for discussion, exploration, and skill development.

Discussion Questions

The comic can be read on its own or together with the activities in the Facilitator's Guide. The content of the resource touches on a variety of topics and is meant to spur discussion about alcohol use and abuse. Below are some questions designed to encourage such discussions.

- Why did Dan drink?
- What alcohol myths did Dan believe? Why are they myths?
- Did Dan experience any peer pressure? Was it direct, indirect, or both?
- How did Pete avoid the pressure to drink? Would his strategies work in real life?
- Could Pete have stopped Dan from drinking?
- What kinds of risks did Dan take? What could have happened to him? (He was drinking in a park, he was drinking a lot really quickly...)
- How would Dan's situation have been different if he had been taking meds for depression?
- What kind of social consequences did Dan experience?
- Could Dan have sobered up and gone to work?



MODULE ONE: ALCOHOL

The activities in this section are designed to encourage youth to think about what alcohol is, why some people drink it, and what kind of impact it can have on their lives.

When discussing alcohol, it is always a good idea to acknowledge the fact that there are positive aspects of drinking (after all, if there weren't, no one would drink). If these positive aspects go unacknowledged, youth will be less likely to buy into the discussion.

Activity 1:

What Does a Standard Drink Look Like?

Objectives:

- to understand how much alcohol is in a standard drink,
- to understand the different kinds of standard drinks, and
- to understand what a standard drink looks like.

Materials needed for this activity:

- Water.
- Food colouring.
- Cans and bottles.
- Different sized glasses.
- Measuring cups.
- Calculator.

A “standard drink” contains 13.6 grams (0.6 ounces) of alcohol. A 12-ounce bottle of beer, a 12-ounce cooler, a mixed drink (with a standard 1.5 ounce shot), and a 5-ounce glass of wine all contain the same amount of alcohol. They are all called “standard drinks.”

Instructions: Part One

- Write the measurements for standard drinks in a visible place, like the board or flip chart (beer = 12 ounces, cooler = 12 ounces, etc.).
- Give the youth measuring cups filled with water so that they can measure their sip sizes (e.g. 1 sip = 1/2 ounce).
- Based on their sip sizes, help them figure out how many sips equal each standard drink: a beer or a cooler, a shot of liquor, and a glass of wine (e.g. if 1 sip = 1/2 ounce, 3 sips = 1 standard drink of liquor).

This can be helpful if youth are in situations where they are drinking out of a non-standard glass, like a juice glass or a bottle. (Most helpful is the knowledge of how many sips equal a standard drink of liquor, which is often swigged directly out of a bottle.)

Instructions: Part Two

- Set out cans and bottles filled with coloured water. Use common colours to represent each generic set of drinks, e.g. red = wine, orange = beer, and green = liquor. Write this on the blackboard or a flip chart.
- Ask the youth to pour a set of standard drinks into the glasses they would usually be served in. This can be done as a group or individually. You can mark the “pour line” on each glass so the youth do not have to use measuring cups.
- Have the youth pour the standard drinks into different-sized glasses that might be used at a party.

Discussion questions:

- What do you notice when you compare how the different kinds of standard drinks look? (For example, drinking a whole beer is the same as drinking a shot of liquor, even though the shot looks much smaller.)
- What do you notice about how drinks look when you pour them into a different sized glass?
- Which drink would it be easy to drink a lot of?
How could you avoid doing that?
- How many standard drinks of liquor would fit into some of the different sized glasses?
- Why is it important to always pour your own drink?

“It is estimated that alcohol-medication interactions may be a factor in at least 25% of all emergency room admissions.”

(AADAC, “Beyond the ABC’s: Alcohol-Medication Interactions)

Activity 2: Why Do People Drink?

Objectives:

- to understand the reasons why people may or may not drink,
- to think about situations when the choice to drink might lead to harmful consequences, and why, and
- to think about strategies to avoid situations that can lead to harmful consequences.

Materials needed for this activity:

- Flip chart or blackboard.

Instructions:

Ask the youth to brainstorm the reasons why people do and do not drink alcohol. Make a list in a visible place. (Some reasons—e.g. religious reasons—may appear on both lists.) Fill in any gaps you see in the list. The list below is not exhaustive, but may be helpful.

People may drink because...	People may not drink because...
they want to see what it is like (this is sometimes called “experimental” use).	they do not like the feeling they get when they drink.
they like the experience or feeling every once in a while, like at a party or a wedding (this is sometimes called “social” use).	they do not like what happens when they drink (e.g. they get a hangover, they spend all their money, they get out of control, they make their friends mad, they get in trouble at home, they miss work, once they start they cannot stop, etc.).
they can not stop (this is sometimes called “harmful” or “dependent” use).	of health reasons (e.g. diabetes).
they feel peer pressure.	alcohol reacts badly with medication they take.
they want to fit in (they put pressure on themselves).	of risk factors (e.g. FASD).
their friends or family members drink, so it seems like something everyone does.	they are pregnant or breast-feeding.
they have difficult problems or emotions that they do not know how to deal with.	they are in training for a sport or trying to stay fit and healthy.
they want to feel older/like an adult.	of family experiences (e.g. they have a parent with an alcohol addiction).
they want to celebrate a special occasion or something good that happened.	of personal experiences (e.g. they may have had a problem with alcohol in the past).
it is part of a religious ceremony or a tradition (e.g. drinking wine on the Sabbath).	of social experiences (e.g. they have a friend who has an alcohol addiction).
they are bored.	of religious reasons or traditions.

Looking at the list the group has made, ask the youth to identify which reasons are **most likely** to lead to harmful or bad results (e.g. drinking with strangers in the park, drinking alone because you're sad), and which ones are **least likely** to lead to bad results (e.g. having a glass of champagne during the toast at a wedding).

Ask the youth how they can avoid situations that may lead to bad results (e.g. use the buddy system at parties, make a pact with a friend that you will drink a glass of water after each standard drink you have). Make another list.



Short term effects of alcohol use...	Long term effects of alcohol use...
Sleepiness	Stomach ulcers
Dizziness	Sexual problems (Men may experience: impotence, sterility, breast enlargement. Women may experience: early menopause and menstrual irregularity.)
An overheated feeling (e.g. pink cheeks, sweating)	Liver disease
Lowered inhibitions	Brain damage
Difficulty balancing	Cancer (e.g. throat, voice box, mouth, esophagus, and liver cancers)
Slurred speech	Obesity
Nausea or vomiting	Anemia

Activity 3: Juggling Act

Objectives:

- to think about how and why alcohol can make your life unmanageable, and
- to think about how it feels to be out of control.

Materials needed for this activity:

- 3 balloons.

Instructions:

- Blow up 2 balloons and label them with 2 major life areas (e.g. “friends” and “school”).
- Ask a volunteer to keep both balloons in the air at once.
- As the volunteer is managing both balloons, throw in a third balloon labelled “drinking.”

Discussion questions:

- Was it hard to keep all 3 balloons in the air? Why?
- What do you think this activity shows when the third balloon makes it harder to keep all the balloons in the air?
- Do you think it’s hard for people to keep up with all of the things that are important to them **and** drink? Why?
- Why do you think alcohol might cause people to drop other parts of their lives?
- How does it feel to not be able to keep all of the balloons in the air at once?

Activity 4: Tied Down by Alcohol

Objectives:

- to think about how and why alcohol can make your life unmanageable, and
- to think about how it feels to be out of control.

Materials needed for this activity:

- 10 soft scarves or pieces of material.

Instructions:

- Explain the activity to the group so that everyone is comfortable.
- Ask a volunteer to sit in a chair at the front of the room. Let the volunteer know that if he or she is uncomfortable at any time, the activity can stop.
- Ask the group to list 10 negative effects of alcohol. For each negative effect listed, the volunteer is loosely tied to the chair with a scarf or piece of material.
- Ask the volunteer how he or she feels.
- Ask the group to list 10 benefits of not drinking. For each benefit listed, one tie is untied.
- Ask the volunteer how he or she feels once completely free of ties.

Discussion questions:

- In this activity, drinking alcohol is represented by someone being tied down. Why do you think that is?
- When is alcohol a problem?
- What are the signs that someone might have a problem with alcohol?
- Depending on the situation, this question can be personalized to get youth to understand their own limits. Ask the youth, "What would have to happen for you to think you had a drinking problem?"

Alcohol can be a problem if:

- other people are worried about your drinking.
- you drink to deal with your feelings, stress or boredom.
- you black out.
- you are losing friends because of the things you do when you're drunk.
- you are spending a big chunk of your money on alcohol.
- all of the people you hang out with drink—you rarely talk to your friends who don't.
- you try to hide how much you drink.
- you spend a lot of time thinking about drinking.
- bad things are happening at school, work or home because of your drinking.
- you need to drink to feel normal.



Highlight that for some people, it is better not to drink at all. Ask the group to list some reasons why people may choose to stop drinking.

**About 40% of individuals
who start drinking
at age 14 or under
develop alcohol
dependence at some
point in their lives,
whereas only 10% of
those who start drinking
at age 21 or older
develop dependence.
(Health Canada)**

MODULE TWO: PEER PRESSURE

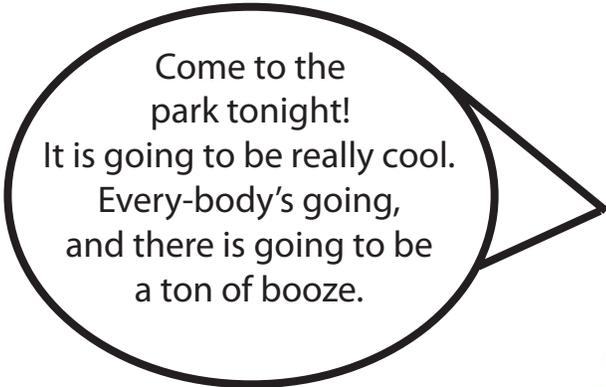
The activities in this section are designed to encourage youth to think about the kinds of pressures that might contribute to the decision to drink:

Direct peer pressure is when another person either tells you to do something, or says things that make you feel like you have to make a certain choice.

Example: Joshua feels like he has been drinking a lot lately, and has decided to stay home Friday night and watch a movie. When he tells his friend Angela that he will not be coming to the party with her, she says, "What?! Don't be lame. You have to come to the party! I'll never forgive you if you don't!"

Indirect peer pressure is pressure that is not always as noticeable. You might feel like you have to make a certain choice just because you see others making that choice.

Example: Monica's group of friends always goes to the park on Friday night to drink, it is expected that she will go, too. While Monica does not want to go to the park to drink, she often feels left out when all of her friends talk about what an "awesome" time they had while drunk, and tell her she would not understand. Over time, she feels like she has to go to the park and drink in order to keep her friends, even if no one ever actually says so.



Come to the park tonight!
It is going to be really cool.
Every-body's going,
and there is going to be
a ton of booze.



Activity 5: Direct and Indirect Peer Pressure

Objectives:

- to think about different forms of peer pressure, and
- to think about strategies for resisting peer pressure.

Materials needed for this activity:

- Flip chart or blackboard.

Instructions:

- Explain the meaning of direct and indirect peer pressure.
- Ask the youth to brainstorm examples of direct and indirect peer pressure. (Write these in a visible place.)
- Ask for volunteers to role-play a few of the situations suggested by the group.
- Discuss strategies for avoiding giving in to peer pressure.
- Ask for volunteers to role-play a few of these strategies.



Activity 6: The Cookie Exercise

Objectives:

- to help youth think about peer pressure from all perspectives, and
- to help youth think about strategies for resisting peer pressures.

Materials needed for this activity:

- A box of cookies.
- A clock that is visible to everyone in the room.
- Instruction cards for youth volunteers (included).

Instructions:

- Ask for 5 volunteers to sit around a table. Place a plate of cookies on the table.
- Hand out prepared instruction cards (p.31) to the volunteers. Tell them not to show the instructions to anyone else.
- Three of the volunteers (#1, #2, and #3) will get instructions that read, "Take one cookie, eat it slowly, and try to convince everyone else at the table to eat a cookie."
- Volunteer #4 will get instructions that read, "Wait 2 minutes, then take a cookie and eat it."
- Volunteer #5 will get instructions that read, "No matter what happens, do not take a cookie."
- The whole exercise should last 5 minutes. Invite everyone to have a cookie when the exercise is over.

Discussion questions:

- How did volunteer #5 feel about being pressured to do something you were told not to do? Did you want to eat a cookie?
- How did volunteer #4 feel about giving in to pressure?
- How did volunteer #5 feel when volunteer #4 gave in?
- How did volunteers #1, 2, and 3 feel about convincing the others to eat the cookies?
- If volunteer #5 didn't want to eat the cookie, what strategies could he or she have used to say no? Would these strategies work in other situations, like when people are pressuring you to drink and you don't want to?

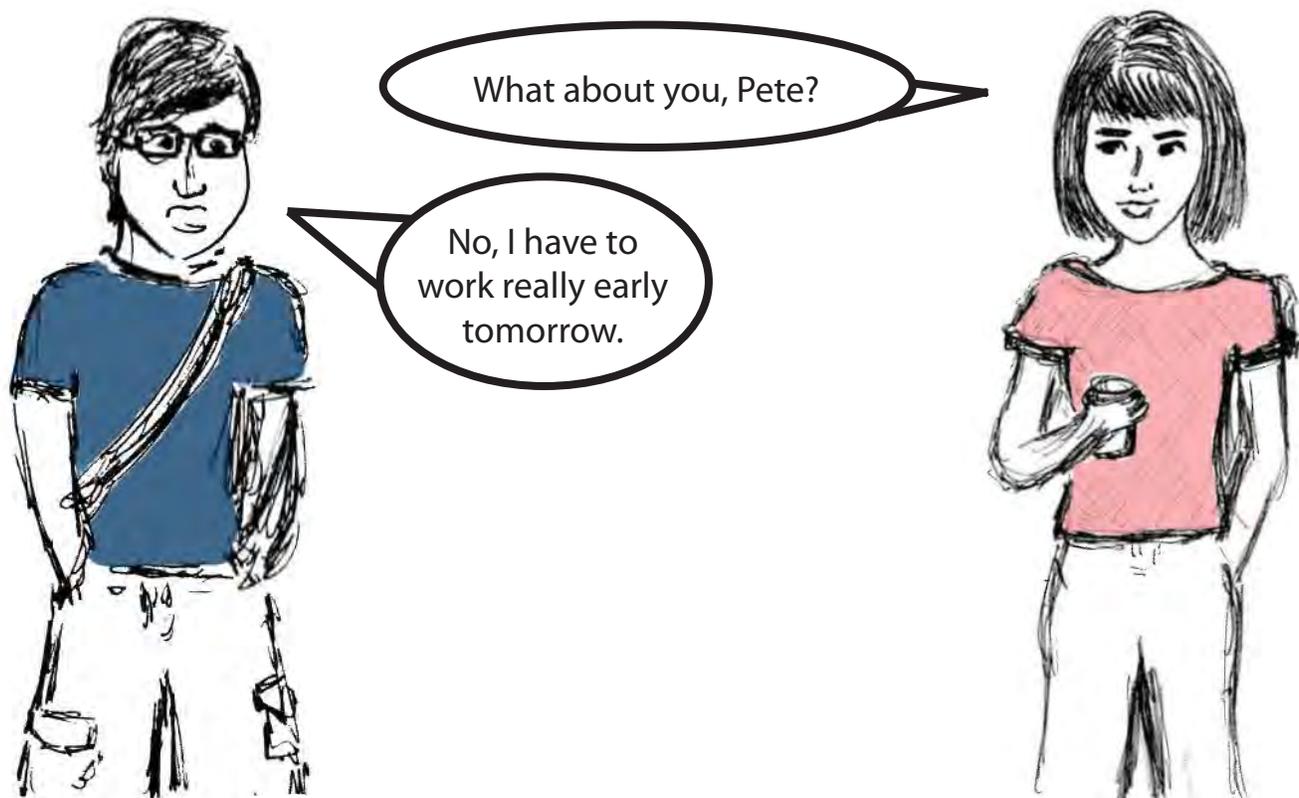


MODULE THREE: COPING & REFUSAL SKILLS

The activities in this section are designed to encourage youth to think about ways to say no to drinking if they do not want to drink. Often, it can be difficult to turn down an offer to drink in a social situation where other youth will tease or shun anyone who says no.

It is important for youth to understand that there are many different ways of saying no:

- refuse (“No, I don’t want to”);
- delay (“Maybe tomorrow. I have soccer after school today”);
- give a reason (“I can’t, I’m on antibiotics”);
- make another offer/alternative (“I’d rather go to a movie. Want to come?”);
- deceive (e.g. hold a glass of Coke and tell everyone you are drinking); and
- ignore. (Note: ignoring is not always an overly effective strategy, as it can make others angry and won’t deter them from asking again.)



Activity 7: What Makes a Great Party?

Objectives:

- to think about ways of having fun without drinking, and
- to think about some of the risks attached to drinking.

Materials needed for this activity:

- Flip chart or blackboard.

Instructions:

- Ask the youth:
 - What was the best party you ever went to?
 - What made those parties so much fun? What is the best thing about parties?
 - What ruins a good party?
- Write answers in a visible place.
- Ask the youth:
 - If you had to work together to make a really fun party, what things would you need?
- Make a list together.

Discussion questions:

- How is the party you described different than the parties you usually go to?
- Are there any risks involved in the parties you usually go to?
- Do parties always need alcohol to be fun?
- Have you been to parties where alcohol made it less fun?
- What could you change about the parties you go to so that they're still fun, but you're never at risk?
- How can you go to a party where there is alcohol and have fun without drinking? What are some different ways that you can say "no" when asked if you want to drink?

MODULE FOUR: SAFETY SKILLS

The activities in this section are designed to encourage youth to think about what is considered risky behaviour, as well as what strategies they might use to deal with risky situations.

Activity 8: Risky Business

Objectives:

- to understand what makes specific situations and behaviours risky, and
- to develop strategies to deal with risky situations and behaviours.

Materials needed for this activity:

- Risk cards (included p. 33).

Instructions:

- Ask the youth to sit in a circle.
- Give each youth 2-3 risk cards.
- Ask the group to place their cards in a line on the floor from least risk to most risk. They should give a reason for why they've placed the cards in that order.
- The youth can move the cards around, as long as they give a reason why.

Discussion questions:

- In each situation, what could happen that might be dangerous? Could anything good happen in the situation? What would lead to each situation happening?
- Have you or someone you know experienced a similar situation? Can you see how someone might experience a situation like this?
- Is there anything about the place or circumstances that make the situation more risky? (For example, drinking in the park, with strangers, or on public transit.) What steps could you take to avoid a situation like this?
- Can you think of a story you have heard in the news where someone got badly hurt or killed because of a risky situation that involved alcohol?

Activity 9: What Would You Do?

Objective:

- to develop strategies for dealing with awkward, uncomfortable, and/or risky situations associated with the use and abuse of alcohol. Role-playing will help youth develop and practice phrases and skills that they will be comfortable using in real-life situations.

Materials needed for this activity:

- Key question cards (included p. 41).

Instructions:

- Ask the group to role-play the situations described on the cards.
- After each scene ends, ask the group:
 - Was the situation realistic? Have you ever experienced a situation like that before? If so, what did you do?
 - Was the strategy used by the actors in the scene realistic? Would it work in real life? Why or why not?
- If the group thinks of different strategies that would be more effective, ask volunteers to act those out as well. Ask the group:
 - Would you use these strategies in real life? Why or why not?
- Have youth role-play different ways of saying no to drinking at a party.
 - Discuss different refusal strategies that they've used in the past.

Note: If the group is unwilling or not ready for role-play, they can simply discuss the situations described on the cards.



MODULE FIVE: SOCIAL CONSEQUENCES

The activities in this section are designed to encourage youth to think about the social consequences that can result from drinking, such as:

- spending a lot of money,
- losing friends and/or romantic relationships,
- poor health,
- jeopardizing their living situation,
- missing work or school,
- poor athletic performance, and
- being embarrassed about things that happened while they were drunk. (Embarrassment can stem from things individuals said or did while drunk, pranks that were played on individuals while they were drunk and passed out-- e.g. being drawn on with markers—or more permanent reminders of the evening in the form of Facebook photos and Youtube videos.)



I've pissed off my boss and my best friend... my girl-friend will probably never speak to me again... what did I do?

Activity 10: What is Really Important to You?

Objectives:

- to recognize where drinking fits in your list of priorities,
- to consider how drinking can affect the other areas of your life,
- to think about what you might be sacrificing in order to drink.

Materials needed for this activity:

- “Life area” cards (included p. 45).

Instructions:

- Pass out the “life area” cards to the youth, but leave out the card labeled “drinking.”
- Ask them to place the cards in order of importance, from the most important to the least important.
- When the youth have placed their cards in order, pass out the card labelled “drinking.” Ask them to place it in the list they’ve made.

Discussion questions:

- If you’ve moved other items down the list—making them less important—in order to place drinking higher on the list, why have you done that?
- If you haven’t moved any items down the list—e.g. you’ve placed drinking at the bottom of the list—does this match up with real life? In other words, in your real life, does drinking take up the least time/energy/effort/money? If not, why?
- Ask them to think about what happens when they move things down the list to make room for drinking: What else could their money have been spent on if they hadn’t spent it on alcohol? What could they have done on Saturdays if they weren’t too hung over to move? How much money do they lose if they miss a shift at work?
- Where do you think drinking belongs on the list? Why? How could you change your activities to make that happen?

**Alcohol is involved in
40-50% of all assaults.**

**There is a strong
association between
interpersonal violence
and alcohol.**

(CCSA)

**Youth who drink heavily
on at least a monthly
basis are almost 5 times
more likely to experience
harm than those
who do not.**

(Health Canada)

Activity 11: How Does Alcohol Affect Your Life?

Objectives:

- to build awareness of the potential social and emotional consequences of alcohol use and abuse.

Materials needed for this activity:

- Flip chart paper, poster board, or a blackboard.

Instructions:

- Hang flip chart paper on the walls around the room and label with all of the major life areas (e.g. health/school/family/social life/relationships/work etc.).
- Ask the youth to think about how alcohol use or abuse could affect each of these areas. Depending on the group, you can ask the youth to go around the room and write the effects on the paper themselves, or you can facilitate a group discussion and record the answers yourself.
- As a group, talk about the effects alcohol can have on each life area. Fill in any gaps you see in each list. Ask the youth:
 - What could happen?
 - What has happened with friends?
 - Have you experienced any of these things yet?
- Have the youth thinking globally so that they are not thinking only about what would affect **them** in that life area, but also about what **could** happen as a result of their actions.
- In a one-on-one situation or a small, personal group setting, the exercise can be personalized at the end (i.e. how could alcohol affect you in each of these areas?).

Activity 12: How Much Does It Cost?

Objectives:

- to build awareness of the potential financial consequences of alcohol use and abuse.

Materials needed for this activity:

- Current prices of beer, liquor and wine.
- A calculator.
- Flyers from local stores.

Instructions:

- Ask the youth how much money they spend on alcohol each month.
- To make the activity less personal, you can also ask the youth how much money a person would spend if they drank once a week/twice a week/three times a week, etc.
- Once the youth have come up with a number (e.g. \$50/month on alcohol), ask them to calculate how much money they spend on alcohol in:
 - 2 months.
 - 6 months.
 - a year.
- Give the youth the flyers and ask them: what they would buy with the money from 1 month/2 months/6 months/a year's worth of drinking?

RESOURCES

After each discussion, direct the youth to the resources for help and support listed at the back of the Knowing When Enough is Enough comic.

Be aware that some youth may need further debriefing, and that they may want to talk to you after the session.

If you are not prepared to handle disclosures, be ready to direct youth to the appropriate support services.



Instruction Cards: The Cookie Exercise

Take one cookie, eat it slowly, and try to convince every-one else at the table to eat a cookie.

Take one cookie, eat it slowly, and try to convince every-one else at the table to eat a cookie.

Take one cookie, eat it slowly, and try to convince every-one else at the table to eat a cookie.

Wait 2 minutes,
then take a cookie and eat it.

No matter what happens,
do not take a cookie.



Risk Cards: Risky Business

Sleeping over at a party.

Going to a party with-out
having a safe ride home.

Having unprotected [un-pro-teck-ted]
sex while drunk.

Drinking with strangers.

Coming home drunk.

Drinking because you are upset.

Drinking every day.

Drinking in a car.



Having a stranger buy
alcohol [al-ko-hall] for you.

Drinking on public transit,
like the bus or the train.

Having a drink at a wedding
during the toast.

Drinking when you are on meds.

Drinking and using drugs at the same time.

Letting some-one else mix your drinks for you.

Having 1 or 2 drinks at a party.

Fighting when you are drunk.



Leaving your drink alone.

Binge [bin-g] drinking.

Binge drinking is when you drink
more than 5 drinks.

Drinking so you will not feel nervous
about going to a party.

Pressuring [presh-er-ing] a friend to drink.

Getting drunk and throwing up
all over your friend.

Getting drunk and saying
mean things to your friends.

Getting drunk and cheating on
your boy-friend/girl-friend.

Leaving your friend alone at a party
when you know they are really drunk.



Drinking in a park.

Drinking at home **before** going to a party where you know you will be drinking more.

Drinking to get drunk.

Leaving a party when people start to get really drunk and are making bad choices like fighting and breaking things.

Calling your parents to pick you up if you are too drunk to drive or do not have a safe way to get home.

Making a deal with your friend that if you choose to drink, you will each drink a glass of water or a non-alcoholic [al-ko-hall-ik] drink after each alcoholic drink that you have.



Key Question Cards: What Would You Do?

You are worried about how much your friend has been drinking at parties.
What can you say to her?

Your friend always makes fun of you because you do not drink at parties.
What can you say to him?

When you were drunk last week-end, you stepped on your friend's iPod and broke it.
What do you do?

Ahmed, Sara and Cameron are going to a party.
What kind of agreement can they make so that they all get home safely?



You are at a party and
people have been drinking a lot.
A guy named Ben tries to start a fight with you.
You do not like Ben very much.
What do you say or do?

You are on the bus with your friend Jim.
He takes a beer out of his back-pack
and passes it to you.
What do you do?

You are at a party with friends.
Every-one is drinking,
but you do not want to.
How can you make sure that
no one makes you drink
or makes fun of you for not drinking?

You are at a party and you want to drink.
What can you do to make sure
you will stay in control and be safe?



Life Area Cards: What is Really Important to You?

School

Work

Family

Friends

Health

Stuff you do for fun
(like sports, music, art, or dance)

Home



Boy-friend or girl-friend

Social life

Money

Your feelings

Safety

Drinking

ACKNOWLEDGEMENTS

The **Knowing When Enough is Enough** Facilitator's Guide activities have been adapted from several sources. We would like to acknowledge these sources.

AADAC (2002). *Be Your Own Hero*. Retrieved from http://www.aadac.com/552_612.asp May 2010.

Columbia Education Center Summer Workshop (1994). *Substance Abuse Influences: An Educator's Reference Desk Lesson Plan*. Retrieved from http://www.eduref.org/Virtual/Lessons/Health/Substance_Abuse_Prevention/SBA0003.html April 2010.

National Drug Research Institute (2000). *School Health and Alcohol Harm Reduction (SHAHRP)*. Retrieved from <http://ndri.curtin.edu.au/research/shahrp/materials.cfm> June 2010.

Services sociaux au Quebec with participation of minstere de l'Education, du Loslr et du Sport (2006). *Drug Awareness High School Acitivty Guide*. Retrieved from www.dependances.gouv.qc.ca April 2010.

The VRRRI would like to thank:

Woods Homes and The New Outlook Program for their contributions and assistance and Alberta Health Services — Youth Addiction Services, whose funding made this project possible.



Knowing When Enough is Enough is a resource developed for youth with low-English literacy created by The Vocational and Rehabilitation Research Institute, located in Calgary, Alberta, Canada. Phone: (403) 284-1121.



© 2010 The Vocational and Rehabilitation Research Institute

