

Final Report

2014-2015 School Year

Dominica • St. Lucia • Grenada



FOUNDATION FOR
ADVANCING ALCOHOL
RESPONSIBILITY



Program Details

- Eleven schools participated in the Ask, Listen, Learn program during the spring of 2015.
- A total of 2,706 students pre- and post-program evaluations returned for analysis.
 - 1,467 pre-program responses and 1,239 post-program.
- Survey responses were collected from students in grades 2 through 8.



Who We Are

The Foundation for Advancing Alcohol Responsibility leads in the fight to eliminate drunk driving and underage drinking and promotes responsible decision making regarding beverage alcohol.



- For nearly 25 years, the Foundation for Advancing Alcohol Responsibility (Responsibility.org) has led the fight against drunk driving and underage drinking through premier programs.
- Ask, Listen, Learn: Kids & Alcohol Don't Mix is one of Responsibility.org's most celebrated programs reaching over 20 Million parents, kids and educators in the US since it began in 2003.
- Independent evaluations attest to Ask, Listen, Learn's contribution to bringing measures of underage drinking among 8th grade students in the US to historic low levels.

Program Details: Ask, Listen, Learn



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Alcohol consumption among 12-13 year olds declined 19% from 2003 to 2012 while conversation about underage drinking between parents and their kids increased 62% since Ask, Listen, Learn's creation in 2003.



- Decrease underage drinking by promoting conversations about alcohol between children and their families and educators.
- Improve the impact of the conversations by providing adults with factual information.
- Empower children to say “YES” to a healthy lifestyle and “NO” to underage drinking.

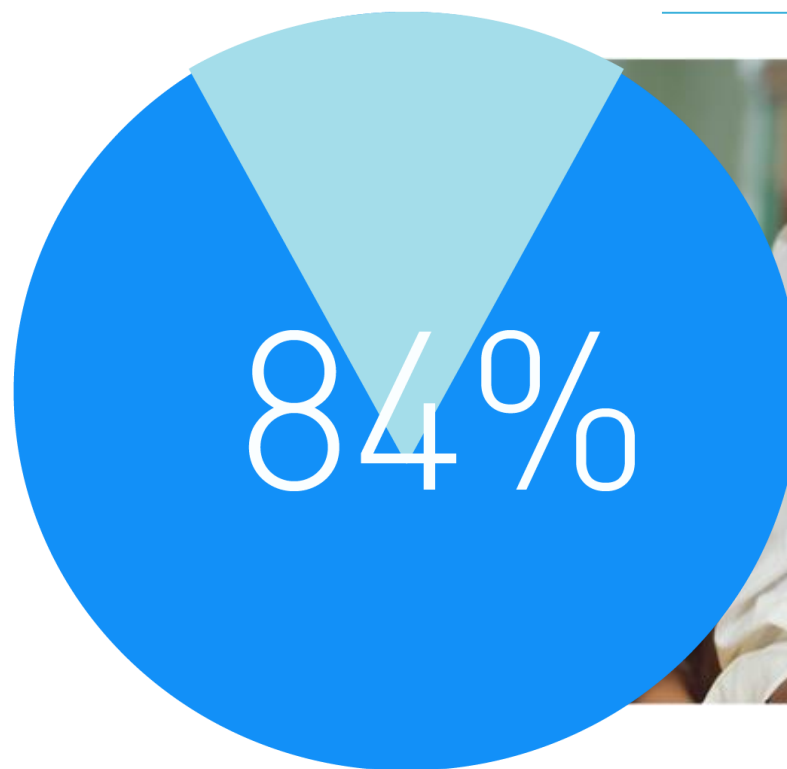


Conversations about Alcohol



Conversations in the classroom about the dangers of underage drinking increased by 19%.

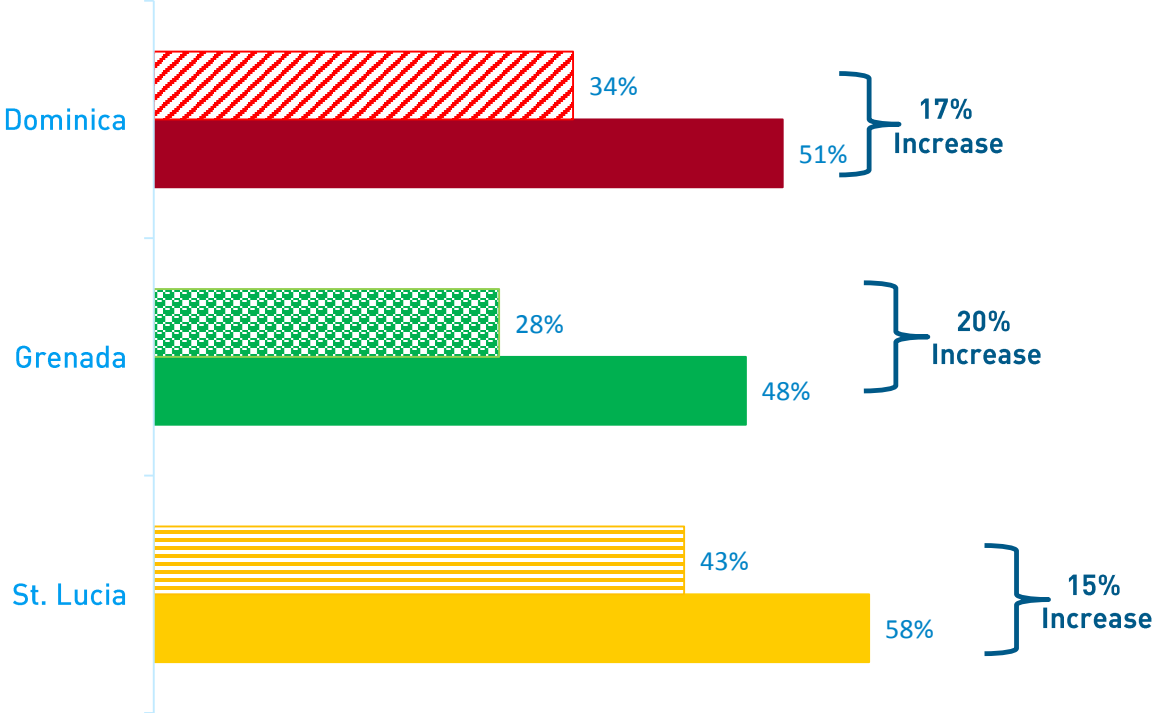
**Kids & teachers
are discussing
underage
drinking in
their classroom**



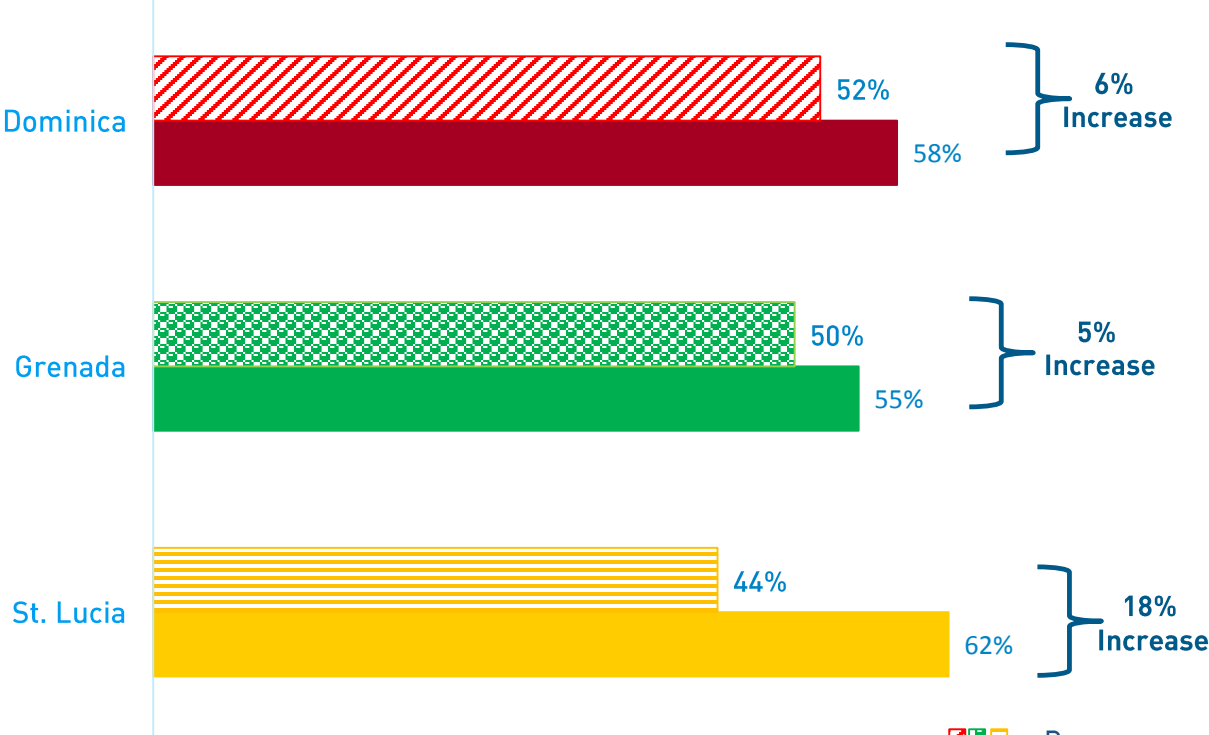
Discussions about underage drinking in school and at home increased.



“Often” Discussed Underage Drinking in the Classroom



Family Discussion on Dangers of Underage Drinking 2 or more times



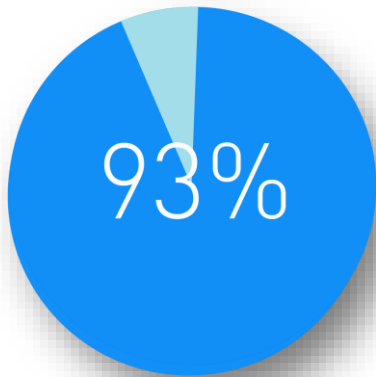
Q. In school how often do you talk about the following things: The dangers of underage drinking
Q. In the past 12 months, how often have you talked with a parent, grandparent, or another adult caregiver about the dangers of underage drinking?

Pre-program
Post-program

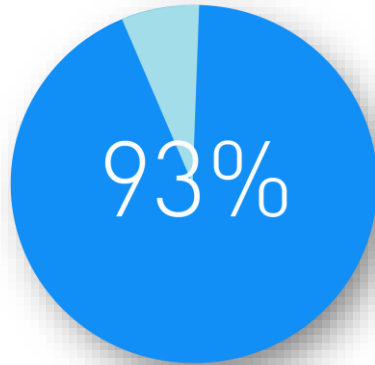
Dangers Associated with Underage Drinking



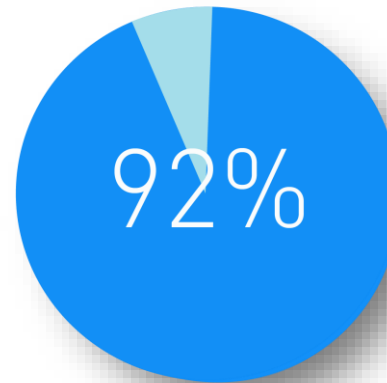
Students demonstrated broad knowledge of the consequences of underage drinking



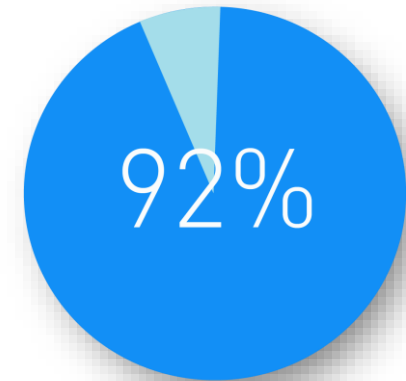
Getting in trouble with the police/ law



Drunk Driving



Heart & Liver Disease



Hurting the way your brain develops

Students demonstrate broad knowledge of the dangers of underage drinking.



% Increase from pre- to post-survey

Getting in trouble with the police
Drunk driving
Heart and liver disease
Hurting the way your brain develops

Dominica

5%
12%
13%
11%

Grenada

9%
16%
13%
8%

St. Lucia

16%
13%
20%
16%

Q. Which of the following dangers do you associate with underage drinking?

Reasons for saying NO to alcohol & living a healthy lifestyle



9 out
of 10

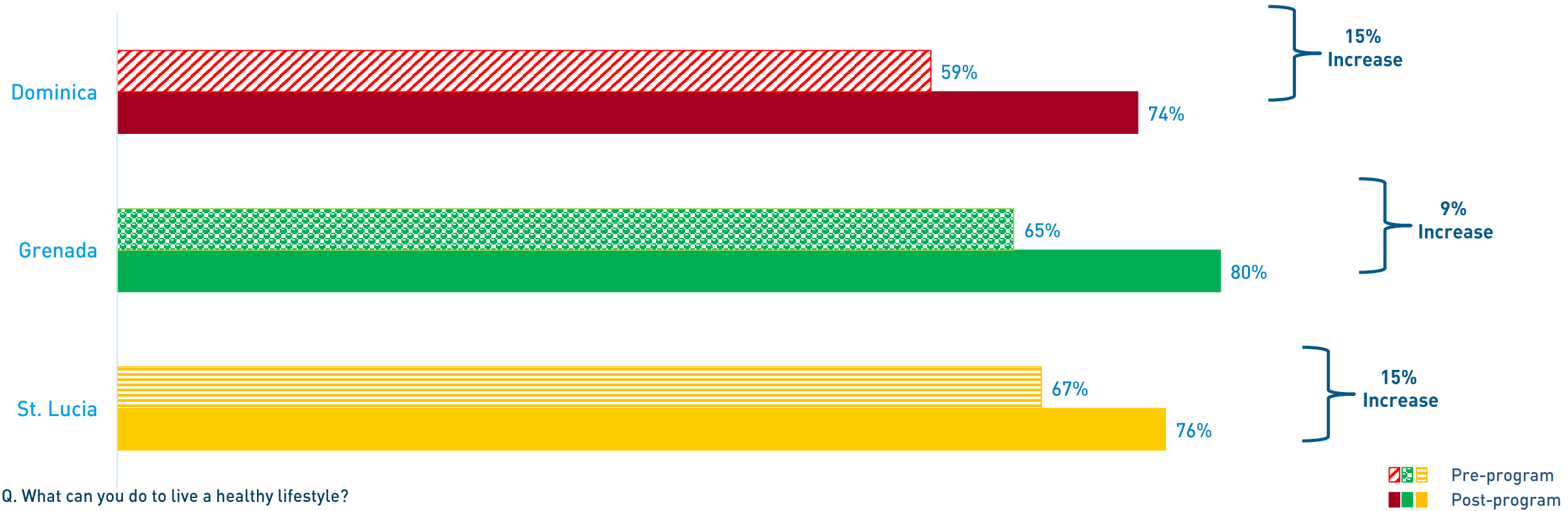
Kids say alcohol and drinking underage is not part of a healthy lifestyle.

An increase of 9% in awareness of the effect underage drinking can have on a teen's developing brain and body.

Program increased student knowledge on how to live a healthy lifestyle.



Saying “no” to underage drinking is part of a healthy lifestyle



Program Details: Classroom Champions



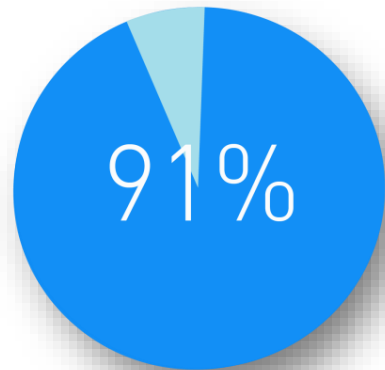
84% of students who participate in Classroom Champions say the program helps them to do better in school.



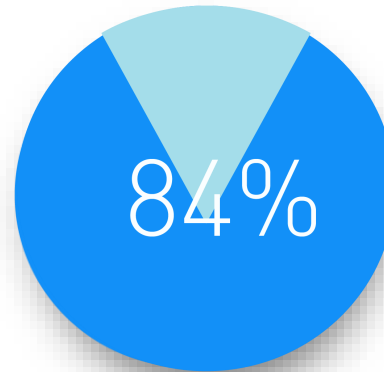
- Targeting grades Kindergarten through 8, Classroom Champions bring Olympians, Paralympian and Olympic/Paralympic game hopefuls (Athlete Mentors) into the classroom using videos and live chats.

Classroom Champions

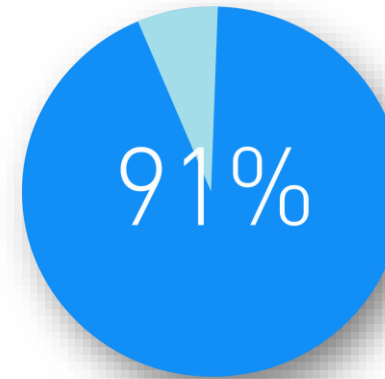
Classroom Champions students are significantly more engaged in school.



Helped me learn
how to
accomplish goals



Helped me to do
better in school



Helped me learn
new things

Partnership Details

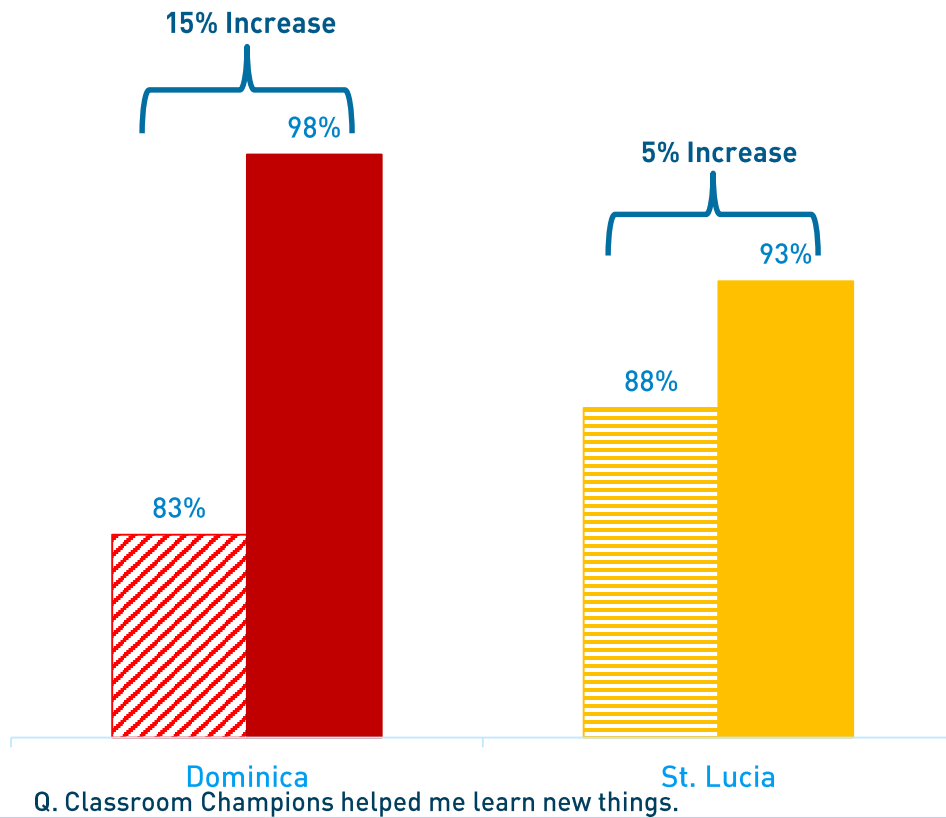
Classroom Champions students are significantly more likely to feel they have control over what happens to them.



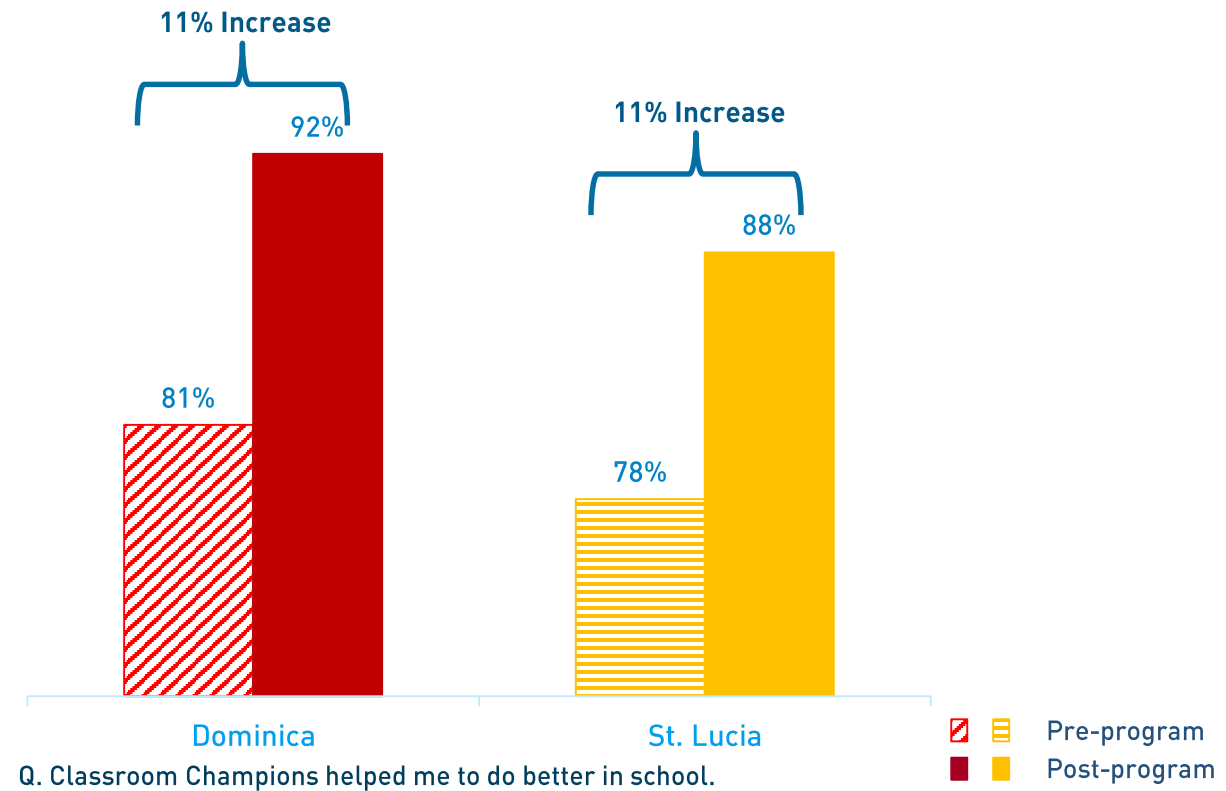
- Partnering with Classroom Champions creates a deeper and more meaningful connection with students.
- Incorporating other lessons such as goal setting and perseverance through an influential athlete mentor allows students to realize the importance of their choices and the consequences of harmful decisions, including underage drinking.
- Partnership fosters better insights into how to impact an adolescent's decisions to drink, or not to drink, alcohol.

The Classroom Champions program* increased student engagement in school – learning new things and school performance.

“Helped me learn new things”

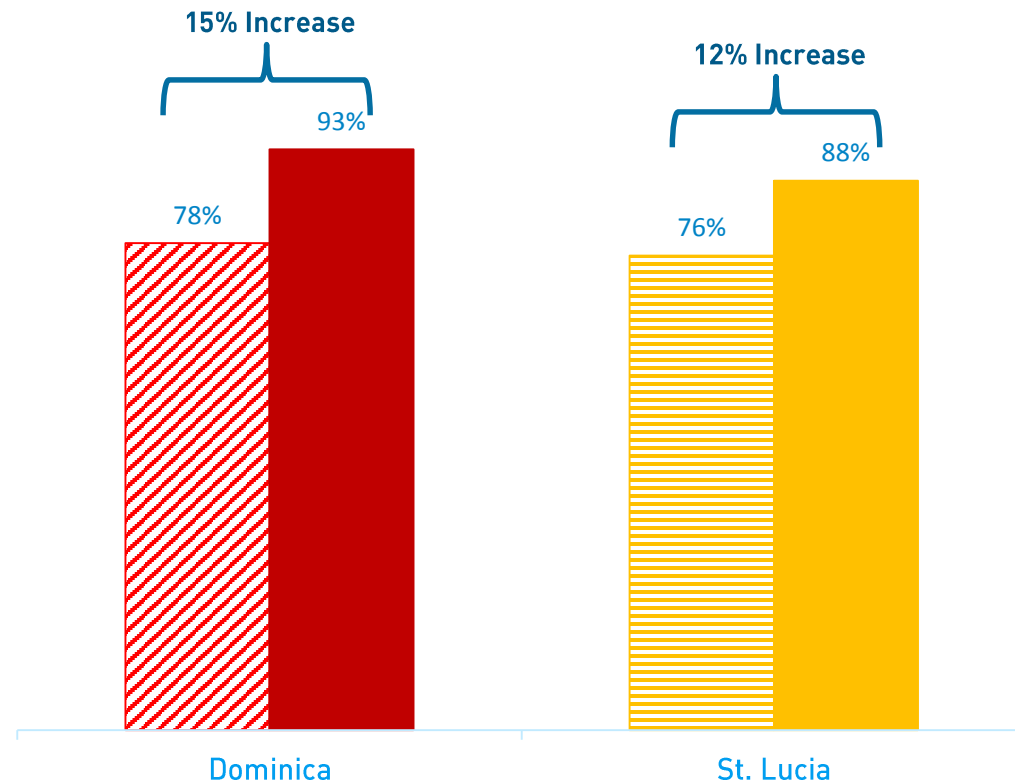


“Helped me to do better in school”



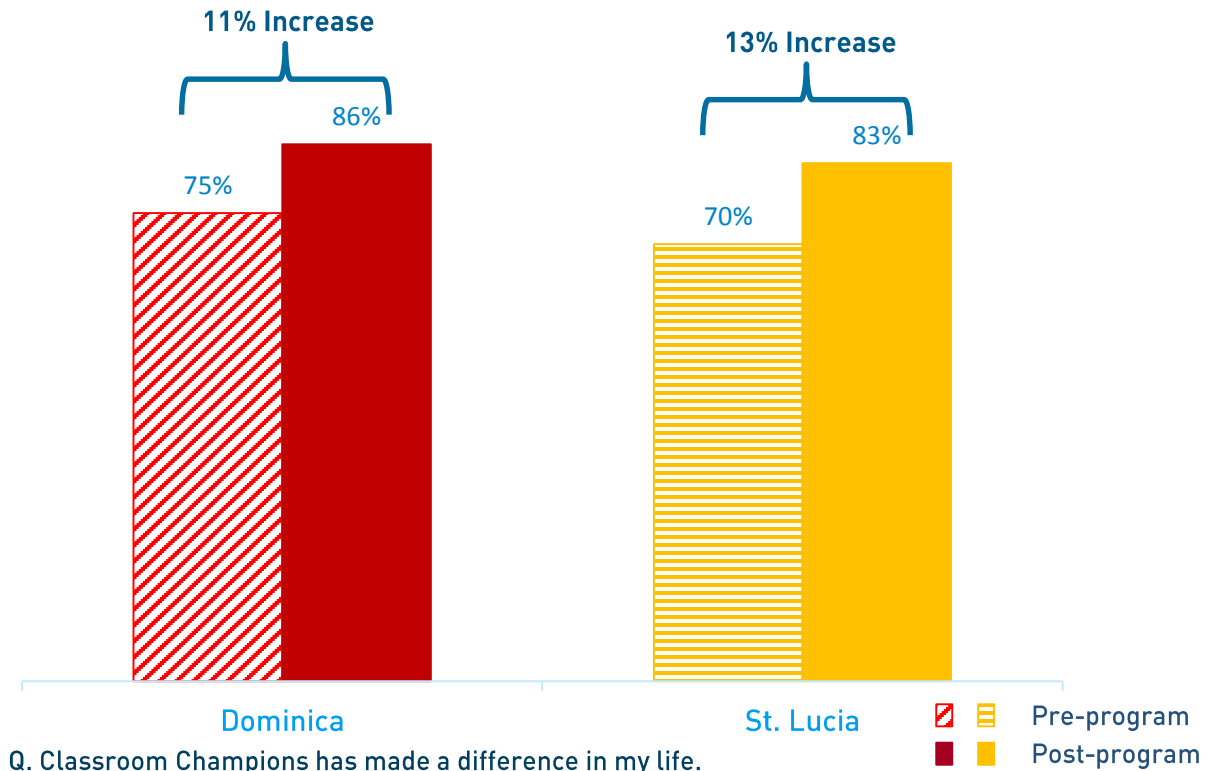
The Classroom Champions program* helped create better goal-setters and made a difference in students' lives.

"Helped me learn how to accomplish my goals"



Q. Classroom Champions helped me learn how to accomplish my goals.

"Has made a difference in my life"



Q. Classroom Champions has made a difference in my life.

Pre-program
Post-program

Teacher Training





Dominica



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RESPONSIBILITY

CLASSROOM
CHAMPIONS

Ask, Listen, Learn in Dominica

- Four schools participated in the Classroom Champions – Ask, Listen, Learn program – Sineku, Salybia, Goodwill and Grand Bay Primary.
- A total of 1,061 student pre- and post-program evaluations returned for analysis – 554 pre-program responses and 507 post-program.
- Survey responses were collected among students in grades 2 thru 8.

	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th
Pre-	33	88	145	105	134	3	14
Post-	49	54	93	101	76	30	—

Highlights from Dominica

- Discussions about underage drinking increased 17% in the classroom and family discussions increased 6%.
- Ask, Listen, Learn increased students knowledge of how to live a healthy lifestyle – 74% identified *saying “no” to underage drinking is part of a healthy lifestyle* – a 15% increase from pre- to post-program.
- Pre- and post-evaluations revealed students’ broad knowledge of the dangers of underage drinking.
 - Greatest increase in knowledge (20%) was gained in understanding the risk of getting suspended or kicked off a team.
- Classroom Champions attributed to 15% increase in students learning new things and 11% increase in school performance.
- Goal-setting among students increased 15% and positive impact in their life increased 11%.

Athlete Mentor Visit: Erison Hurtault

- Two day, four school tour to visit participating students.



Teacher Training



Athlete Mentor: Video Lessons

- Erison Hurtault: Flag bearer for Dominica in Opening Ceremonies of the 2012 Summer Olympic Games in London.
- Competed in Men's 400m event

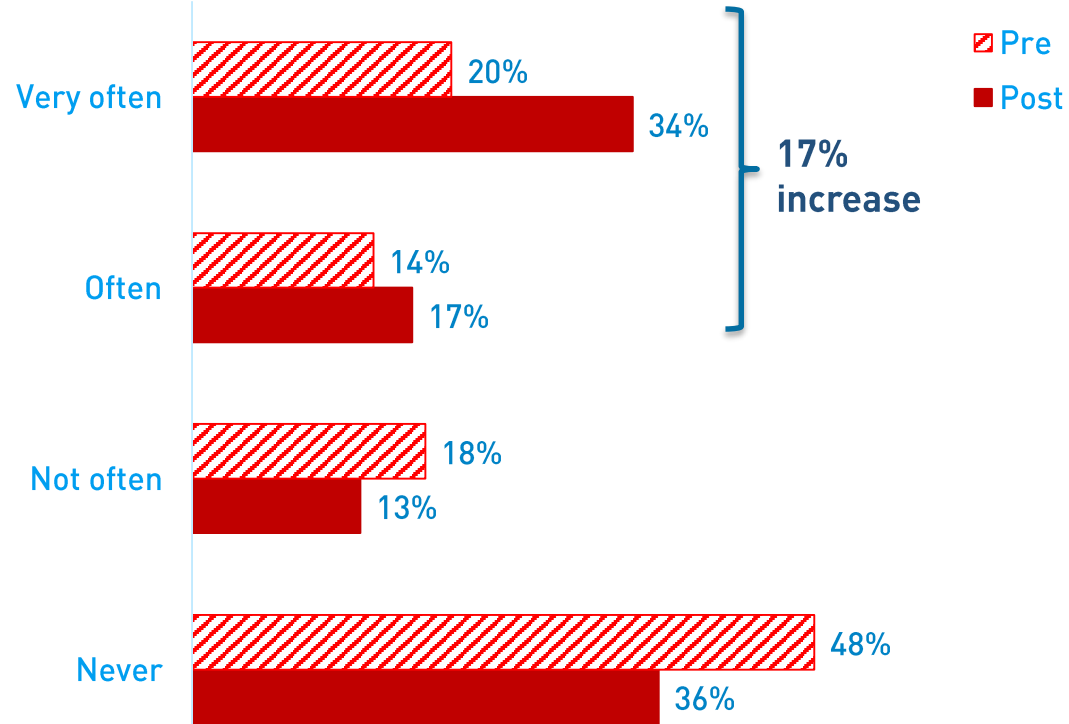


The background features a series of concentric circles in various shades of blue, centered on the left side. A blue spiral line starts from the center of these circles and extends towards the right edge of the frame. The text "Ask, Listen, Learn" is written in white, sans-serif font across the middle of the image.

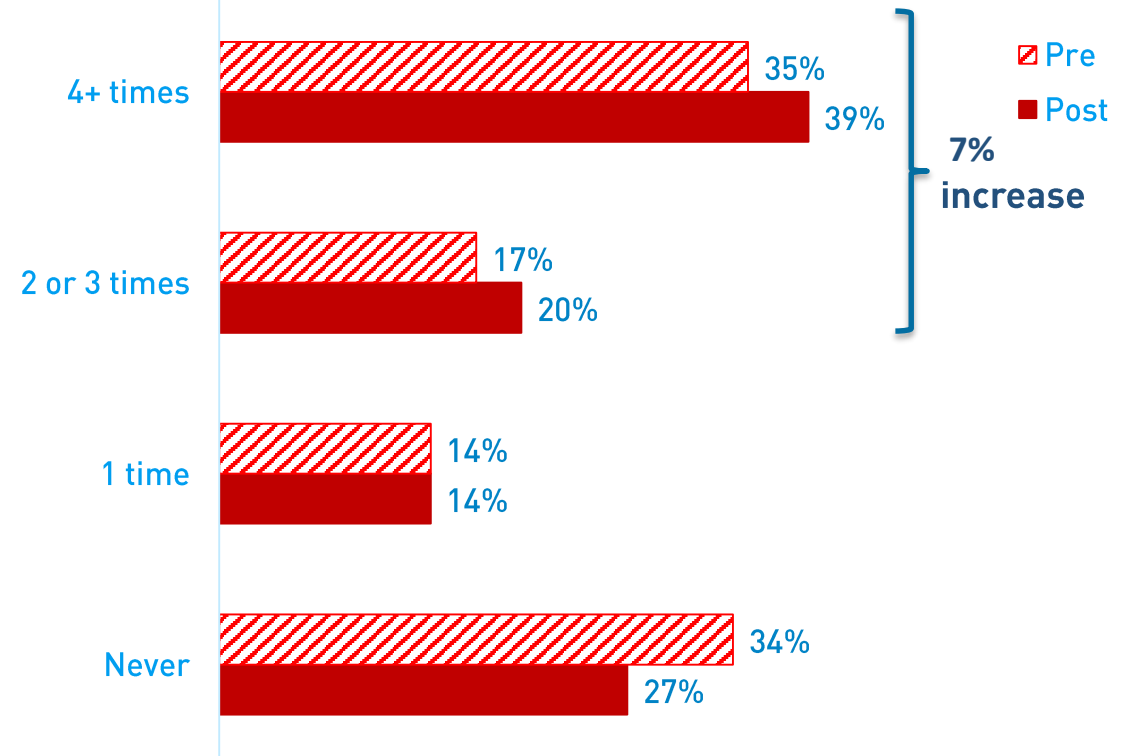
Ask, Listen, Learn

Discussions about underage drinking in school increased 17% and frequency of discussions at home increased 7%.

Have Discussed Underage Drinking in the Classroom



Frequency of Family Discussion on Dangers of Underage Drinking

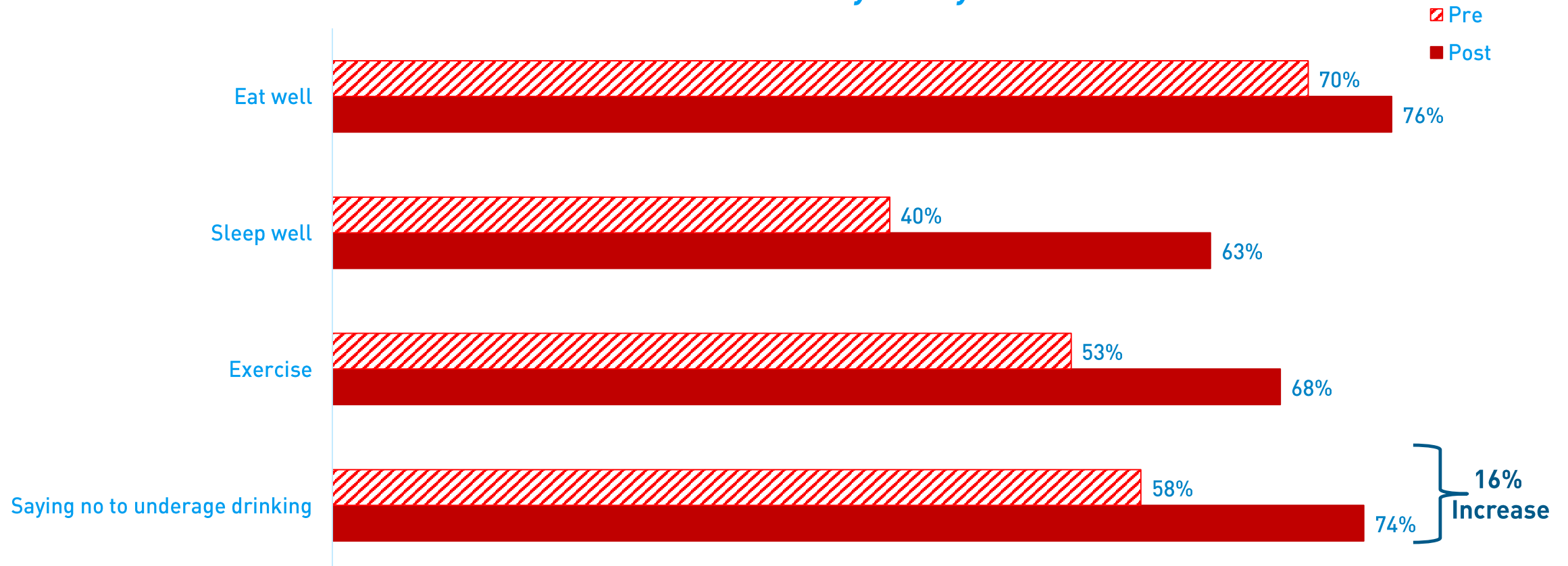


Q. In school how often do you talk about the following things: The dangers of underage drinking

Q. In the past 12 months, how often have you talked with a parent, grandparent, or another adult caregiver about the dangers of underage drinking?

The program increased student knowledge on how to live a healthy lifestyle. Saying “no” to underage drinking increased 16%.

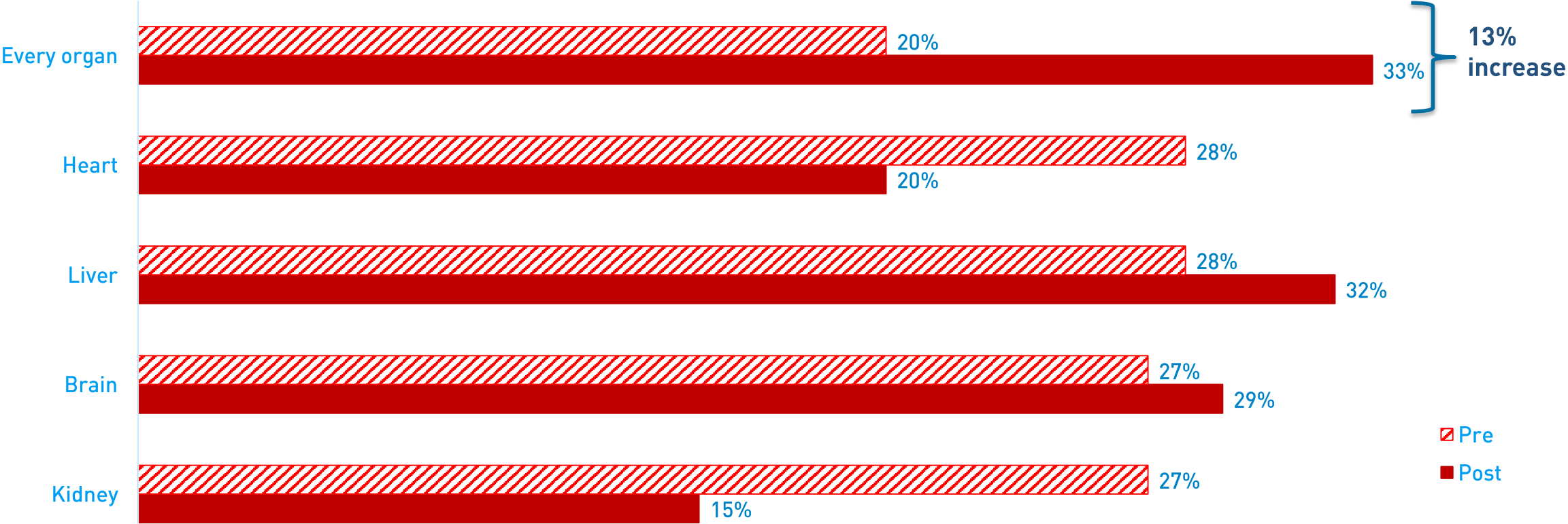
How to live a healthy lifestyle



Q. What can you do to live a healthy lifestyle?

One in three students are now aware that alcohol impacts every organ in the body; an increase of 13%.

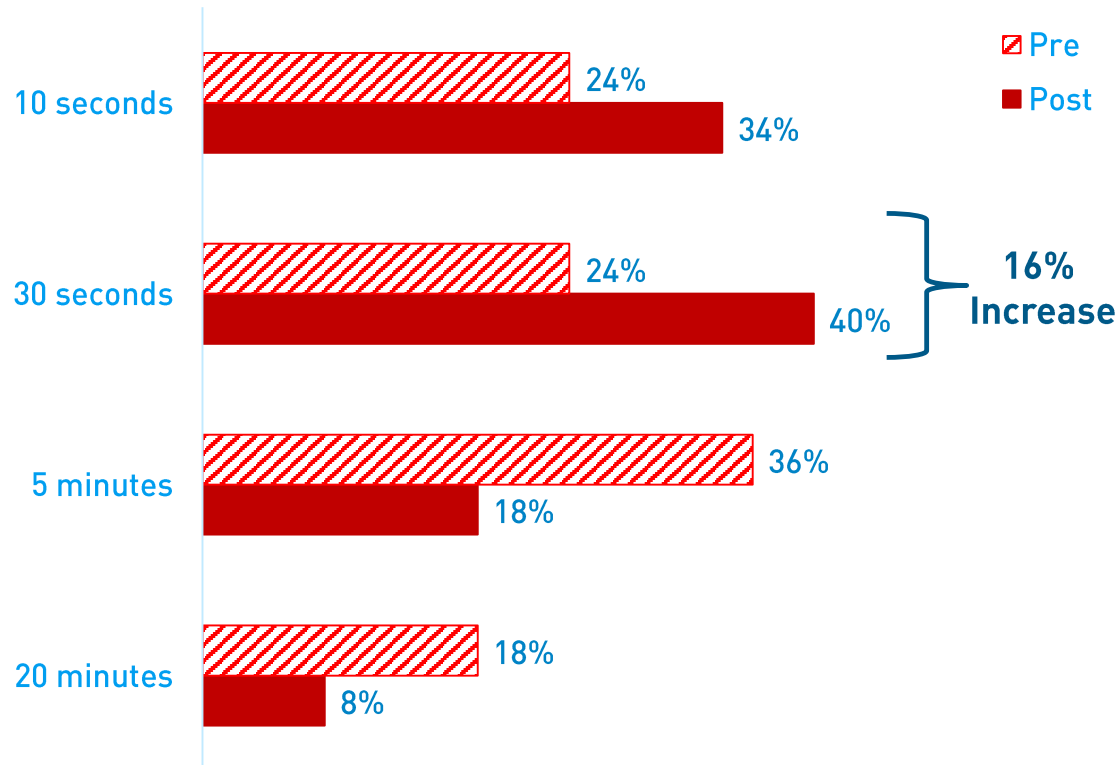
Parts of the Body Impacted by Alcohol Consumption



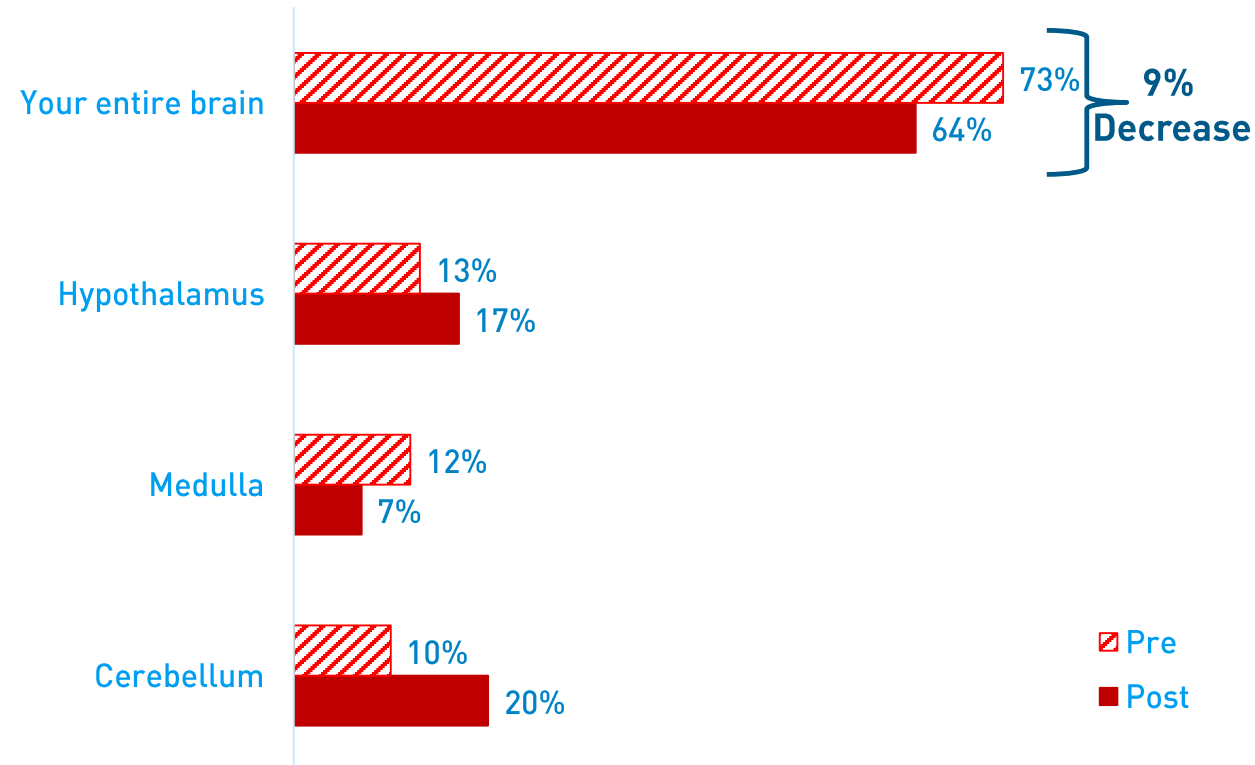
Q. Which organ in the body can be affected by drinking alcohol?

Knowledge of the time it takes for alcohol to reach the brain increased 16% and knowledge of the parts of the brain affected by alcohol increased.

Time It Takes for Alcohol to Reach the Brain



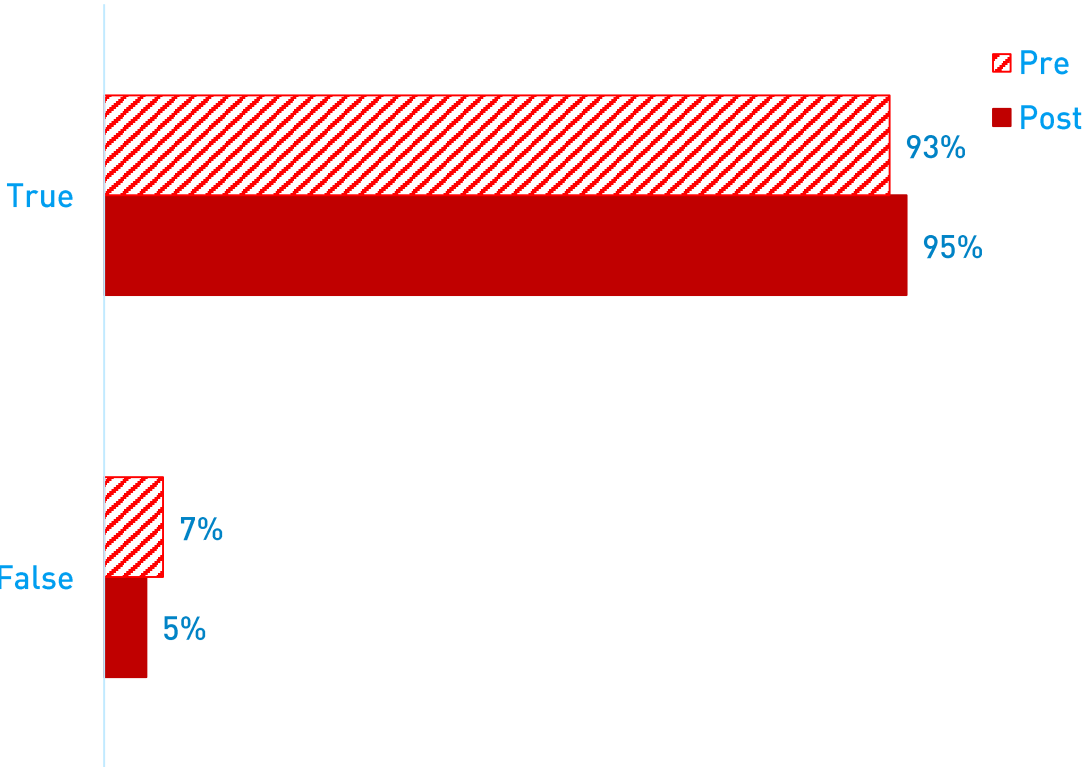
Parts of the Brain Affected by Alcohol



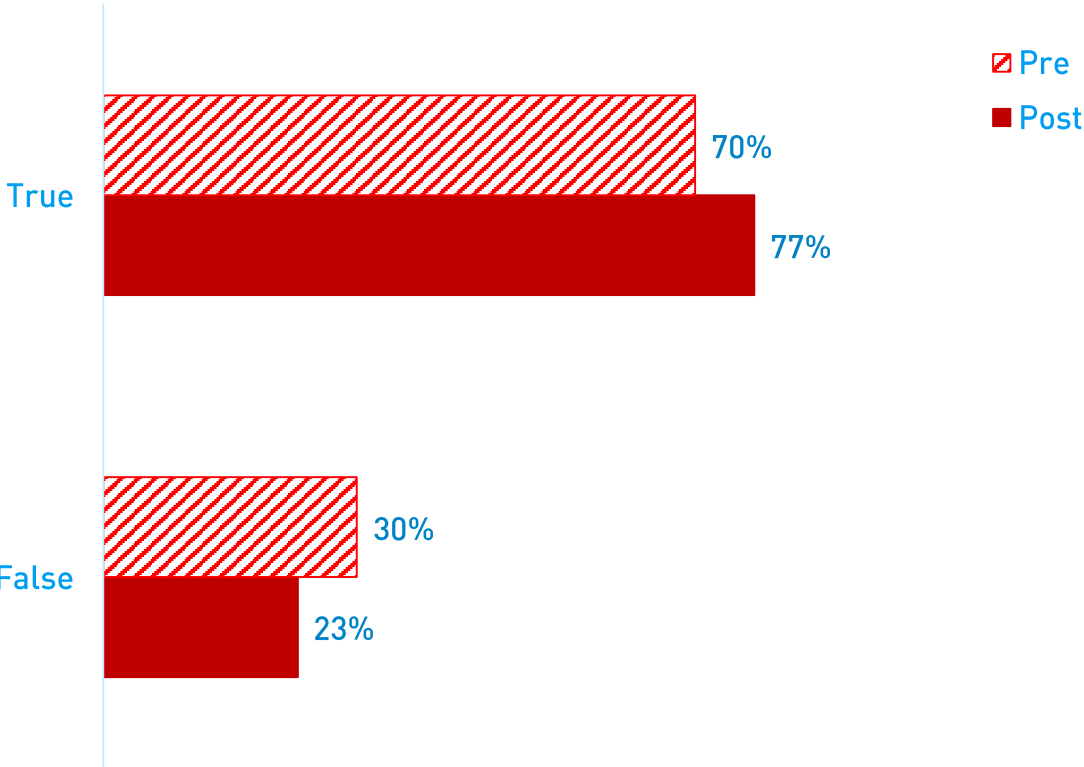
Q. How long does it take for alcohol to move through your bloodstream and reach your brain?
Q. Which part(s) of your brain would be affected if you drank alcohol?

Students demonstrated a strong awareness of the effects of alcohol on judgment and role of exercise in growth of brain cells before and after program engagement.

Alcohol Can Affect Judgment



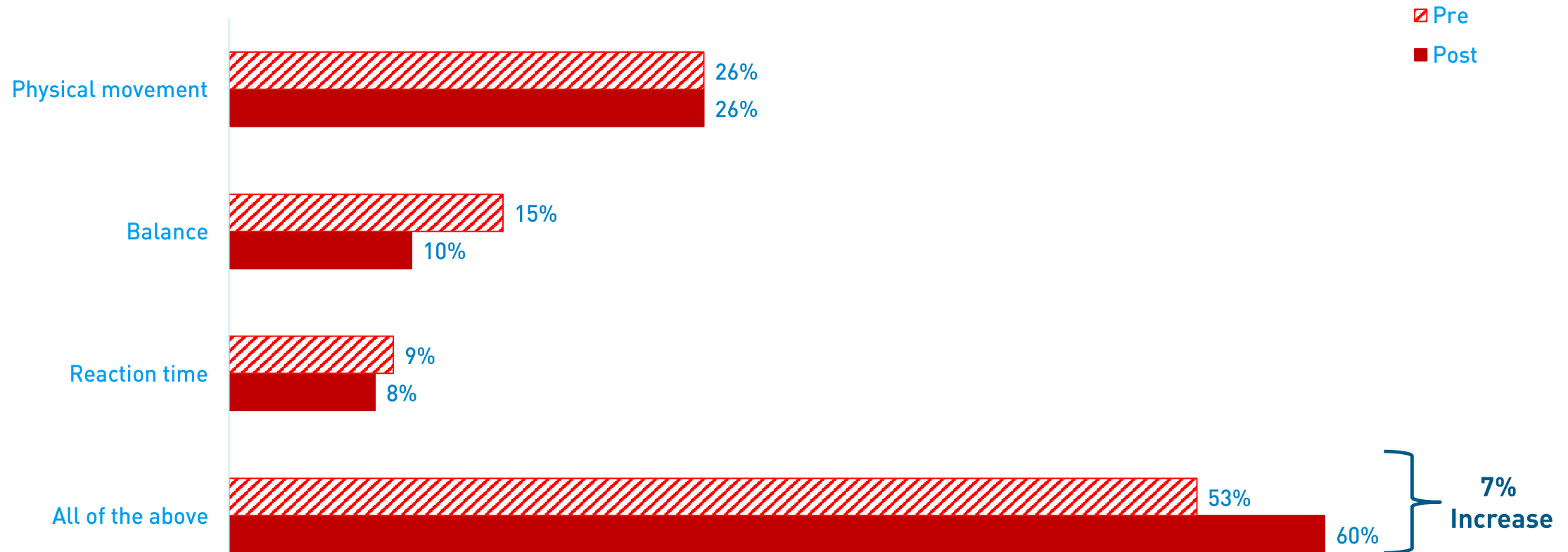
Exercise Increases Growth of Brain Cells



Q. Alcohol can affect your judgment and can result in making bad choices.
Q. Exercise increases the growth of brain cells.

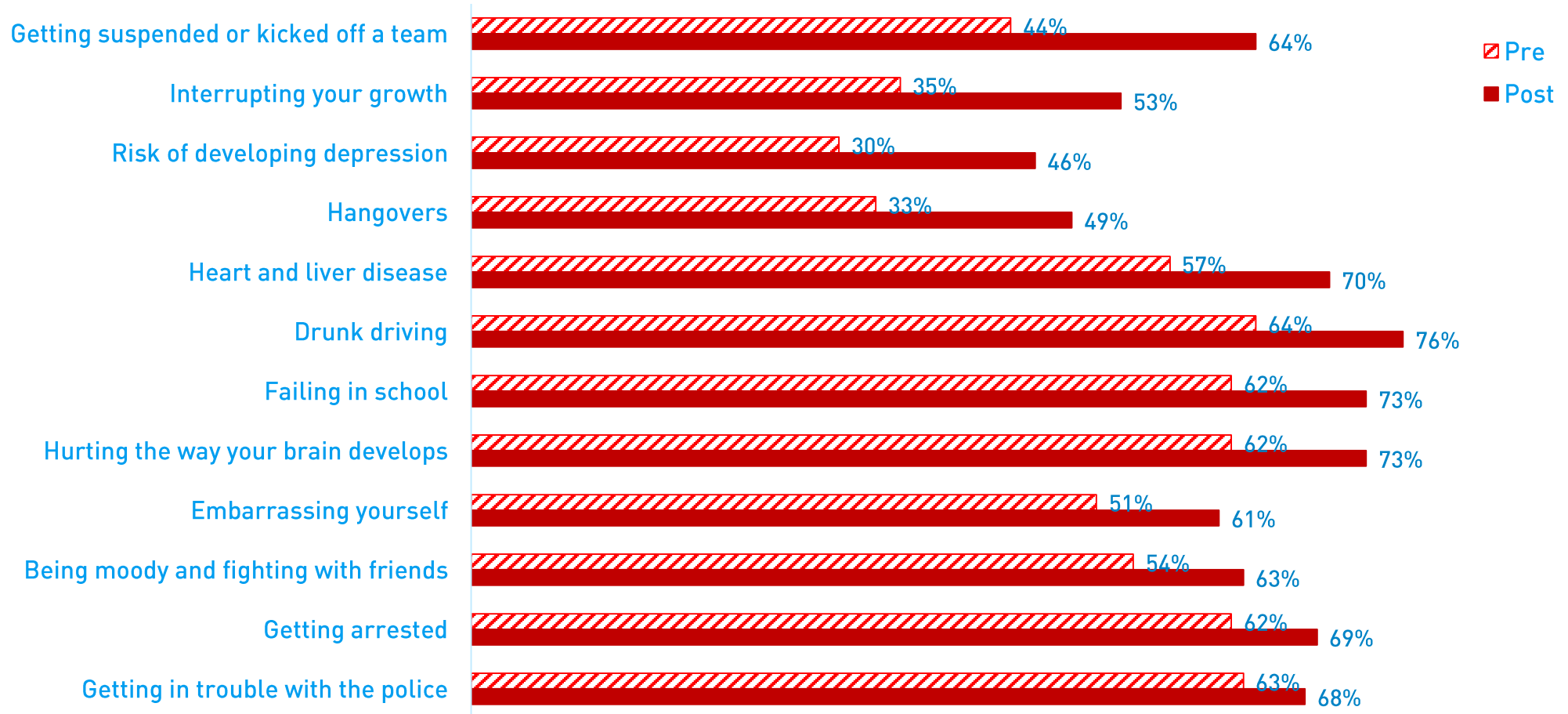
Students' knowledge of the brain's role in controlling the body's functions increased 7%.

What the Brain Controls



Q. Which of the following does your brain control?

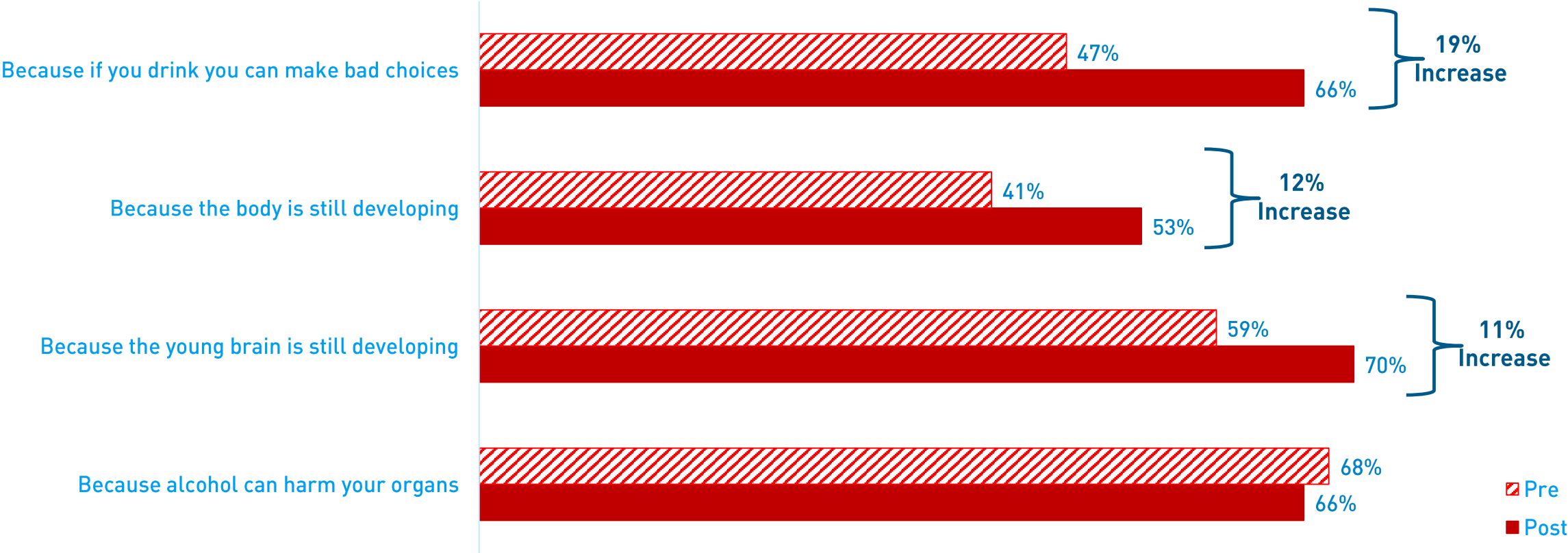
Students continued to demonstrate broad knowledge of the dangers of underage drinking; awareness of all dangers increased after program engagement.



Q. Which of the following dangers do you associate with underage drinking?

Students demonstrated growth in their knowledge of underage drinking’s impact.

Reasons for Saying “NO” to Alcohol and Living a Healthy Lifestyle



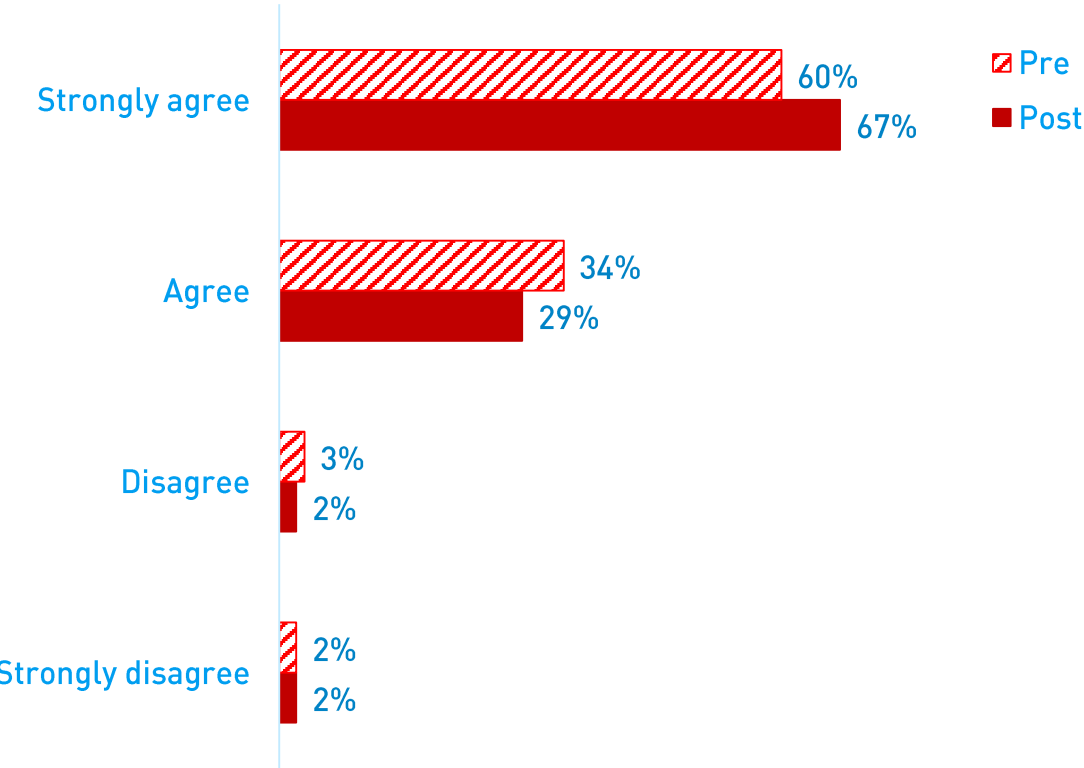
Q. Why does a healthy lifestyle include saying “no” to underage drinking?



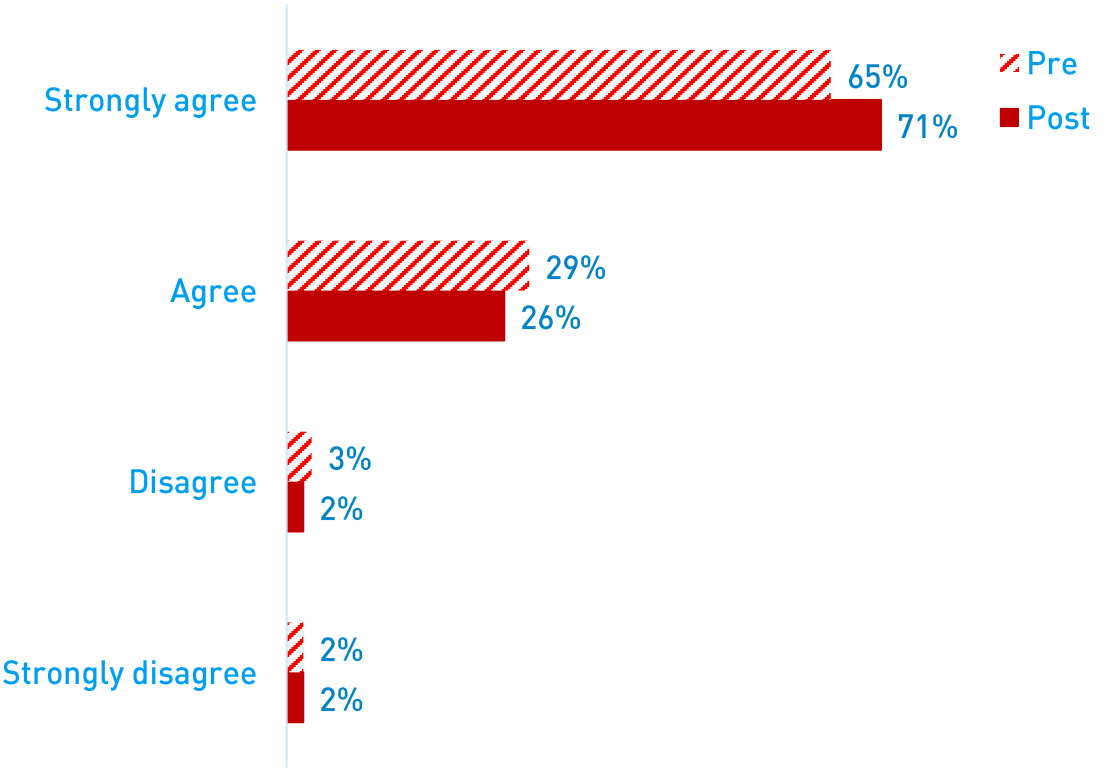
Classroom Champions

Students who engaged with the Classroom Champions feel positive about their future and their self.

I feel good about my future



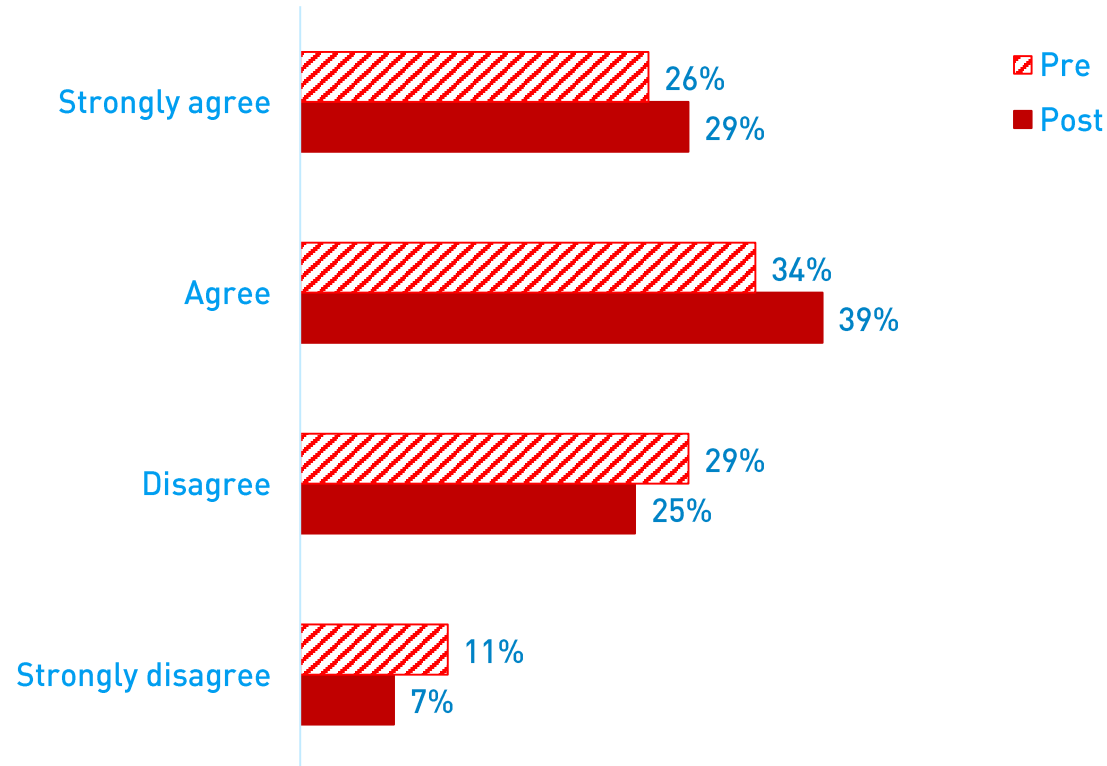
I feel good about myself



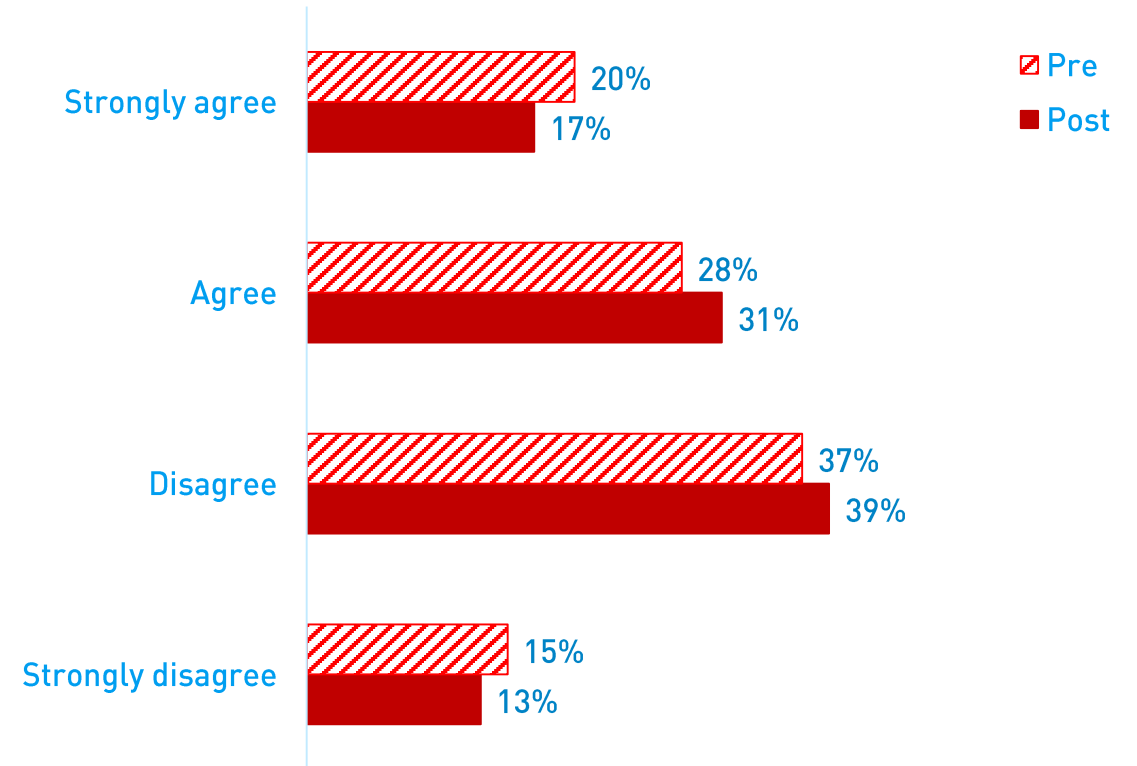
Q. Please put an X in the box that shows how you feel about the following statements:

Students report they have control over what happens to them and handle whatever happens.

I feel I have control over things that happen to me



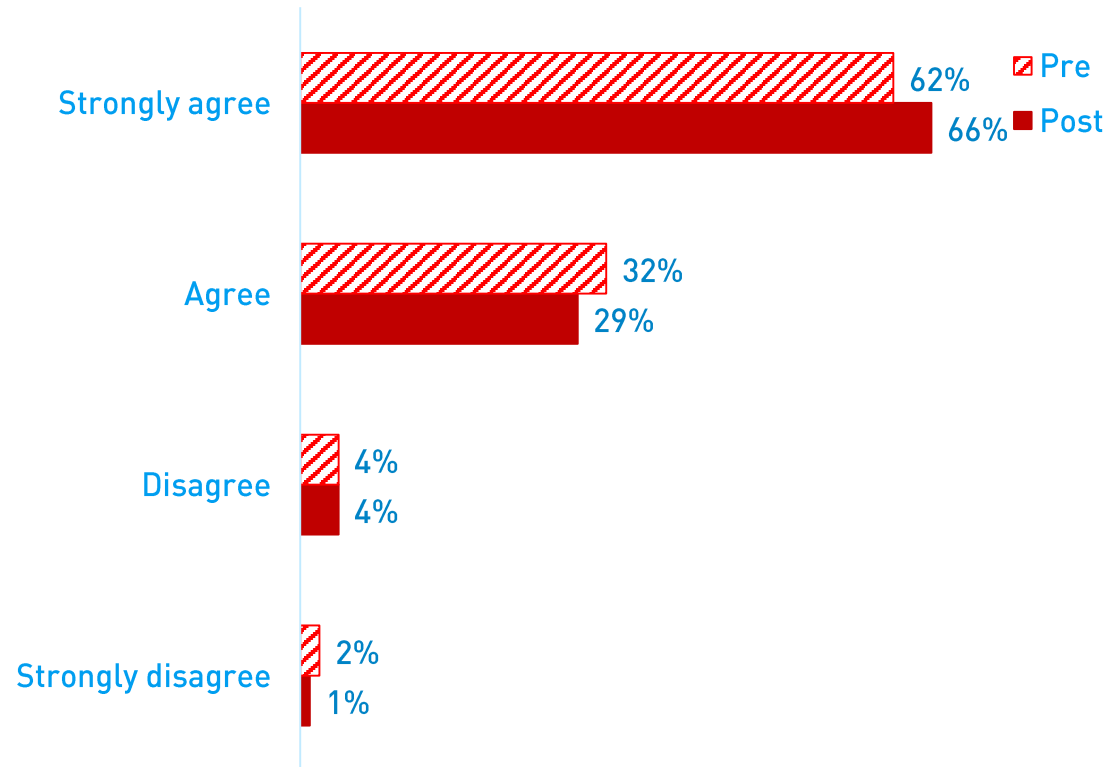
I can handle whatever happens



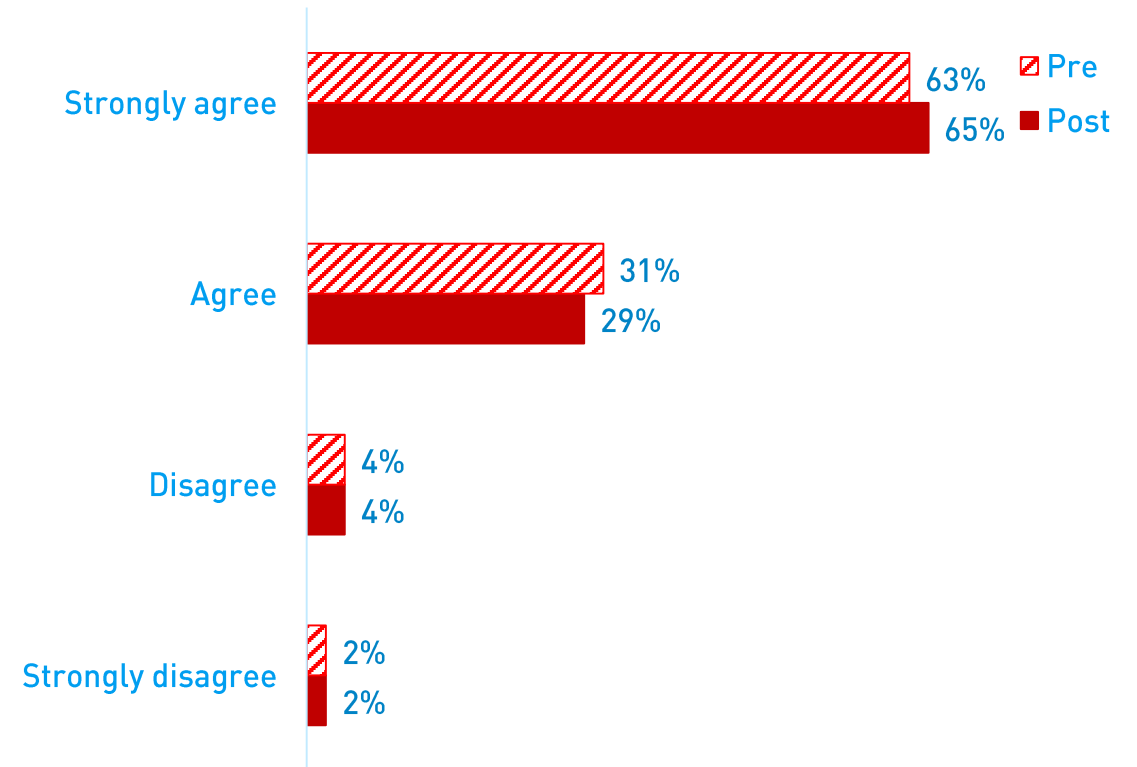
Q. Please put an X in the box that shows how you feel about the following statements:

Students who engaged with the program feel confident about their grades and overall academic success.

I can think of many ways to get good grades



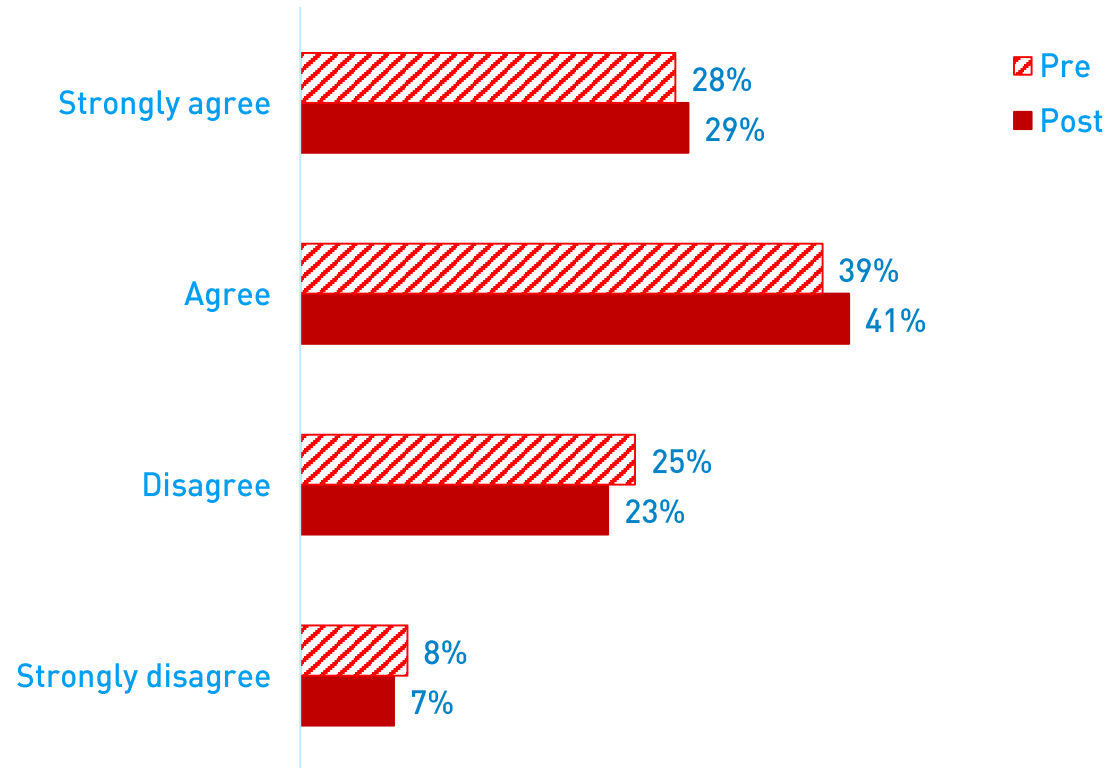
I can succeed in school



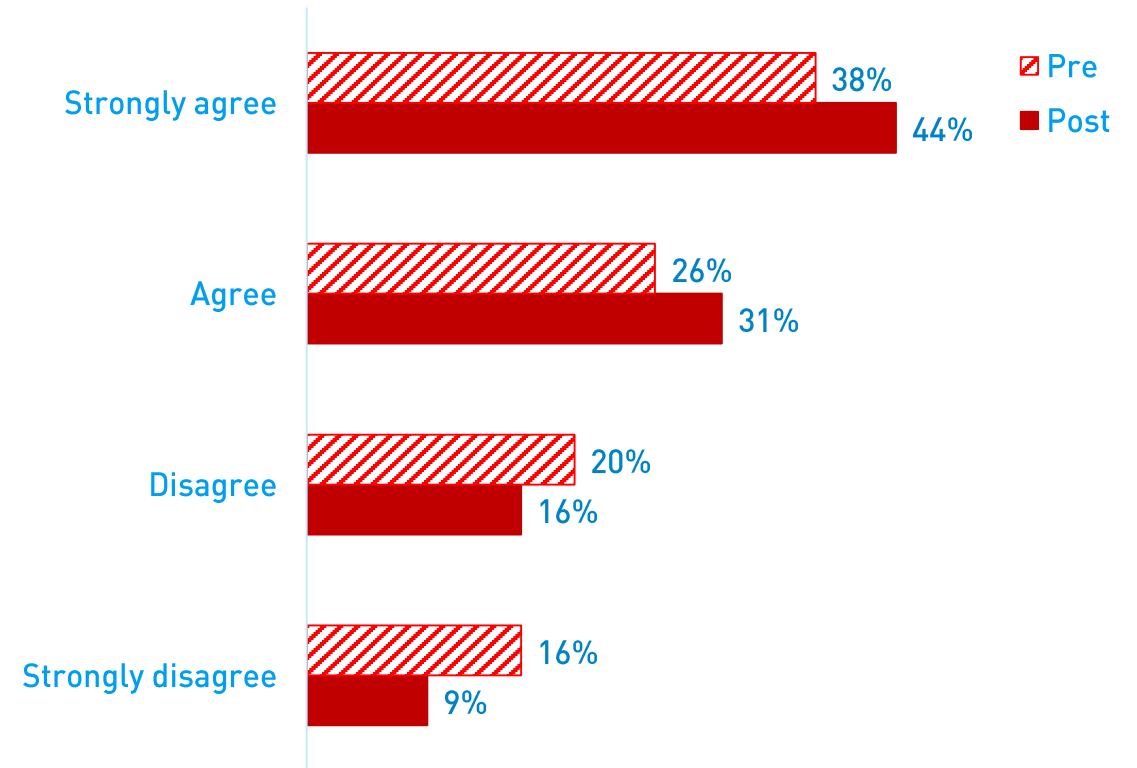
Q. Please put an X in the box that shows how you feel about the following statements:

Students are problem solvers and don't let setbacks discourage them.

I can think of lots of ways around any problem



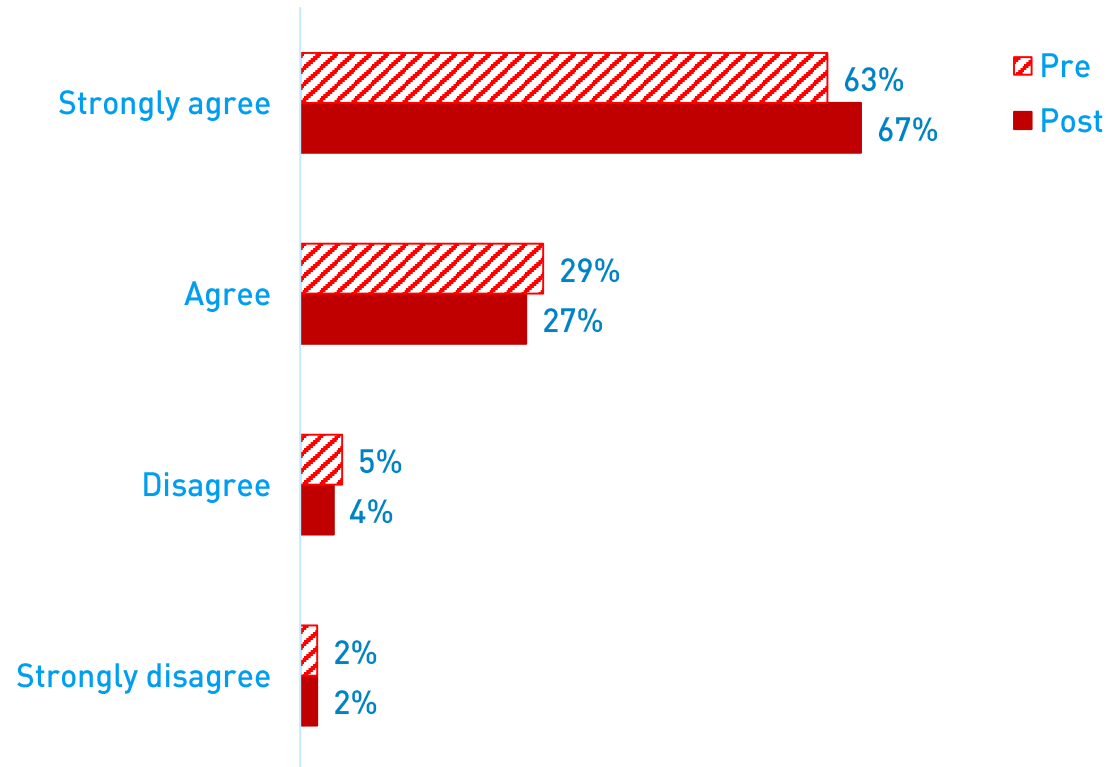
Setbacks don't discourage me



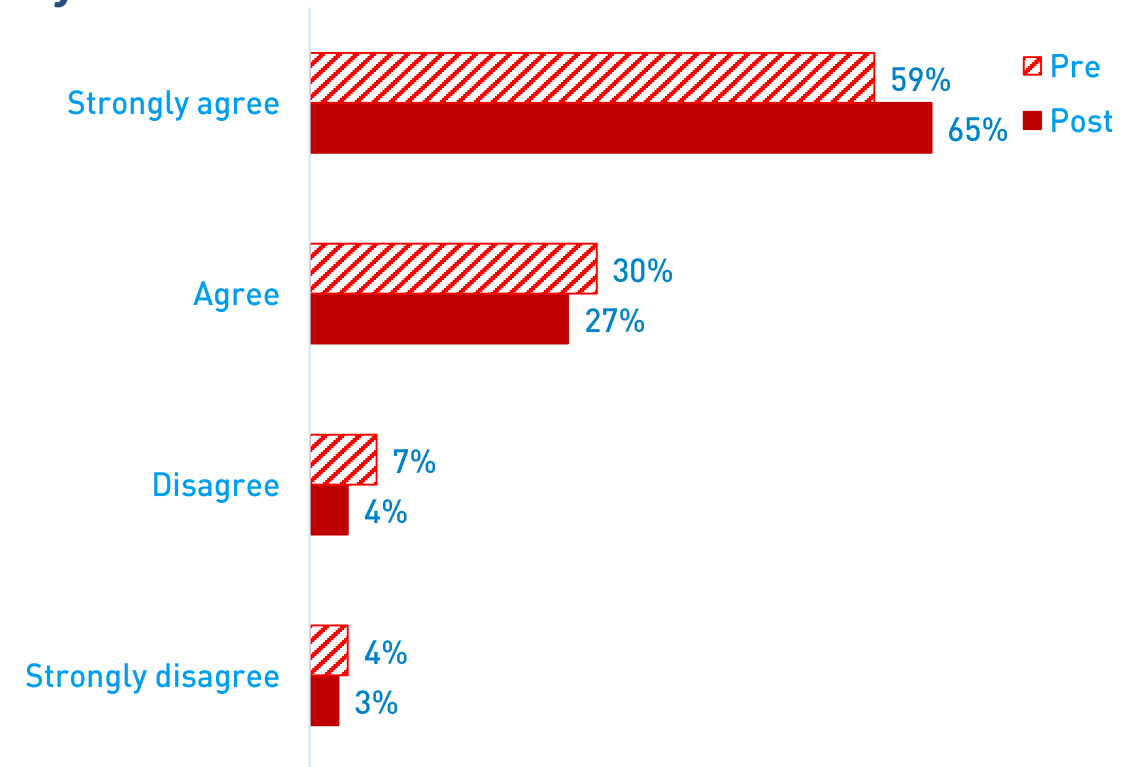
Q. Please put an X in the box that shows how you feel about the following statements:

Students plan to graduate high school and say they know an adult who cares about their future.

I know I will graduate from high school



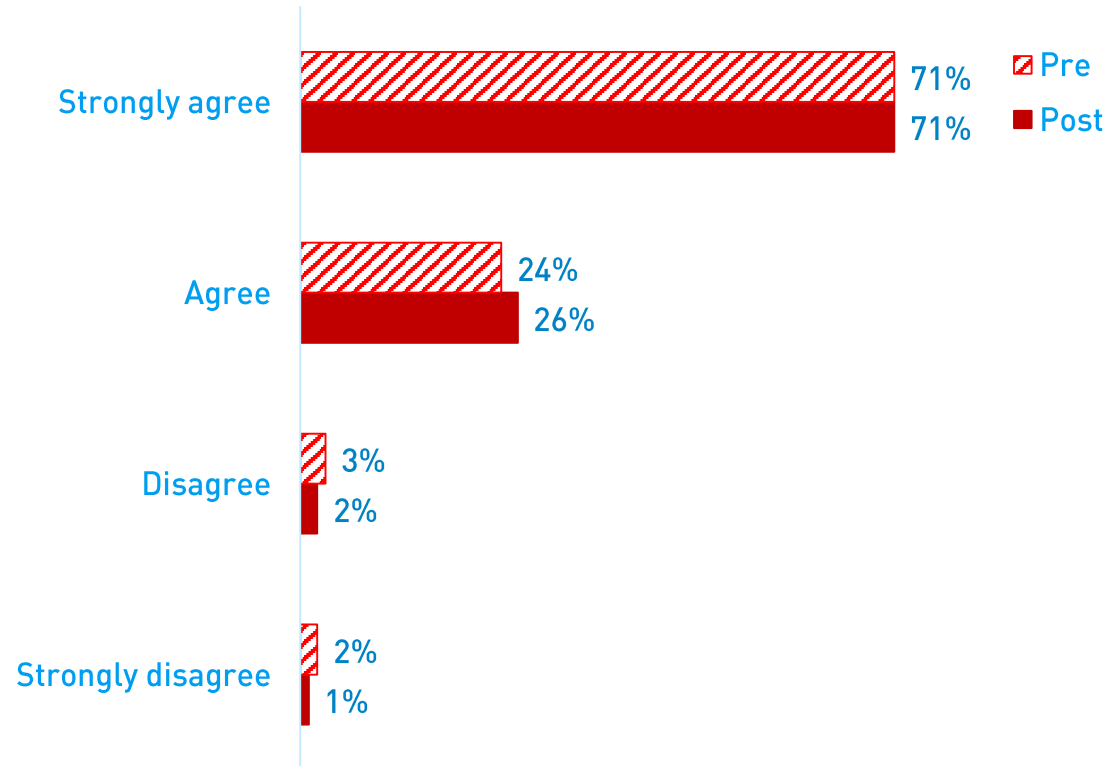
There is an adult in my life who cares about my future



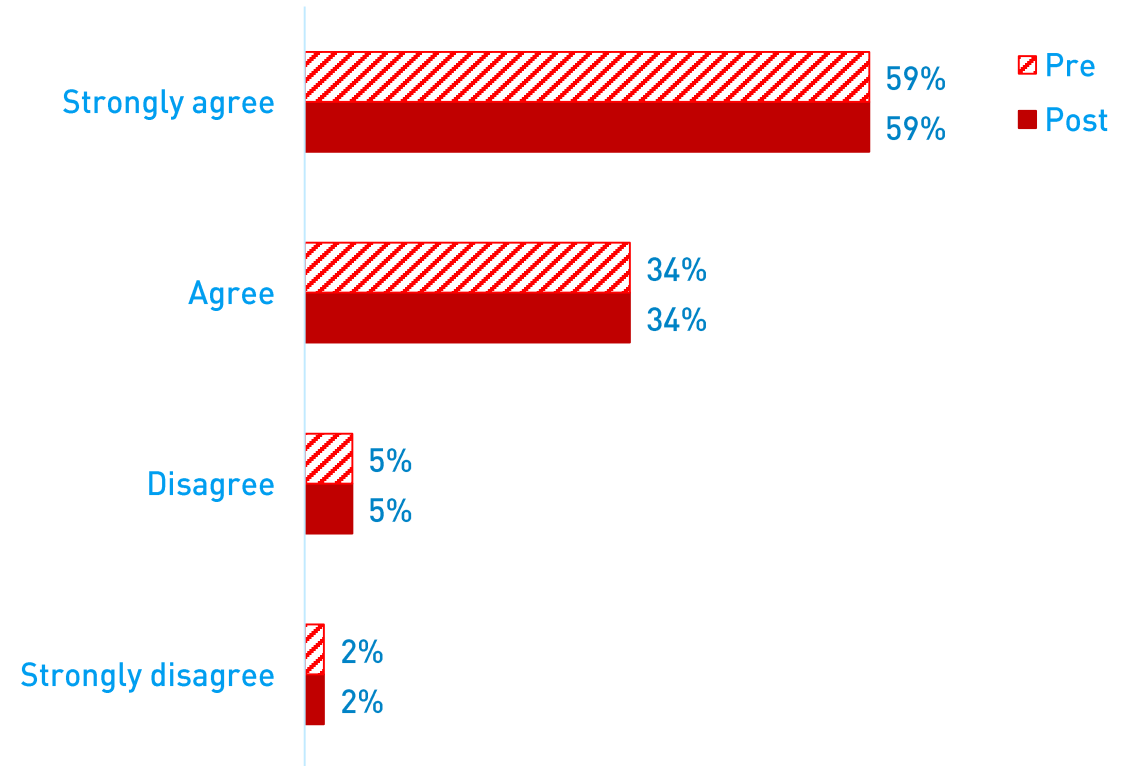
Q. Please put an X in the box that shows how you feel about the following statements:

Students believe with hard work they can improve their work and be successful in school.

If I work hard, I will be more likely to do well in school



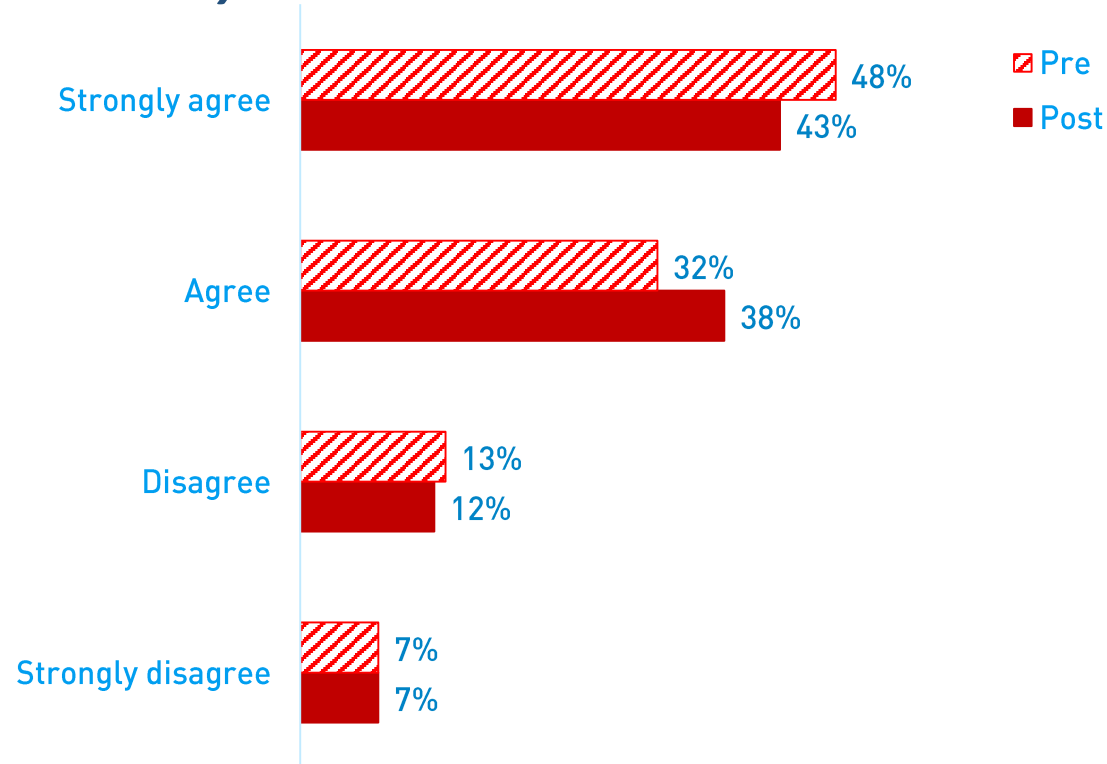
I know how to improve my work



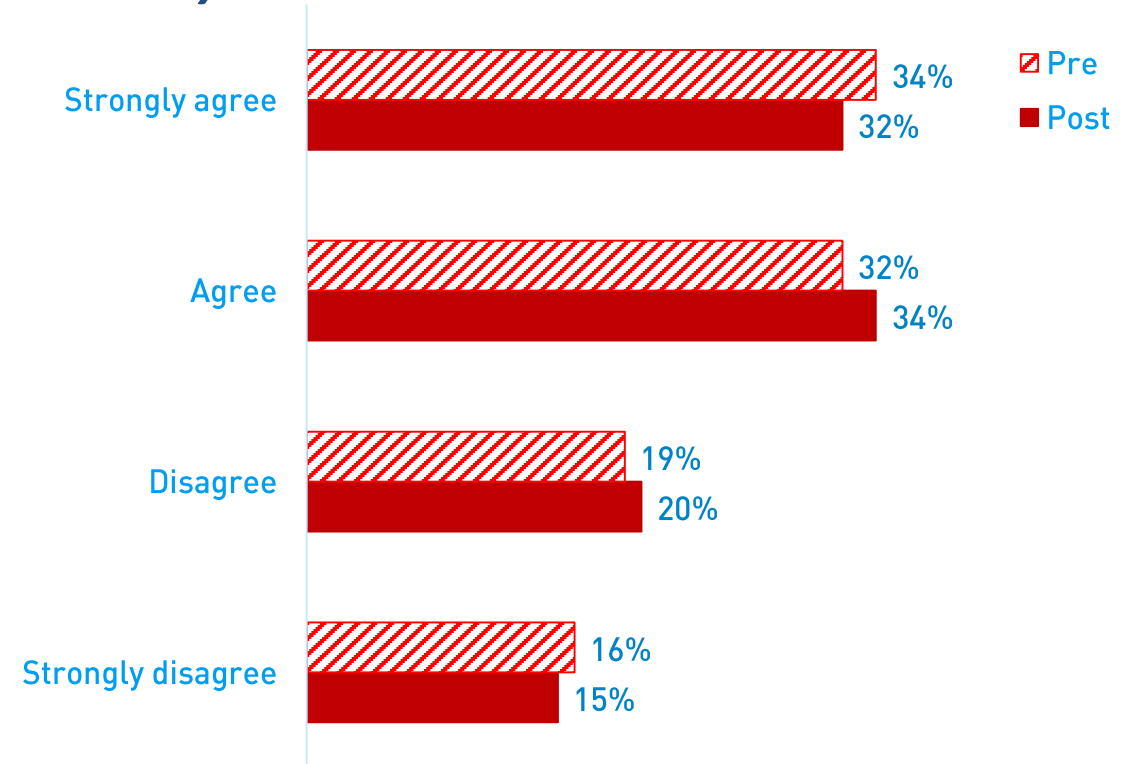
Q. Please put an X in the box that shows how you feel about the following statements:

Students who engaged with Classroom Champions report mixed thoughts on how smart they can be.

No matter who you are, you can change how smart you are



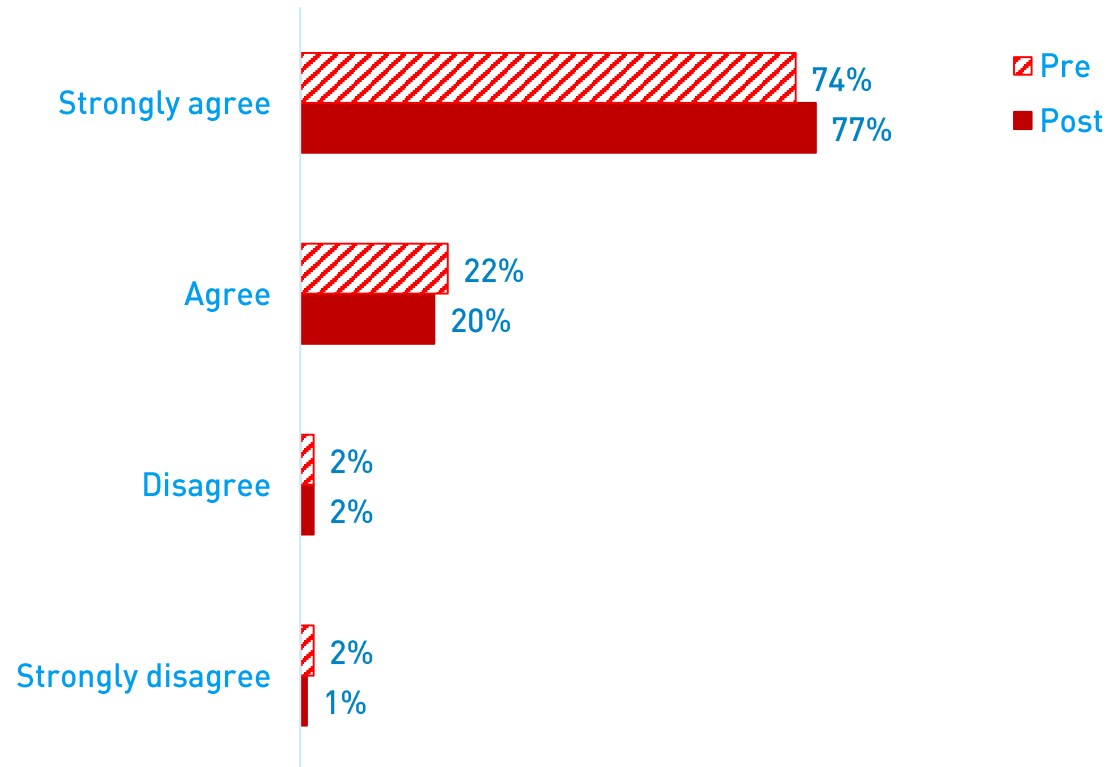
You can learn, but you can't really change how smart you are



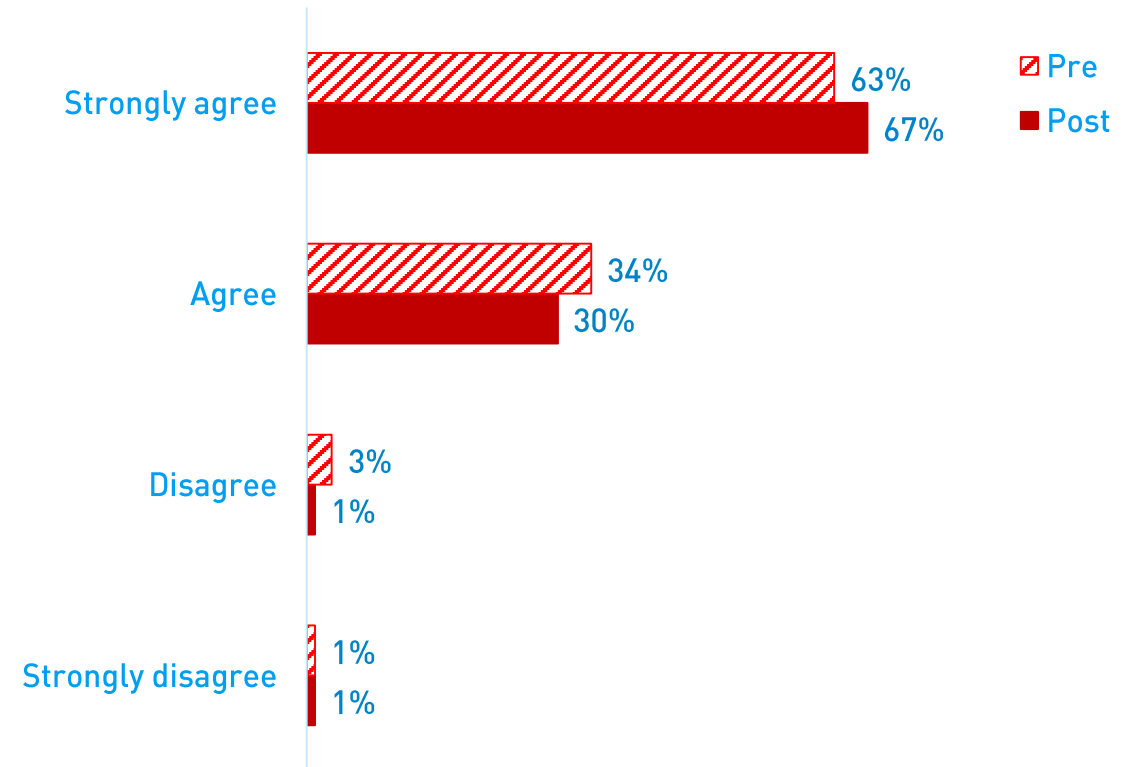
Q. Please put an X in the box that shows how you feel about the following statements:

Overwhelmingly students enjoy learning new things in school and believe schoolwork is important.

I feel like my schoolwork is important



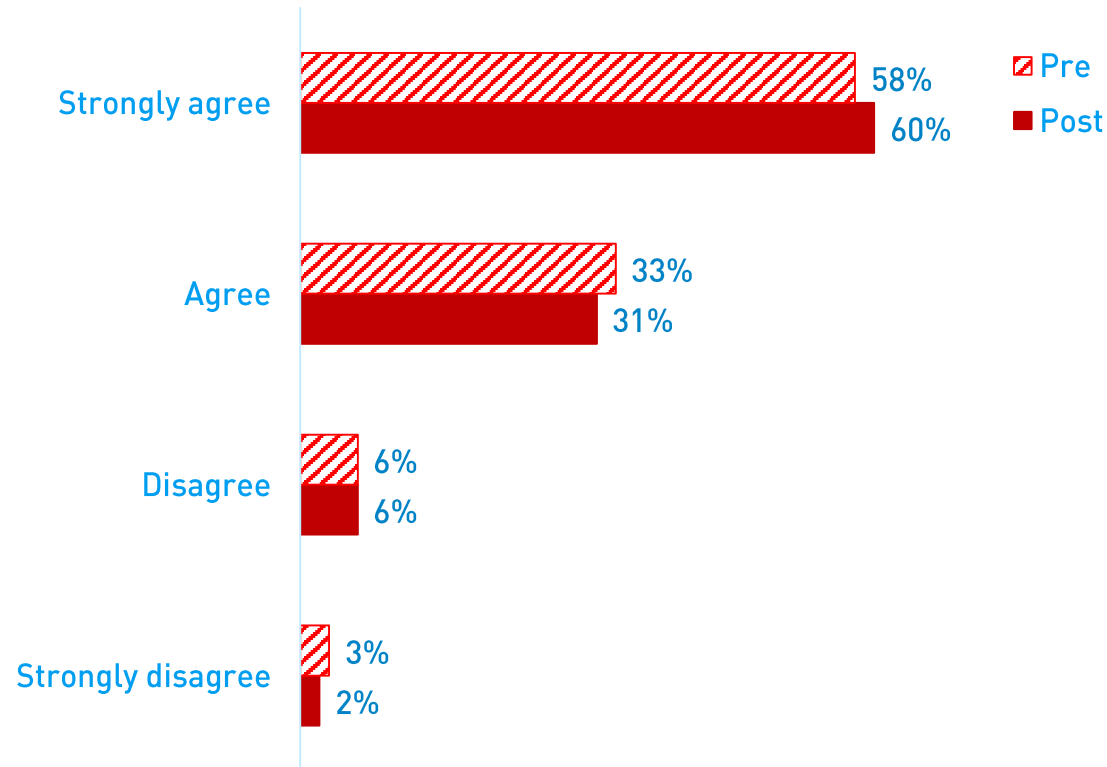
I enjoy learning new things in school



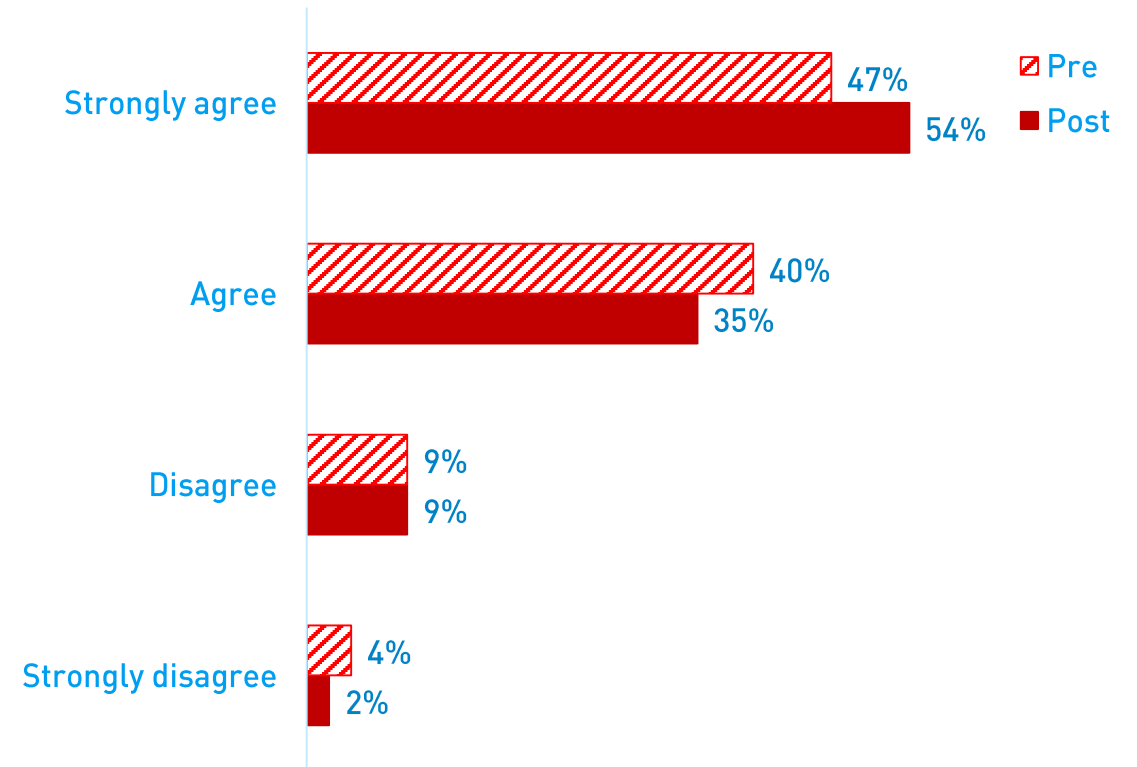
Q. Please put an X in the box that shows how you feel about the following statements:

Students who engaged with the program are hard workers and finish what they start.

I am a hard worker



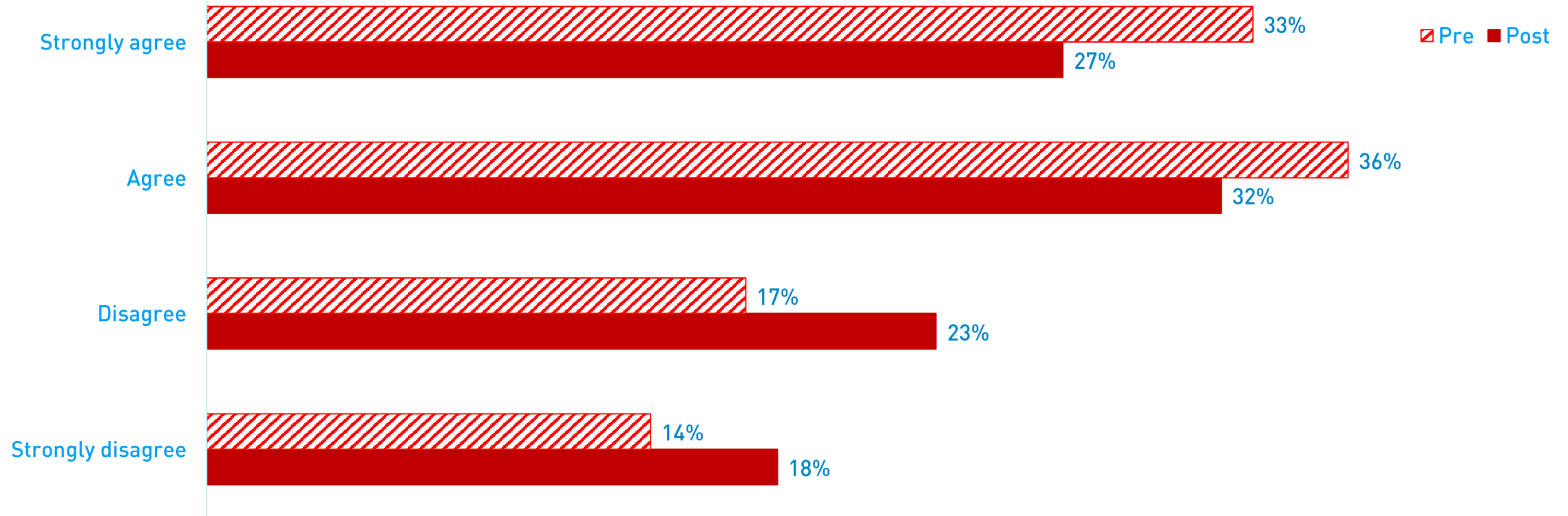
I finish what I start



Q. Please put an X in the box that shows how you feel about the following statements:

Despite a positive outlook for their future and classroom success more than half of the participating students report they change their goals a lot.

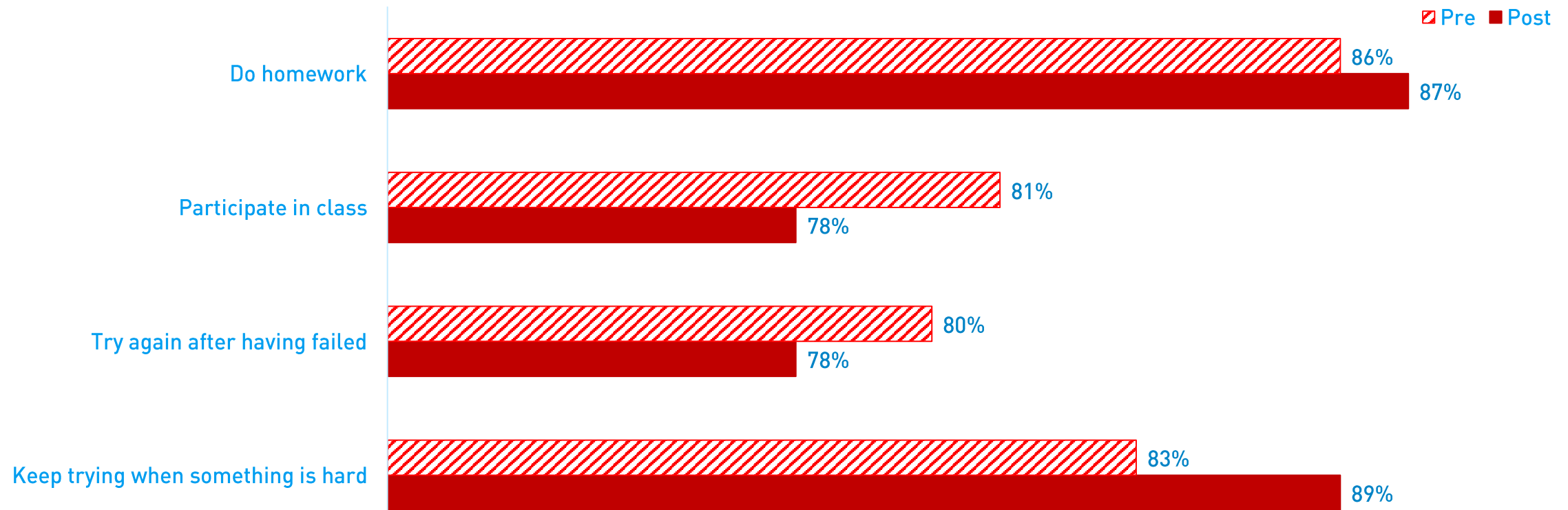
I change my goals a lot



Q. Please put an X in the box that shows how you feel about the following statements:

Students who participate in the Classroom Champions initiative are frequent and resilient participants even when something is hard

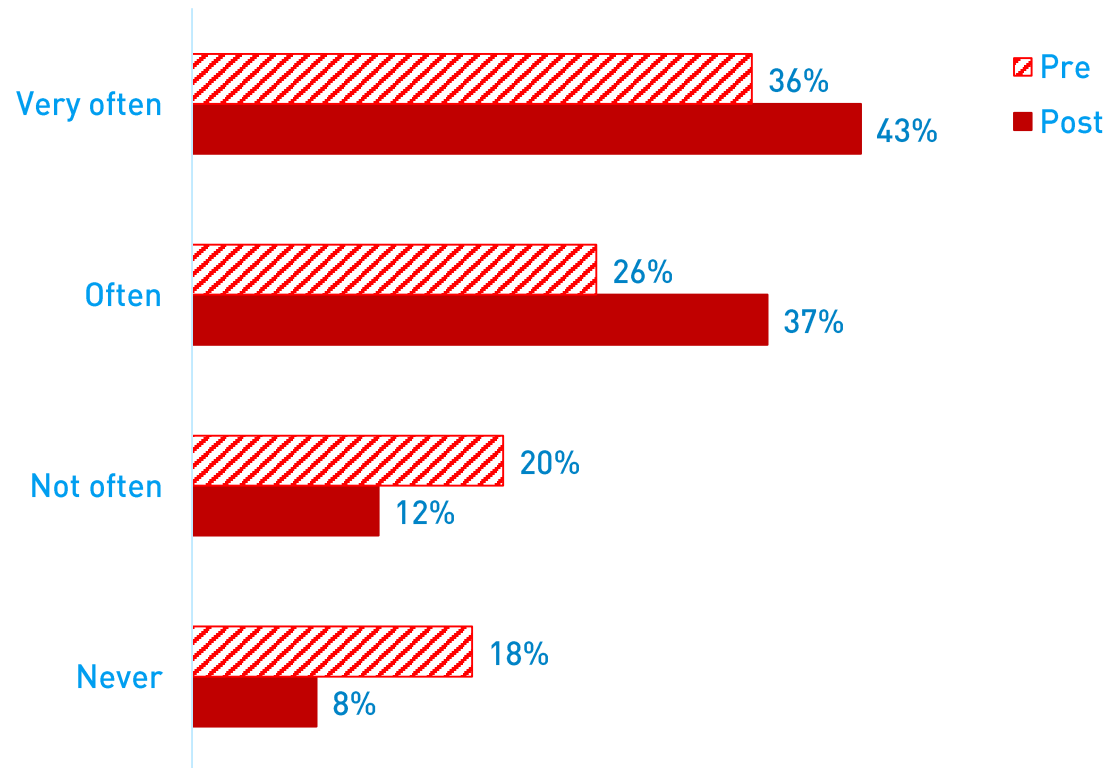
% Students who said “often” or “very often”



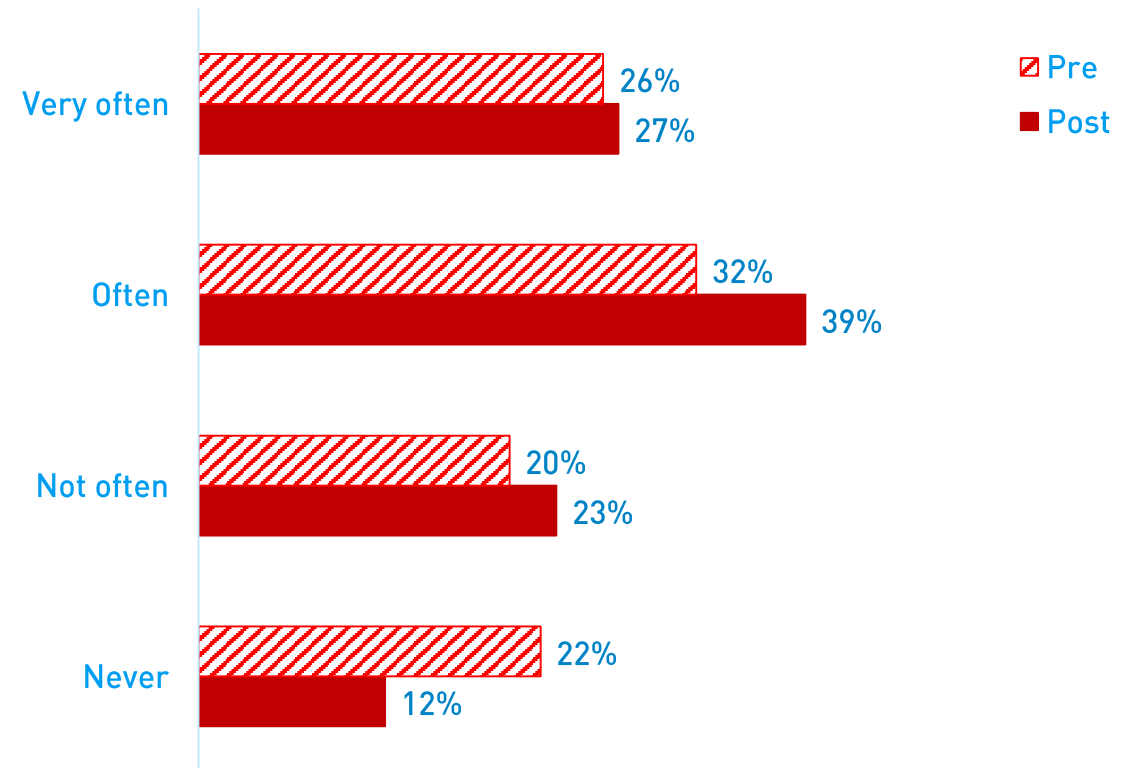
Q. Please put an X in the box that shows how frequently you do the following:

Discussions in the classroom often focus on setting goals and what to do if you don't accomplish a goal.

Setting goals



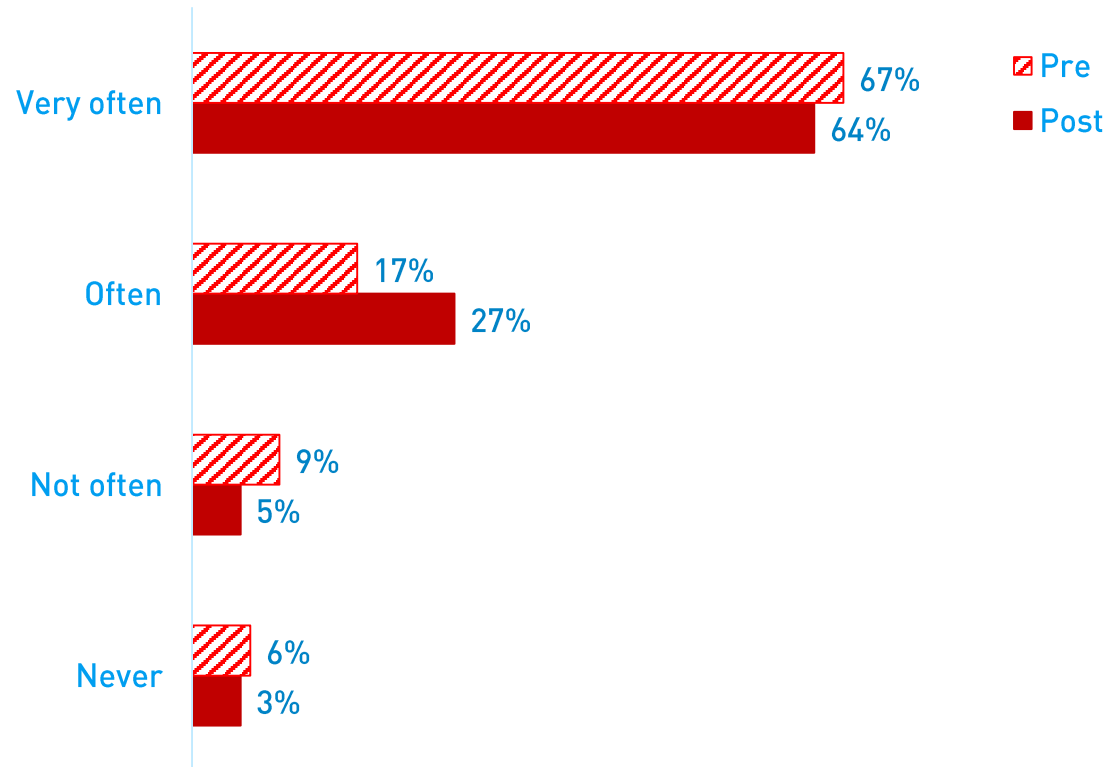
What to do if you don't accomplish a goal



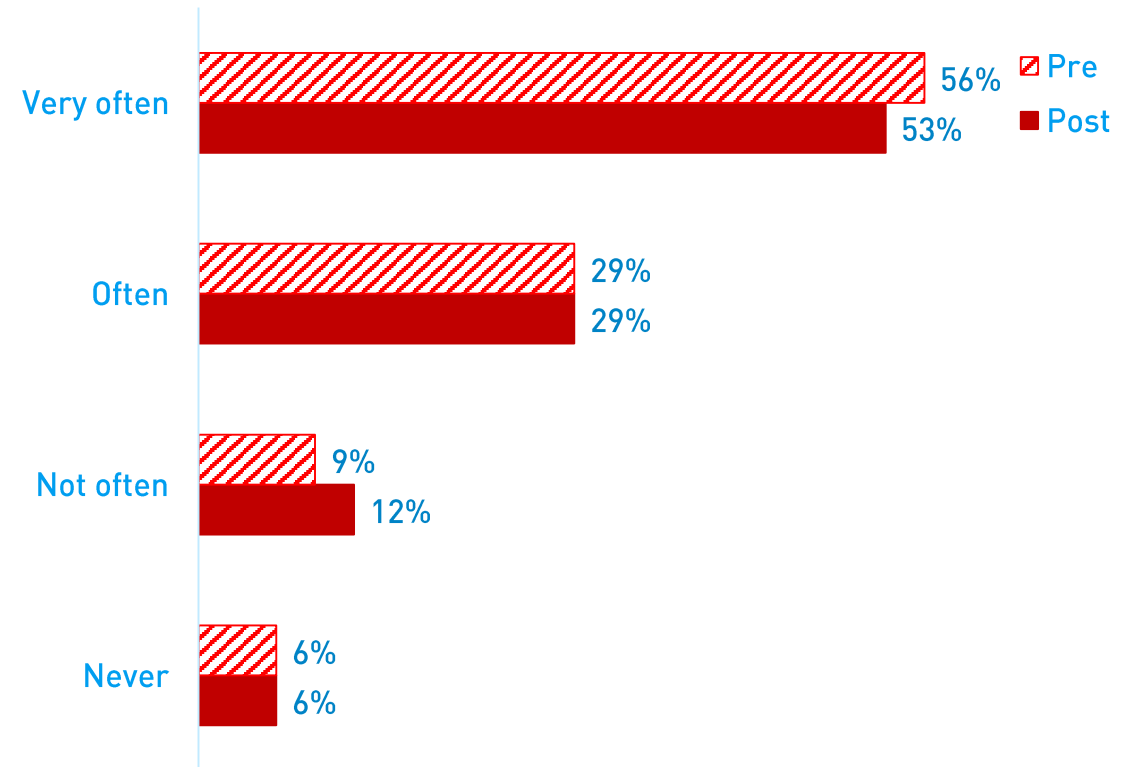
Q. In school how often do you talk about the following things:

Taking care of oneself and working hard are discussed *very often* in the participating schools' classrooms.

Taking care of yourself



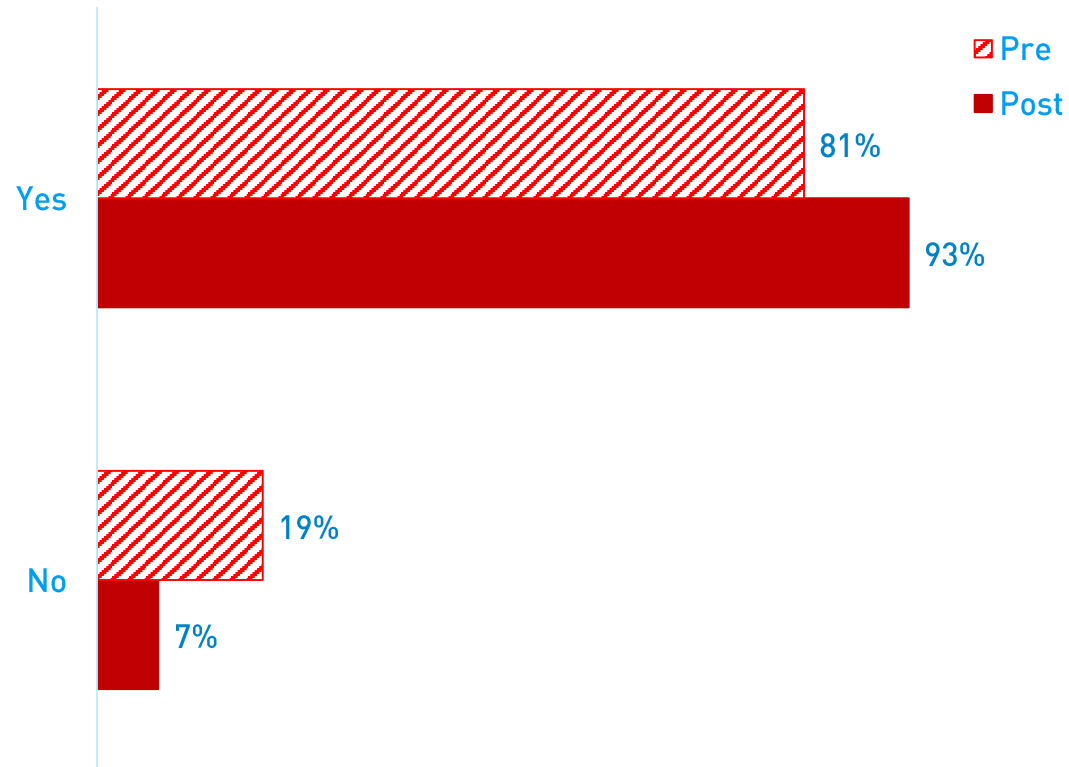
Working hard



Q. In school how often do you talk about the following things:

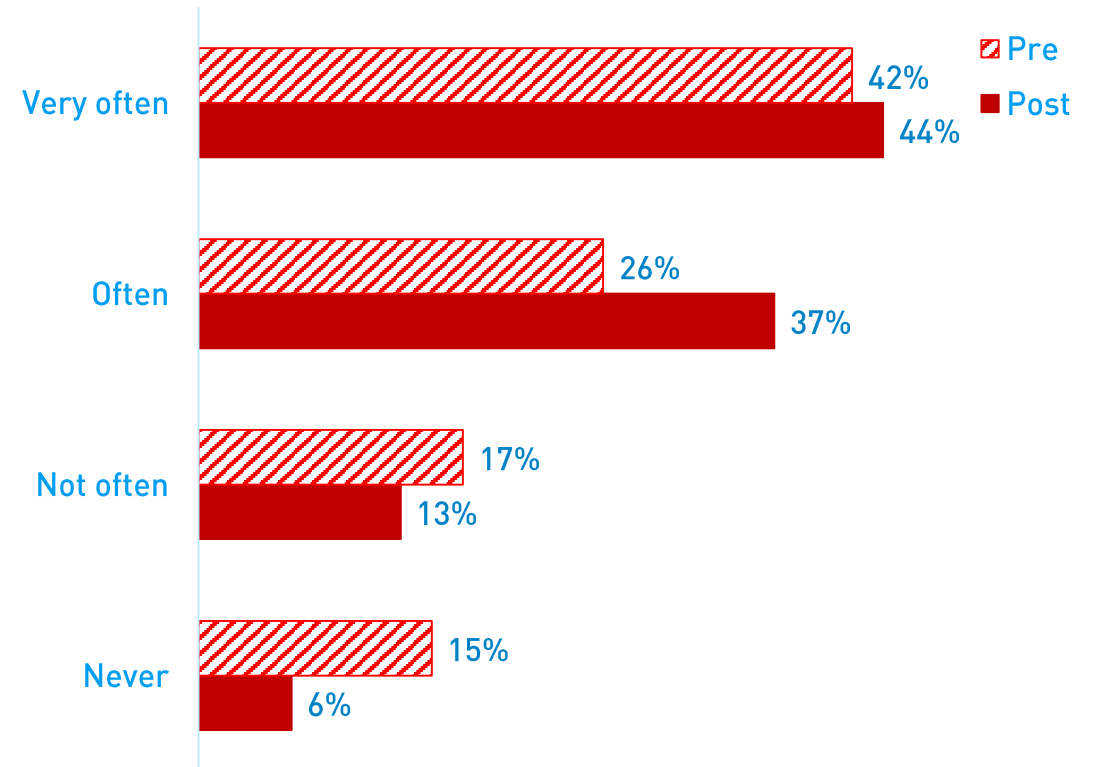
Students who participated in Classroom Champions set goals and do so often.

Do you set goals for yourself?



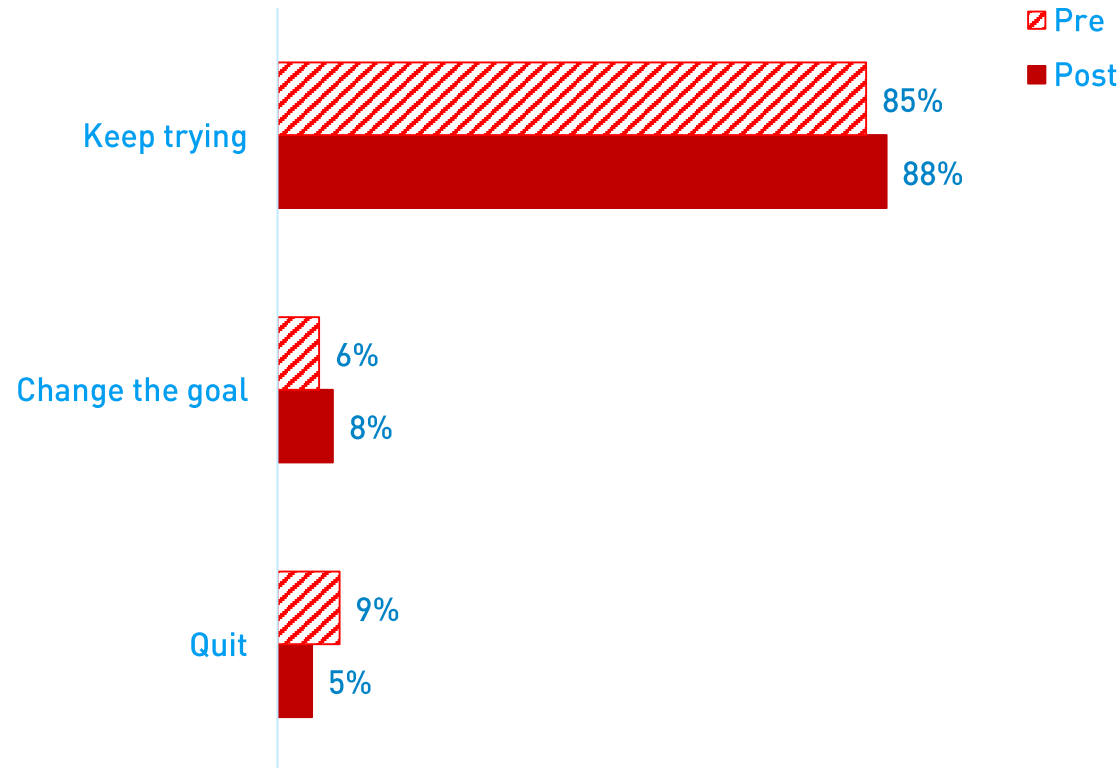
Q. Do you set goals for yourself?
Q. How often do you set goals for yourself?

How often do you set goals for yourself?



Students keep trying to reach their goals and frequently think about their progress in achieving their goals.

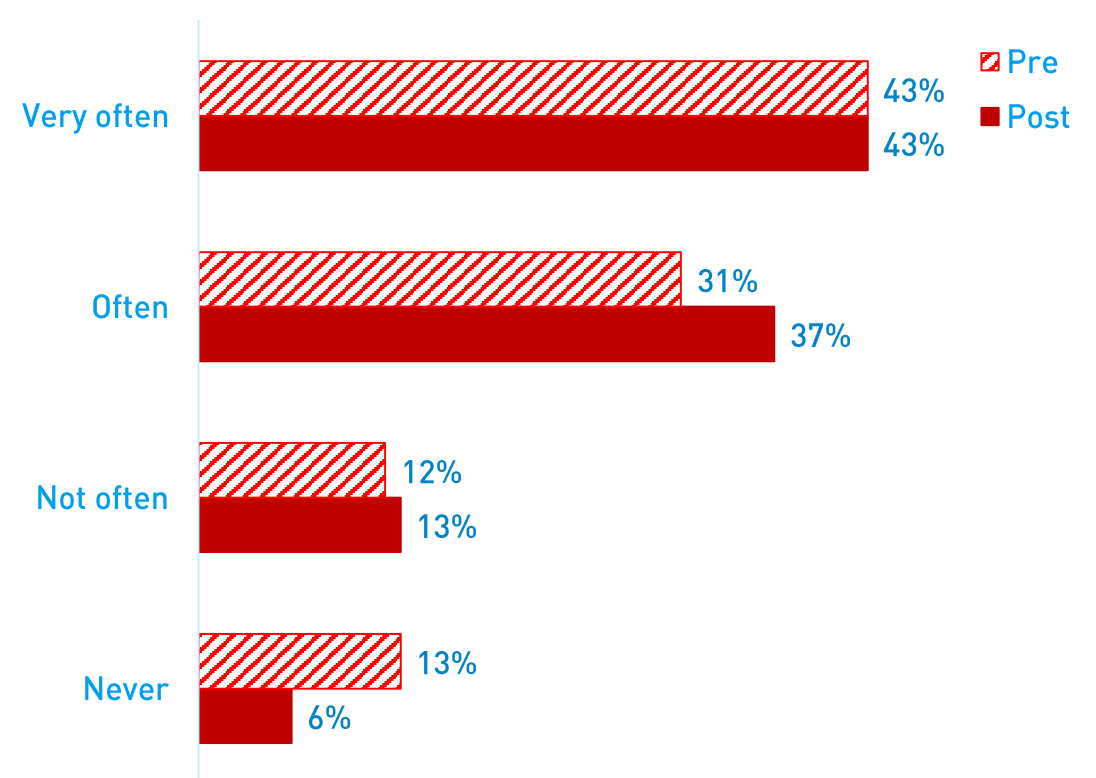
If you don't accomplish a goal?



Q. What should you do if you don't accomplish a goal?

Q. How often do you think about your progress toward your goals?

Thinking about progress toward goals



The background of the slide features a series of concentric circles in various shades of blue, centered on the right side. A blue spiral also originates from the center of these circles, extending towards the right edge of the frame. The text 'Teacher Feedback' is written in white, sans-serif font, positioned to the left of the circular graphic.

Teacher Feedback

Teachers give positive feedback to the Ask, Listen, Learn and Classroom Champions initiatives.

- Teachers reported they utilized all of the Ask, Listen, Learn materials in their classrooms and would like to use the materials again next year.
- Teachers believe the Ask, Listen, Learn program is extremely useful in teaching about the dangers of underage drinking and has or will inspire future conversations about underage drinking.
- Teachers report an increase in their students' awareness of the dangers of underage drinking since engaging with the materials and activities.
- Teachers *strongly agree* the Classroom Champions program helped them improve their students' goal setting skills and improved their students' perseverance and engagement in school.

Classroom Champions – Ask, Listen, Learn in the classroom.

High Points

The students enjoyed lessons using the computer and projector because they were not used to that.
... 6th grade teacher

They were excited to meet with their mentor in person after seeing him on video.
... 5th grade teacher

Goal setting: Students were excited by setting their goals and displaying them. Also their daily update was inspiring.
... 4th grade teacher

Successes

The lesson on goal setting. Pupils in a wise manner envisaged what they want to become in the future, outline short term goals and has a positive working attitude. Often the positive behavior is impressive.
... 5th grade teacher

Healthy living and underage drinking. The activities designed by me were practical and hands on.
... 4th grade teacher

Goal setting. Students were able to set short term goal leading up to G6NA Exam.
... 6th grade teacher

Challenges

Lack of sufficient materials either through the program or students themselves.
... 4th grade teacher

The availability of the hardware to view the online video at the time when necessary. It was being used by other classes.
... 5th grade teacher

It was implemented in the last term which was just a bit too short.
... 6th grade teacher



St. Lucia



FOUNDATION FOR
ADVANCING ALCOHOL
RESPONSIBILITY

CLASSROOM 
CHAMPIONS

Ask, Listen, Learn in St. Lucia

- Four schools participated in the Classroom Champions – Ask, Listen, Learn program – Babonneau Primary, Camille Henry Memorial, Dame Pearlette Louisy Primary and La Guerre Primary.
- A total of 1,106 student pre- and post-program evaluations returned for analysis – 583 pre-program responses and 523 post-program.
- Survey responses were collected among students in grades 2 thru 6.

	2 nd	3 rd	4 th	5 th	6 th +
Pre-	30	222	60	254	11
Post-	29	231	30	218	3

Highlights from St. Lucia

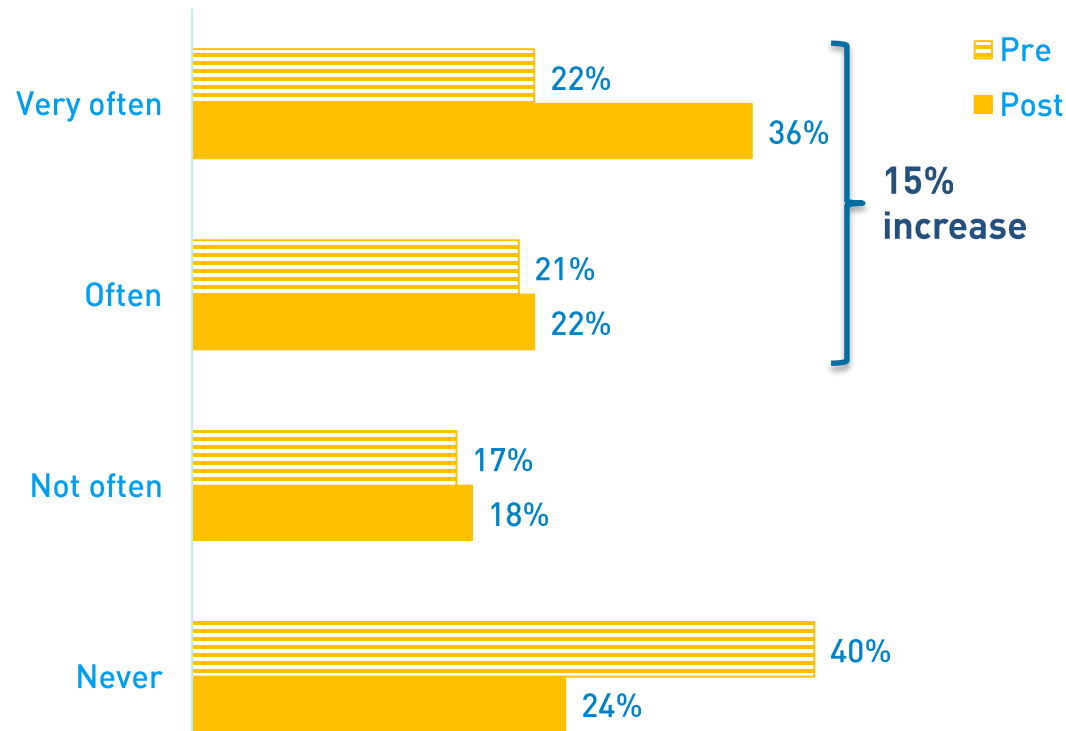
- Discussions about underage drinking increased 15% in the classroom and family discussions increased 18%.
- Ask, Listen, Learn increased students knowledge of how to live a healthy lifestyle – 76% identified *saying “no” to underage drinking is part of a healthy lifestyle* – a 15% increase from pre- to post-program.
- Pre- and post-evaluations revealed students’ broad knowledge of the dangers of underage drinking.
 - Greatest increase in knowledge (31%) was gained in understanding the risk of developing depression.
- Classroom Champions attributed to 5% increase in students learning new things and 11% increase in school performance.
- Goal-setting among students increased 12% and positive impact in their life increased 13%.

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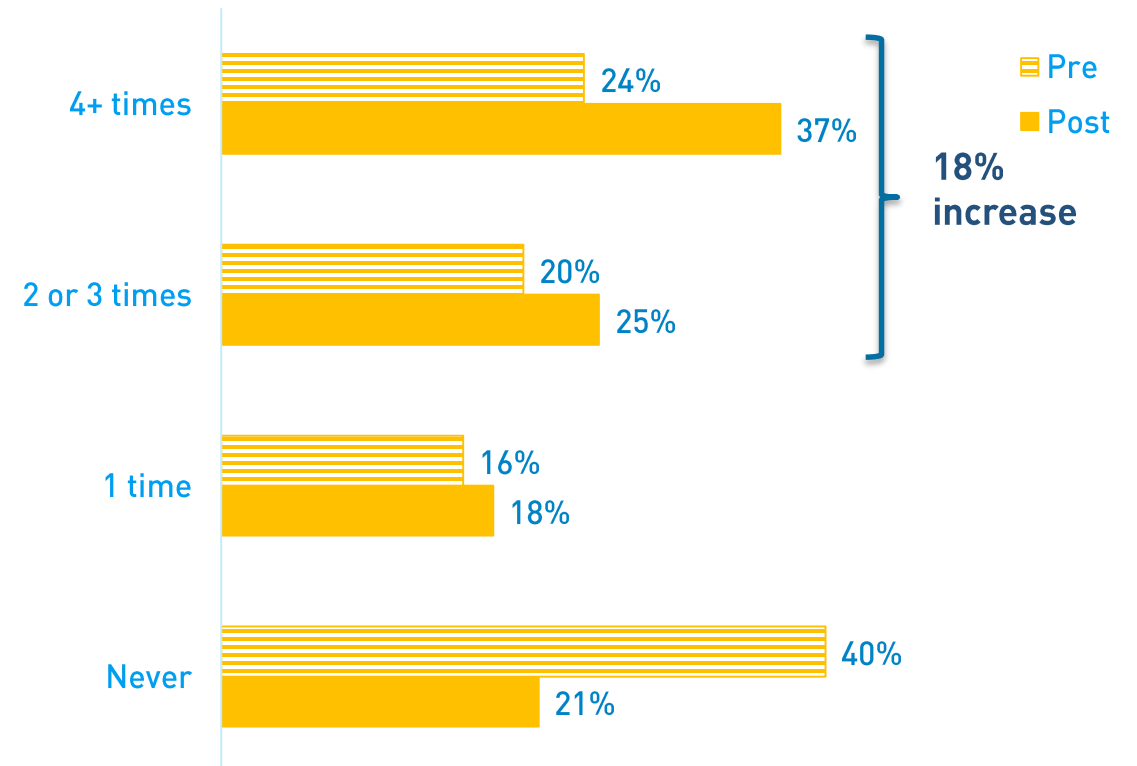
Ask, Listen, Learn

Discussions about underage drinking in school increased 15% and frequency of discussions at home increased 18%.

Have Discussed Underage Drinking in the Classroom



Frequency of Family Discussion on Dangers of Underage Drinking

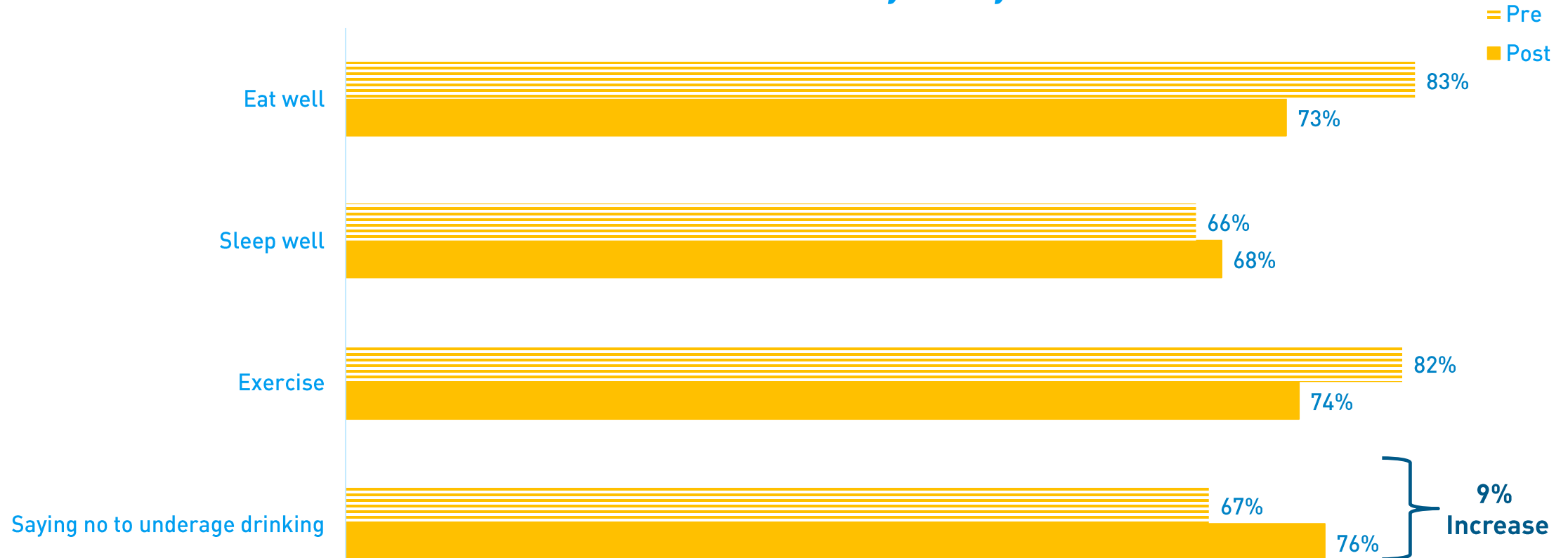


Q. In school how often do you talk about the following things: The dangers of underage drinking

Q. In the past 12 months, how often have you talked with a parent, grandparent, or another adult caregiver about the dangers of underage drinking?

The program increased student knowledge on how to live a healthy lifestyle. Saying “no” to underage drinking increased 9%.

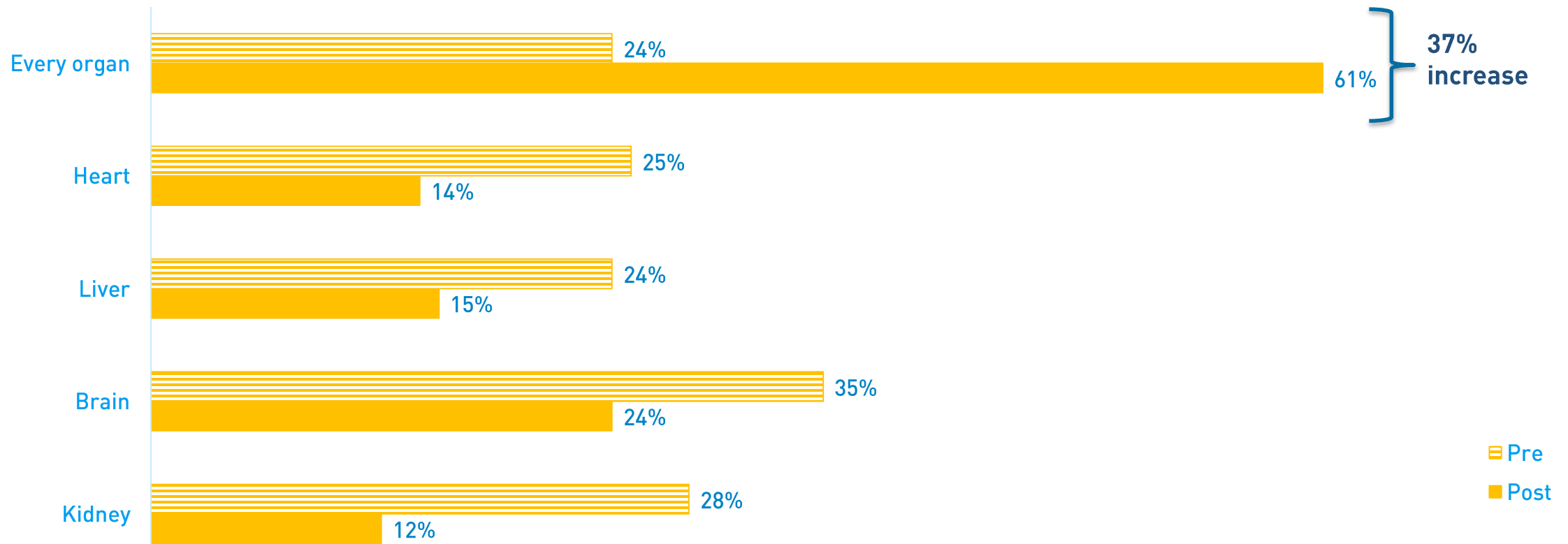
How to live a healthy lifestyle



Q. What can you do to live a healthy lifestyle?

3 out of 5 students are now aware that alcohol impacts every organ in the body; an increase of 37%.

Parts of the Body Impacted by Alcohol Consumption

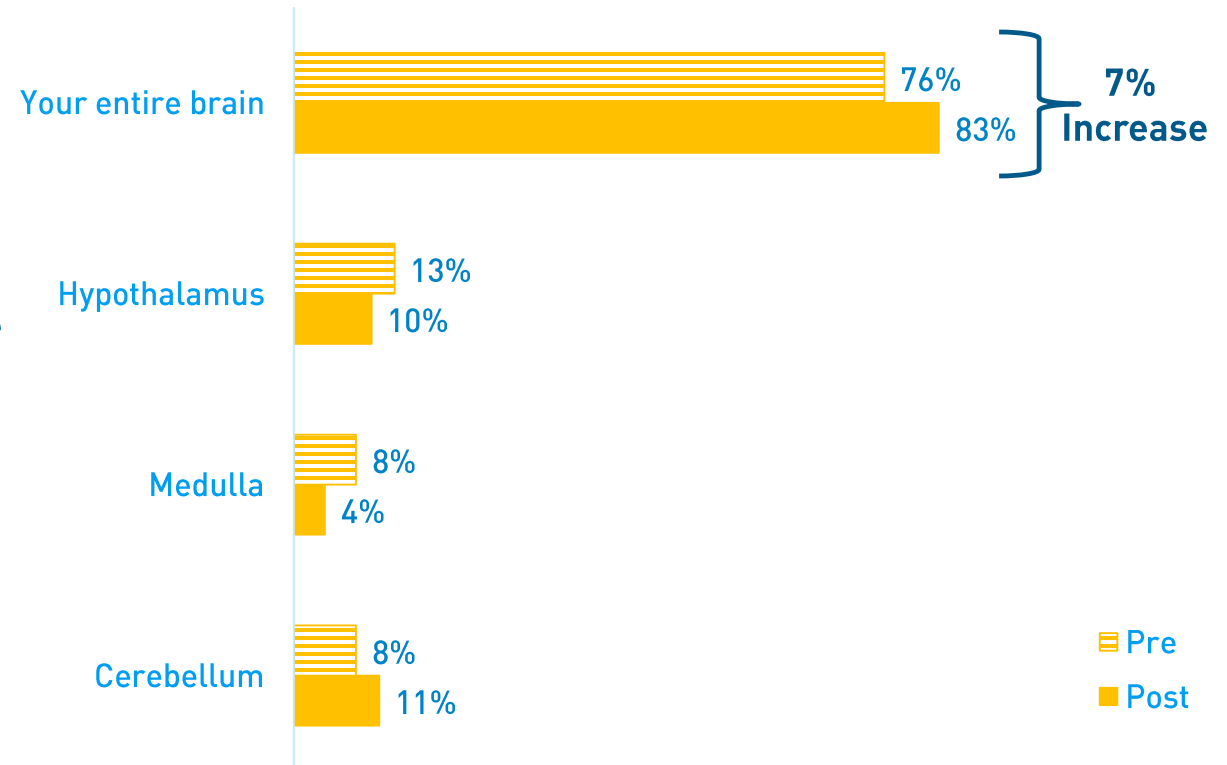
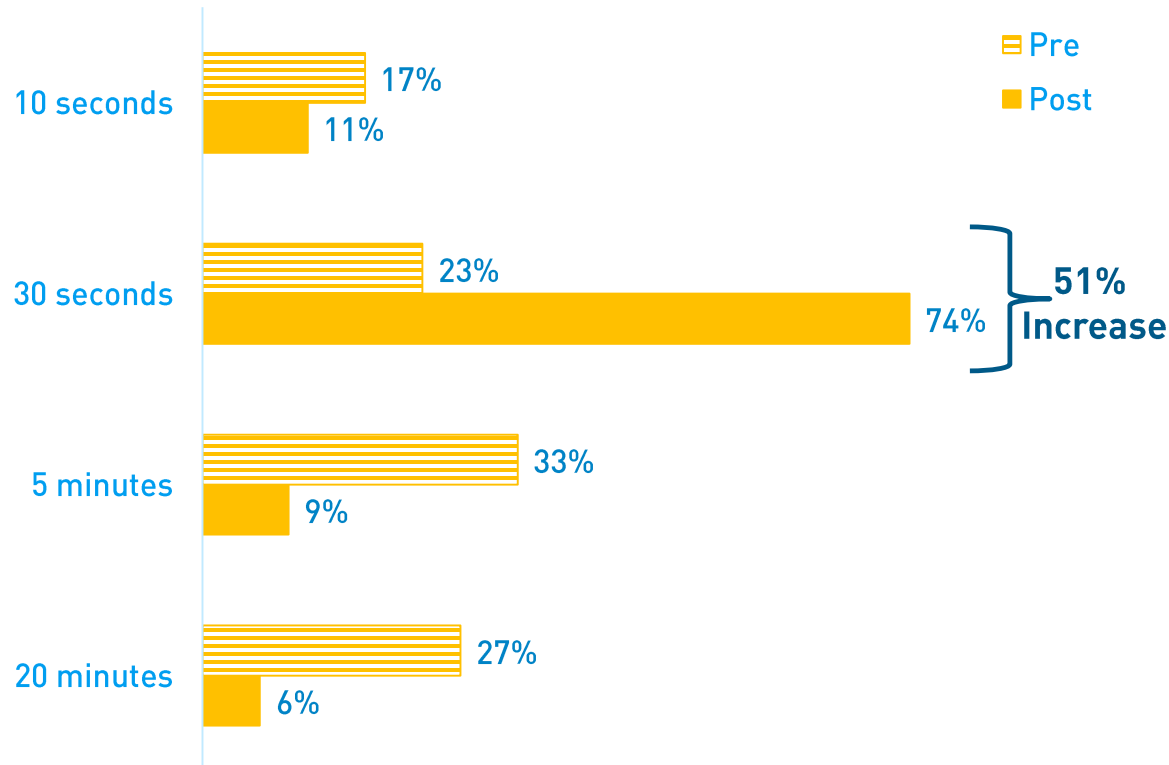


Q. Which organ in the body can be affected by drinking alcohol?

Knowledge of the time it takes for alcohol to reach the brain increased 51% and knowledge of the parts of the brain affected by alcohol increased 7%.

Time It Takes for Alcohol to Reach the Brain

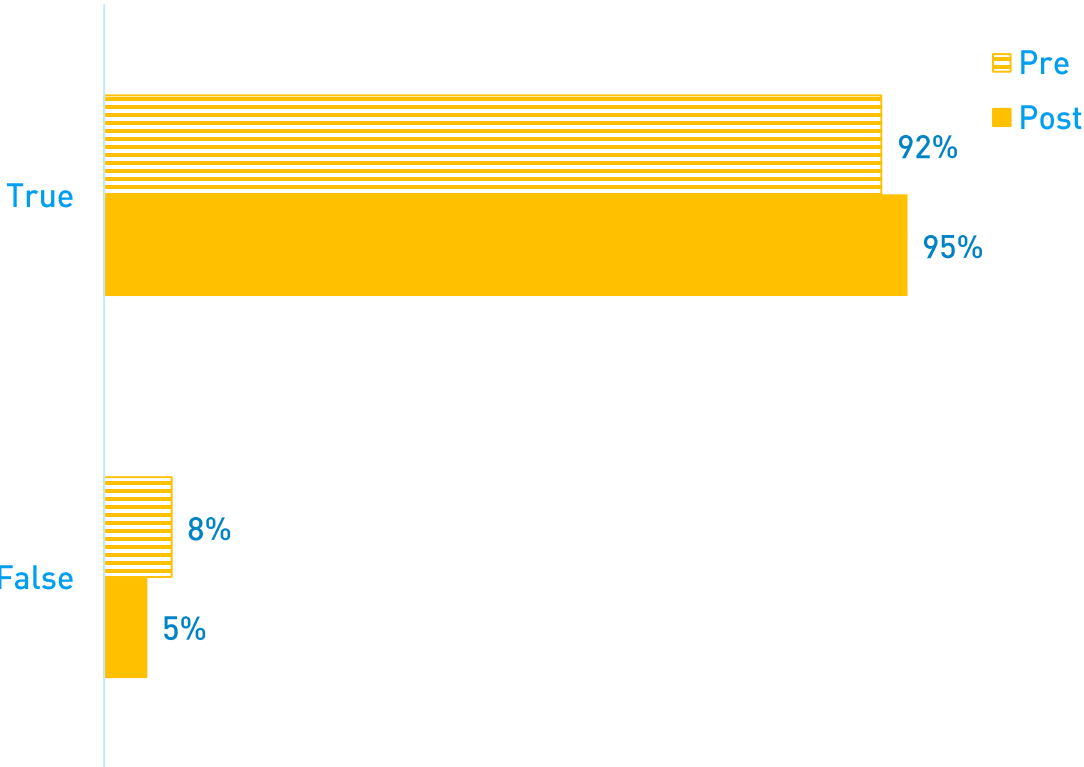
Parts of the Brain Affected by Alcohol



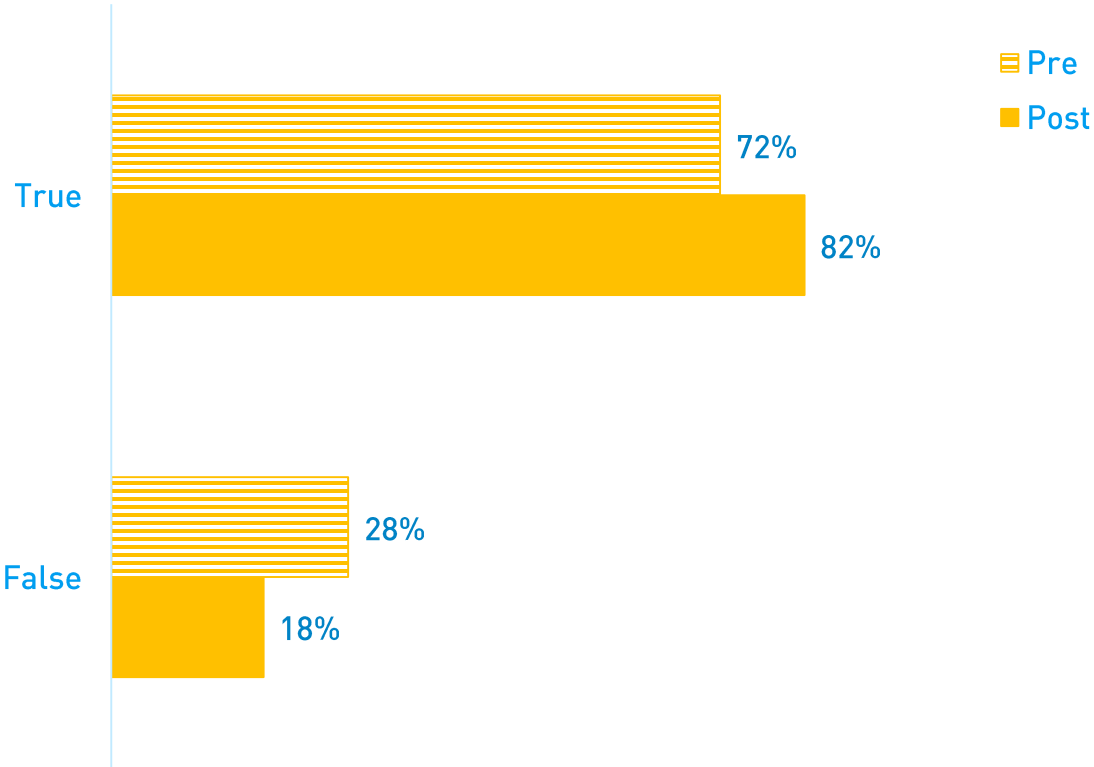
Q. How long does it take for alcohol to move through your bloodstream and reach your brain?
Q. Which part(s) of your brain would be affected if you drank alcohol?

Students demonstrated a strong awareness of the effects of alcohol on judgment and role of exercise in growth of brain cells before and after program engagement.

Alcohol Can Affect Judgment



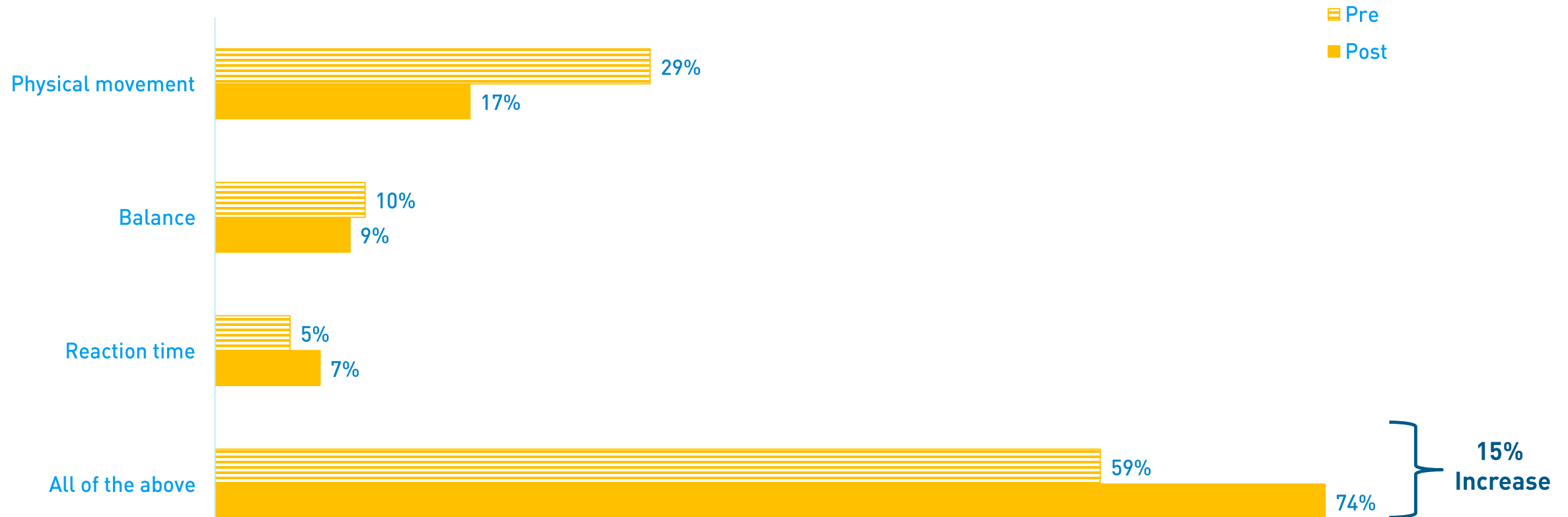
Exercise Increases Growth of Brain Cells



Q. Alcohol can affect your judgment and can result in making bad choices.
Q. Exercise increases the growth of brain cells.

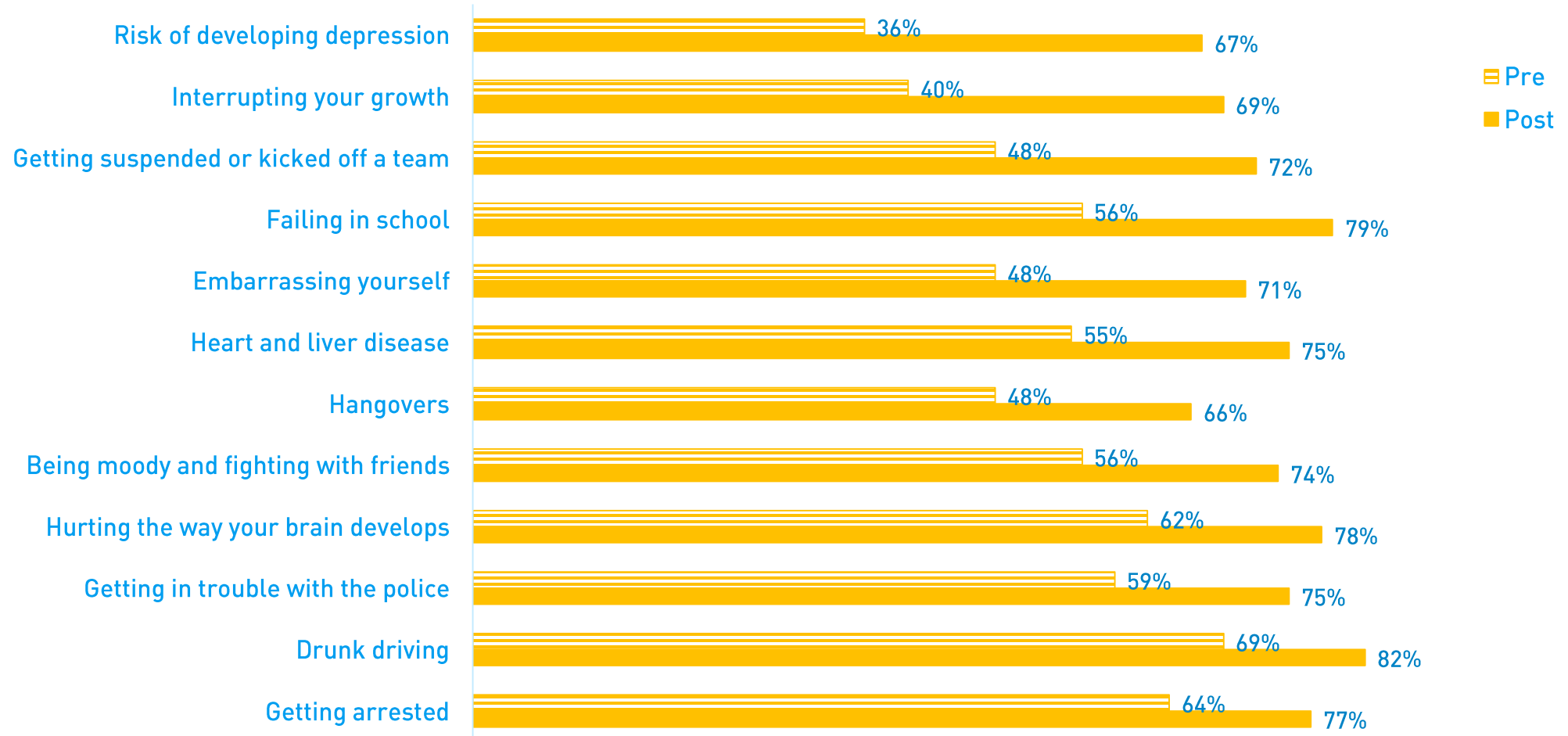
Students' knowledge of the brain's role in controlling the body's functions increased 15%.

What the Brain Controls



Q. Which of the following does your brain control?

Students continued to demonstrate broad knowledge of the dangers of underage drinking, awareness of all dangers increased after program engagement.



Q. Which of the following dangers do you associate with underage drinking?

Students demonstrated growth in their knowledge of underage drinking's impact.

Reasons for Saying "NO" to Alcohol and Living a Healthy Lifestyle



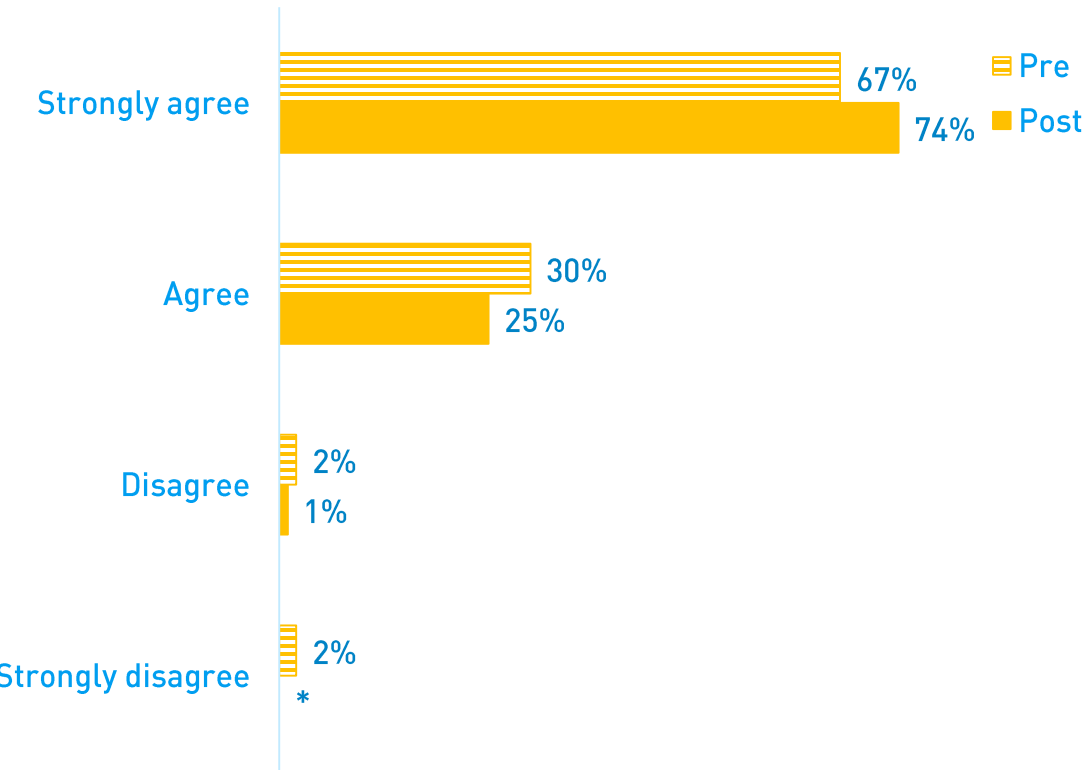
Q. Why does a healthy lifestyle include saying "no" to underage drinking?

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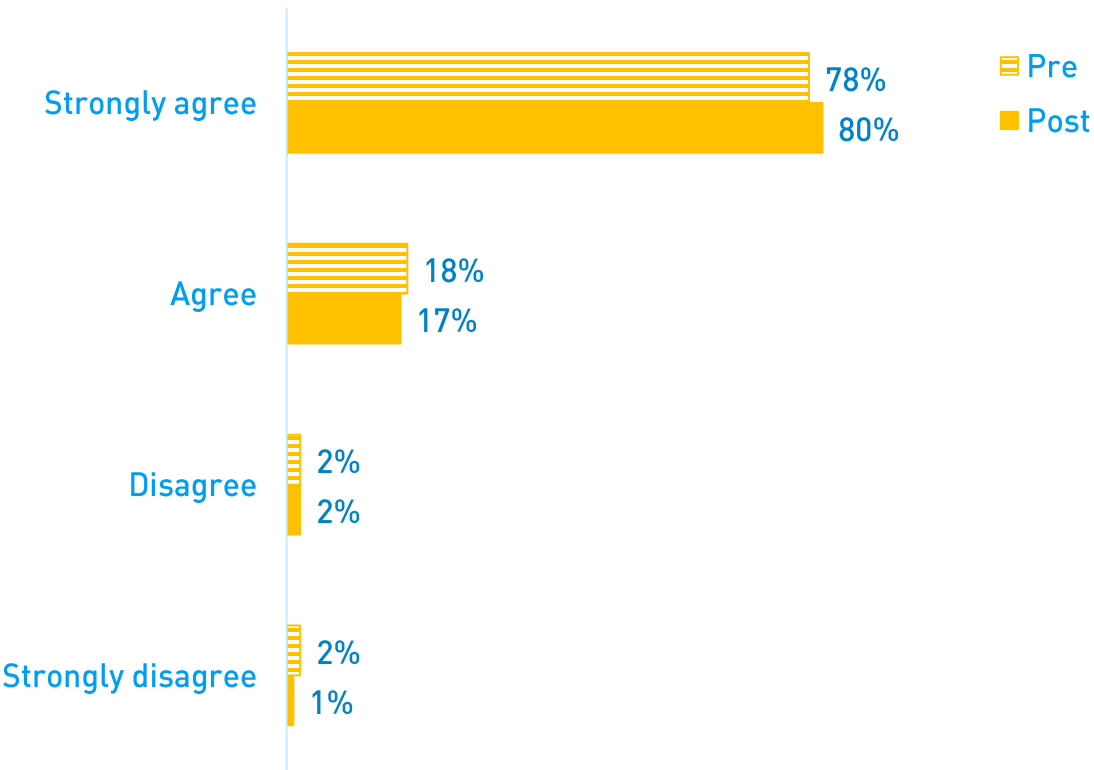
Classroom Champions

Students who engaged with the Classroom Champions feel positive about their future and their self.

I feel good about my future



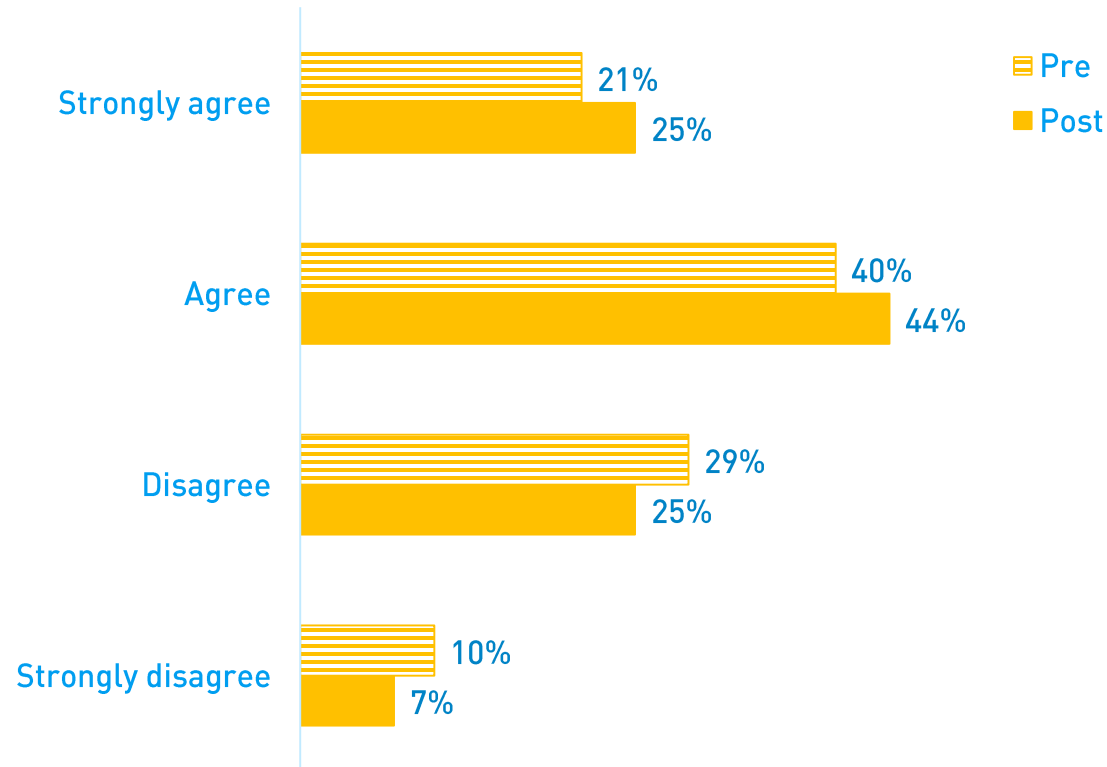
I feel good about myself



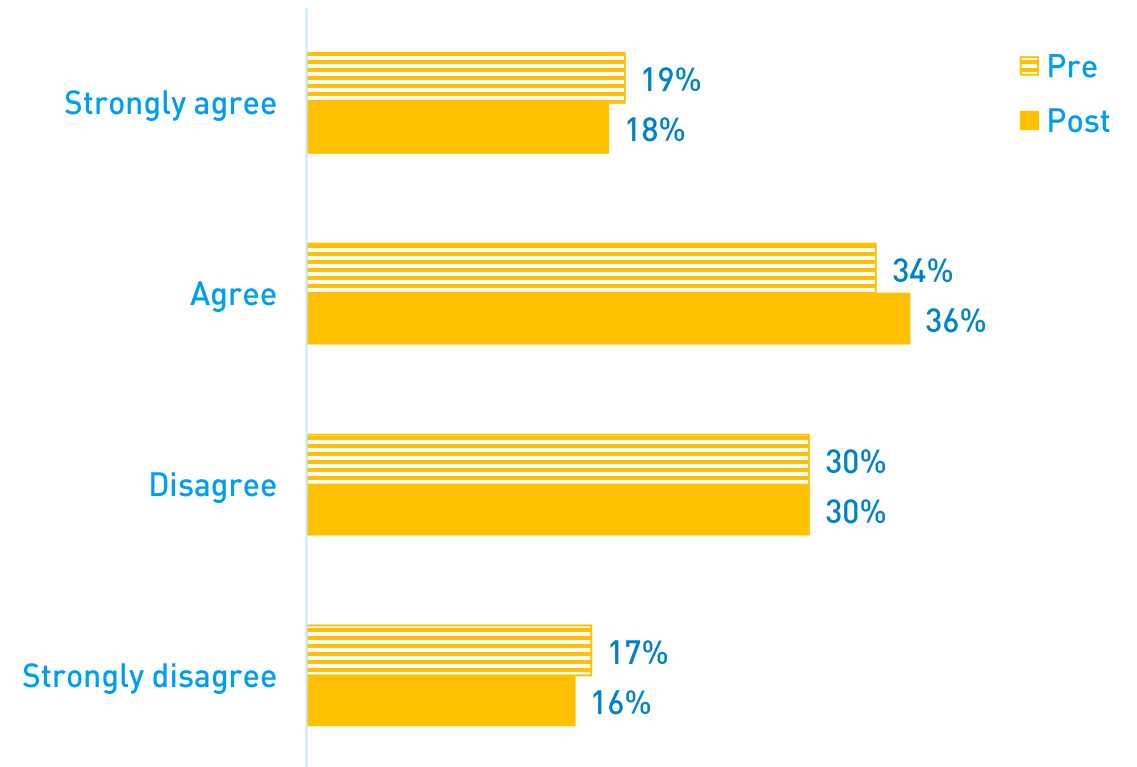
Q. Please put an X in the box that shows how you feel about the following statements:

Students report they have control over what happens to them and handle whatever happens.

I feel I have control over things that happen to me



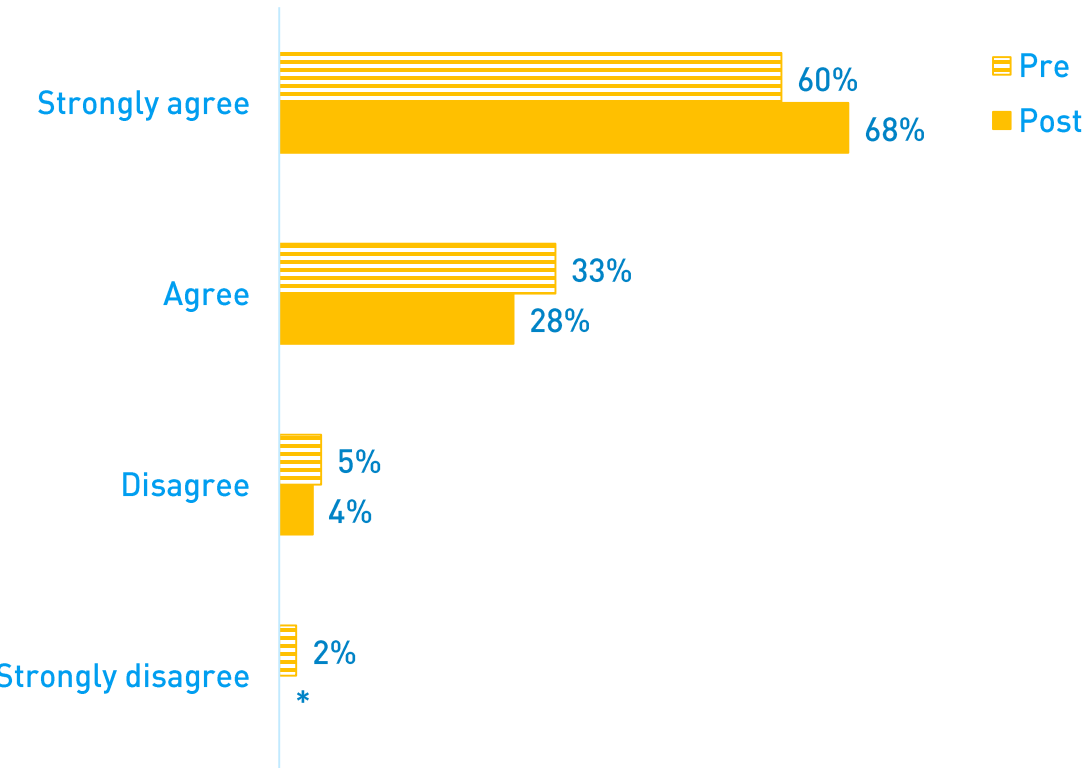
I can handle whatever happens



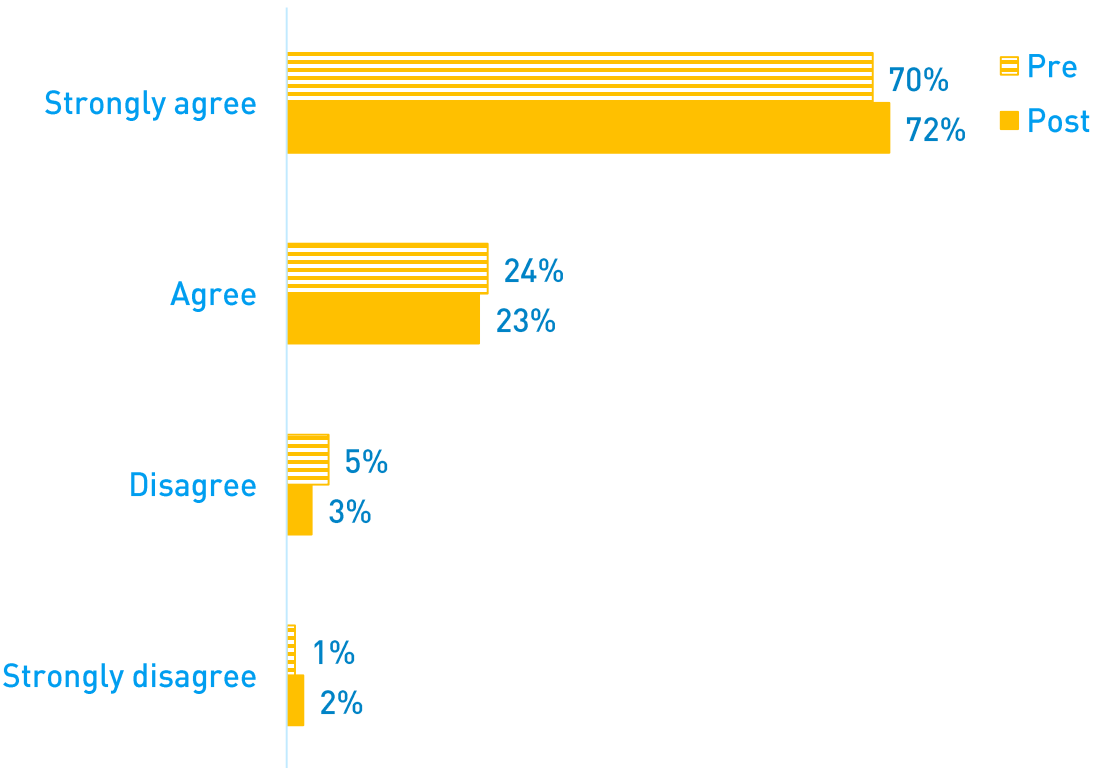
Q. Please put an X in the box that shows how you feel about the following statements:

Students who engaged with the program feel confident about their grades and overall academic success.

I can think of many ways to get good grades



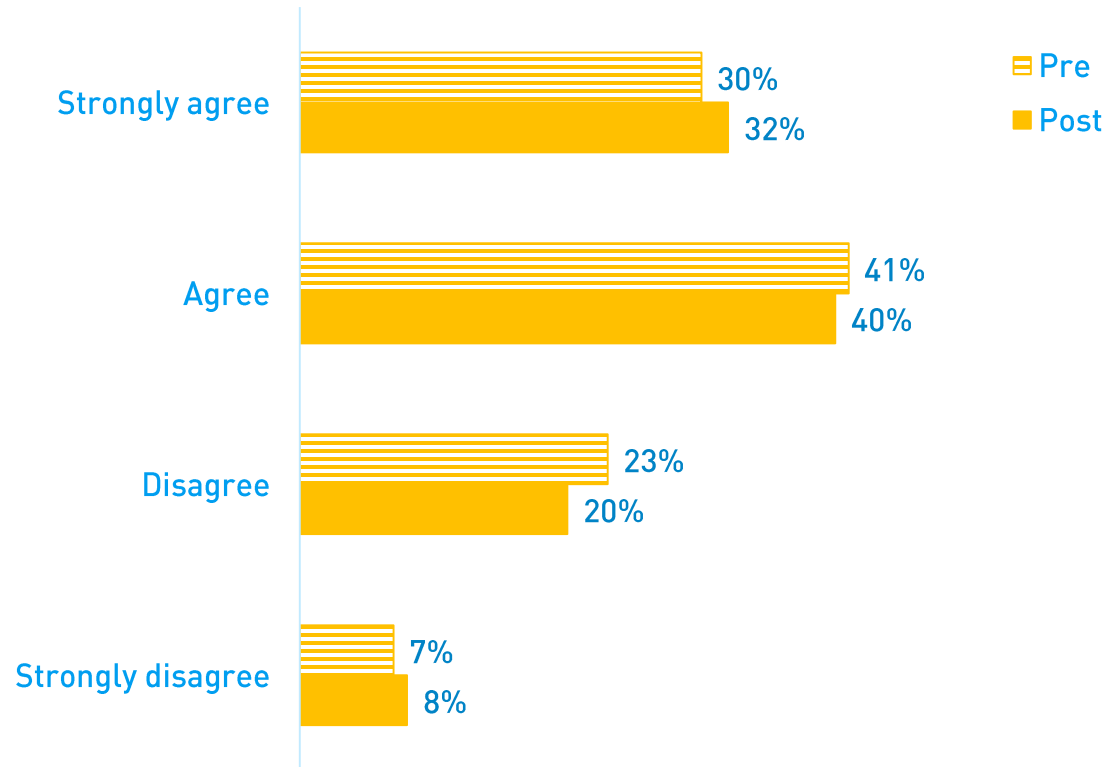
I can succeed in school



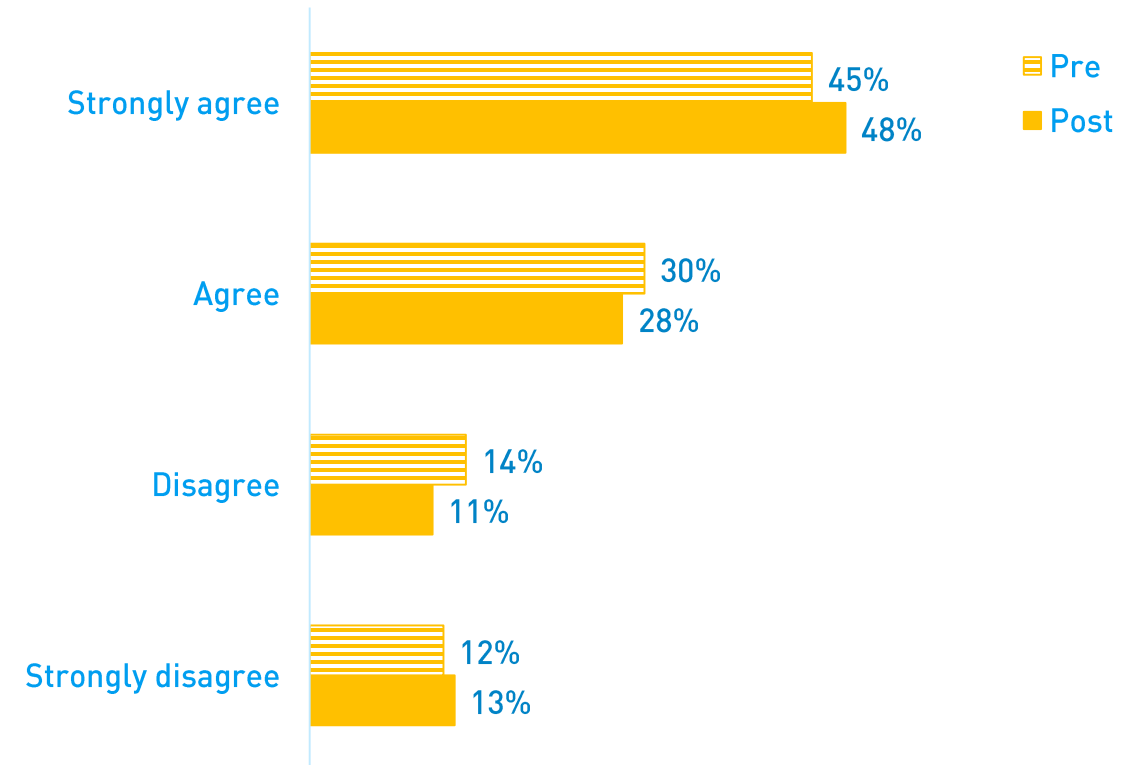
Q. Please put an X in the box that shows how you feel about the following statements:

St. Lucia students are problem solvers and don't let setbacks discourage them.

I can think of lots of ways around any problem



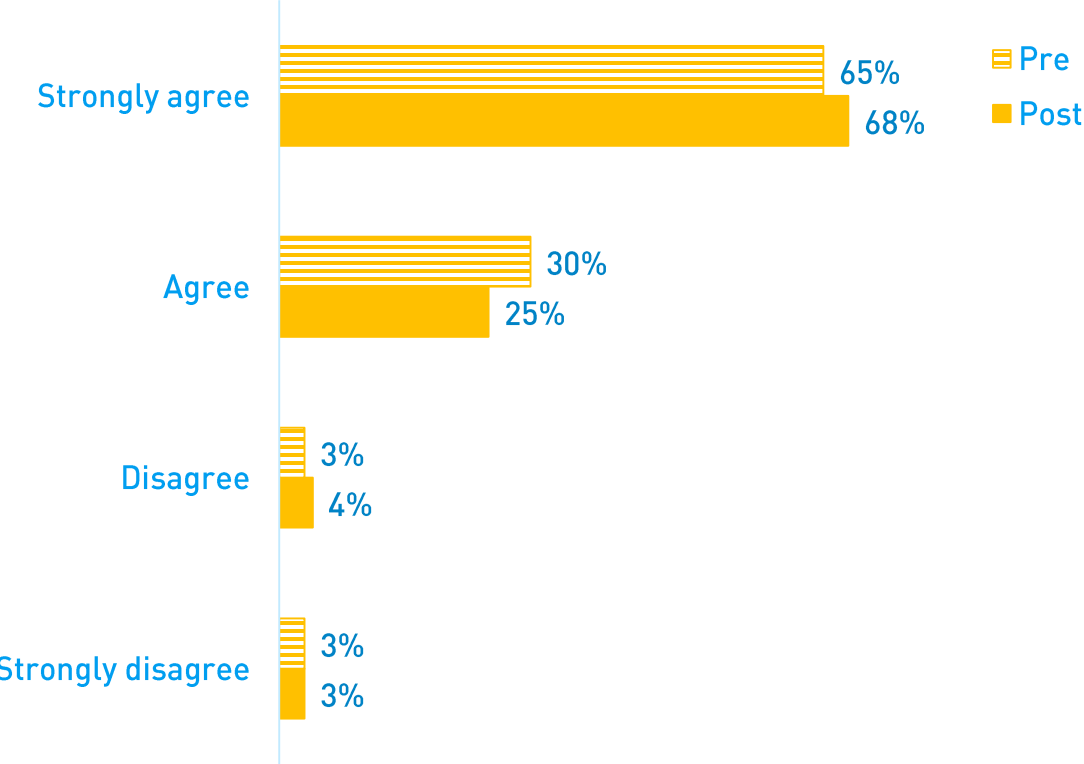
Setbacks don't discourage me



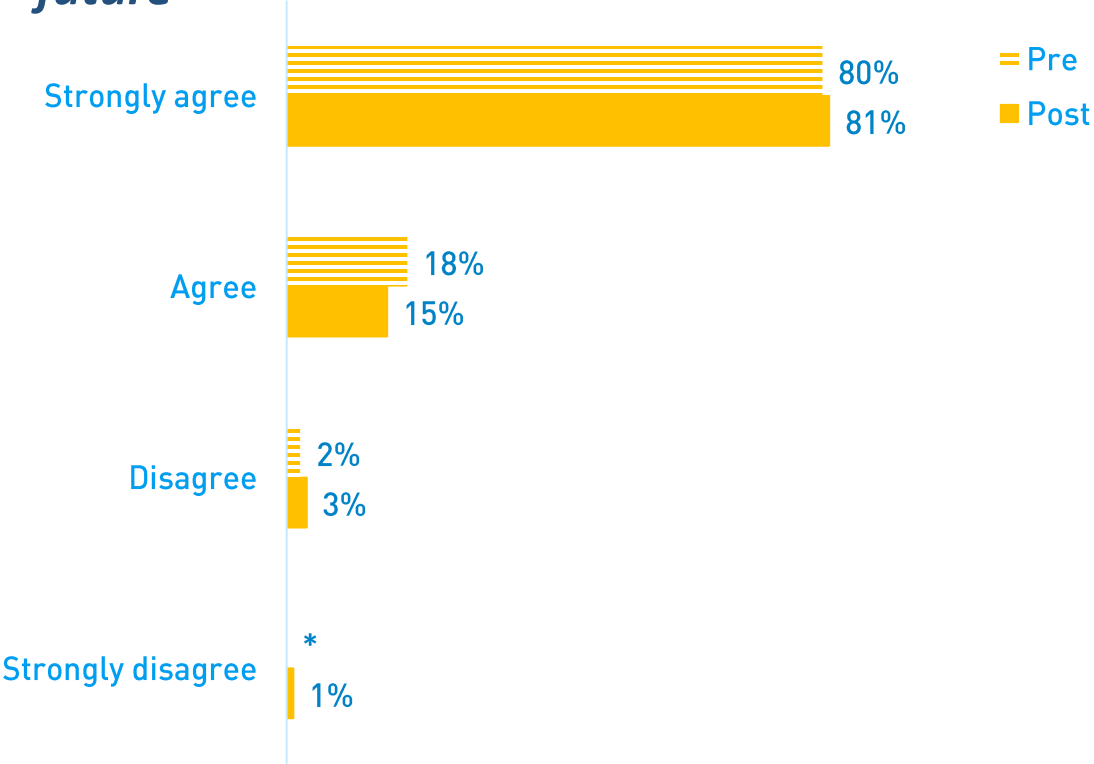
Q. Please put an X in the box that shows how you feel about the following statements:

St. Lucia students plan to graduate high school and say they know an adult who cares about their future.

I know I will graduate from high school



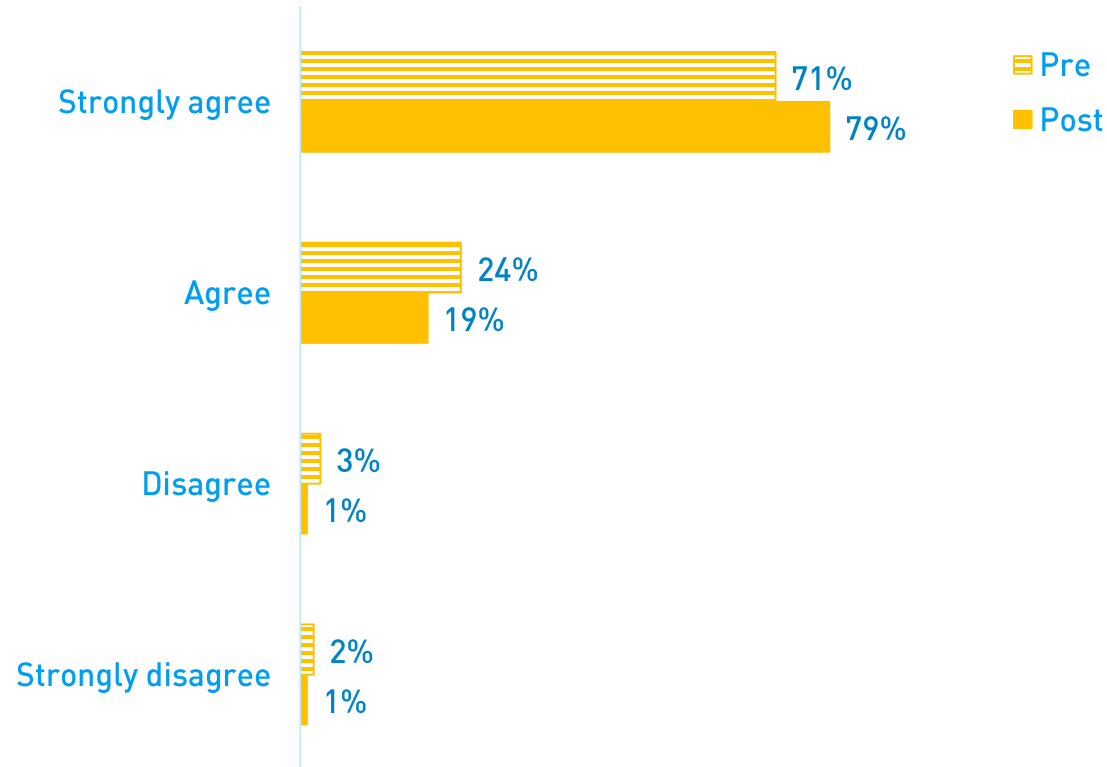
There is an adult in my life who cares about my future



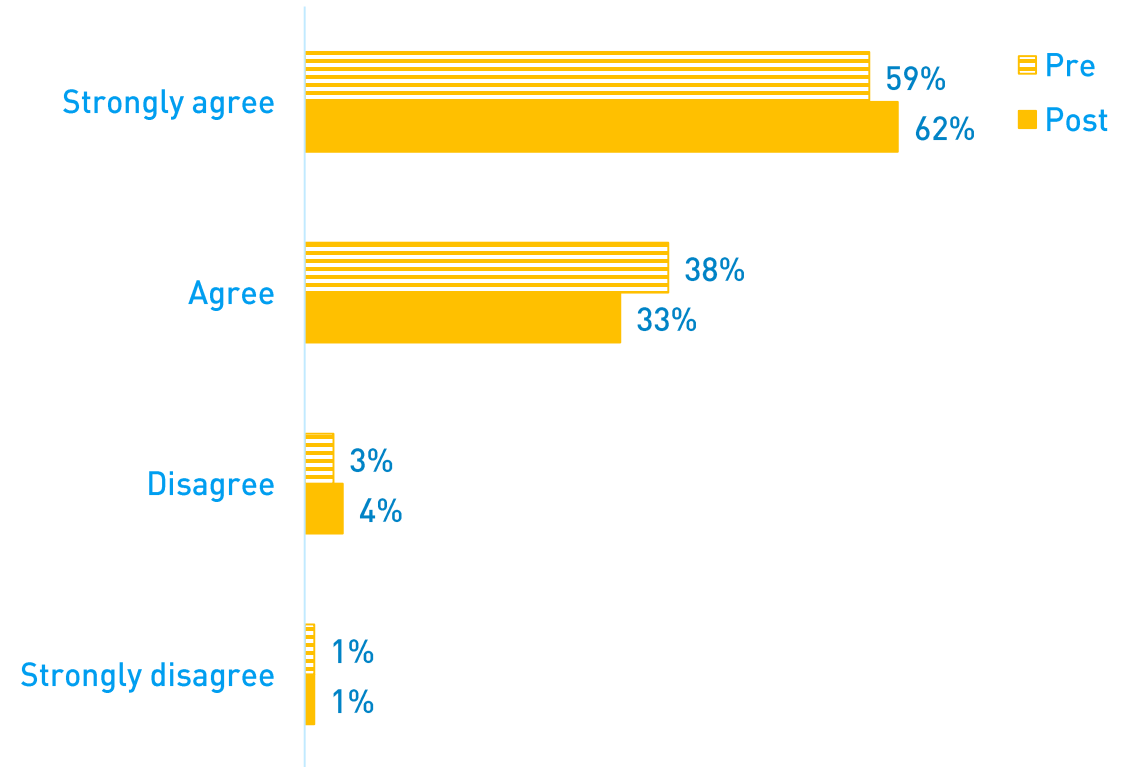
Q. Please put an X in the box that shows how you feel about the following statements:

Students believe with hard work they can improve their work and be successful in school.

If I work hard, I will be more likely to do well in school



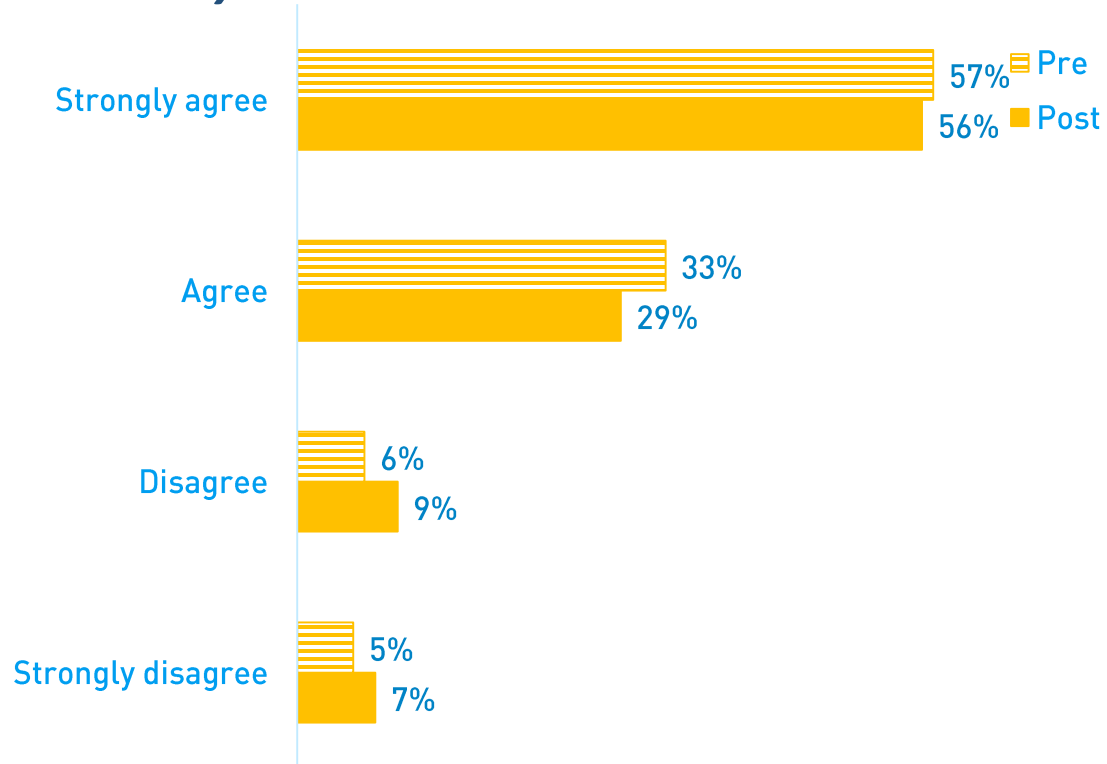
I know how to improve my work



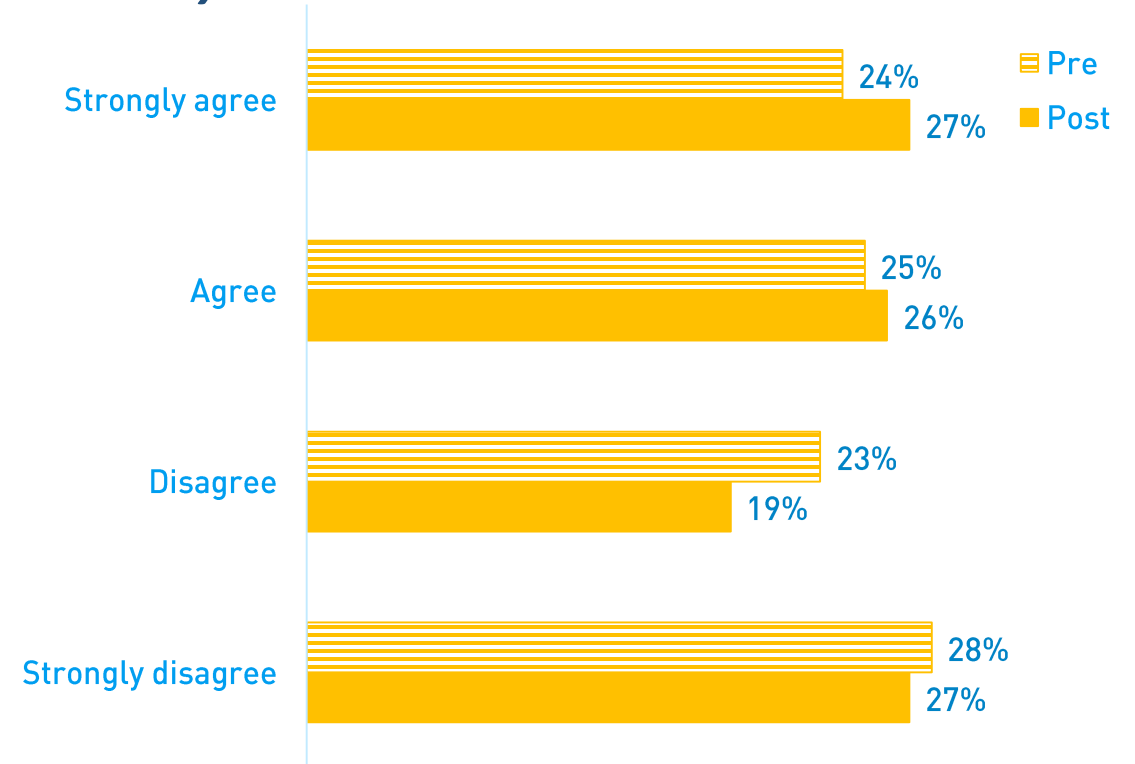
Q. Please put an X in the box that shows how you feel about the following statements:

Students who engaged with Classroom Champions report mixed thoughts on how smart they can be.

No matter who you are, you can change how smart you are



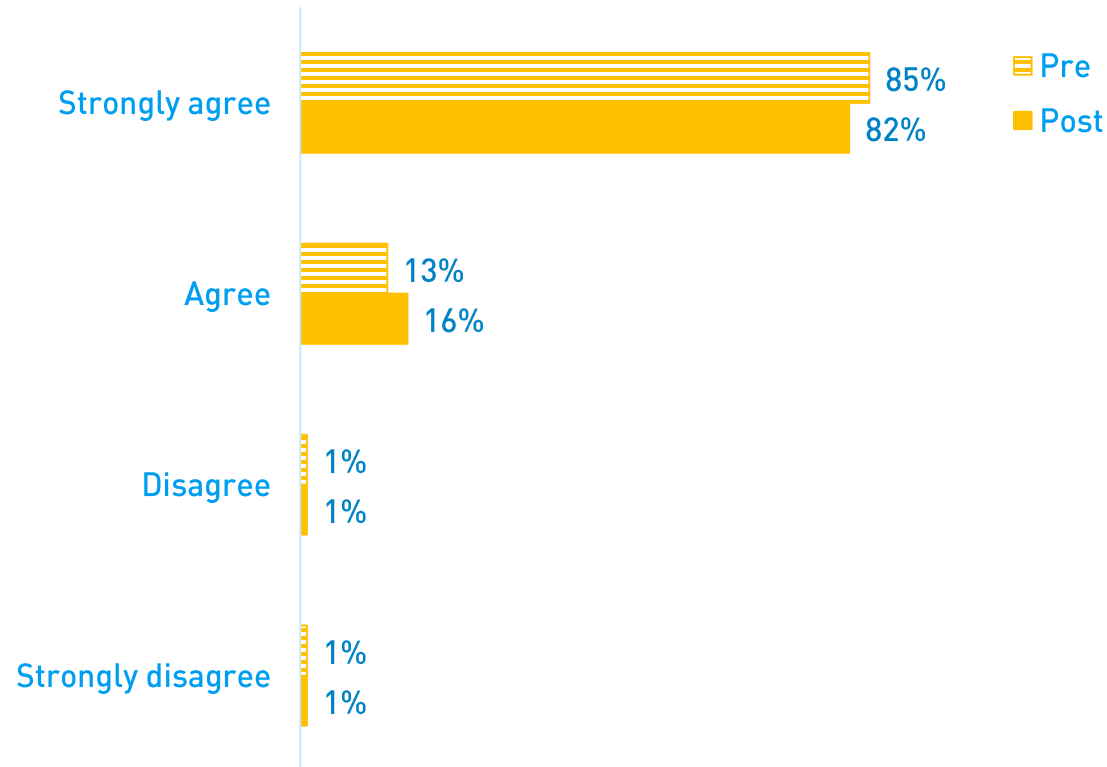
You can learn, but you can't really change how smart you are



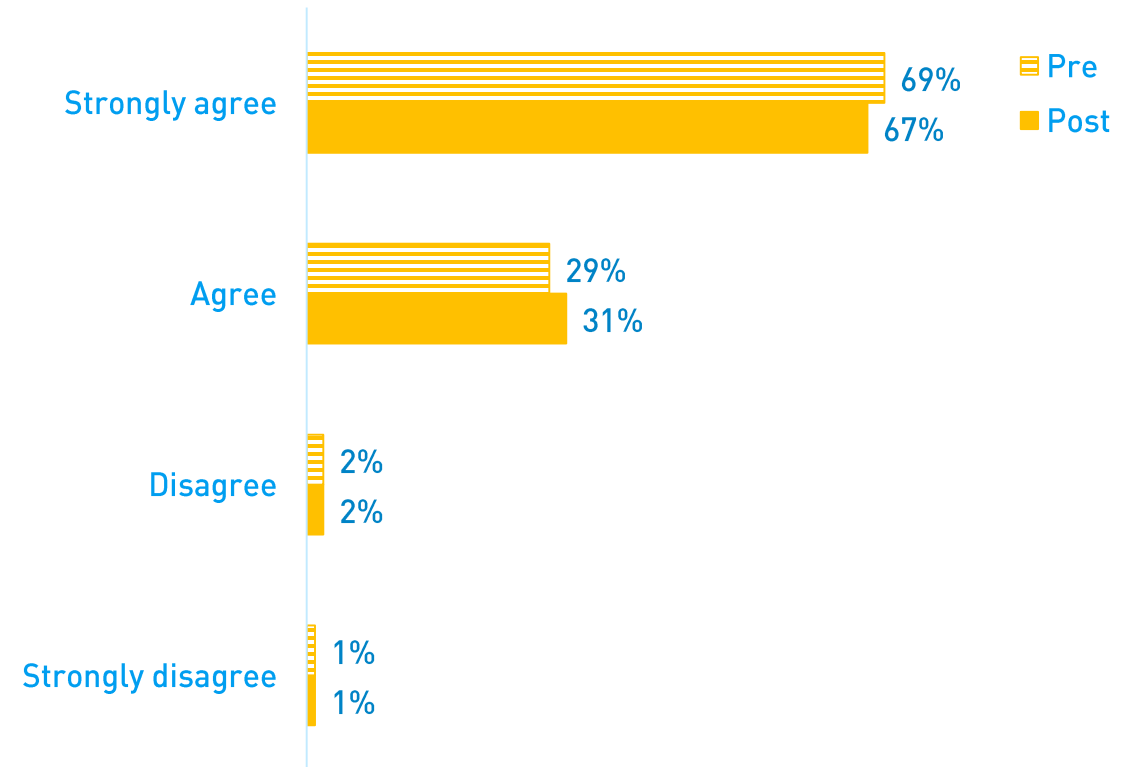
Q. Please put an X in the box that shows how you feel about the following statements:

Overwhelmingly students enjoy learning new things in school and believe schoolwork is important.

I feel like my schoolwork is important



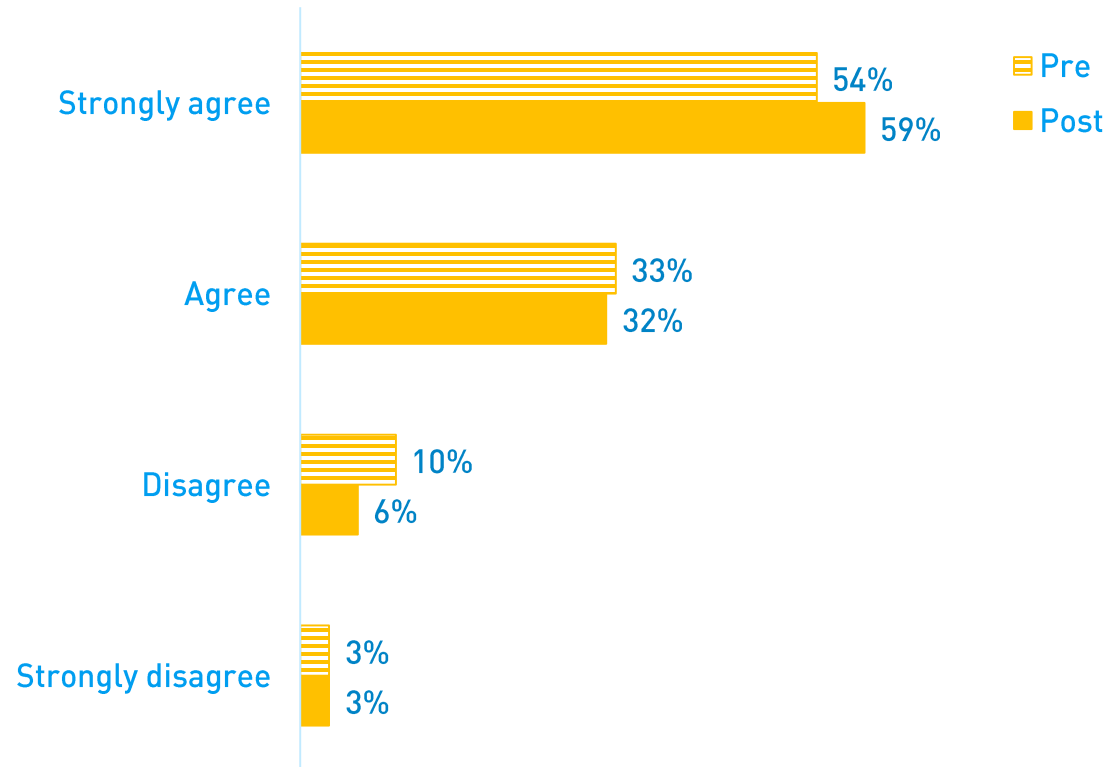
I enjoy learning new things in school



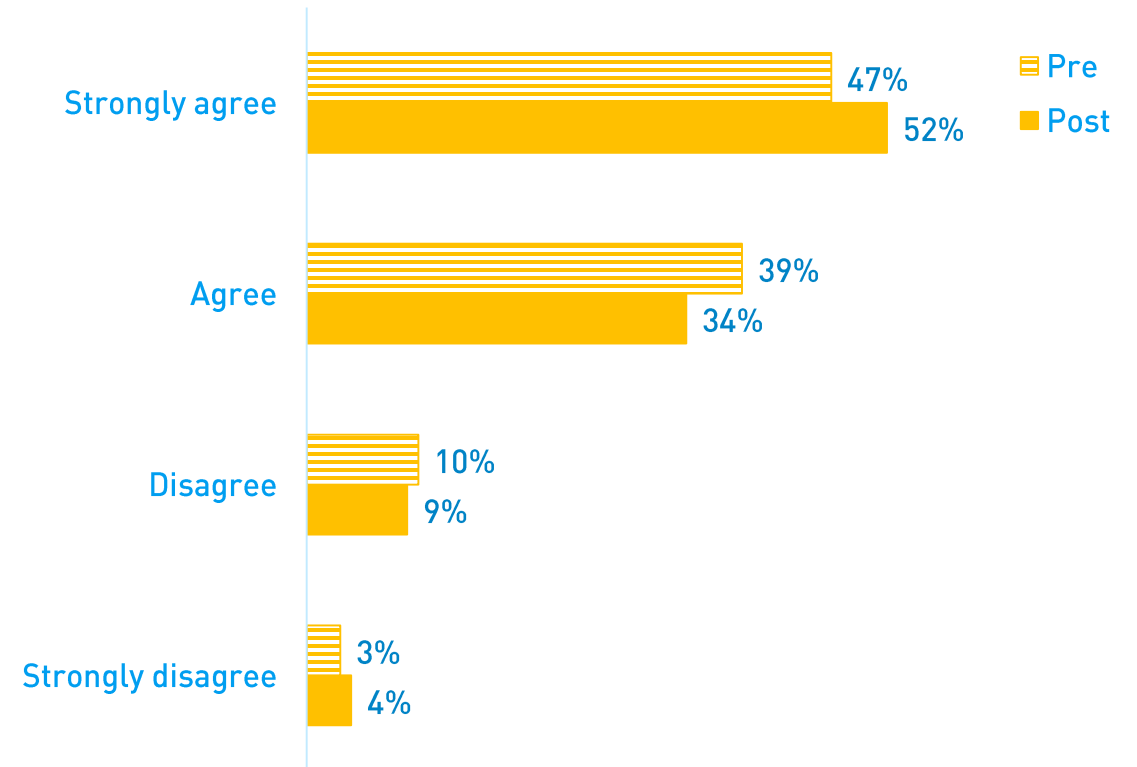
Q. Please put an X in the box that shows how you feel about the following statements:

Students who engaged with the program are hard workers and finish what they start.

I am a hard worker



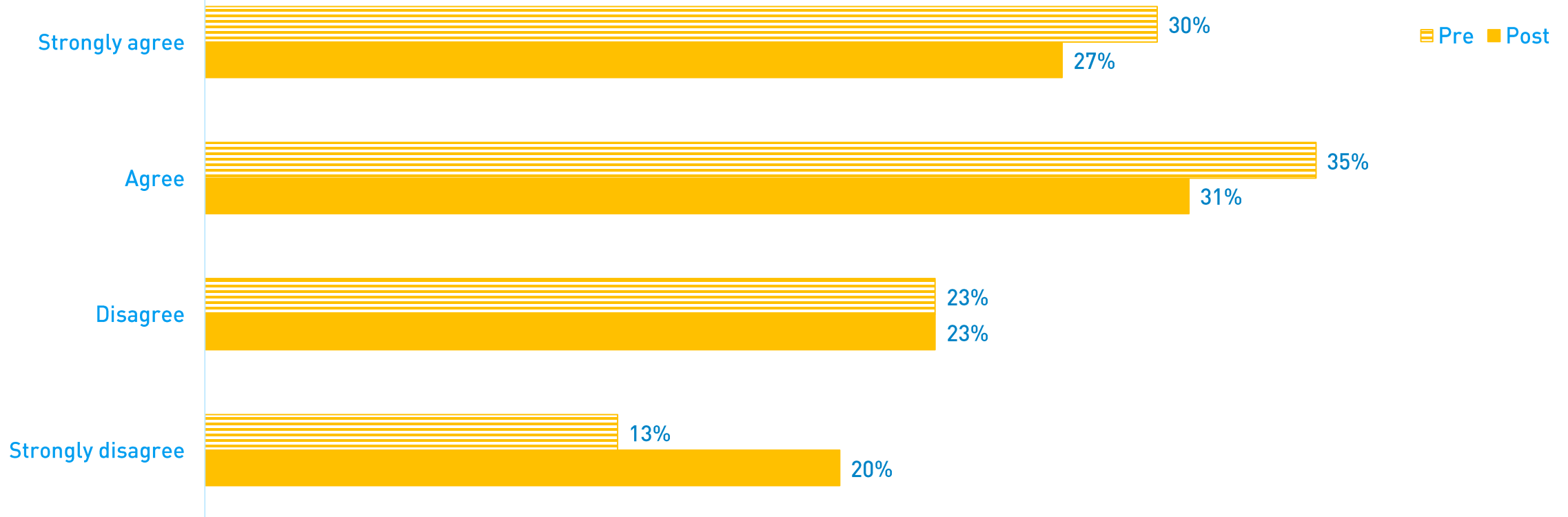
I finish what I start



Q. Please put an X in the box that shows how you feel about the following statements:

Despite a positive outlook for their future and classroom success more than half of the participating students report they change their goals a lot.

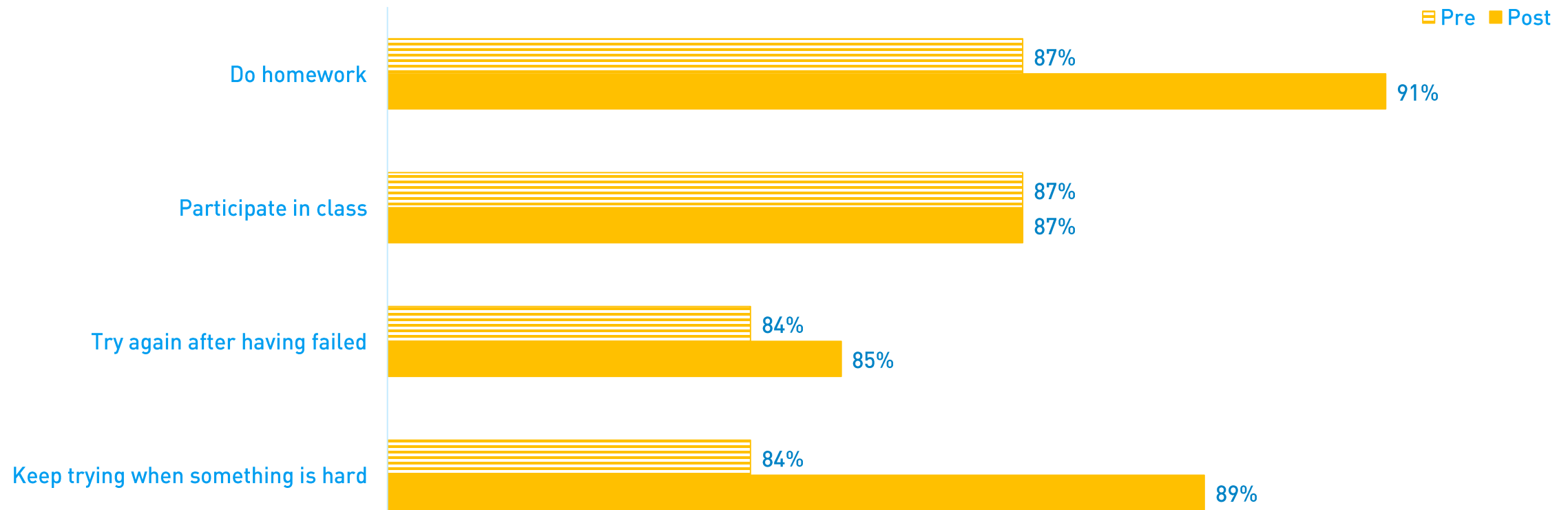
I change my goals a lot



Q. Please put an X in the box that shows how you feel about the following statements:

Students who participate in the Classroom Champions initiative are frequent and resilient participants even when something is hard

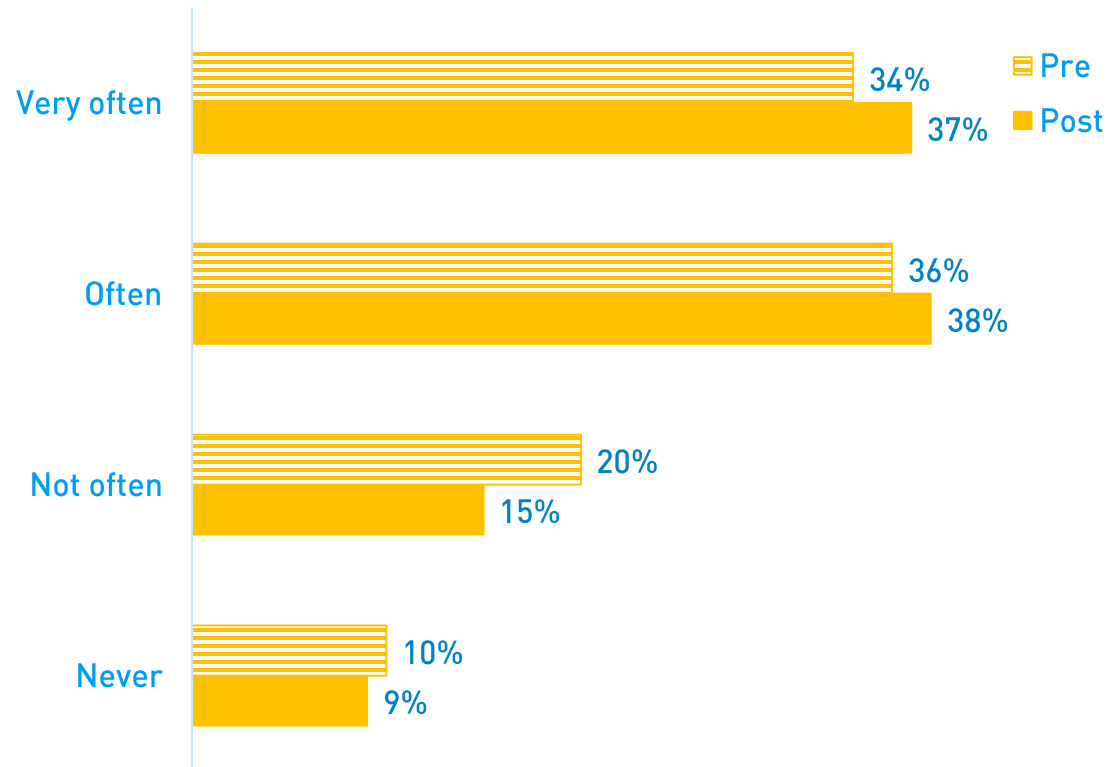
% Students who said “often” or “very often”



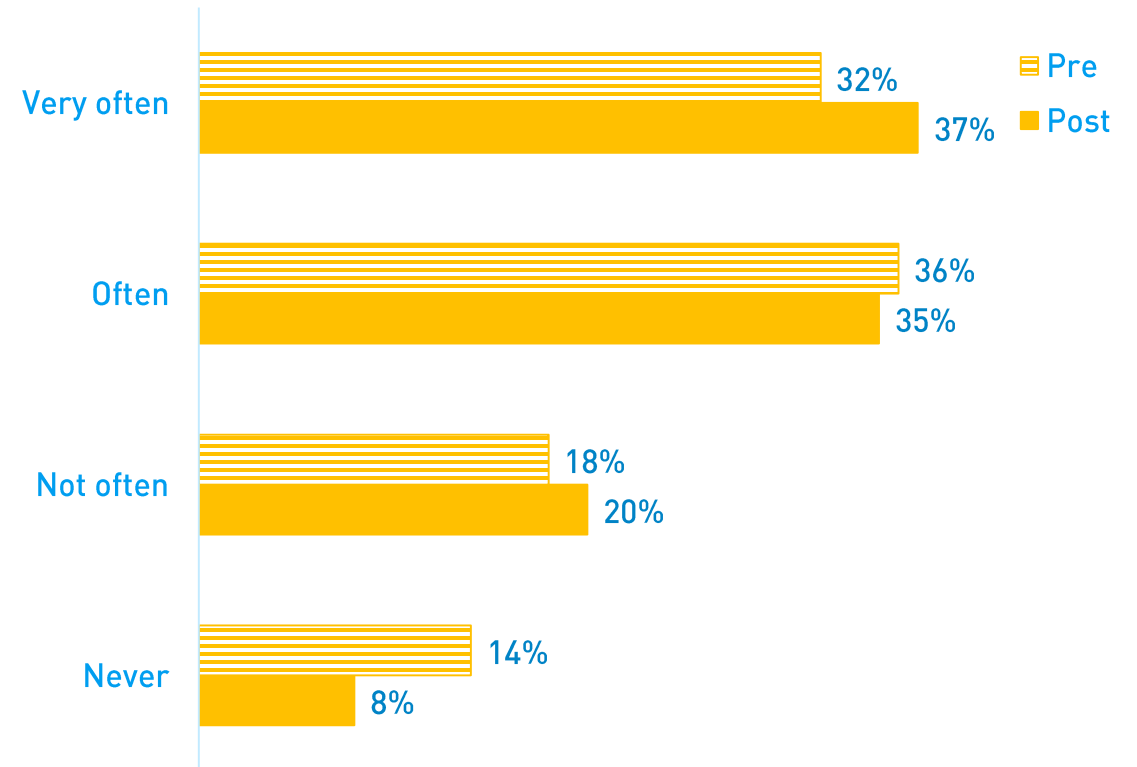
Q. Please put an X in the box that shows how frequently you do the following:

Discussions in the classroom often focus on setting goals and what to do if you don't accomplish a goal.

Setting goals



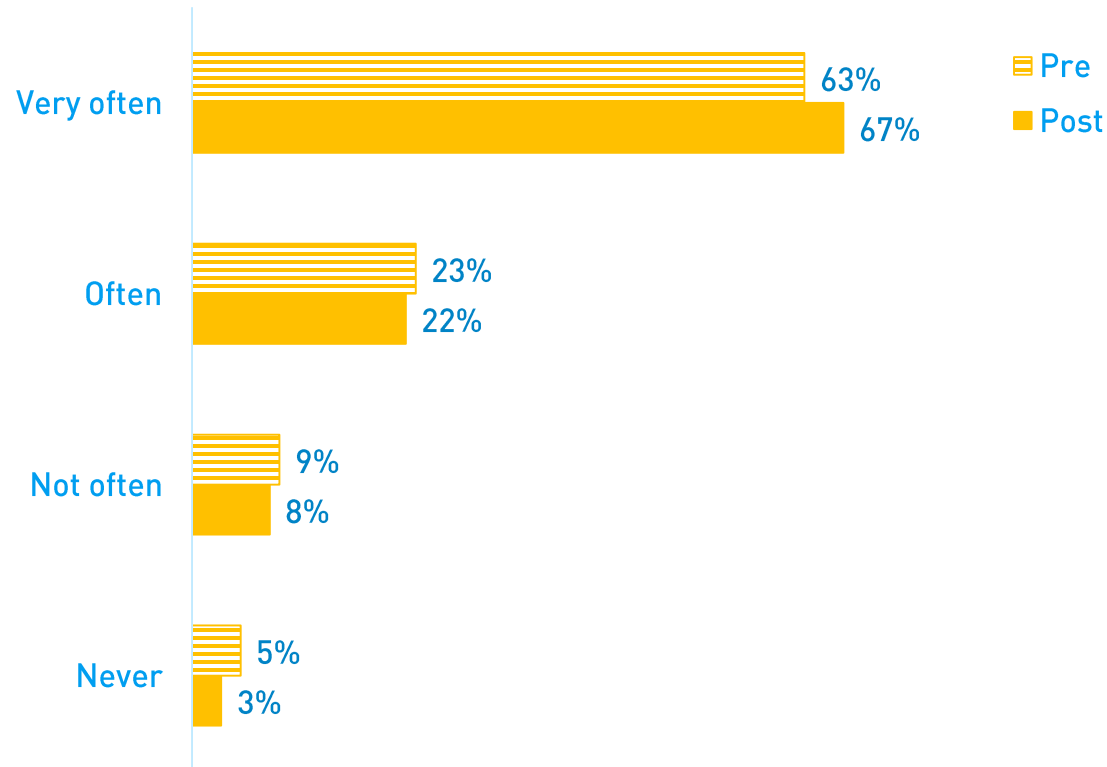
What to do if you don't accomplish a goal



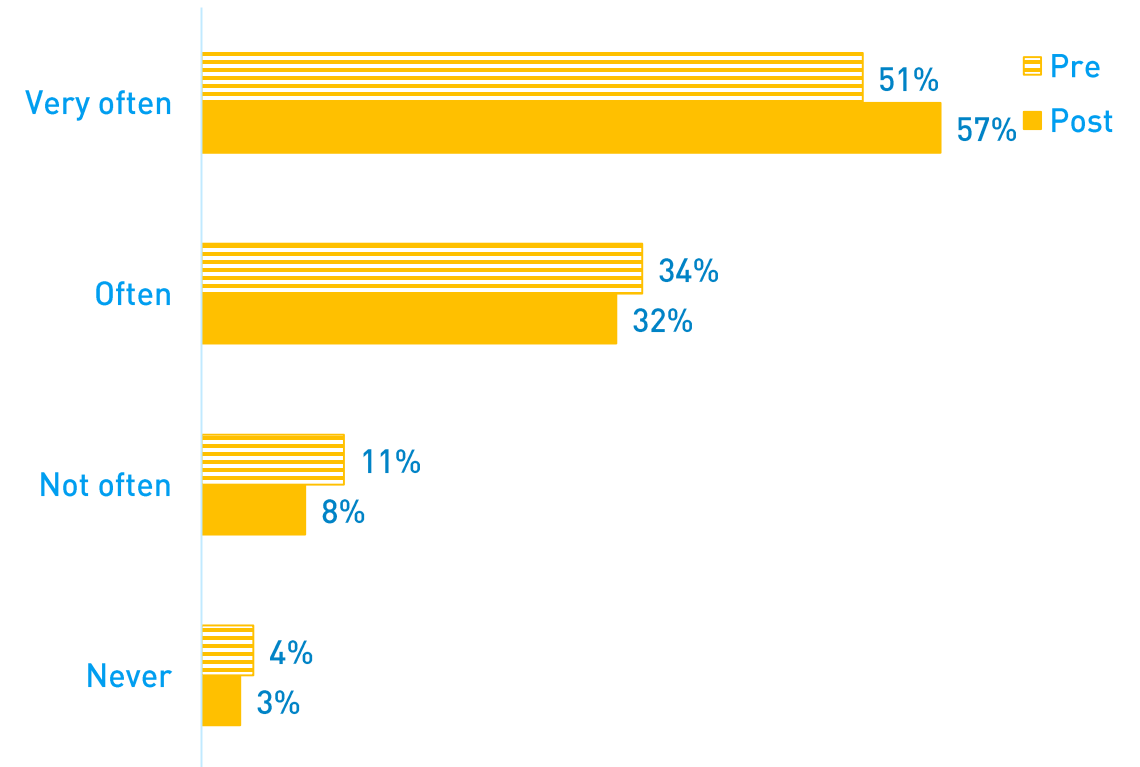
Q. In school how often do you talk about the following things:

Taking care of oneself and working hard are discussed *very often* in the participating schools' classrooms.

Taking care of yourself



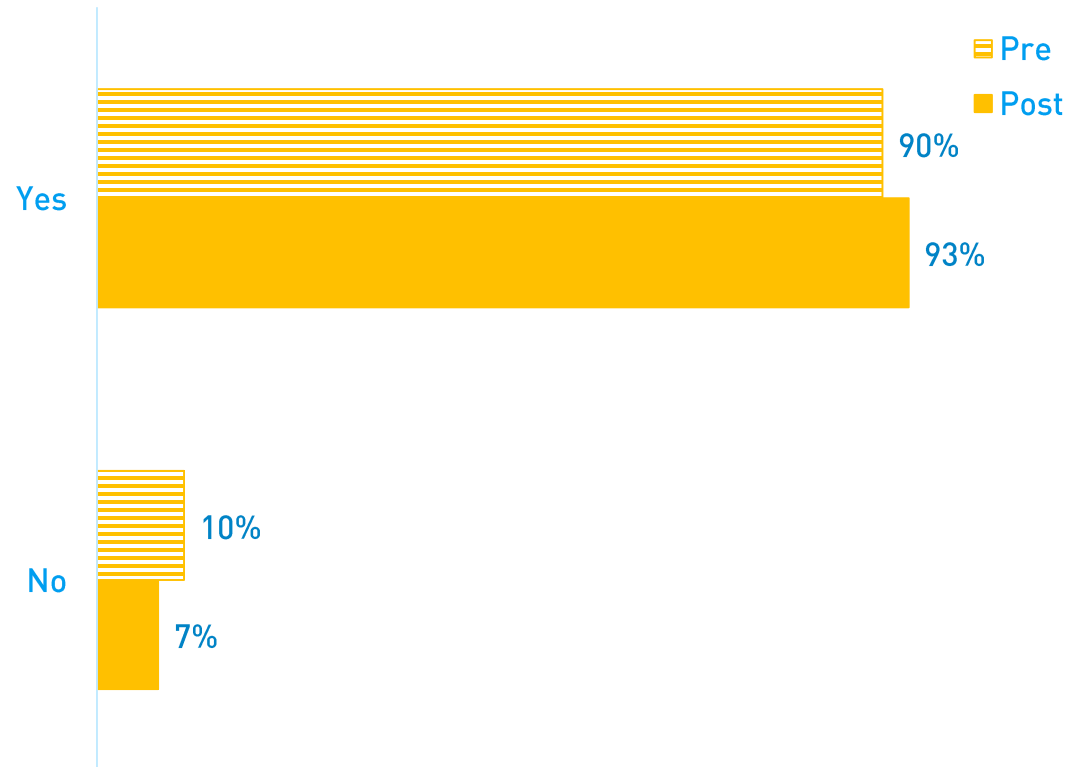
Working hard



Q. In school how often do you talk about the following things:

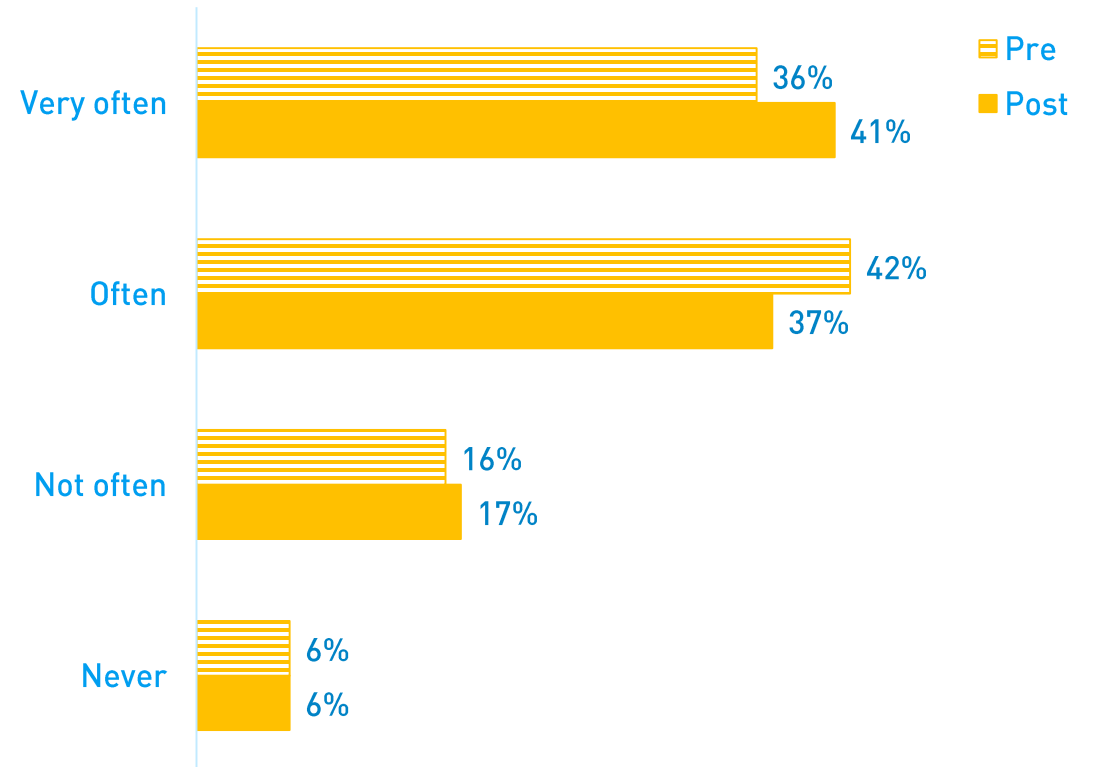
St. Lucia students who participated in Classroom Champions set goals and do so often.

Do you set goals for yourself?



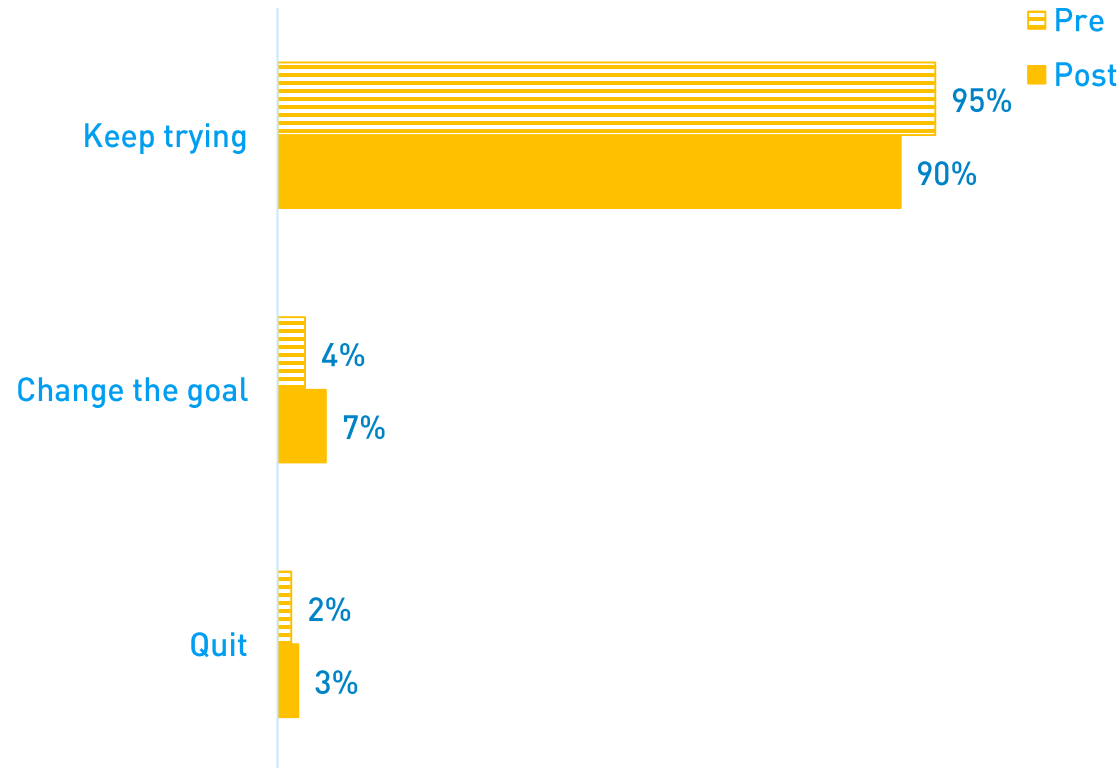
Q. Do you set goals for yourself?
Q. How often do you set goals for yourself?

How often do you set goals for yourself?



St. Lucia students keep trying to reach their goals and frequently think about their progress in achieving their goals.

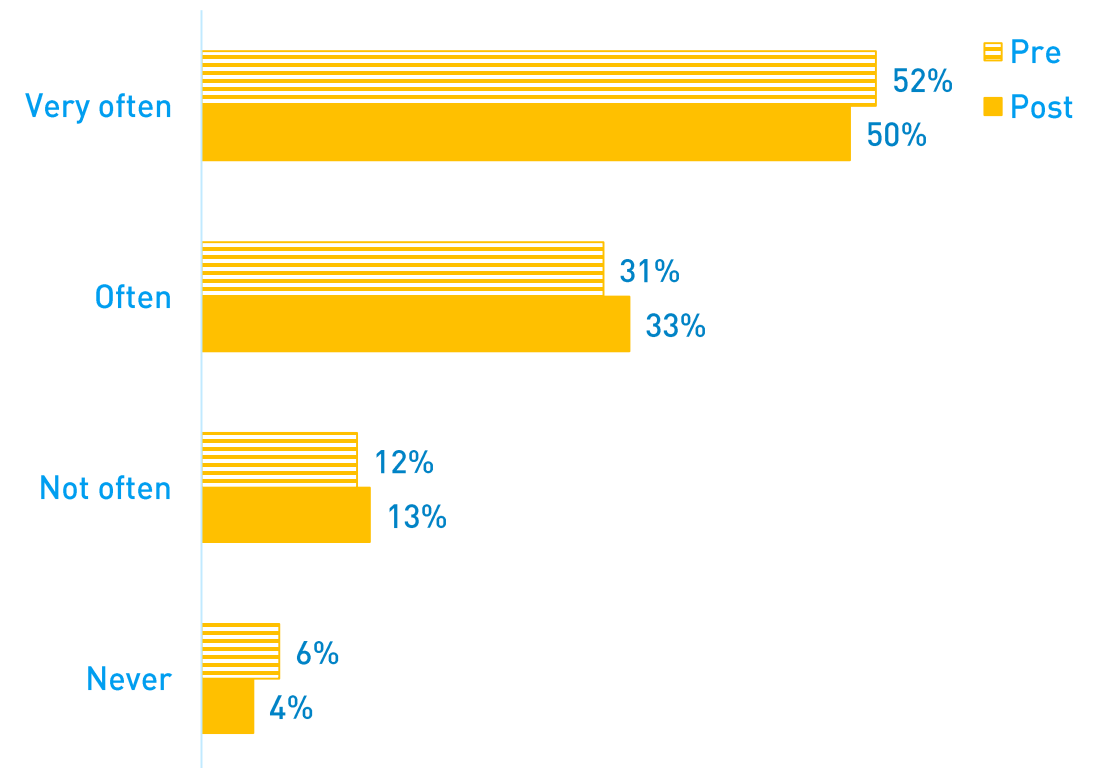
If you don't accomplish a goal?



Q. What should you do if you don't accomplish a goal?

Q. How often do you think about your progress toward your goals?

Thinking about progress toward goals



Teacher Training



Athlete Mentor: Video Lessons

- Danielle Beabrun is an Olympic and National Record holding swimmer from St. Lucia who swam for her country at the 2008 Olympic Summer Games and got to the semifinals in the 100 meters breast stroke.





Teacher Feedback

Teachers give positive feedback to the Ask, Listen, Learn and Classroom Champions initiatives.

- Teachers utilized almost all of the Ask, Listen, Learn materials in their classrooms. All teachers would like to use the materials again next year.
 - A few teachers have not yet used all of the materials including *ALL Together Now*, *Body Builder*, *Peer Pressure 101* and *Finding your way through the maze* with their students.
- Teachers believe Ask, Listen, Learn is a useful tool for teaching about the dangers of underage drinking and that it has or will inspire future conversations about underage drinking.
- Teachers report an increase in their students' awareness of the dangers of underage drinking since engaging with the materials and activities.
- Teachers agree the Classroom Champions program helped them improve their students' goal setting skills and improved their students' perseverance and engagement in school.

Classroom Champions – Ask, Listen, Learn in the classroom.

High Points

The dangers of alcohol presented in the information impacted greatly on some students causing behavioral change in their refusal of alcohol.

... 4th grade teacher

Students enjoyed researching on the classroom mentor. This really motivated them to engage in the other activities.

... 5th grade teacher

Filling out the goal setting pyramid. Students were excited about working towards their goal as a class. They were motivated to persevere.

... 3rd and 5th grade teacher

Successes

Lessons on goal setting went extremely well. Students were able to think about their personal goals and work towards them.

... 3rd and 5th grade teacher

All. They were interactive and colourful. Additionally, they were at the students level.

... 5th grade teacher

Protect Your Body and Brain Drain. New and interesting things were discovered about alcohol effects.

... 3rd grade teacher

Challenges

We were not able to view the video in a timely manner because of internet issues.

... 3rd grade teacher

Students were not too interested in completing the forms because of their age group. The words were too small and students made too many mistakes when putting in the X's.

... 2nd grade teacher

The timing of the program did not work too well for the exam classes. Would have been better done at the start of the school year to allow for better integration.

... 4th grade teacher



Grenada



FOUNDATION FOR
ADVANCING ALCOHOL
RESPONSIBILITY

Ask, Listen, Learn in Grenada

- Three schools participated in the Ask, Listen, Learn program – Mt. Moritz Anglican, St. Andrew's Methodist and St. David's RC.
- A total of 539 student pre- and post-program evaluations returned for analysis – 330 pre-program responses and 209 post-program.
- Survey responses were collected among students in grades four through six.

	4 th	5 th	6 th
Pre-	118	88	124
Post-	87	57	63

Highlights from Grenada

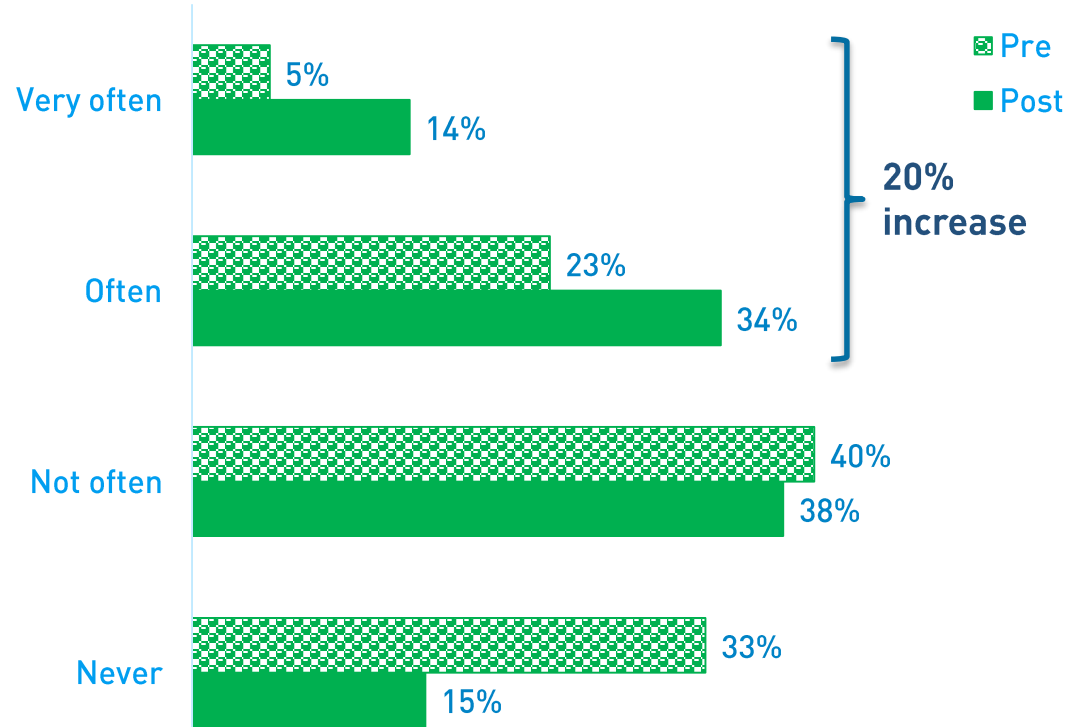
- Discussions about underage drinking increased 20% in the classroom and family discussions increased 5%.
- Ask, Listen, Learn increased students knowledge of how to live a healthy lifestyle – 80% identified *saying “no” to underage drinking is part of a healthy lifestyle* – a 9% increase from pre- to post-program.
- Pre- and post-evaluations revealed students’ broad knowledge of the dangers of underage drinking.
 - Greatest increase in knowledge (30%) was gained in understanding how alcohol interrupts your growth.

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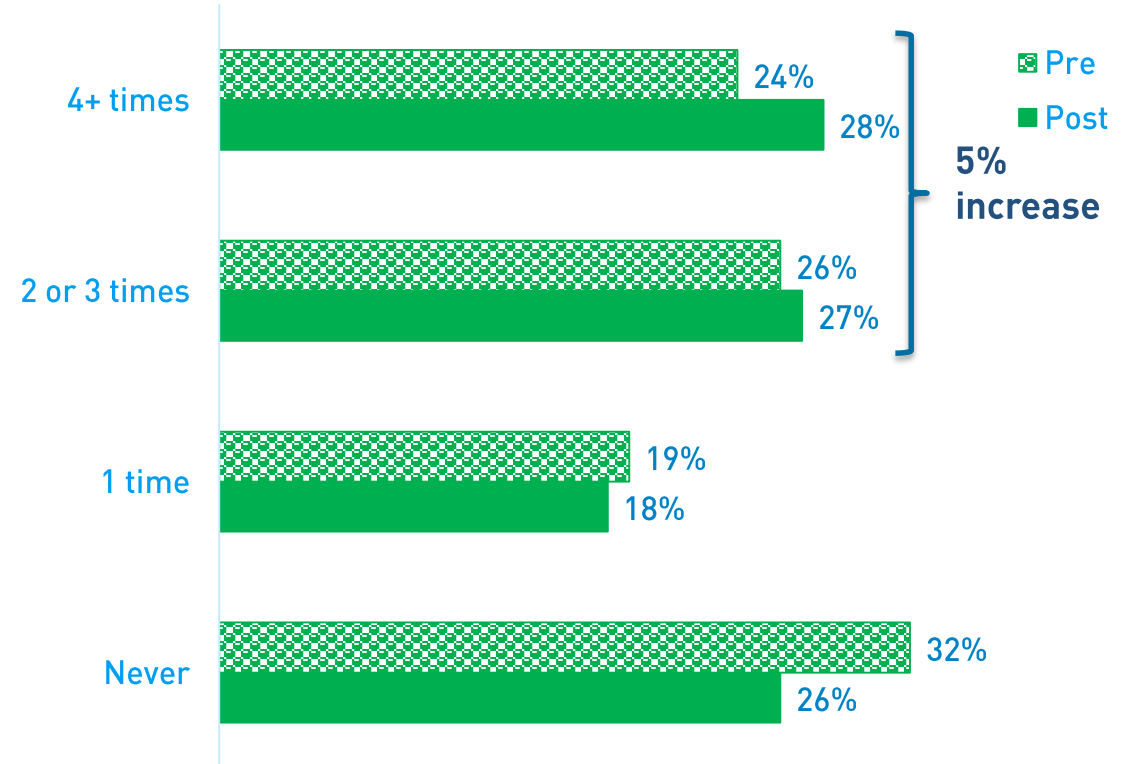
Ask, Listen, Learn

Discussions about underage drinking in school increased 20% and frequency of discussions at home increased 5%.

Have Discussed Underage Drinking in the Classroom



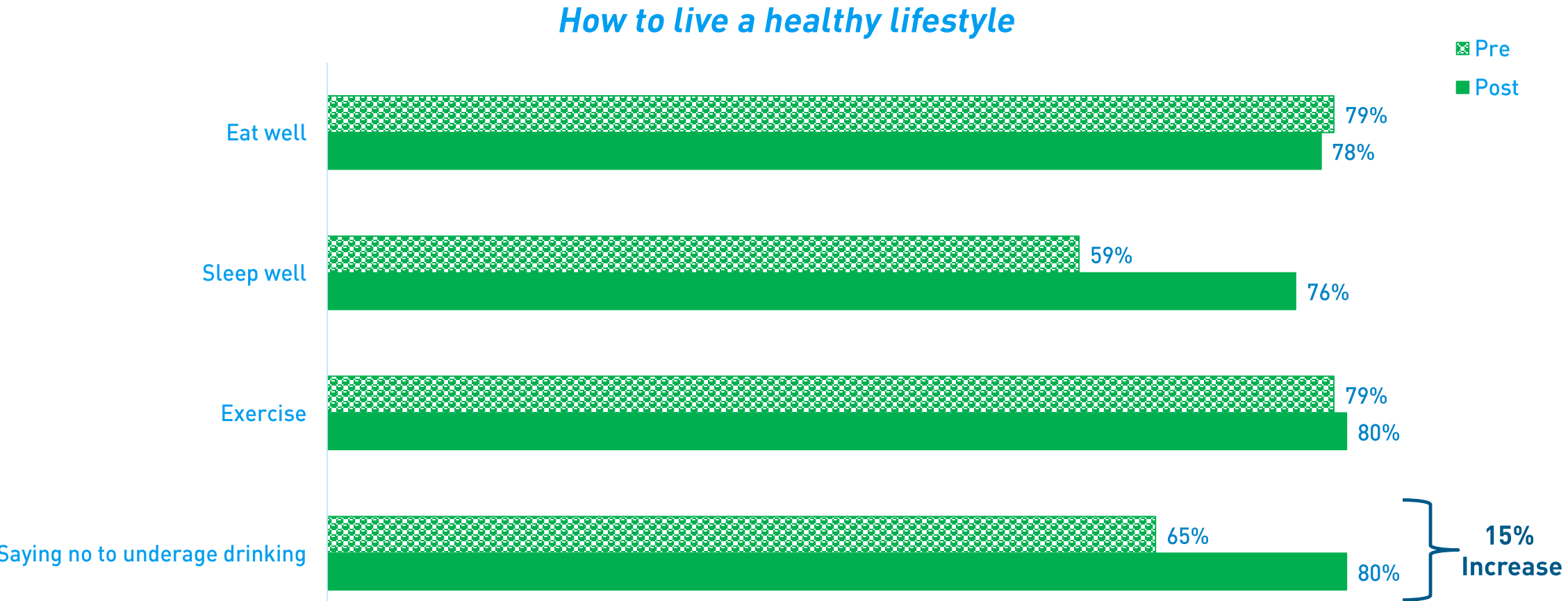
Frequency of Family Discussion on Dangers of Underage Drinking



Q. In school how often do you talk about the following things: The dangers of underage drinking

Q. In the past 12 months, how often have you talked with a parent, grandparent, or another adult caregiver about the dangers of underage drinking?

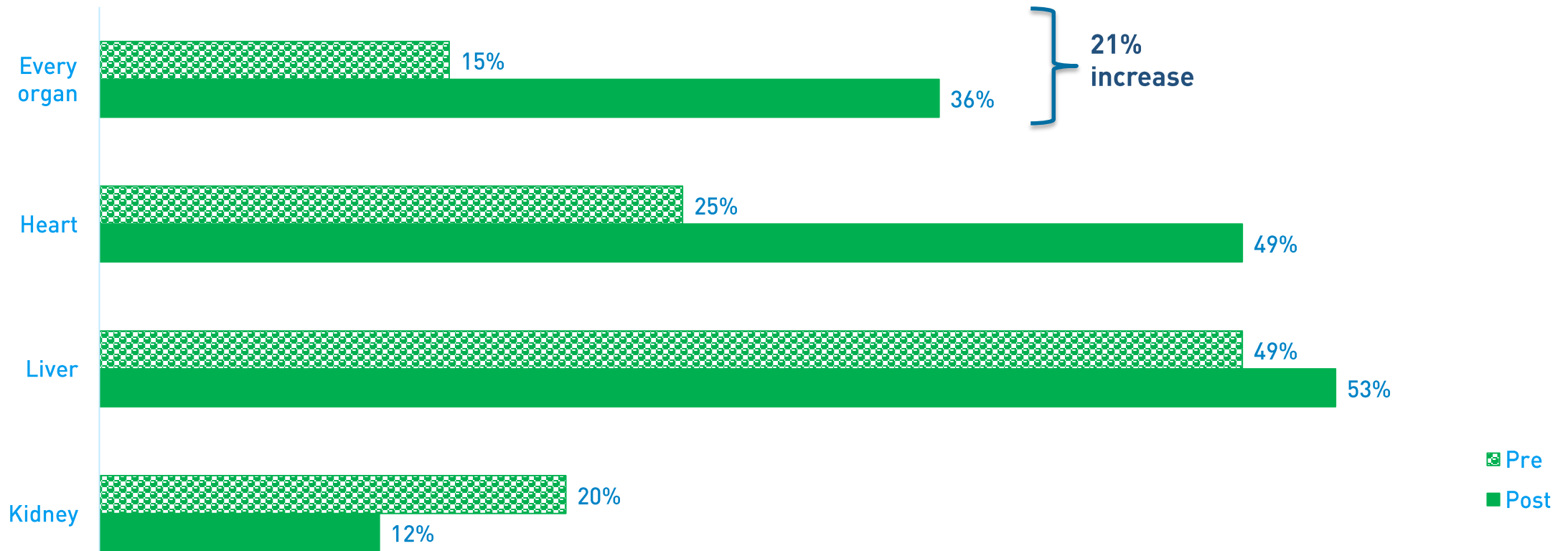
The program increased student knowledge on how to live a healthy lifestyle. Saying “no” to underage drinking increased 15%.



Q. What can you do to live a healthy lifestyle?

One-third of students are aware that alcohol impacts every organ in the body; an increase of 21%.

Parts of the Body Impacted by Alcohol Consumption

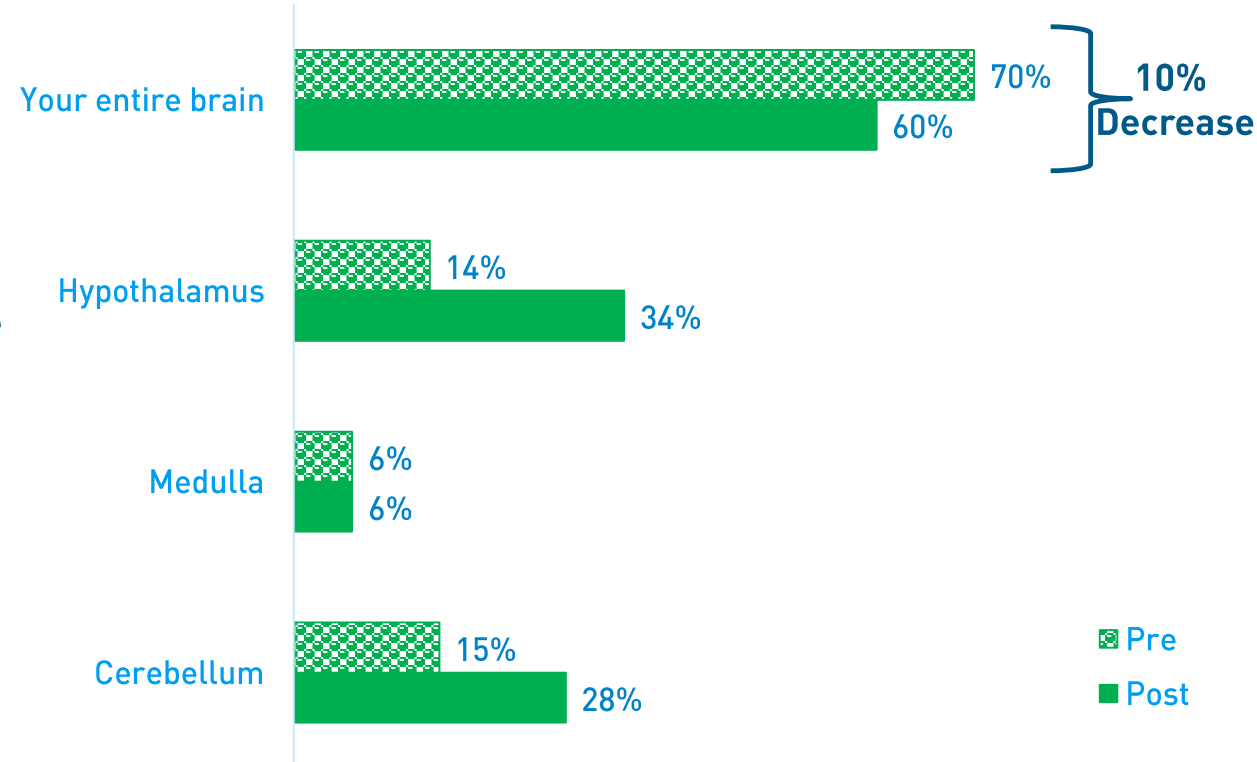
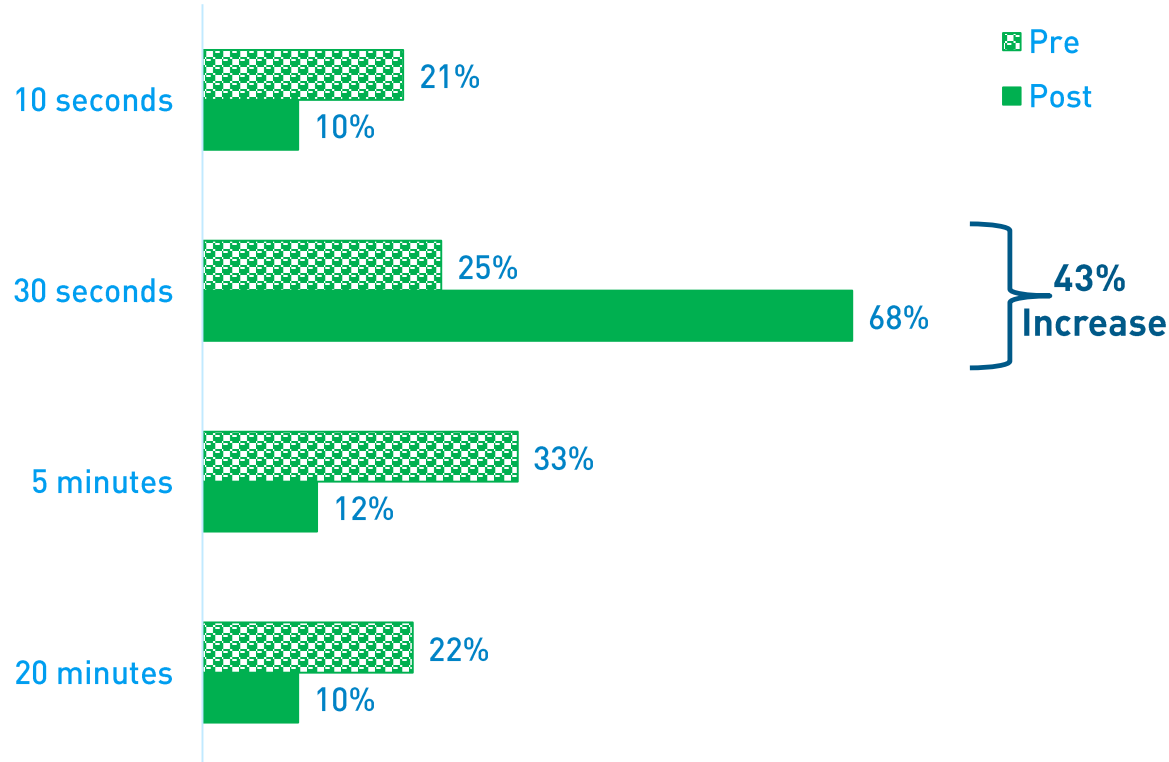


Q. Which organ in the body can be affected by drinking alcohol?

Knowledge of the time it takes for alcohol to reach the brain increased 43% and knowledge of the parts of the brain affected by alcohol increased.

Time It Takes for Alcohol to Reach the Brain

Parts of the Brain Affected by Alcohol

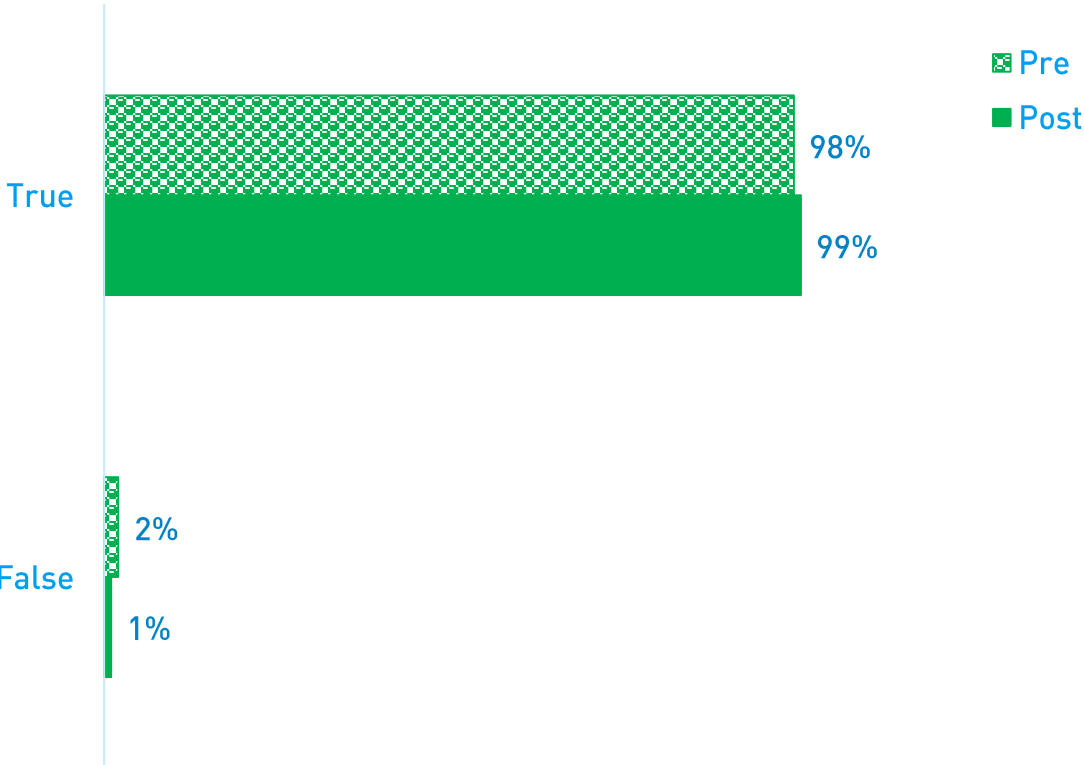


Q. How long does it take for alcohol to move through your bloodstream and reach your brain?

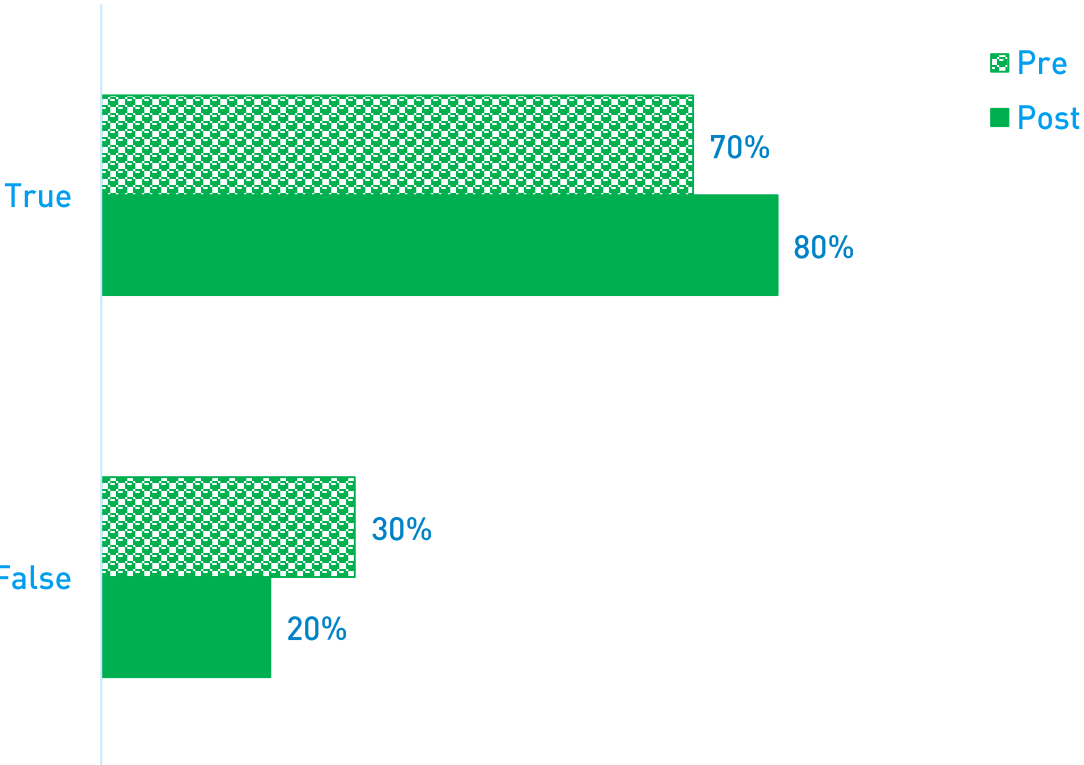
Q. Which part(s) of your brain would be affected if you drank alcohol?

Students demonstrated a strong awareness of the effects of alcohol on judgment and role of exercise in growth of brain cells before and after program engagement.

Alcohol Can Affect Judgment



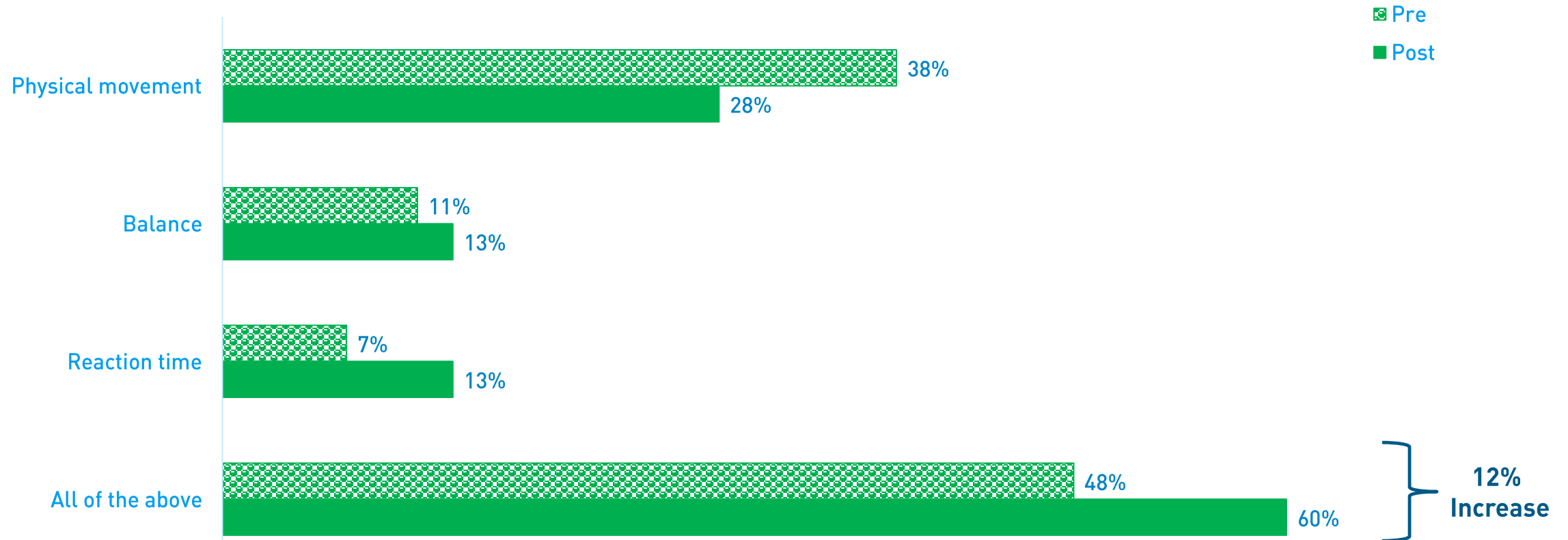
Exercise Increases Growth of Brain Cells



Q. Alcohol can affect your judgment and can result in making bad choices.
Q. Exercise increases the growth of brain cells.

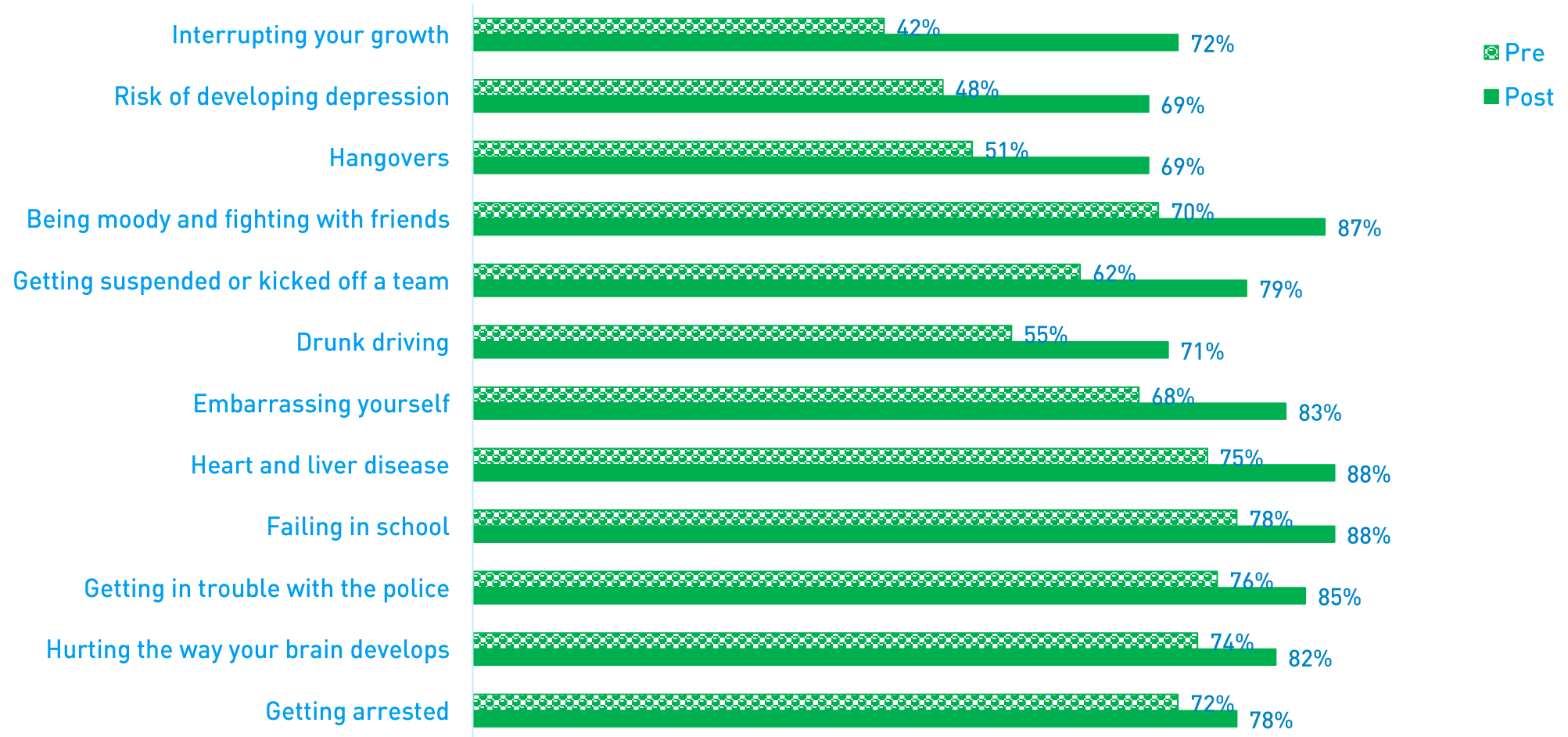
Students' knowledge of the brain's role in controlling the body's functions increased 12%.

What the Brain Controls



Q. Which of the following does your brain control?

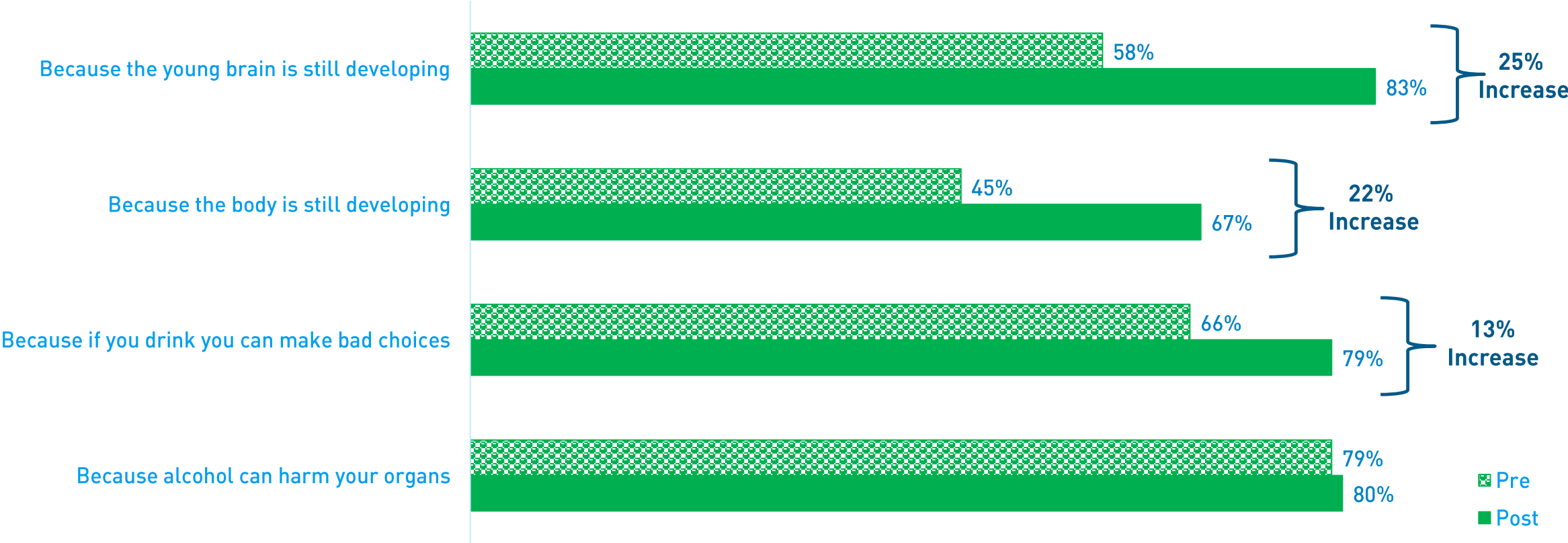
Students continued to demonstrate broad knowledge of the dangers of underage drinking, awareness of all dangers increased after program engagement.



Q. Which of the following dangers do you associate with underage drinking?

Students demonstrated growth in their knowledge of underage drinking’s impact.

Reasons for Saying “NO” to Alcohol and Living a Healthy Lifestyle



Q. Why does a healthy lifestyle include saying “no” to underage drinking?



Teacher Feedback

Teachers give positive feedback to the Ask, Listen, Learn initiative.

- Teachers reported they utilized all of the Ask, Listen, Learn materials in their classrooms.
- Teachers believe Ask, Listen, Learn is a useful tool for teaching about the dangers of underage drinking and that it has or will inspire future conversations about underage drinking.
- Teachers report their students are *a lot more* aware of the dangers of underage drinking since engaging with the materials and activities.

Ask, Listen, Learn in the classroom.

High Points

The materials presented are student friendly and it gives opportunities for lots of student involvement. The students enjoy the activities that are done after each lesson by puzzle, maze or other activity.
... Teacher

It gives me a lot of information on the dangers of alcohol drinking.
... Student

I learned a lot about the organs and other parts of my body and the things that I can do to protect them.
... Student

Successes

It is my view because of the level of interest the students have shown thus far they are interested to learn more and this would go a long way to help them say NO! to alcohol in the future.
... Teacher

It is very interesting. I would recommend it to other classes in the school.
... Teacher

Students found the content and activities very interesting.
... Teacher

Challenges

The time for programme delivery was in appropriate – at the end of the term (exams and graduation).
... Teacher

Students' attendance after exams tend to be poor – not all students received the programme.
... Teacher

Teacher Training



Athlete Mentor: Video Lessons

- Time constrictions didn't allow for full Classroom Champions programming, so only brief, congratulatory messages were sent to students from Grenadian athlete Kurt Felix, who competed in the 2012 Summer Olympics who competes in the decathlon.




Materials




FOUNDATION FOR
ADVANCING ALCOHOL
RESPONSIBILITY

CLASSROOM
CHAMPIONS


Material packet given to teachers with detailed instructions and suggested supplemented activities.



Know the facts



Kids and alcohol don't mix.



**FOUNDATION FOR
ADVANCING ALCOHOL
RESPONSIBILITY**

For more activities and info, head to AskListenLearn.com



Teacher Instructions

As you go through the Classroom Champions program, each provided lesson is designed to facilitate a conversation between you and your students to alter their attitude about peer pressure and alcohol, and to increase their knowledge about how alcohol can negatively affect a growing body and brain. Please find below the suggested talking points to guide your classroom discussion and create a substantive, impactful conversation.

Protect Your Body

Goal:
Understand the ways that alcohol affects a growing body.

Suggested Activity:
Before you hand out the worksheet, have the class count to 30. Talk about how- in just that small amount of time- alcohol is already absorbed through the stomach, travels through the blood in the blood and impacts every single part of your body—it even reaches the brain, the most important organ of your body.

Brain Drain

Goal:
Increase knowledge of effects of alcohol on a growing brain.

Suggested Activity:
Pass out the Brain Drain worksheet to the class. Based on the number of students, divide the whole group in groups of two or three for a jigsaw of the article—where each group will read one section and share out with the whole group. Each group should report on the impact of alcohol for each part of the body.

Talking Points:

- ▶ The brain affects the entire body
- ▶ Types of exercises you can do to keep your brain active and healthy
- ▶ Describe the difference between a growing brain and an adult brain

Worksheet 1: Peer Pressure 101: Question Quest

Goal:
Start a conversation about peer pressure.

Talking Points:

- ▶ Their concerns about what they face in the real world
- ▶ What they would do in a situation when they felt pressured to do something they knew was harmful to them and their goals.

Suggested Activity:
After students complete the worksheet, encourage volunteers to read the responses they created. After a few have shared, divide the class into smaller groups for a role play to address their creative responses. Remind students that the quicker and more confidently they say "NO," the easier it will be for their peers to see that they are focused on not ruining goals with harmful substances.

Worksheet 2: ALL Together Now!

Goal:
Develop beginning knowledge of effects of alcohol on young people

Talking Points:

- ▶ Who to turn to if you have questions about alcohol
 - ▶ Teachers, counselors, trusted adults
- ▶ What parts of the body alcohol affects
- ▶ Why it's especially harmful for growing bodies
- ▶ Deciding not to drink is a choice – you never have to do anything that you don't want to do. Peer pressure occurs when the people around you make you feel as if you don't have a choice in doing something you know is bad for you.

Suggested Activity:
After students independently complete the worksheet, review the answers as a whole group. Ask each student to share one person that they could turn to (that is not a parent) in case they need help dealing with a tough situation.

Worksheet 3: Body Builder

Goal:
Facilitate a conversation about the parts of the body affected by alcohol.

Talking Points:

- ▶ Read over the "Protect your Body" sheet
- ▶ Answer questions about what parts of the body are affected by alcohol
- ▶ Create dialogue stressing how students can keep each part of their body healthy

Suggested Activity:
Pair students in groups of two. After a STUDENT finds one item in the puzzle, they must stand up quickly and point to the part of their body that they have found. After finding it, they should explain ways to keep that part of the body healthy or how alcohol can affect that part of the body.

Worksheet 4: Find your way through the maze

Goal:
Discuss the reasons why kids shouldn't drink and the kinds of problems alcohol can create

Talking Points:

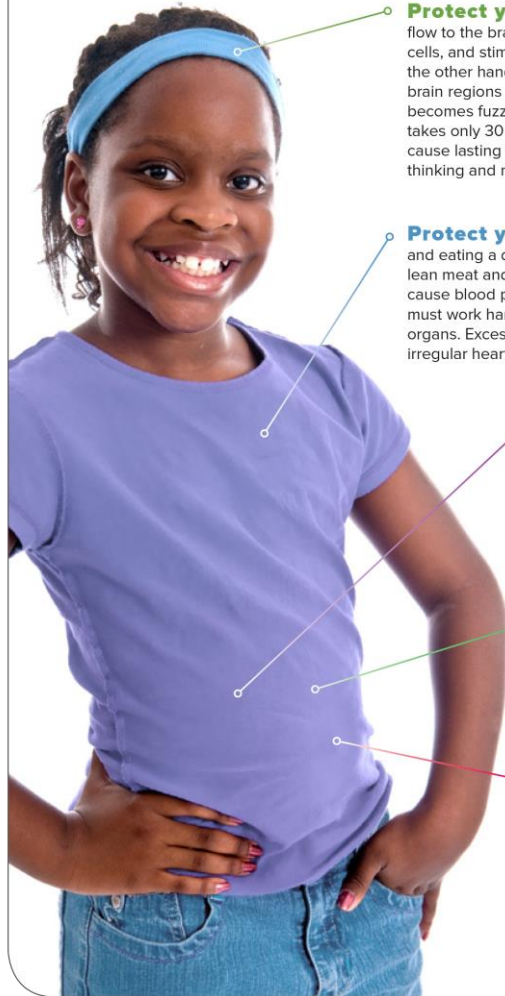
- ▶ Behavior: Excessive drinking makes you act differently. Encourage students to think about what's more important- alcohol or their personal relationships.
- ▶ Alcohol is harmful to your health, especially since students are still growing.
- ▶ Alcohol can prevent students from reaching their goals.

Suggested Activity:
Students will write down 5 goals they have for the next year. Each student should share at least 1 and how alcohol would hurt the chances of reaching their goal.

Informational worksheets provided to detail how alcohol affects the developing brain and body.

Protect Your Body

Think drinking will make you feel good? Think again. Alcohol can affect the body from head to toe—and not in a good way. Protect your body, stay away from alcohol because it can have bad affects on your growing body.



Protect your brain with exercise, which boosts blood flow to the brain, helps strengthen connections between brain cells, and stimulates the growth of new brain cells. Alcohol, on the other hand, slows down the electrical impulses between brain regions and can cause brain cells to shrink. Thinking becomes fuzzy, and coordination and judgment are impaired. It takes only 30 seconds for alcohol to reach the brain, but it can cause lasting problems, permanently harming young people's thinking and memory.

Protect your heart by getting regular physical activity and eating a diet rich in fruits and vegetables, whole grains, and lean meat and fish. Alcohol should be avoided because it can cause blood pressure to rise slightly, which means the heart must work harder to pump oxygen-rich blood to the body's organs. Excessive drinking can lead to serious problems such as irregular heartbeat, heart attacks, and strokes.

Protect your liver by staying away from alcohol. The liver's job is to filter the blood and break down toxins, but the liver can only process a small amount of toxins at a time. Alcohol can introduce toxins to your body. Because your liver works to filter alcohol out of your body, underage drinking can cause permanent liver damage.

Protect your stomach by eating whole foods such as fruits, whole grains, and yogurt (which is full of healthy bacteria your stomach needs). Steer clear of alcohol. Drinking alcohol can irritate the stomach, causing nausea or vomiting.

Protect your immune system by eating foods high in beta-carotene, vitamin C, and vitamin E, and by getting enough sleep. Drinking alcohol can suppress your immune system, which is the body's defense system against disease. When your immune system is compromised you are more likely to get sick and it's harder to fight off existing illnesses.

Brain Drain

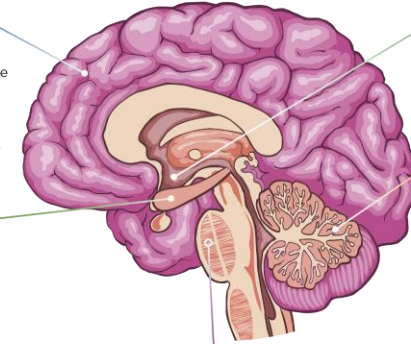
Did you know that scientists have found changes in brain cells as little as six minutes after the consumption of alcohol? These changes can create permanent damage, especially in the developing brain. Because your brain isn't fully formed, staying away from alcohol can help protect your developing brain.

Bad Decisions

Alcohol can permanently damage the **frontal lobes** and make people more prone to developing depression. The frontal lobes control emotions and impulses, and are responsible for planning, forming ideas, and making decisions.

Learning and Memory

Drinking alcohol can permanently damage the **hippocampus**, which is key for learning and remembering. Of all the damage that alcohol can do to a developing brain, underage drinking harms memory the most.



Basic Functions

Alcohol can impair the **hypothalamus**. This part of the brain controls body functions like blood pressure, body temperature, and heart rate.

Slowed Senses

Alcohol affects the **cerebellum**, which the body relies on for awareness and coordination. After drinking too much, a person might misjudge dangerous situations or be too uncoordinated to prevent accidents.

Sluggish System

The **central nervous system**—made up of the brain and spinal cord—sends messages throughout the body. Alcohol can slow this system, delaying a person's responses to external stimuli—even in emergency situations.

A Work in Progress

Adolescence is a time of rapid and dramatic development—teen girls can grow as much as 9.5 inches, and boys up to 20 inches. It's important for teens to make healthy choices that support their developing bodies.



Water

Water helps with digestion, circulation, and transportation of nutrients. It also energizes your muscles.

Alcohol increases urine output and causes dehydration, making it more difficult to build muscle.



Nutrients

Vitamins and minerals boost the immune system, help organs work properly, and are necessary for growth and development.

Large amounts of alcohol can slow or stop the digestive process, robbing you of the vitamins and minerals needed for growth.



Physical activity

Regular exercise strengthens bones, protects the heart, boosts mood, and can help prevent diseases such as diabetes and cancer.

Drinking can cause heart disease, mask depression, and contribute to weight gain, all of which impair physical activity.



Sleep

Sleep is key for overall health. It supports your attention, mood, physical health, and performance in school and sports.

Alcohol can interfere with sleep patterns, preventing you from getting the sleep you need.

Classroom worksheets gives students a chance to learn more about the subject while interacting with classmate.

ALL Together Now



The words you need to fill in the blanks in the sentences below have all run together. Use the clues to break the word string into smaller words. Then put the correct word in each blank to complete the sentence correctly.

5 Words:
PEERWATERREFUSESPORTREACTIONFUTUREADULTEASYLEARN

- If you have questions about alcohol, it's smart to ask, listen, and _____.
- Alcohol can dehydrate you, meaning your body needs more _____.
- Alcohol can slow your _____ time.
- If friends ask you to drink, that is called _____ pressure.
- Alcohol will not help you do better at any _____.
- Deciding not to drink is an _____ choice.
- If you don't understand something about alcohol, ask a trusted _____.
- Alcohol can have a negative effect on your _____.
- There are many comfortable ways to _____ alcohol.



For more activities and info, head to [AskListenLearn.com](https://asklistenlearn.com)

Body Builder

Your body is still growing, do you know how to build it to become the best it can be? Alcohol negatively affects your entire body. Build your body knowledge and find all the words in the word search that deal with alcohol and your growing body.

Word list:
body protect liver heart lungs
immune brain stomach toxin

B	D	L	H	E	R	H	Y	G	L	L	L	G	N	R
R	E	G	O	C	H	S	E	D	Q	H	I	R	F	I
D	Q	Y	M	P	A	R	Y	A	O	Q	V	F	X	I
L	A	T	A	P	X	M	B	O	R	B	E	P	T	J
Q	C	C	Z	V	D	K	O	E	X	T	R	P	I	L
F	U	E	W	U	H	C	N	T	J	I	B	B	B	T
P	H	T	Y	P	O	U	A	A	S	N	I	A	R	B
O	J	O	C	U	M	S	W	V	Y	K	K	M	N	F
R	V	R	C	M	Z	K	Y	F	K	T	T	G	L	S
K	Y	P	I	Y	Q	M	M	E	O	N	E	M	E	X
G	T	H	L	U	N	G	S	X	E	X	P	I	L	B
M	U	W	P	U	I	A	I	B	Y	O	Q	O	Q	B
O	X	P	P	X	Y	N	F	U	Q	I	T	Q	C	F
O	T	A	Q	W	O	W	R	I	S	B	G	H	A	X
Y	B	I	H	D	N	V	D	M	Y	R	U	K	Y	O



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Peer Pressure 101

NAME _____ DATE _____

Question Quest
In case you don't already know, it's safe, smart and healthy to turn down alcohol—but you still might be nervous about doing it. One way to make it easier is to pretend you're saying no to something you're not nervous about. In other words, if someone asks if you want a drink, treat it as though you heard something where **no** comes naturally.

You hear: "Want a drink?" But you pretend to hear (select any that work for you):
You won't have trouble saying no to any of these.

"Want to eat a **Bowl** of bugs?"

"Want a piece of **gum** from under the desk?"

"Want to brush your **TEETH** with MUD?"

Now create five of your own questions that could substitute when you hear, "Want a drink?"

- _____
- _____
- _____
- _____
- _____



For more activities and info, head to [AskListenLearn.com](https://asklistenlearn.com)

Find your way through the maze

Start Here!

Don't drink

Alcohol is a bad way

Alcohol destroys memories

Alcohol affects your brain

Say "NO" to alcohol





For more activities and info, head to [AskListenLearn.com](https://asklistenlearn.com)



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