FY101 Alcohol Module Resources

AY 2017-2018

Boston University Student Health Services
Wellness & Prevention Services
HOW TO USE THESE RESOURCES

Overview

In this packet, you'll find a variety of options for your FY101 alcohol module. We've included detailed instructions and materials for three different interactive activities and one brief presentation. All the resources in this packet have been created with the specific FY101 student population in mind, particularly social norms data, safer-drinking strategies, and BU student "tried and true" approaches for finding a meaningful community.

You may choose to lead any combination of these activities -- each activity can stand on its own and foster thought-provoking conversation. We recommend including the brief presentation. Its focus on social norms data and community-building may be particularly useful to the FY101 students.

Outline

• Presentation and Talking Points
• Imaginary Terrier Activity: This activity demonstrates how blood alcohol concentration (BAC) levels relate to alcohol consequences. It also highlights the discrepancy between what students may think are "typical" effects of drinking and the actual effects of reaching higher BAC levels.
• Risk Continuum Activity: This activity will have students consider what can make drinking higher- or lower-risk in terms of potential negative consequences. It will also encourage students to think about how to avoid the higher-risk activities if they choose to drink, and how to look out for their friends who may be drinking.
• Situational Discussion Activity: The goal of this activity is to have students have productive conversations about alcohol and substance use in their community on campus. It is not to tell them to abstain or education them on the details of alcohol and illegal substances. Rather, this activity aims to encourage students to think about their choices and the impact on themselves and their community.

Contact Us!

Invite us to present your module! We can visit your classroom to present or lead a selection of the activities listed above. Find us at wellness@bu.edu or 617-358-0485.

You can also request program kits for your students to promote safer drinking, better sleep habits, and less stress! Order online at http://www.bu.edu/shs/wellness/wellness-programs/resources-for-resident-assistants/program-kits/
IMAGINARY TERRIER ACTIVITY

Length: 25 min

Overview:
This activity demonstrates the relationship between blood alcohol concentration (BAC) and the effects of alcohol. Students describe a “common” weekend night for a BU student (the “Imaginary Terrier”), and the class afterwards tracks the Imaginary Terrier’s BAC.

We like this activity because it highlights the difference between what students may think are “typical” effects of drinking and the actual effects of high BAC levels. We also like that it is highly interactive and relatable, and is simple to lead.

Materials:
• White/black board and marker/chalk
• Computer
• Projector
• Internet

Instructions:
1. Draw a stick figure on the board, pretending it’s a BU student.

2. Ask the class to give this Imaginary Terrier a name, age, weight, birth sex, major, and one healthy activity that the student does to relieve stress.

1. Note: Please make sure to use the phrase “sex” or “birth sex” rather than “gender.” “Birth sex” more accurately reflects that biological differences influence BAC levels. Saying “gender” instead may be confusing or offensive to transgender students.

3. Ask students to describe a “typical Friday night,” hour-by-hour. For each hour, ask where the Imaginary Terrier is, what they are doing, and if they are drinking any alcohol.

1. Ex: “It’s 7 pm on a Friday night. Where is our Terrier? What are they doing? Are they having anything to drink?”

2. Based on what students say, document the Imaginary Terrier’s night in a grid on the board (as seen above)
4. If any of the Imaginary Terrier’s activities involve alcohol, ask the class to specify how much the student drank and the time span over which they drank (1 minute, 15 minutes, 30 minutes, 1 hour) and write that down too.

   Note: If the students want to have the Imaginary Terrier consume a mixed drink, ask students to clarify how many serving sizes are in that drink. Ex: “How many shots/servings of alcohol are in one cup of that jungle juice?”

5. Example of how students may fill in grid:

<table>
<thead>
<tr>
<th>Time</th>
<th>Activities</th>
<th>Drinks</th>
<th>Feeling</th>
</tr>
</thead>
<tbody>
<tr>
<td>9-10pm</td>
<td>Shower, get ready to go out</td>
<td>1 beer while getting dressed</td>
<td>Normal, a little more excited about going out, feeling a little loosened up</td>
</tr>
<tr>
<td>10-11pm</td>
<td>Pre-game with friends</td>
<td>3 shots, back to back</td>
<td>Feeling much more loosened up, speech is still normal</td>
</tr>
<tr>
<td>11-12pm</td>
<td>Goes to party, plays drinking game</td>
<td>4 light beers over the hour</td>
<td>Starting to stumble a little, speech is a little slurred.</td>
</tr>
</tbody>
</table>

6. If the Imaginary Terrier is drinking, ask questions such as “How is our Terrier acting now?” “What are their friends noticing about them?”. If students indicate they are acting drunk or intoxicated, ask “What does drunk look like?”.

   Note: Look for answers such as: feeling loose, slurring speech, trouble walking, being loud or obnoxious

7. Once you have walked the Terrier through the entire Friday night, transition to the Virtual Bar BAC calculator by saying, “We will now estimate our Imaginary Terrier’s blood alcohol level throughout this night.”

8. Using this Virtual Bar tool (b4udrink.org), estimate the imaginary student’s blood alcohol concentration at each hour of the night and read how the student feels at those levels. The Virtual Bar will provide this information. Below are some common situations you may encounter:

   1. If the imaginary student only drank for 15 minutes, enter water for the remaining 45 minutes to bring the student to the next hour on your table.

   2. You may need to do some creative math while using the Virtual Bar. For instance, the Imaginary Terrier may drink a serving of punch over one hour, and the students might decide it has has 3 shots per serving. For this, you might enter 1 shot every 15 minutes, and water the last 15 minutes. It will still provide a reasonable estimate of BAC!

   Note: Explain that water does not cause BAC to drop; the drop students will see corresponds to the rate at which the liver metabolizes alcohol over time.
9. After each hour of drinking is entered into the Virtual Bar tool, ask a student to read aloud the Imaginary Terrier’s BAC level and the corresponding consequences.

   *Note: Contrast what the students predicted the Imaginary Terrier would feel with the actual effects listed on Virtual Bar tool. Often students will predict that the Imaginary Terrier may only feel tipsy when the Virtual Bar tool indicates that the Imaginary Terrier would actually be feeling very intoxicated.*

10. Emphasize that the positive effects of drinking occur at lower BAC levels (0.0-0.6).

11. Scroll to the bottom of the page to show students how long it would take for the Terrier to reach a BAC of 0.00 and be completely sober.

12. Next change the birth sex to the opposite of what students choose originally, and indicate how the BAC changed drastically just from birth sex alone. Then change other factors like weight to show students how BAC can increase or decrease because of overall body composition.

**Follow-Up Questions**

- How could our imaginary student keep his/her BAC at a safer level?
- How can Terriers look out for their friends if they go out?
- How can Terriers keep each other safe if there is alcohol at a party?
- What should you do if you notice a Terrier is very intoxicated?
RISK CONTINUUM ACTIVITY

Length: 15 min

Overview:
This activity will have students consider what can make drinking higher- or lower-risk. It will also encourage students to think about how to avoid the higher-risk activities if they choose to drink, and how to look out for their friends who may be drinking.

Materials:
• Printed “Risk Continuum” cards
• Tape
• White/black board and marker/chalk

Instructions:
1. Print the “Risk Continuum” cards and cut into individual cards.
2. Draw “risk continuum” on the board:

3. Pass out cards and tape to students. Ideally each student will have their own card (students may share if they are not enough cards for everyone to have their own)
4. Ask students to come up and tape their index card where they believe it belongs on the continuum.
5. Once everyone is seated again, pick one of the index cards and ask:

   Let’s take an example of [choose a card]. What do you think makes this on [higher or lower] end of the continuum?
6. Use this activity to discuss with students the range of risk in various drinking activities. It may naturally segue into discussion about avoiding higher-risk activities, and how to look out for friends who may be participating in risker drinking.

7. Let students answer why the situation/activity is High Risk or Low Risk. If students are not answering here are examples of talking points for each of the cards to help facilitate conversation:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Risk Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Punch/Jungle juice at a party</td>
<td>High risk activity for multiple reasons including not knowing what type or how much alcohol is in the punch, not knowing who made the punch</td>
</tr>
<tr>
<td>Beer pong</td>
<td>Can vary, but typically a medium risk activity. Generally a few standard drinks over a prolonged period of time, but may be in an environment where there is more pressure to drink</td>
</tr>
<tr>
<td>3 shots back to back at a bar</td>
<td>High risk activity because many standard drinks are being consumed very quickly, so the alcohol is entering the bloodstream rapidly</td>
</tr>
<tr>
<td>“Catching up” to how many drinks your friends have had</td>
<td>Very high risk activity because every body reacts to alcohol differently. Particularly risky if a biological female is “catching up” to a biological male, or if a low weight person is “catching up” to a high weight person</td>
</tr>
<tr>
<td>St. Patricks Day</td>
<td>High risk activity because of heightened pressure to drink</td>
</tr>
<tr>
<td>Mixing alcohol and energy drinks</td>
<td>High risk because the energy drinks “mask” some of the effects of alcohol, which may lead a Terrier to underestimate the amount of alcohol consumed</td>
</tr>
<tr>
<td>Attending an event with an open bar</td>
<td>May vary, but typically medium-to-high risk because factors like cost or accessibility of alcohol are eliminated</td>
</tr>
<tr>
<td>Drinking alcohol directly from the bottle</td>
<td>High risk because its very challenging to track how many standard drinks are consumed</td>
</tr>
<tr>
<td>Going “drink for drink”</td>
<td>Very high risk activity because every body reacts to alcohol differently. Particularly risky if a biological female is “catching up” to a biological male, or if a low weight person is “catching up” to a high weight person</td>
</tr>
<tr>
<td>Sticking with beer the whole night</td>
<td>Typically low-risk because beer, especially in a can or bottle, is easier to track</td>
</tr>
<tr>
<td>Drinking on rooftops</td>
<td>High risk because drinking may lower inhibition, balance, and coordination</td>
</tr>
<tr>
<td>Mixing alcohol and drugs</td>
<td>Very high risk for many reasons, including the altered effect of drugs when they interact with alcohol</td>
</tr>
<tr>
<td>Drinking wine with dinner</td>
<td>Low risk because the drink is spaced out over a prolonged period of time. May also be a casual and low pressure environment</td>
</tr>
</tbody>
</table>
Follow Up Questions:

- What could Terriers do to reduce the risk in this situation?
- How can a Terrier make this a lower risk activity?

<table>
<thead>
<tr>
<th>Activity</th>
<th>Risk Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Having two drinks at trivia night</td>
<td>Low risk because it’s a low number of drinks over a long period of time</td>
</tr>
<tr>
<td>Losing count of your drinks</td>
<td>High risk because keeping track of drinks is a very important part of safer drinking</td>
</tr>
<tr>
<td>Pregaming</td>
<td>Typically high risk because it often involves drinking a lot prior to going to another drinking event. It also increases the total number drinks consumed</td>
</tr>
<tr>
<td>Drinking on an empty stomach</td>
<td>Typically a medium risk activity because having a large meal prior to drinking can help to lower initial BAC</td>
</tr>
<tr>
<td>4 drinks while watching a football game</td>
<td>Low risk because it’s a low number of drinks over a long period of time</td>
</tr>
</tbody>
</table>
SITUATIONAL DISCUSSION ACTIVITY

Length: 40 min

Overview:
The goal of this activity is to have students talk about alcohol and substance use in their community on campus. It is not to tell them to not drink or educate them on the details of alcohol and illegal substances. Rather, this activity aims to encourage students to think about their choices and the impact on themselves and their community.

Materials:
- Chairs

Instructions:
1. Divide your class in half
2. Form an inner circle with students facing out, and an outer circle of students facing in. Everyone should have a partner and be directly in front of a classmate
3. Explicitly state that the classroom and discussion is a judgement-free zone and that what is discussed in these conversations should not and will not leave the classroom.
4. The first two questions (below) will be asked without having the class reply to you out loud.
5. You may ask students to share answers/conversations with you for the remainder of the questions. You may need to ask your own questions to gently push students to think about their answers and if they would change based on gender, judicial consequences, roommate conflicts, peer pressure, etc.

Scenarios and Questions

Note: The scenarios in this activity are based on real experiences by BU students

1. Tell your partner your experiences surrounding alcohol or drugs growing up. It can be your personal account or observations of those around you. Talk about how alcohol and drugs were viewed or valued growing up in your household. (Give each student ~3 minutes to talk, and do not ask them to report their conversation back to you)
2. Tell your partner about what you thought the drinking scene would be like before you came to BU. Have your experiences so far matched your expectations?
3. Tell your partner one story or experience that you have seen or been involved in pertaining to alcohol or drugs since arriving on campus
4. You are out studying late on a Thursday night and come back to your dorm room to hear loud music pulsing through the door. You walk in and see several other students and your roommate dancing and drinking beer. One student that you see in your room is someone you're attracted to, and have been wanting to get to know better. What do you do?

Discussion Prompts: Do you pull your roommate aside? Leave and tell the RA? What is the peer pressure in this scenario and how do you handle it? http://www.bu.edu/dos/policies/lifebook/drugs-alcohol/

5. You and your friend go out and are both drinking alcohol. Your friend consumes twice as much as you in a very short period of time, and quickly becomes so drunk that they cannot function normally and are becoming unresponsive. You're concerned -- you've never seen them this way, and know that you should call for help. At the same time, you're here on partial scholarship that mandates you have "good standing" at BU. If you call, you're worried you'll get in trouble, too. What do you do?

This provides a great opportunity to talk about what happens when you call for help for a friend. https://www.bu.edu/dos/policies/lifebook/drugs-alcohol/

6. You're a bit shy and have been invited to a house party in Allston. You really want to go because you think it would be a good way to meet people. When you get there, you begin to feel overwhelmed by the number of people there. You see someone you know passing around a joint, and another person you recognize from a class getting a cup of jungle juice. What are your options? What are the pros/cons of joining in?

What are the ramifications if you drink from an open container? Consider drugged drinks, unknown alcohol content, etc. Similarly, consider the same unknowns for the marijuana. Also a great opportunity to review marijuana policies at BU and inBoston. https://www.bu.edu/today/2016/legalized-marijuana-what-you-need-to-know/

7. You and a friend head out to a house party in Allston. You have a good time for the first 30 minutes but all of a sudden you are feeling overwhelmed and want to leave immediately. You know your friend had been looking forward to the party for weeks and you made the trip all the way into Allston, so you don't want to ruin her good time. What do you do?

Great opportunity to discuss safe options for getting home (T/ride sharing/Escort) http://www.bu.edu/police/2012/09/07/escort-security-service/