

# ATTITUDES TOWARD ALCOHOL AND DRUG USE



## INTRODUCTION

The purpose of this unit is to actively involve students in examining how the media influences alcohol and drug use.

Active learning is central to this unit. Encourage all students to get involved. The unit makes extensive use of Talking Circles. The Talking Circles provide an opportunity for students to share ideas and work collectively on projects. Use the Talking Circle Rules Poster to introduce the concept before beginning the unit.

The lessons also ask each group to select a messenger who will summarize the group's discussion and share this information with the entire class. Each group should select a messenger before beginning the unit. The messenger's responsibilities can be reassigned periodically.

# ATTITUDES TOWARD ALCOHOL AND DRUG USE

## UNIT OUTLINE

**GOALS:** Students will increase their knowledge of: The influence that the media has on alcohol and drug use.

- Individual, family, and community attitudes toward alcohol and drug use.
- The origins and effects of attitudes.

**OBJECTIVES:** Students will be able to:

- Identify and describe individual, family, community attitudes toward alcohol and drugs.
- Identify and describe the origins of attitudes.
- Demonstrate how attitudes affect behavior.  
Identify methods for changing attitudes.

**METHODS:** The teaching/learning methods include:

- Brainstorming.
- Small Group Problem Solving and Consensus Building
- Classroom Discussion
- Lecture

## ATTITUDES TOWARD ALCOHOL AND DRUG USE INDEX

**LESSONS:** Lessons include:

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1. Identifying Attitudes.....	5
2. Where do Attitudes Come From?.....	10
3. Attitudes and Behaviors.....	14
4. How Do Attitudes Change?.....	16

**MATERIALS:** The teaching aids and materials included in the supplement packet are:

	Item
• Worksheets/Group Study Guide	
-Identifying Attitudes Worksheet.....	A#1
-Guide for Examining Attitudes.....	A#2
-Attitudes and Behavior Worksheet.....	A#3
• Lecture Notes/Transparencies	
-What are Attitudes?.....	A/T#1
-Influencing Attitudes.....	A/T#2

**ADDITIONAL MATERIALS:**

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1. Talking Circles Rules Poster.....	4
2. Examining Attitudes Poster.....	13

## **TALKING CIRCLE RULES**

- LISTEN QUIETLY WHEN SOMEONE IS TALKING
- EVERYONE'S IDEAS ARE IMPORTANT



- NO PUT DOWNS
- IT'S OKAY TO JUST LISTEN

**NAME OF ACTIVITY:** Identifying Attitudes Toward Alcohol and Other Drug Use

**UNIT:** Attitudes Towards Alcohol and Drug Use

**LEVEL:** 7-12

**TIME REQUIRED:** 45 minutes

When the student has completed this activity, he/she will be able to:

**OBJECTIVES:**

- Identify and describe individual, family, and community attitudes towards alcohol and drugs.

**RESOURCES:**

- What Are Attitudes? (A/T#1)
- Influencing Attitude (A/T#2)
- Identifying Attitudes Worksheet (one per student and an extra for each group) (A/T#1)

**PROCEDURE:**

- Explain that the purpose of this activity is to identify individual, family, and community attitudes toward alcohol and other drugs.
- Present lecture materials on Attitudes
- Encourage students to ask questions as you present materials.
- When you have completed the lecture and discussion, ask students to form Talking Circles. Distribute the Attitudes Worksheets to each group, one for each member, an extra one for the group messenger.
- Ask students to complete their worksheet. Each student shares his/her responses, eliminate duplicated responses, by placing an X beside duplicated responses each time they are given.
- Ask the messengers from each group to present a summary of their group's ideas from the Attitudes Worksheet. Ask for a volunteer to write the responses from each group on the newsprint or bulletin board. As each group presents, eliminate duplicated responses, but indicated the total number of individuals who gave each response.
- Ask the group to discuss the following questions:
  - what are the most common attitudes?
  - How are the attitudes identified similar/different?

**CLOSURE:**

- Explain that during the next class sessions the class will be discussing the attitudes that have been identified. Topics will include:
  - Where do attitudes come from?

- How do attitudes affect behavior?
- How can attitudes be changed?

## **WHAT ARE ATTITUDES?**

What we KNOW (KNOWLEDGE) and what we BELIEVE (ATTITUDES) guide our decisions and our behavior.

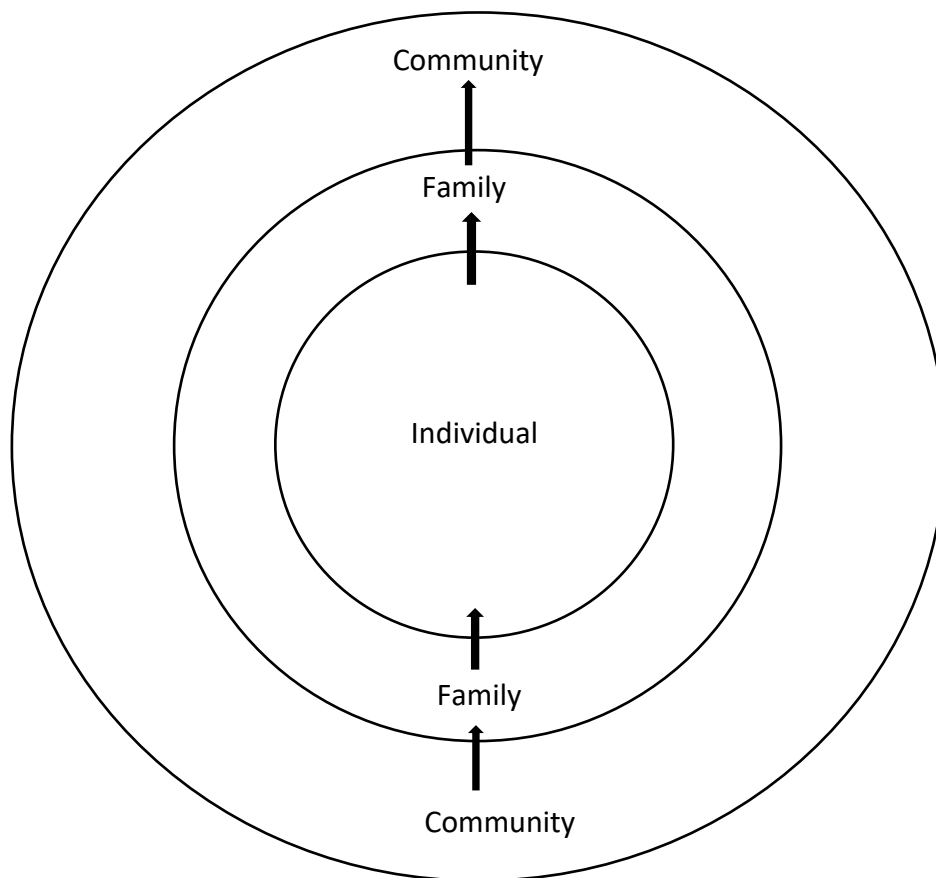
KNOWLEDGE INCLUDES INFORMATION AND FACTS. Applying this to alcohol and drug issues, knowledge would include information and facts about alcohol and drug use and its impact on the individual, family, and community.

ATTITUDES ARE BASED ON KNOWLEDGE, VALUES, AND BELIEFS. Values and beliefs are formed over many years through observation and experience. Attitudes involve moral judgements about what is appropriate behavior. Applying this to alcohol and drug issues, attitudes would include judgements about what is appropriate or inappropriate use of alcohol and drugs.



## INFLUENCING ATTITUDES

Attitudes can be individual and collective. Individuals, families, and communities all have attitudes about alcohol and drug use. Attitudes are often referred to as norms when they are shared by a family or community. Each level of the social system, the individual, family, and community, influences the whole system, as illustrated.



**ALL LEVELS OF THE SOCIAL SYSTEM INFLUENCE ONE ANOTHER.**

**INDIVIDUALS INFLUENCE FAMILIES/FAMILIES INFLUENCE COMMUNITIES.**

**COMMUNITITES INFLUENCE FAMILIES/FAMILIES INFLUENCE INDIVIDUALS.**

## IDENTIFYING ATTITUDES WORKSHEET

**DIRECTIONS:** Each member of the group should complete their own worksheet by identifying at least one attitude/belief that they have about alcohol and drug use, one attitude that members of their family has and one attitude that their community has. When the students have completed their worksheets, they share their response with the other members of their group. As each member shares, the messenger records the responses. If more than one student gives the same response, record it only once, and place a check beside it for each time it is.

1. Describe an attitude/belief you have about alcohol and drug use.

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2. Describe an attitude/norm that your family has about alcohol and drug use.

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3. Describe an attitude/norm shared by people living in your community about alcohol and drug use.

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**NAME OF ACTIVITY:** Where Do Attitudes Come From?

**UNIT:** Attitudes Toward Alcohol and Drug Use

**LEVEL:** 7-12

**TIME REQUIRED:** 45 minutes

When the student has completed this activity, he/she will be able to:

**OBJECTIVES:**

- Identify and describe the origins of attitudes

**RESOURCES:**

- What Are Attitudes (A/T#1)
- Influencing Attitudes (A/T#2)
- Guide for Examining Attitudes (A#2)
- Large sheets of newsprint or bulletin board with attitudes recorded from previous activity.

**PROCEDURE:**

- Explain that the purpose of this activity is to examine the origins of attitudes about alcohol and drug use. You can review the key points of the lecture on attitudes if necessary.
- Ask students to form Talking Circles. Distribute A Guide For Examining Attitudes. Remind the messenger that he/she is responsible for completing the guide and reporting to the whole class.
- Ask each group to select five attitudes they want to examine. An attitude can be examined by more than one group. Ask students to collectively complete the guide. The messenger records the responses.
- Ask the messengers to present a summary of their group's ideas. Ask each messenger to write two responses from their group on the Attitudes Chart. Display this chart for several days and use it periodically to focus on attitudes that students express and/or exhibit their behavior.
- When the messengers have completed their reports discuss the following questions:
  - How many attitudes have more than one source?
  - Are there others that have more than one source? Identify them and their sources.
  - What were the most common methods for developing attitudes?Did the methods of developing attitudes differ depending on the source? Explain.

**CLOSURE:**

- Explain that during the next class session the class will discuss how attitudes affect behavior.

## GUIDE FOR EXAMINING ATTITUDES

**DIRECTIONS:** The group selects five attitudes from the class list. The group collectively completes the guide, the messenger records the responses. Each attitude can have more than one source or method of influence.

- Identify the sources of the attitudes by placing an X under the appropriate column (individual, family, community or other).
- Identify the methods used to develop this attitude (role modeling, Tribal teachings, peer pressure, direct experience, media influence or other)

	SOURCE OF INFLUENCE				METHOD OF INFLUENCE					
	Individual	Family	Community	Other (identify)	Adult Role Modeling	Tribal Teachings	Peer Pressure	Direct Experience	Media Influence	Other (Identify)
<b>ATTITUDES</b>										
1.										
2.										
3.										
4.										
5.										

### Definitions:

1. Individual: Your self
2. Family: Your parents, brothers/sisters, grandparents, aunts, uncles, cousins and/or other people that you include in your extended family.
3. Community: The neighborhood, village, town, reservation, etc. that you live in.
4. Adult Role Modeling: Basing an attitude on what you see adults do and/or what they say.
5. Tribal Teachings: Based on the listening to elders, attending ceremonies or other activities
6. where culturally based teachings are presented.
7. Peer Pressure: Basing an attitude on what you see your peers do and/or what they say.
8. Direct Experience: Trial and error. Basing an attitude on a previous experience.
9. Media Influence: Basing an attitude on what you see on TV, hear on the radio or read in newspapers or magazines.

## EXAMINING ATTITUDES

**DIRECTIONS:** The group selects five attitudes from the class list. The group collectively completes the guide, the messenger records the responses. Each attitude can have more than one source or method of influence.

- Identify the sources of the attitudes by placing an X under the appropriate column (individual, family, community or other).
- Identify the methods used to develop this attitude (role modeling, Tribal teachings, peer pressure, direct experience, media influence or other)

ATTITUDES	SOURCE OF INFLUENCE				METHOD OF INFLUENCE					
	Individual	Family	Community	Other (identify)	Adult Role Modeling	Tribal Teachings	Peer Pressure	Direct Experience	Media Influence	Other (Identify)
1.										
2.										
3.										
4.										
5.										

### Definitions:

10. Individual: Your self
11. Family: Your parents, brothers/sisters, grandparents, aunts, uncles, cousins and/or other people that you include in your extended family.
12. Community: The neighborhood, village, town, reservation, etc. that you live in.
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14. Tribal Teachings: Based on the listening to elders, attending ceremonies or other activities
15. where culturally based teachings are presented.
16. Peer Pressure: Basing an attitude on what you see your peers do and/or what they say.
17. Direct Experience: Trial and error. Basing an attitude on a previous experience.
18. Media Influence: Basing an attitude on what you see on TV, hear on the radio or read in newspapers or magazines.

**NAME OF ACTIVITY:** Attitudes and Behaviors

**UNIT:** Attitudes Toward Alcohol and Drug Use

**LEVEL:** 7-12

**TIME REQUIRED:** 45 minutes

When the student has completed this activity, he/she will be able to:

**OBJECTIVE:**

- Demonstrate how attitudes affect behavior.

**RESOURCE:**

- What Are Attitudes? (A/T#1)
- Influencing Attitudes (A/T#2)
- Attitudes and Behavior Worksheet (A#3)
- Large sheets of newsprint or bulletin board with attitudes recorded from previous activity.

**PROCEDURE:**

- Explain that the purpose of this activity is to examine how attitudes about alcohol and drug use affect behavior.
- Ask students to form Talking Circles. Distribute the Attitudes and Behaviors Worksheet, one for each group. Remind the messenger that he/she is responsible for reporting to the whole class.
- Ask each group to select an attitude they want to examine. Ask students to collectively complete the worksheet. Try to develop consensus on responses if possible; if differing opinions

**CLOSURE:** Explain that during the next class session the class will examine how attitudes and behavior can change.

## ATTITUDES AND BEHAVIOR WORKSHEET

DIRECTIONS: Each group selects an attitude and collectively answers the questions, the messenger records the responses.

SELECT AN ATTITUDE TO EXAMINE: ONE PER GROUP

1. Describe how a person with this attitude might behave when faced with the opportunity to use alcohol or drugs.

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2. Do you think this is a harmful way to behave? Explain.

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3. What might be the consequence of this behavior?

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**NAME OF ACTIVITY:** How Do Attitudes Change?

**UNIT:** Attitudes Toward Alcohol and Drug Use

**LEVEL:** 7-12

**TIME REQUIRED:** 45 minutes

When the student has completed this activity, he/she will be able to:

**OBJECTIVE:**

- Identify methods for changing attitudes.

**RESOURCES:**

- What Are Attitudes? (A/T#1)
- Influencing Attitudes (A/T#2)
- Large sheets of newsprint or bulletin board with attitudes recorded from previous activity.

**PROCEDURES:**

- Explain that the purpose of this activity is to examine the methods for changing of attitudes about alcohol and drug use. You can review the key points of the lecture on attitudes if necessary.
- Ask students to form Talking Circles. Remind the messenger that he/she is responsible for presenting a summary of the group's discussion to the whole class.
- Ask each group to identify an attitude they consider healthy or positive and develop a list of ways they can promote this attitude in themselves and among their peer group.
- Ask the messengers to present a summary of their group's ideas.
- When the messengers have given their reports ask the class to discuss the following questions:
  - Do you think attitudes are difficult to change? If so, why?
  - Are some attitudes easier to change than others? Explain.
  - Do some people find it more difficult to change than others? If so, why?

**CLOSURE:**

- Summarize by stating that attitudes play an important role in determining behavior. It is important to understand what our attitudes are, where they come from, how they affect our behavior and how we can change ourselves and have some influence on our peers and family.