Final Report

2014-2015 School Year

Dominica • St. Lucia • Grenada
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.
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 (Resposibility.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.
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

84%
Discussions about underage drinking in school and at home increased.

"Often" Discussed Underage Drinking in the Classroom

- **Dominica**: Pre-program 34%, Post-program 51% (17% Increase)
- **Grenada**: Pre-program 28%, Post-program 48% (20% Increase)
- **St. Lucia**: Pre-program 43%, Post-program 58% (15% Increase)

Family Discussion on Dangers of Underage Drinking 2 or more times

- **Dominica**: Pre-program 52%, Post-program 58% (6% Increase)
- **Grenada**: Pre-program 50%, Post-program 55% (5% Increase)
- **St. Lucia**: Pre-program 44%, Post-program 62% (18% Increase)

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?
Dangers Associated with Underage Drinking

- Getting in trouble with the police/law: 93%
- Drunk Driving: 93%
- Heart & Liver Disease: 92%
- Hurting the way your brain develops: 92%

Students demonstrated broad knowledge of the consequences of underage drinking.
Students demonstrate broad knowledge of the dangers of underage drinking.

% Increase from pre- to post-survey

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<tr>
<th></th>
<th>Dominica</th>
<th>Grenada</th>
<th>St. Lucia</th>
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<tbody>
<tr>
<td>Getting in trouble with the police</td>
<td>5%</td>
<td>9%</td>
<td>16%</td>
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<tr>
<td>Drunk driving</td>
<td>12%</td>
<td>16%</td>
<td>13%</td>
</tr>
<tr>
<td>Heart and liver disease</td>
<td>13%</td>
<td>13%</td>
<td>20%</td>
</tr>
<tr>
<td>Hurting the way your brain develops</td>
<td>11%</td>
<td>8%</td>
<td>16%</td>
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</table>

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**

- **Dominica**
  - Pre-program: 59%
  - Post-program: 74%
  - Increase: 15%

- **Grenada**
  - Pre-program: 65%
  - Post-program: 80%
  - Increase: 9%

- **St. Lucia**
  - Pre-program: 67%
  - Post-program: 76%
  - Increase: 15%

Q. What can you do to live a healthy lifestyle?
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 students are significantly more engaged in school.

- 91% Helped me learn how to accomplish goals
- 84% Helped me to do better in school
- 91% Helped me learn new things
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”

15% Increase

98%

5% Increase

93%

88%

Dominica
Q. Classroom Champions helped me learn new things.

St. Lucia

“Helped me to do better in school”

11% Increase

92%

81%

Dominica
Q. Classroom Champions helped me to do better in school.

St. Lucia

11% Increase

88%

78%

Pre-program
Post-program

* Classroom Champions program conducted in Dominica and St. Lucia only

13 RESPONSIBILITY.ORG
The Classroom Champions program* helped create better goal-setters and made a difference in students’ lives.

“Helped me learn how to accomplish my goals”

- Dominica: 78% to 93% (15% increase)
- St. Lucia: 76% to 88% (12% increase)

“Has made a difference in my life”

- Dominica: 75% to 86% (11% increase)
- St. Lucia: 70% to 83% (13% increase)

* Classroom Champions program conducted in Dominica and St. Lucia only
Teacher Training
Dominica
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.

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<tr>
<td>Pre-</td>
<td>33</td>
<td>88</td>
<td>145</td>
<td>105</td>
<td>134</td>
<td>3</td>
<td>14</td>
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<tr>
<td>Post-</td>
<td>49</td>
<td>54</td>
<td>93</td>
<td>101</td>
<td>76</td>
<td>30</td>
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</table>
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
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**
- Very often: 20% (Pre) → 34% (Post) increase
- Often: 14% (Pre) → 17% (Post)
- Not often: 18% (Pre) → 13% (Post)
- Never: 36% (Pre) → 48% (Post)

**Frequency of Family Discussion on Dangers of Underage Drinking**
- 4+ times: 35% (Pre) → 39% (Post) increase
- 2 or 3 times: 17% (Pre) → 20% (Post)
- 1 time: 14% (Pre) → 14% (Post)
- Never: 34% (Pre) → 27% (Post)

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

- **Eat well**: Pre: 70%, Post: 76%
- **Sleep well**: Pre: 40%, Post: 63%
- **Exercise**: Pre: 53%, Post: 68%
- **Saying no to underage drinking**: Pre: 58%, Post: 74%

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**

- **Every organ**: 20% (Pre), 27% (Post)
- **Heart**: 20% (Pre), 28% (Post)
- **Liver**: 20% (Pre), 27% (Post)
- **Brain**: 15% (Pre), 27% (Post)
- **Kidney**: 27% (Pre), 27% (Post)

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

<table>
<thead>
<tr>
<th>Time</th>
<th>Pre</th>
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<tbody>
<tr>
<td>10 seconds</td>
<td>24%</td>
<td>34%</td>
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<tr>
<td>30 seconds</td>
<td>24%</td>
<td>40%</td>
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<tr>
<td>5 minutes</td>
<td>18%</td>
<td>36%</td>
</tr>
<tr>
<td>20 minutes</td>
<td>8%</td>
<td>18%</td>
</tr>
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</table>

### Parts of the Brain Affected by Alcohol

- **Your entire brain**: 73% decrease from Pre to Post.
- **Hypothalamus**: 13% Pre, 17% Post.
- **Medulla**: 12% Pre, 7% Post.
- **Cerebellum**: 10% Pre, 20% Post.

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**
- True: Pre 93% Post 95%
- False: Pre 7% Post 5%

**Exercise Increases Growth of Brain Cells**
- True: Pre 70% Post 77%
- False: Pre 30% Post 23%

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%.
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?

<table>
<thead>
<tr>
<th>Dangers</th>
<th>Pre</th>
<th>Post</th>
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</thead>
<tbody>
<tr>
<td>Getting suspended or kicked off a team</td>
<td></td>
<td>64%</td>
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<tr>
<td>Interrupting your growth</td>
<td>35%</td>
<td>53%</td>
</tr>
<tr>
<td>Risk of developing depression</td>
<td>30%</td>
<td>46%</td>
</tr>
<tr>
<td>Hangovers</td>
<td>33%</td>
<td>49%</td>
</tr>
<tr>
<td>Heart and liver disease</td>
<td></td>
<td>70%</td>
</tr>
<tr>
<td>Drunk driving</td>
<td></td>
<td>76%</td>
</tr>
<tr>
<td>Failing in school</td>
<td></td>
<td>73%</td>
</tr>
<tr>
<td>Hurting the way your brain develops</td>
<td></td>
<td>73%</td>
</tr>
<tr>
<td>Embarrassing yourself</td>
<td></td>
<td>61%</td>
</tr>
<tr>
<td>Being moody and fighting with friends</td>
<td></td>
<td>63%</td>
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<tr>
<td>Getting arrested</td>
<td></td>
<td>69%</td>
</tr>
<tr>
<td>Getting in trouble with the police</td>
<td></td>
<td>68%</td>
</tr>
</tbody>
</table>
Students demonstrated growth in their knowledge of underage drinking’s impact.

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

- **Because if you drink you can make bad choices**
  - Pre: 47%
  - Post: 66%
  - Increase: 19%

- **Because the body is still developing**
  - Pre: 41%
  - Post: 53%
  - Increase: 12%

- **Because the young brain is still developing**
  - Pre: 59%
  - Post: 70%
  - Increase: 11%

- **Because alcohol can harm your organs**
  - Pre: 68%
  - Post: 66%

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**

- **Strongly agree**
  - Pre: 60%
  - Post: 67%
- **Agree**
  - Pre: 34%
  - Post: 29%
- **Disagree**
  - Pre: 3%
  - Post: 2%
- **Strongly disagree**
  - Pre: 2%
  - Post: 2%

**I feel good about myself**

- **Strongly agree**
  - Pre: 65%
  - Post: 71%
- **Agree**
  - Pre: 29%
  - Post: 26%
- **Disagree**
  - Pre: 3%
  - Post: 2%
- **Strongly disagree**
  - Pre: 2%
  - Post: 2%

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**

<table>
<thead>
<tr>
<th>Strongly agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
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<tbody>
<tr>
<td>Pre 26%</td>
<td></td>
<td>29%</td>
<td>11%</td>
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<tr>
<td>Post 29%</td>
<td>34%</td>
<td>29%</td>
<td>7%</td>
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**I can handle whatever happens**

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<th>Strongly agree</th>
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<th>Disagree</th>
<th>Strongly disagree</th>
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<tr>
<td>Pre 20%</td>
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<td>17%</td>
<td>15%</td>
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<td>Post 17%</td>
<td>28%</td>
<td>31%</td>
<td>39%</td>
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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**

- Strongly agree: 62% | 66%
- Agree: 32% | 29%
- Disagree: 4% | 4%
- Strongly disagree: 2% | 1%

**I can succeed in school**

- Strongly agree: 63% | 65%
- Agree: 31% | 29%
- Disagree: 4% | 4%
- Strongly disagree: 2% | 2%

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**

<table>
<thead>
<tr>
<th>Strongly agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
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<tr>
<td>28%</td>
<td>39%</td>
<td>29%</td>
<td>8%</td>
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<td>29%</td>
<td>41%</td>
<td>23%</td>
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**Setbacks don’t discourage me**

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<th>Strongly agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
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<td>38%</td>
<td>26%</td>
<td>20%</td>
<td>9%</td>
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<td>44%</td>
<td>31%</td>
<td>16%</td>
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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**

- Strongly agree: 63% Pre, 67% Post
- Agree: 29% Pre, 27% Post
- Disagree: 5% Pre, 4% Post
- Strongly disagree: 2% Pre, 2% Post

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

- Strongly agree: 59% Pre, 65% Post
- Agree: 30% Pre, 27% Post
- Disagree: 7% Pre, 4% Post
- Strongly disagree: 4% Pre, 3% Post

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**

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<th>Strongly agree</th>
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**I know how to improve my work**

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<th>Strongly agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
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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**

- Strongly agree: Pre 48%, Post 43%
- Agree: Pre 32%, Post 38%
- Disagree: Pre 13%, Post 12%
- Strongly disagree: Pre 7%, Post 7%

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

- Strongly agree: Pre 34%, Post 32%
- Agree: Pre 32%, Post 34%
- Disagree: Pre 19%, Post 20%
- Strongly disagree: Pre 16%, Post 15%

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.

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<tr>
<th>Statement</th>
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<th>Post</th>
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<tbody>
<tr>
<td>I feel like my schoolwork is important</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strongly agree</td>
<td>74%</td>
<td>77%</td>
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<tr>
<td>Agree</td>
<td>22%</td>
<td>20%</td>
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<tr>
<td>Disagree</td>
<td>2%</td>
<td>2%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>2%</td>
<td>1%</td>
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<table>
<thead>
<tr>
<th>Statement</th>
<th>Pre</th>
<th>Post</th>
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</thead>
<tbody>
<tr>
<td>I enjoy learning new things in school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strongly agree</td>
<td>63%</td>
<td>67%</td>
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<tr>
<td>Agree</td>
<td>34%</td>
<td>30%</td>
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<tr>
<td>Disagree</td>
<td>3%</td>
<td>1%</td>
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<tr>
<td>Strongly disagree</td>
<td>1%</td>
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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**

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<th>Pre</th>
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<tr>
<td>Strongly agree</td>
<td>58%</td>
<td>60%</td>
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<td>Agree</td>
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<td>31%</td>
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<td>Disagree</td>
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</tr>
<tr>
<td>Strongly disagree</td>
<td>3%</td>
<td>2%</td>
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**I finish what I start**

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<tbody>
<tr>
<td>Strongly agree</td>
<td>47%</td>
<td>54%</td>
</tr>
<tr>
<td>Agree</td>
<td>40%</td>
<td>35%</td>
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<tr>
<td>Disagree</td>
<td>9%</td>
<td>9%</td>
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<tr>
<td>Strongly disagree</td>
<td>4%</td>
<td>2%</td>
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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

- Strongly agree: Pre - 27%, Post - 33%
- Agree: Pre - 32%, Post - 36%
- Disagree: Pre - 17%, Post - 23%
- Strongly disagree: Pre - 14%, Post - 18%

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”

- Do homework: Pre 86%, Post 87%
- Participate in class: Pre 78%, Post 81%
- Try again after having failed: Pre 78%, Post 80%
- Keep trying when something is hard: Pre 83%, Post 89%

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**

- **Very often**
  - Pre: 36%
  - Post: 43%

- **Often**
  - Pre: 26%
  - Post: 37%

- **Not often**
  - Pre: 20%

- **Never**
  - Pre: 12%

**What to do if you don’t accomplish a goal**

- **Very often**
  - Pre: 26%
  - Post: 27%

- **Often**
  - Pre: 32%
  - Post: 39%

- **Not often**
  - Pre: 20%

- **Never**
  - Pre: 12%

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**

- **Very often**
  - Pre: 67%
  - Post: 64%
- **Often**
  - 17%
- **Not often**
  - 9%
- **Never**
  - 6%

**Working hard**

- **Very often**
  - Pre: 56%
  - Post: 53%
- **Often**
  - 29%
- **Not often**
  - 9%
- **Never**
  - 6%

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?**

- Yes: 81% Pre, 93% Post
- No: 19% Pre, 7% Post

**How often do you set goals for yourself?**

- Very often: 42% Pre, 44% Post
- Often: 26% Pre, 37% Post
- Not often: 17% Pre, 13% Post
- Never: 6% Pre, 15% Post

Q. Do you set goals for yourself?  
Q. 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?

- Keep trying: Pre 85% - Post 88%
- Change the goal: Pre 6% - Post 8%
- Quit: Pre 9% - Post 5%

Thinking about progress toward goals

- Very often: Pre 43% - Post 43%
- Often: Pre 31% - Post 37%
- Not often: Pre 12% - Post 13%
- Never: Pre 6% - Post 13%

Questions:
Q. What should you do if you don’t accomplish a goal?
Q. How often do you think about your progress toward your goals?
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
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.

<table>
<thead>
<tr>
<th></th>
<th>2nd</th>
<th>3rd</th>
<th>4th</th>
<th>5th</th>
<th>6th+</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-</td>
<td>30</td>
<td>222</td>
<td>60</td>
<td>254</td>
<td>11</td>
</tr>
<tr>
<td>Post-</td>
<td>29</td>
<td>231</td>
<td>30</td>
<td>218</td>
<td>3</td>
</tr>
</tbody>
</table>
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%. 
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**

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Pre</th>
<th>Post</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very often</td>
<td>22%</td>
<td>36%</td>
</tr>
<tr>
<td>Often</td>
<td>21%</td>
<td>22%</td>
</tr>
<tr>
<td>Not often</td>
<td>17%</td>
<td>18%</td>
</tr>
<tr>
<td>Never</td>
<td>24%</td>
<td>40%</td>
</tr>
</tbody>
</table>

**Frequency of Family Discussion on Dangers of Underage Drinking**

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Pre</th>
<th>Post</th>
</tr>
</thead>
<tbody>
<tr>
<td>4+ times</td>
<td>24%</td>
<td>37%</td>
</tr>
<tr>
<td>2 or 3 times</td>
<td>20%</td>
<td>25%</td>
</tr>
<tr>
<td>1 time</td>
<td>16%</td>
<td>18%</td>
</tr>
<tr>
<td>Never</td>
<td>21%</td>
<td>40%</td>
</tr>
</tbody>
</table>

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**

- **Eat well**: Pre 73%, Post 83%
- **Sleep well**: Pre 66%, Post 68%
- **Exercise**: Pre 74%, Post 82%
- **Saying no to underage drinking**: Pre 67%, Post 76%

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**

- Every organ: Pre - 24% / Post - 24% (37% increase)
- Heart: Pre - 14% / Post - 25%
- Liver: Pre - 15% / Post - 24%
- Brain: Pre - 24% / Post - 35%
- Kidney: Pre - 12% / Post - 28%

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**

- 10 seconds: Pre - 11%, Post - 17%
- 30 seconds: Pre - 23%, Post - 46%
- 5 minutes: Pre - 9%, Post - 33%
- 20 minutes: Pre - 6%, Post - 27%

**Parts of the Brain Affected by Alcohol**

- Your entire brain: Pre - 76%, Post - 83%
- Hypothalamus: Pre - 13%, Post - 10%
- Medulla: Pre - 8%, Post - 4%
- Cerebellum: Pre - 8%, Post - 11%

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**

- True: Pre 82%, Post 92%
- False: Pre 8%, Post 5%

**Exercise Increases Growth of Brain Cells**

- True: Pre 72%, Post 82%
- False: Pre 28%, Post 18%

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

<table>
<thead>
<tr>
<th></th>
<th>Pre</th>
<th>Post</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical movement</td>
<td>10%</td>
<td>17%</td>
</tr>
<tr>
<td>Balance</td>
<td>9%</td>
<td>10%</td>
</tr>
<tr>
<td>Reaction time</td>
<td>5%</td>
<td>7%</td>
</tr>
</tbody>
</table>
| All of the above         | 59% | 74%  

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.

<table>
<thead>
<tr>
<th>Danger</th>
<th>Pre</th>
<th>Post</th>
</tr>
</thead>
<tbody>
<tr>
<td>Risk of developing depression</td>
<td>36%</td>
<td>67%</td>
</tr>
<tr>
<td>Interrupting your growth</td>
<td>40%</td>
<td>69%</td>
</tr>
<tr>
<td>Getting suspended or kicked off a team</td>
<td>48%</td>
<td>72%</td>
</tr>
<tr>
<td>Failing in school</td>
<td>56%</td>
<td>79%</td>
</tr>
<tr>
<td>Embarrassing yourself</td>
<td>48%</td>
<td>71%</td>
</tr>
<tr>
<td>Heart and liver disease</td>
<td>55%</td>
<td>75%</td>
</tr>
<tr>
<td>Hangovers</td>
<td>48%</td>
<td>66%</td>
</tr>
<tr>
<td>Being moody and fighting with friends</td>
<td>56%</td>
<td>74%</td>
</tr>
<tr>
<td>Hurting the way your brain develops</td>
<td>62%</td>
<td>78%</td>
</tr>
<tr>
<td>Getting in trouble with the police</td>
<td>59%</td>
<td>75%</td>
</tr>
<tr>
<td>Drunk driving</td>
<td>69%</td>
<td>82%</td>
</tr>
<tr>
<td>Getting arrested</td>
<td>64%</td>
<td>77%</td>
</tr>
</tbody>
</table>

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**

- **Because the body is still developing**: 48% Pre, 66% Post (18% Increase)
- **Because if you drink you can make bad choices**: 50% Pre, 65% Post (15% Increase)
- **Because the young brain is still developing**: 64% Pre, 75% Post (11% Increase)
- **Because alcohol can harm your organs**: 72% Pre, 70% Post

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**

- **Strongly agree:**
  - Pre: 67%
  - Post: 74%

- **Agree:**
  - Pre: 30%
  - Post: 25%

- **Disagree:**
  - Pre: 2%
  - Post: 1%

- **Strongly disagree:**
  - Pre: 2%
  - Post: *

**I feel good about myself**

- **Strongly agree:**
  - Pre: 78%
  - Post: 80%

- **Agree:**
  - Pre: 18%
  - Post: 17%

- **Disagree:**
  - Pre: 2%
  - Post: 2%

- **Strongly disagree:**
  - Pre: 2%
  - Post: 1%

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*

<table>
<thead>
<tr>
<th></th>
<th>Pre</th>
<th>Post</th>
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</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>21%</td>
<td>25%</td>
</tr>
<tr>
<td>Agree</td>
<td>40%</td>
<td>44%</td>
</tr>
<tr>
<td>Disagree</td>
<td>29%</td>
<td>25%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>10%</td>
<td>7%</td>
</tr>
</tbody>
</table>

*I can handle whatever happens*

<table>
<thead>
<tr>
<th></th>
<th>Pre</th>
<th>Post</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>19%</td>
<td>18%</td>
</tr>
<tr>
<td>Agree</td>
<td>34%</td>
<td>36%</td>
</tr>
<tr>
<td>Disagree</td>
<td>30%</td>
<td>30%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>17%</td>
<td>16%</td>
</tr>
</tbody>
</table>

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**

- Strongly agree: Pre 60% Post 68%
- Agree: Pre 33% Post 28%
- Disagree: Pre 5% Post 4%
- Strongly disagree: Pre 2% Post *

**I can succeed in school**

- Strongly agree: Pre 70% Post 72%
- Agree: Pre 24% Post 23%
- Disagree: Pre 5% Post 3%
- Strongly disagree: Pre 1% Post 2%

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

- Strongly agree: 30% Pre, 32% Post
- Agree: 41% Pre, 40% Post
- Disagree: 23% Pre, 20% Post
- Strongly disagree: 7% Pre, 8% Post

Setbacks don’t discourage me

- Strongly agree: 45% Pre, 48% Post
- Agree: 30% Pre, 28% Post
- Disagree: 14% Pre, 11% Post
- Strongly disagree: 12% Pre, 13% Post

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**
- Strongly agree: 65% Pre, 68% Post
- Agree: 30% Pre, 25% Post
- Disagree: 3% Pre, 4% Post
- Strongly disagree: 3% Pre, 3% Post

**There is an adult in my life who cares about my future**
- Strongly agree: 80% Pre, 81% Post
- Agree: 18% Pre, 15% Post
- Disagree: 2% Pre, 3% Post
- Strongly disagree: 1% Pre, * Post

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

- Strongly agree: 71% (Pre), 79% (Post)
- Agree: 24% (Pre), 19% (Post)
- Disagree: 3% (Pre), 1% (Post)
- Strongly disagree: 2% (Pre), 1% (Post)

I know how to improve my work

- Strongly agree: 59% (Pre), 62% (Post)
- Agree: 38% (Pre), 33% (Post)
- Disagree: 3% (Pre), 4% (Post)
- Strongly disagree: 1% (Pre), 1% (Post)

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**
- Strongly agree: Pre 57%, Post 56%
- Agree: 33% Pre, 29% Post
- Disagree: 6% Pre, 9% Post
- Strongly disagree: 5% Pre, 7% Post

**You can learn, but you can’t really change how smart you are**
- Strongly agree: Pre 24%, Post 27%
- Agree: 25% Pre, 26% Post
- Disagree: 23% Pre, 19% Post
- Strongly disagree: 28% Pre, 27% Post

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.

<table>
<thead>
<tr>
<th></th>
<th>I feel like my schoolwork is important</th>
<th>I enjoy learning new things in school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>85%</td>
<td>69%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>1%</td>
<td>2%</td>
</tr>
<tr>
<td>Agree</td>
<td>13%</td>
<td>31%</td>
</tr>
<tr>
<td>Disagree</td>
<td>1%</td>
<td>2%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>1%</td>
<td>1%</td>
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</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>Pre</th>
<th>Post</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>54%</td>
<td>59%</td>
</tr>
<tr>
<td>Agree</td>
<td>33%</td>
<td>32%</td>
</tr>
<tr>
<td>Disagree</td>
<td>10%</td>
<td>6%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>3%</td>
<td>3%</td>
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</table>

### I finish what I start

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<thead>
<tr>
<th></th>
<th>Pre</th>
<th>Post</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>47%</td>
<td>52%</td>
</tr>
<tr>
<td>Agree</td>
<td>39%</td>
<td>34%</td>
</tr>
<tr>
<td>Disagree</td>
<td>10%</td>
<td>9%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>3%</td>
<td>4%</td>
</tr>
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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

<table>
<thead>
<tr>
<th></th>
<th>Pre</th>
<th>Post</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>30%</td>
<td>27%</td>
</tr>
<tr>
<td>Agree</td>
<td>35%</td>
<td>31%</td>
</tr>
<tr>
<td>Disagree</td>
<td>23%</td>
<td>23%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>13%</td>
<td>20%</td>
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</table>

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”

- Do homework: Pre 87%, Post 91%
- Participate in class: Pre 87%, Post 87%
- Try again after having failed: Pre 84%, Post 85%
- Keep trying when something is hard: Pre 84%, Post 89%

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

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Pre</th>
<th>Post</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very often</td>
<td>34%</td>
<td>37%</td>
</tr>
<tr>
<td>Often</td>
<td>36%</td>
<td>38%</td>
</tr>
<tr>
<td>Not often</td>
<td>20%</td>
<td>15%</td>
</tr>
<tr>
<td>Never</td>
<td>10%</td>
<td>9%</td>
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</table>

### What to do if you don’t accomplish a goal

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Pre</th>
<th>Post</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very often</td>
<td>32%</td>
<td>37%</td>
</tr>
<tr>
<td>Often</td>
<td>36%</td>
<td>35%</td>
</tr>
<tr>
<td>Not often</td>
<td>18%</td>
<td>20%</td>
</tr>
<tr>
<td>Never</td>
<td>8%</td>
<td>14%</td>
</tr>
</tbody>
</table>

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**

- Very often: 63% Pre, 67% Post
- Often: 23% Pre, 22% Post
- Not often: 9% Pre, 8% Post
- Never: 5% Pre, 3% Post

**Working hard**

- Very often: 51% Pre, 57% Post
- Often: 34% Pre, 32% Post
- Not often: 11% Pre, 8% Post
- Never: 4% Pre, 3% Post

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?**

- **Yes:**
  - Pre: 90%
  - Post: 93%
- **No:**
  - Pre: 10%
  - Post: 7%

**How often do you set goals for yourself?**

- **Very often:**
  - Pre: 36%
  - Post: 41%
- **Often:**
  - Pre: 42%
  - Post: 37%
- **Not often:**
  - Pre: 16%
  - Post: 17%
- **Never:**
  - Pre: 6%
  - Post: 6%

Q. Do you set goals for yourself?
Q. 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?**

- Keep trying: 95% Pre, 90% Post
- Change the goal: 4% Pre, 7% Post
- Quit: 2% Pre, 3% Post

**Thinking about progress toward goals**

- Very often: 52% Pre, 50% Post
- Often: 31% Pre, 33% Post
- Not often: 12% Pre, 13% Post
- Never: 6% Pre, 4% Post

Q. What should you do if you don’t accomplish a goal?
Q. How often do you think about your progress toward your 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
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.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Pre-</th>
<th>Post-</th>
</tr>
</thead>
<tbody>
<tr>
<td>4th</td>
<td>118</td>
<td>87</td>
</tr>
<tr>
<td>5th</td>
<td>88</td>
<td>57</td>
</tr>
<tr>
<td>6th</td>
<td>124</td>
<td>63</td>
</tr>
</tbody>
</table>
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.
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**

- **Very often**
  - Pre: 5%
  - Post: 14%
  - 20% increase
- **Often**
  - Pre: 23%
  - Post: 34%
- **Not often**
  - Pre: 40%
  - Post: 38%
- **Never**
  - Pre: 15%
  - Post: 33%

**Frequency of Family Discussion on Dangers of Underage Drinking**

- **4+ times**
  - Pre: 24%
  - Post: 28%
  - 5% increase
- **2 or 3 times**
  - Pre: 26%
  - Post: 27%
- **1 time**
  - Pre: 19%
  - Post: 18%
- **Never**
  - Pre: 32%
  - Post: 26%

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%.

How to live a healthy lifestyle

- **Eat well**: Pre: 79%, Post: 78%
- **Sleep well**: Pre: 59%, Post: 76%
- **Exercise**: Pre: 79%, Post: 80%
- **Saying no to underage drinking**: Pre: 65%, Post: 80%

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**

- **Every organ**: Pre: 15%, Post: 36% (21% increase)
- **Heart**: Pre: 25%, Post: 49%
- **Liver**: Pre: 20%, Post: 49% (53%)
- **Kidney**: Pre: 12%

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

- **10 seconds**: Pre = 10%, Post = 21%
- **30 seconds**: Pre = 10%, Post = 25%
- **5 minutes**: Pre = 12%, Post = 33%
- **20 minutes**: Pre = 10%, Post = 22%

### Parts of the Brain Affected by Alcohol

- **Your entire brain**: Pre = 70%, Post = 60%
- **Hypothalamus**: Pre = 14%, Post = 34%
- **Medulla**: Pre = 6%, Post = 6%
- **Cerebellum**: Pre = 15%, Post = 28%

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**

- **True**:
  - Pre: 98%
  - Post: 99%

- **False**:
  - Pre: 2%
  - Post: 1%

**Exercise Increases Growth of Brain Cells**

- **True**:
  - Pre: 70%
  - Post: 80%

- **False**:
  - Pre: 30%
  - Post: 20%

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

- Physical movement: Pre - 28%, Post - 38%
- Balance: Pre - 11%, Post - 13%
- Reaction time: Pre - 7%, Post - 13%
- All of the above: Pre - 48%, Post - 60%

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.

<table>
<thead>
<tr>
<th>Hazard</th>
<th>Pre</th>
<th>Post</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interrupting your growth</td>
<td>42%</td>
<td>72%</td>
</tr>
<tr>
<td>Risk of developing depression</td>
<td>48%</td>
<td>69%</td>
</tr>
<tr>
<td>Hangovers</td>
<td>51%</td>
<td>69%</td>
</tr>
<tr>
<td>Being moody and fighting with friends</td>
<td>69%</td>
<td>87%</td>
</tr>
<tr>
<td>Getting suspended or kicked off a team</td>
<td>62%</td>
<td>79%</td>
</tr>
<tr>
<td>Drunk driving</td>
<td>55%</td>
<td>71%</td>
</tr>
<tr>
<td>Embarrassing yourself</td>
<td>68%</td>
<td>83%</td>
</tr>
<tr>
<td>Heart and liver disease</td>
<td>75%</td>
<td>88%</td>
</tr>
<tr>
<td>Failing in school</td>
<td>78%</td>
<td>88%</td>
</tr>
<tr>
<td>Getting in trouble with the police</td>
<td>74%</td>
<td>85%</td>
</tr>
<tr>
<td>Hurting the way your brain develops</td>
<td>74%</td>
<td>82%</td>
</tr>
<tr>
<td>Getting arrested</td>
<td>77%</td>
<td>78%</td>
</tr>
</tbody>
</table>
Students demonstrated growth in their knowledge of underage drinking’s impact.

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

<table>
<thead>
<tr>
<th>Reason</th>
<th>Pre</th>
<th>Post</th>
<th>Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Because the young brain is still developing</td>
<td>58%</td>
<td>83%</td>
<td>25%</td>
</tr>
<tr>
<td>Because the body is still developing</td>
<td>45%</td>
<td>67%</td>
<td>22%</td>
</tr>
<tr>
<td>Because if you drink you can make bad choices</td>
<td>66%</td>
<td>79%</td>
<td>13%</td>
</tr>
<tr>
<td>Because alcohol can harm your organs</td>
<td>79%</td>
<td>80%</td>
<td></td>
</tr>
</tbody>
</table>

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
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. Ask how in just that small amount of time alcohol is already absorbed through the stomach, travels through the body 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 Cross worksheet to the class. Based on the number of students, divide the whole group into groups of two or three for a quiz 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 body active and healthy.
- Describe the difference between a growing brain and an adult brain.

**Workbook 1: Peer Pressure 101: Question Quest**

**Goal:** Start a conversation about peer pressure.

**Talking Points:**
- True 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 hours 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 sooner it will be for their peers to see that they are focused on not taking risks with harmful substances.

**Workbook 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.
- Decision 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 a case they would feel helpless dealing with a tough situation.

**Workbook 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 teasing 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 the 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.

**Workbook 4: Find your way through the maze**

**Goal:** Discuss the reasons why kids shouldn’t drink and the kinds of problems alcohol can cause.

**Talking Points:**
- Be aware of excessive drinking marks you and differently. Encourage students to think about what’s most 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 solve clues to gain a goal they have for the next year. Each student should choose at least one 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

Do 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 lobe 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.

Sluggish System

The central nervous system—made up of the brain and spinal cord—sends messages throughout the body. Alcohol can slow this process, delaying a person’s response 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 8.5 inches, and boys up to 20 inches. It’s important for teens to make healthy choices that support their developing brains.

Water

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

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.

Alcohol can interfere with sleep patterns, preventing you from getting the sleep you need.
The search you need to fill in the blanks in the sentences below all run together. Use the clues to break the code and fill in the blanks. Then put the correct word in each box to complete the sentence correctly.

**6 Words:**

**Peer Water:Recuse Sport Reaction Future Adult Easy Learn**

1. If you have questions about someone, it’s okay to talk, listen, and ________________.
2. Alcohol can change you, meaning your body needs what _________________.
3. Alcohol will make your chemistry _________________.
4. If friends see you drink, that is called _________________ pressure.
5. Alcohol will not help you feel better in any _________________.
6. Deciding what to drink is an _________________.
7. If you don’t understand something about alcohol, ask a trusted _________________.
8. Alcohol can have a negative effect in your _________________.
9. There are many comfortable ways to _________________.

**Classroom Champions**

www.classroomchampions.com
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