

Informed Decisions

Identifying Alcohol Facts and Fiction

Grades 9-12

Length 45 minutes

Summary

Empowering students to make responsible, lifelong decisions about alcohol begins with providing them the necessary skills to identify and access accurate and reliable information. In this lesson, students practice skills for identifying inaccurate information about alcohol, finding credible sources of information, and using that information to make informed decisions about alcohol.

Learning Objectives

- Identify misconceptions about alcohol and underage drinking.
- Find credible evidence to refute misconceptions about alcohol
- Explain how inaccurate information impacts decision making.

Vocabulary

- Addiction
- Alcohol use disorder
- Alcohol overdose
- Binge drinking
- Blood alcohol concentration (BAC)
- Central nervous system depressant
- Credible
- Dependency
- Euphoria
- Hangover
- Impairs
- Metabolize
- Misconception
- Sober
- Standard drink
- Substance
- Supplements

Guiding Question

How can inaccurate information about alcohol impact decision making?

Standards

National Health Education Standards:

- 3.12.3 Evaluate the validity, reliability, and accessibility of health information, products, services, and other resources.
- 3.12.5 Apply strategies to manage misinformation and disinformation.

Common Core Standards:

- CCSS.ELA-Literacy.RI.11-12.7: Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

Materials

- **Kahoot: Identifying Alcohol Facts and Fiction**
- **Google Doc: Vocabulary List**
- **Google Doc: Pre-assessment handout**
- **Google Doc: Using Credible Information to Address Misconceptions**
- **Google Slide: Pre-assessment: Identifying Alcohol Facts and Fiction Google Slide Presentation**
- **Internet access**

Preparation

Before class, ensure students can access handouts and activities by printing copies, uploading materials to online learning management systems, allowing access to Google Docs and Slides, or by setting up a Kahoot! profile.

Identify any needed lesson modifications based on time limitations, student accommodations, or other factors.

Review content in the **pre-assessment** and in the **“Using Credible Information”** activity to better explain any potential questions students might have.

PROCEDURES

1. Warm-up

5 MINUTES ⌚

- A. Begin class by having students complete the following written prompt independently:
 - i. *Write five facts you know about alcohol and where you learned them.*
- B. Keeping in mind some students might have had negative experiences with alcohol that they might not want to share, have students share their facts with the class, if comfortable. Discuss the different ways students learn about alcohol and drinking alcohol, while also identifying information and sources that might not be accurate.
- C. Have students return to their list. Have them select one fact and describe how knowing it might help them make better decisions.
 - i. *Example: "Knowing that alcohol impairs the ability to drive, could help me avoid getting into a car with someone who is drinking."*
- D. Pose the following question to the class for a brief classroom discussion: How can accurate information about alcohol help you make responsible decisions?
 - i. *Using examples shared during the warm-up, discuss the importance of having credible information when making decisions about alcohol and underage drinking. Emphasize that the decision-making skills they learn and adopt now can help them choose not to drink underage and make responsible decisions about alcohol use in the future as an adult.*

2. Pre-assessment: Identifying misconceptions

15 MINUTES ⌚

- A. To identify what they know about alcohol and underage drinking, have the students complete the pre-assessment either using the **handout** or **Kahoot**.
- B. Review the correct answers and explanations with the students using the Kahoot or **Google Slide presentation**.

3. Reflecting on misconceptions

5 MINUTES ⌚

- A. Have students reflect on their answers and mark the misconceptions about alcohol and underage drinking they had. For each misconception, have students explain how it might impact decision making.
 - i. *Example: Misconception- "Drinking coffee can decrease the effects of alcohol."
How this misconception might impact decision making- "If people think that coffee can sober them up, they might drink more and become more drunk than they think they are."*

4. Assessing sources of information

5 MINUTES ⌚

- A. Discuss the importance of assessing the source of information by checking for evidence of it being accurate, credible, and current. Provide an example of a website like the **SAMHSA Alcohol website** to identify and discuss each of these characteristics. Students will use this skill in the next activity.

5. Using credible information to address misconceptions

10 MINUTES ⌚

- A. Using the **handout**, students select one misconception from their list and rewrite it as an accurate statement. Using the credible sources provided in the handout, students should then identify two facts that support their corrected statement. For each source, students should explain how and why the source is accurate, credible, and current.
- B. Provide an example such as:
 - i. *Statement: Most high school students don't drink alcohol.*
 1. *Supporting point: Only 49% of 12th graders have ever consumed alcohol in their lifetime.*
 - a. *Source: Monitoring the Future*
 2. *Supporting Point: Only 30% of 10th graders have ever consumed alcohol in their lifetime.*
 - a. *Source: Monitoring the Future*

6. Closing

5 MINUTES ⌚

- A. Ask students the following questions to discuss their individual work:
 - i. *What information surprised you in class today?*
 - ii. *What inaccurate information surprised you?*
 - iii. *Why is referring to reliable resources important for decision making?*
 - iv. *What resources did you use when correcting your misconception?*
- B. Have students respond to the following question by completing an exit ticket or think-pair-share discussion:
 - i. *How does inaccurate information impact your ability to make healthy decisions?*



For more information about the dangers of underage drinking, visit

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Assessments

Formative:

- Written responses to the warm-up activity
- Preassessment activity via handout/Kahoot
- Written responses to the "Using Credible Information" assignment
- Exit ticket on inaccurate information and decision making

Summative:

- Optional post-assessment using the questions from the pre-assessment

Possible Modifications

Throughout the lesson:

- Provide students with a **list of vocabulary words** and definitions used within the lesson.
- Provide students with copies of the Google Slide presentation to review.
- This lesson can be spread over more time/days or shortened depending upon the students' needs and/or scheduling.

Warm-up activity:

- Use sentence starters: "I know that... and I learned it from..."
- Reflecting on Misconceptions: Use sentence starters: "I thought that..." "This misconception could lead me to make decisions like..."

"Using Credible Information" activity:

- Narrow the number of topics and resources students can use.
- For classrooms or students without individual devices, print out selected readings from the website resources.

Extension/School-to-home Connection Options

Post-Assessment

- Use the same assessment provided at the beginning of the class as a summative assessment to evaluate students' mastery of the content.

"Quiz a Trusted Adult"

- Have students identify a trusted adult in their lives (i.e. parent, family member, coach, community leader, etc.) and ask that person questions from the pre-assessment. Ask students to note what information was known as well as any information that surprised the trusted adult. Also ask students how this might affect their own decision making.

Identifying Trusted Sources

- Have students create a list of three characteristics when assessing whether a source of information should be trusted. For each characteristic, provide a real-life example.

Example: The information includes a citation.

Additional discussion/writing prompts

PROMPT

What misconceptions do you think most young people have about alcohol and/or underage drinking? Why do you think these misconceptions are so prevalent?

PROMPT

What misconception is most harmful to healthy decision making? Why do you think this is?

PROMPT

What actions can you take to check the accuracy of information that might not be true?



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SOURCES

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