

## Section 4

# Choosing Not to Drink

### Objectives

- ▶ **Evaluate** how refusal skills help you stick to your decision not to drink.
- ▶ **Identify** two benefits of avoiding situations where alcohol is present.

### Vocabulary

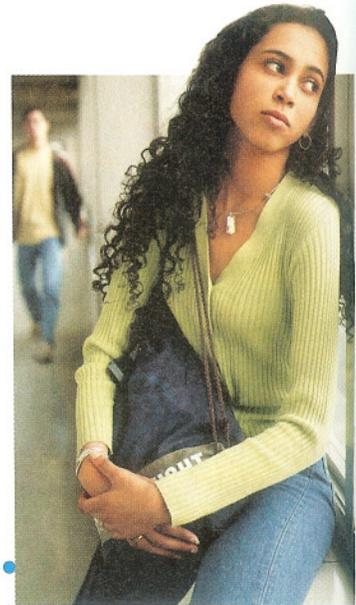
- refusal skills

### Warm-Up

Dear Advice Line,

I was at a friend's house and we were bored. My friend got some liquor and offered me a drink. I said I couldn't because I had a game that night. The real reason is that I've decided not to drink at all. Was it wrong to give an excuse? What if she asks me again when I don't have a game?

**WRITING** Write a response to this teen. Offer advice on how to handle future situations.

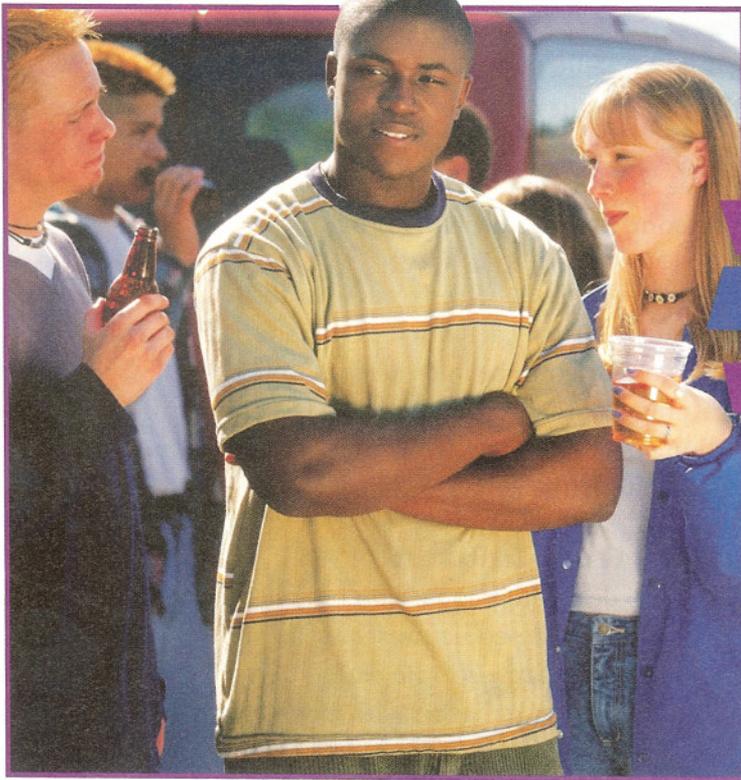


## Abstaining from Alcohol

You know that underage drinking is illegal and could risk your health and future plans. The best decision you can make is to abstain from alcohol, meaning not to drink at all. Once you turn 21, drinking will no longer be illegal, but the risks will remain. Many adults abstain from, or choose not to drink, alcohol.

At different times in your life—now or years from now—you will likely find yourself in situations where you are pressured to drink when you don't want to. How will you stick to your decision? **Sticking to your decision not to drink means being able to say no with confidence in situations where other people are drinking.**

The skills needed to say *no* are sometimes referred to as **refusal skills**. Refusal skills are especially important when others are pressuring you to do something against your will. You will feel better about yourself by sticking to your beliefs.



### What to Say When Offered a Drink

"No thanks, I don't drink."

"I'm not old enough to drink."

"I want to stay in control."

**FIGURE 14** There's more than one way to refuse a drink.

**Prepare for Pressure** To prepare yourself for the pressure you may face, ask yourself the following questions:

- ▶ What are my reasons for not drinking alcohol at this time in my life?
- ▶ How can I come across as confident in my decision?
- ▶ In what situations will I most likely encounter pressure to drink?
- ▶ Why are my friends pressuring me to drink?
- ▶ Are there other friends who can help me stick to my decision?

You may want to practice saying *no* in role-playing situations with friends or classmates. That way you can develop the refusal skills you will need in actual social situations.

**Stick to Your Decision** You may find that some people will not accept your decision not to drink. Many people who drink want to see others around them drink so that they can feel accepted.

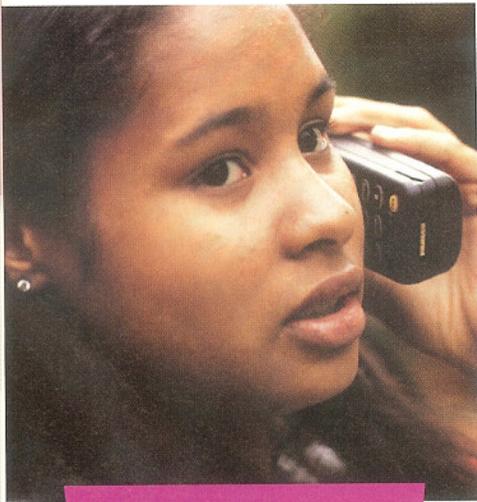
Remember that you never need to apologize for not drinking. Most people will respect your decision, especially if you are clear in your response. Refer to the Building Health Skills on pages 378–379 for other tips for developing your refusal skills.

#### Connect to YOUR LIFE

How would you say no to alcohol if it were offered to you?

Go  Online  
PHSchool.com

**For:** More on alcohol-free celebrations  
**Visit:** PHSchool.com  
**Web Code:** ctd-5154



### A Safe Ride Home

- Find a sober driver.
- Call a parent or another adult.
- Take a taxi or bus.

**FIGURE 15** Don't risk your life with a driver who has been drinking, even if they don't seem drunk.

## Avoiding High-Pressure Situations

Besides using refusal skills, teens who choose not to drink also do something else that's smart: they stay away from situations where alcohol is present. **Avoiding situations in which alcohol is present will help you stay alcohol free. It will also help you avoid related risks, like being injured by someone who has been drinking.**

**Alternatives to Parties** Teenagers who abstain from alcohol are likely to participate in healthy activities. Think about the kinds of activities that interest you. You may be interested in sports, hobbies, playing an instrument, helping an organization raise money, or organizing a school activity. Try taking up a new activity or spending more time with a current activity as an alternative to parties.

**Refusing Rides From Drinkers** Even if you don't drink alcohol, you may have to deal with people who have had too much to drink. Remember that intoxicated people must not be allowed to drive. The driver may be a friend, a relative, or the parent of a child for whom you babysit. You should *never* get into a car with anyone who has been drinking. Don't worry about being rude—your life is more important than the driver's feelings.

If you find yourself dependent on a drinker for a ride home, ask someone for help. Some teens have an understanding with a parent or other adult that they can call for a ride home, no questions asked. Do not risk riding with the intoxicated driver.

## Section 4 Review

### Key Ideas and Vocabulary

1. What are refusal skills?
2. How can you stick to a decision not to drink?
3. What are two benefits of staying away from situations where alcohol is present?

### Critical Thinking

4. **Applying Concepts** What reasons would you give for postponing drinking until you are of legal age?
5. **Evaluating** Make a list of pros and cons of going to a party where alcohol may be served. Then evaluate the list and decide what you would do.

### Health at Home

**Reminder Card** Cut an index card to fit in your wallet. On it, list three ways that you would feel comfortable saying *no* if you were offered alcohol. Also list the names and phone numbers of three friends and family members you could contact if you needed a ride home. Carry the card with you so it's always handy.

6. **Making Judgments** The father of a child you've been baby-sitting is intoxicated when he returns. He offers you a ride back to your house. What would you do? **WRITING**

## Reviewing Key Ideas

- Alcohol is classified as a depressant drug because it
  - slows brain and body reactions.
  - reduces blood flow to skin.
  - causes liver failure.
  - increases heart rate.
- The percentage of alcohol in 80-proof liquor is
  - 4 percent.
  - 8 percent.
  - 40 percent.
  - 80 percent.
- Identify three ways that teens who drink put themselves at risks for physical harm.
- Critical Thinking** What are some ways peers influence teens' decision to drink? Their decision not to drink?

### Section 2

- Blood alcohol concentration measures
  - the number of drinks consumed in one hour.
  - the rate at which a person drinks alcohol.
  - a person's risk of a car crash.
  - the amount of alcohol in a person's blood.
- Which organ breaks down alcohol? Does it work faster as more alcohol is consumed? Explain.
- How can alcohol's interaction with other drugs be fatal?
- Critical Thinking** Why is blood alcohol concentration a more reliable indicator of intoxication than number of drinks consumed?

### Section 3

- A condition in which less and less alcohol causes intoxication is called
  - tolerance.
  - reverse tolerance.
  - dependence.
  - problem drinking.
- What are the physical and psychological signs of alcohol addiction?
- What are some signs that a person may be a problem drinker?
- During detoxification, why might an alcoholic need to be in a hospital?
- Critical Thinking** Doctors recommend that former alcoholics should avoid drinking even one drink. Why do you think so?

### Section 4

- The skills you need to say no to alcohol are called
  - denial skills.
  - problem-solving skills.
  - tolerance skills.
  - refusal skills.
- List three reasons why teens should abstain from alcohol. Then, turn each reason into a way to say no to alcohol.
- Critical Thinking** What activities do you enjoy that take place in alcohol-free settings?



## Building Health Skills

- Decision Making** Your 18-year-old sister has a date with her boyfriend. He is driving. When he arrives you smell alcohol on his breath. What do you do?
- Accessing Information** What are the laws that regulate alcohol purchases in your community? Do you think they are effective at preventing underage drinking? What more could be done? Explain. **WRITING**
- Advocacy** What advice would you give someone who has an alcoholic parent? Be specific.
- Communicating** Three members of the football team were suspended from playing for the rest of the season because they were caught drinking at a private party. Write a letter to the editor of the school newspaper giving your opinion about the situation. **WRITING**
- Setting Goals** Develop a list of strategies you can use to refuse alcohol. Review your list over the course of the school year. Refine your strategies as necessary to make them more effective.

## Health and Community

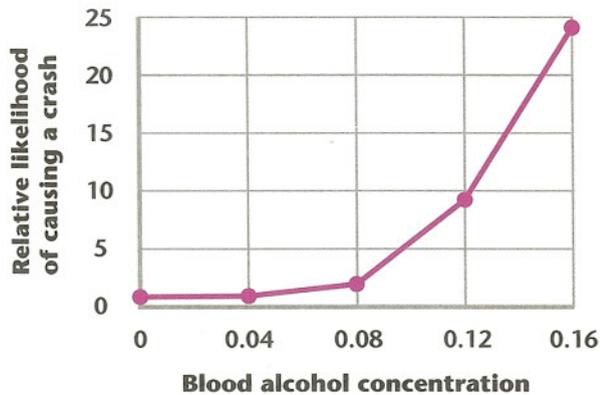
**Public Service Announcement** Choose one of the risks associated with alcohol abuse. Working with a group of your classmates, design a public service announcement to educate the public about the risk you selected. **WRITING**



# Standardized Test Prep

## Math Practice

The graph shows the effect of a driver's blood alcohol concentration on motor vehicle crashes. Use the graph to answer Questions 22–24.



22. About how much higher is crash likelihood at a BAC of 0.08 compared with a BAC of zero?
- A About the same
  - B 2 times
  - C 5 times
  - D 10 times
23. By about what percentage does crash risk increase between a BAC of 0.08 and a BAC of 0.1?
- F 25%
  - G 50%
  - H 100%
  - J 400%
24. What mathematical term best describes the relationship between BAC and crash risk?
- A inverse correlation
  - B exponential
  - C linear
  - D constant

### Test-Taking Tip

Read *all* of the answers to a question before you make your choice. An answer that seems correct at first might not be the best answer when you weigh it against all the other choices.

## Reading and Writing Practice

Read the poem below. Then answer Questions 25–28.

### My Papa's Waltz

by Theodore Roethke

The whiskey on your breath  
Could make a small boy dizzy;  
But I hung on like death:  
Such waltzing was not easy.

We romped until the pans  
Slid from the kitchen shelf;  
My mother's countenance  
Could not unfrown itself.

The hand that held my wrist  
Was battered on one knuckle;  
At every step you missed  
My right ear scraped a buckle.

You beat time on my head  
With a palm caked hard by dirt,  
Then waltzed me off to bed  
Still clinging to your shirt.

25. From the context of the poem, what's the best definition of *countenance*?
- A a waltz step
  - B anger
  - C dizziness
  - D facial expression
26. Which two words make a soft, or inexact, rhyme?
- F head, bed
  - G wrist, missed
  - H dizzy, easy
  - J dirt, shirt
27. Which of the following verbs contributes most to the poem's violent feeling?
- A waltzed
  - B scraped
  - C romped
  - D battered

### Constructed Response

28. What does the poem suggest are the boy's feelings about his father's alcoholism? Explain.