



FETAL ALCOHOL SPECTRUM DISORDER (FASD) LESSON PLAN

Revised August 2018

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INTRODUCTION

The Fetal Alcohol Spectrum Disorder (FASD) Curriculum Lesson Plan has been designed to cover curriculum expectation components of [The Ontario Curriculum Grades 9 to 12: Social Sciences and Humanities \(2013\)](#)¹ and [The Ontario Curriculum Grades 9 to 12: Health and Physical Education \(2015\)](#)²

Multiple student activities have been developed to provide the teacher with the flexibility to choose activities that will best meet the needs of both the students and teacher. The student activities have been linked to the curriculum expectations in a table for easy reference.

The lesson plan presents students with extensive information on FASD and the importance of avoiding alcohol before and during pregnancy. It is suggested that the **Learning the Basics about Fetal Alcohol Spectrum Disorder (FASD)** activity be taught first, as it provides context for the lesson. Following this, it is suggested that the **FASD Manikin Demonstration** may be appropriate. The **Law and Order: SVU “Choice” video** includes excerpts from this episode, focusing on the issues and consequences surrounding FASD. The **Alcohol and Pregnancy Decision Making** activity will engage students in decision-making discussions related to alcohol use and pregnancy. The **How Much Do You Know About Alcohol and Pregnancy? Quiz** could be used as a pre-test and/or post-test.

The promotion of healthy living contributes to the well-being of females and males and can positively impact the health of future pregnancies. Over sixty percent of pregnancies in Canada are unplanned, potentially subjecting a fetus to a number of risk factors in the crucial weeks after conception before the pregnancy is realized. If a healthy lifestyle is maintained throughout the reproductive years, risk factors can be reduced for both planned and unplanned pregnancies, which helps prevent FASD, infant death, premature birth, low birth weight, and many birth defects.

Why should we promote healthy living in high schools?

Most people require three exposures to new information before they really hear it. Therefore, it is important to offer health messages early and to repeat them often.

Some benefits of healthy living messages are improved health through the life span and decreased health care costs.

The original FASD Curriculum Lesson Plan was created by the Simcoe County FASD Awareness Committee (2009) as a collaborative partnership of:

- Catulpa Community Support Services – The Simcoe County FASD Initiative/Community Action Program for Children/Canadian Prenatal Nutrition Program
- Children’s Aid Society of the County of Simcoe
- Helping Hands for FASD
- FASWorld
- Mental Health and Addiction Services of Simcoe County – Umbrellas Program
- Rama First Nation
- Royal Victoria Hospital
- Simcoe Community Services
- Simcoe Muskoka District Health Unit

SENSITIVITY CAUTION

Many topics discussed with students require an element of sensitivity and a holistic approach. The same sensitivity is required when discussing alcohol use and the spectrum of challenges that are often associated with living with FASD. Some students may be experiencing family related problems due to alcohol, or may know someone who has been diagnosed with FASD. In addition, discussion about the experience of living with FASD personally or within their family may be difficult for some students to handle within the classroom setting. It is important to focus on the positives and avoid using negative language when discussing parental behaviour. The [Language Guide: Promoting dignity for those impacted by FASD](#)³ provides alternative words or phrases for those commonly used in an effort to promote dignity for individuals with FASD and their families.

Students should be provided with the opportunity to refrain from participating in discussions that may involve personal feelings or experiences. Should students disclose information of a personal nature, they may benefit from support in a private setting, along with referral to community support services which may be accessed through:

- Health Connection 1-877-721-7520
www.simcoemuskokahealth.org/HealthUnit/Services/HealthConnection.aspx
- 211 Simcoe County www.communityconnection.ca/simcoe-county.news.69.html
- 211 Muskoka www.communityconnection.ca/district-of-muskoka.news.61.html
- Kids Help Line 1-800-668-6868 www.kidshelpphone.ca

CURRICULUM EXPECTATIONS

Working with Infants and Young Children, Grade 11 College Preparation (HPW3C)

Overall Expectations – B Growth and Development

By the end of this course, students will:

B1. Patterns in Infant and Child Development: demonstrate an understanding of patterns of social, emotional, cognitive, linguistic, and physical development in infants and children from birth to six years of age

B3. Positive Environments for Development: demonstrate an understanding of how developmentally appropriate environments and experiences promote healthy development in children.

By the end of this course, students will:

Specific expectation	Component that fulfills the expectation
Patterns in Infant and Child Development B1.4 describe findings of recent brain research that contribute to our understanding of development in early childhood (e.g., information about critical periods, brain plasticity, different centres in the brain)	Activity 1 Learning the Basics about Fetal Alcohol Spectrum Disorder (FASD) Activity 2 How Much Do You Know About Alcohol and Pregnancy? Quiz
Positive Environments for Development B3.2 explain how environmental factors in the early years influence development later in life	Activity 1 Learning the Basics about Fetal Alcohol Spectrum Disorder (FASD) Activity 2 How Much Do You Know About Alcohol and Pregnancy? Quiz Activity 3 Law and Order: SVU Video “Choice” - Video Discussion Activity 4 Law and Order: SVU “Choice” - Write an Alternate Ending Activity 5 Alcohol and Pregnancy Decision Making Scenarios Activity 6 FASD Manikin Demonstration

Overall Expectations – E Addressing Social Challenges

By the end of this course, students will:

E1. Issues and Challenges: demonstrate an understanding of a variety of issues and challenges that early childhood educators encounter

E3. Social and Cultural Variations: demonstrate an understanding of how a variety of social and cultural factors affect young children

By the end of this course, students will:

Specific expectation	Component that fulfills the expectation
<p>Issues and Challenges</p> <p>E1.3 identify specific challenges early childhood educators face and effective strategies for addressing them (e.g., strategies for engaging children with exceptionalities, supporting children living in poverty, responding sensitively and appropriately to diverse families)</p>	<p>Activity 1 Learning the Basics about Fetal Alcohol Spectrum Disorder (FASD)</p> <p>Activity 2 How Much Do You Know About Alcohol and Pregnancy? Quiz</p> <p>Activity 3 Law and Order: SVU Video “Choice” - Video Discussion</p> <p>Activity 6 FASD Manikin Demonstration</p>
<p>Social and Cultural Variations</p> <p>E3.3 identify a variety of ways in which family, community, and culture influence young children’s behaviour</p>	<p>Activity 1 Learning the Basics about Fetal Alcohol Spectrum Disorder (FASD)</p> <p>Activity 2 How Much Do You Know About Alcohol and Pregnancy? Quiz</p> <p>Activity 3 Law and Order: SVU Video Discussion</p> <p>Activity 4 Law and Order: SVU “Choice” - Write an Alternate Ending</p> <p>Activity 5 Alcohol and Pregnancy Decision Making Scenarios</p>

Raising Healthy Children, Grade 11 Open (HPC30)

Overall Expectations – A Research and Inquiry Skills

By the end of this course, students will:

A1. Exploring: explore topics related to child development and child rearing, and formulate questions to guide their research

By the end of this course, students will:

Specific expectation	Component that fulfills the expectation
A1.1 explore a variety of topics related to child development and child rearing (e.g., infant and toddler nutrition, diverse child-rearing practices, community supports for parents and children) to identify topics for research and inquiry	Activity 1 Learning the Basics about Fetal Alcohol Spectrum Disorder (FASD) Activity 2 How Much Do You Know About Alcohol and Pregnancy? Quiz

Overall Expectations – B Child Growth and Development

By the end of this course, students will:

B1. Pregnancy, Birth, and Postnatal Care: describe factors that contribute to the healthy development of children before and during birth, and in the first few months after birth.

B2. Growth and Development: Stages and Influences: describe patterns in the healthy, social, emotional, cognitive, linguistic, and physical development of young children.

By the end of this course, students will:

Specific expectation	Component that fulfills the expectation
Pregnancy, Birth, and Postnatal Care B1.4 identify and explain the importance of strategies for maintaining maternal and paternal health prior to and during pregnancy, birth, and the postnatal period (e.g., avoiding first-hand and second-hand smoke, having a healthy diet and getting adequate exercise, updating vaccinations, limiting stress, visiting their health care provider regularly, watching for signs of postpartum depression)	Activity 1 Learning the Basics about Fetal Alcohol Spectrum Disorder (FASD) Activity 2 How Much Do You Know About Alcohol and Pregnancy? Quiz Activity 3 Law and Order: SVU Video “Choice” - Video Discussion Activity 4 Law and Order: SVU “Choice” - Write an Alternate Ending Activity 5 Alcohol and Pregnancy Decision Making Scenarios

<p>Pregnancy, Birth, and Postnatal Care</p> <p>B1.5 describe the effects of teratogens and environmental hazards on prenatal and long-term development (e.g., fetal alcohol spectrum disorder, low birth weight, brain damage, premature birth), and identify strategies for avoiding exposure to teratogens and environmental hazards (e.g., avoiding cat feces; checking with a physician before taking any medications; avoiding recreational drugs and alcohol; avoiding exposure to toxic cleaning products, household and garden chemicals, paints and solvents, and insecticides on fruits and vegetables)</p>	<p>Activity 1 Learning the Basics about Fetal Alcohol Spectrum Disorder (FASD)</p> <p>Activity 2 How Much Do You Know About Alcohol and Pregnancy? Quiz</p> <p>Activity 3 Law and Order: SVU Video “Choice” - Video Discussion</p> <p>Activity 4 Law and Order: SVU “Choice” - Write an Alternate Ending</p> <p>Activity 5 Alcohol and Pregnancy Decision Making Scenarios</p> <p>Activity 6 FASD Manikin Demonstration</p>
<p>Pregnancy, Birth, and Postnatal Care</p> <p>B1.6 describe ways in which partners and/or support persons can contribute to a healthy pregnancy (e.g., attending prenatal classes, helping to prepare healthy food for the pregnant woman)</p>	<p>Activity 1 Learning the Basics about Fetal Alcohol Spectrum Disorder (FASD)</p> <p>Activity 2 How Much Do You Know About Alcohol and Pregnancy? Quiz</p> <p>Activity 3 Law and Order: SVU Video “Choice” - Video Discussion</p> <p>Activity 4 Law and Order: SVU “Choice” - Write an Alternate Ending</p> <p>Activity 5 Alcohol and Pregnancy Decision Making Scenarios</p>
<p>Growth and Development: Stages and Influences</p> <p>B2.4 explain ways in which development from conception to six years of age significantly affects development later in life (e.g., explain the importance of early secure attachment for emotional health in adulthood; explain the connection between self-regulation in early childhood and later emotional and physical health)</p>	<p>Activity 1 Learning the Basics about Fetal Alcohol Spectrum Disorder (FASD)</p> <p>Activity 2 How Much Do You Know About Alcohol and Pregnancy? Quiz</p> <p>Activity 3 Law and Order: SVU Video “Choice” - Video Discussion</p> <p>Activity 4 Law and Order: SVU “Choice” - Write an Alternate Ending</p> <p>Activity 6 FASD Manikin Demonstration</p>

Overall Expectations – C Personal and Social Responsibilities of Parents

By the end of this course, students will:

C1. Preparing for Parenting: demonstrate an understanding of how to prepare for the responsibilities of being a parent

By the end of this course, students will:

Specific expectation	Component that fulfills the expectation
<p>Preparing for Parenting</p> <p>C1.1 identify the factors involved in deciding to become a parent (e.g., social pressures, cultural influences, physical and emotional maturity, values, economic stability, fertility)</p>	<p>Activity 1 Learning the Basics about Fetal Alcohol Spectrum Disorder (FASD)</p> <p>Activity 2 How Much Do You Know About Alcohol and Pregnancy? Quiz</p> <p>Activity 3 Law and Order: SVU Video “Choice” - Video Discussion</p> <p>Activity 4 Law and Order: SVU “Choice” - Write an Alternate Ending</p> <p>Activity 5 Alcohol and Pregnancy Decision Making Scenarios</p>

Overall Expectations – E Addressing Social Challenges

By the end of this course, students will:

E1. Caregiving Challenges in the Early Years: demonstrate an understanding of the challenges facing parents throughout the early childhood years

E3. Society’s Role in the Lives of Children and Families: describe the roles and responsibilities of society in protecting and supporting children and families, and the responsibilities of caregivers towards children

By the end of this course, students will:

Specific expectation	Component that fulfills the expectation
<p>Caregiving Challenges in the Early Years</p> <p>E1.4 identify the unique challenges faced by families when parents or children have disabilities or special needs (e.g., a parent in a wheelchair, a child with autism)</p>	<p>Activity 1 Learning the Basics about Fetal Alcohol Spectrum Disorder (FASD)</p> <p>Activity 2 How Much Do You Know About Alcohol and Pregnancy? Quiz</p> <p>Activity 3 Law and Order: SVU Video “Choice” - Video Discussion</p>
<p>Society’s Role in the Lives of Children and Families</p> <p>E3.1 describe the positive and negative roles of societal agents in the lives of young children (e.g., the role of schools in teaching children to “get along” with others, the role of religious institutions in instilling values, the role of media in shaping children’s attitudes to violence)</p>	<p>Activity 1 Learning the Basics about Fetal Alcohol Spectrum Disorder (FASD)</p> <p>Activity 3 Law and Order: SVU Video “Choice” - Video Discussion</p> <p>Activity 4 Law and Order: SVU “Choice” - Write an Alternate Ending</p> <p>Activity 5 Alcohol and Pregnancy Decision Making Scenarios</p>

Working With School-Age Children and Adolescents, Grade 12 (HPD4C)

Overall Expectations – A Research and Inquiry Skills

By the end of this course, students will:

A1. Exploring: explore topics related to school-age children and adolescents, and formulate questions to guide their research

By the end of this course, students will:

Specific expectation	Component that fulfills the expectation
Exploring A1.1 explore a variety of topics related to school-age children and adolescents (e.g., effects of vigorous physical exercise on school-age children; strategies for developing inclusive and diverse after-school care programs) to identify topics for research and inquiry	Activity 1 Learning the Basics about Fetal Alcohol Spectrum Disorder (FASD) Activity 2 How Much Do You Know About Alcohol and Pregnancy? Quiz Activity 3 Law and Order: SVU Video “Choice” - Video Discussion

Overall Expectations – B Child Growth and Development

By the end of this course, students will:

B1. Patterns of Development: demonstrate an understanding of patterns of social, emotional, cognitive, and physical development in school-age children and adolescents

By the end of this course, students will:

Specific expectation	Component that fulfills the expectation
Patterns of Development B1.5 describe indicators of the various types of exceptionalities in school-age children and adolescents (e.g., cognitive, behavioural, physical)	Activity 1 Learning the Basics about Fetal Alcohol Spectrum Disorder (FASD) Activity 2 How Much Do You Know About Alcohol and Pregnancy? Quiz Activity 3 Law and Order: SVU Video “Choice” - Video Discussion

<p>Patterns of Development</p> <p>B1.7 describe the findings of brain research that contribute to our understanding of development in older children and adolescents (e.g., information about blooming and pruning, brain wiring, control centres in the brain for judgement and decision making, development of the frontal lobe in late adolescence)</p>	<p>Activity 1 Learning the Basics about Fetal Alcohol Spectrum Disorder (FASD)</p> <p>Activity 2 How Much Do You Know About Alcohol and Pregnancy? Quiz</p>
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Overall Expectations – E Addressing Social Challenges

By the end of this course, students will:

E1. Issues and Challenges: demonstrate an understanding of a variety of strategies for helping school-age children and adolescents deal with issues and challenges

E3. Social and Cultural Variations: demonstrate an understanding of how a variety of social and cultural factors affect school-age children and adolescents

By the end of this course, students will:

Specific expectation	Component that fulfills the expectation
<p>Issues and Challenges</p> <p>E1.3 identify specific challenges faced by people who work with school-age children and adolescents, and describe effective strategies for addressing them (e.g., strategies for engaging children with exceptionalities, supporting children living in poverty, responding sensitively and appropriately to diversity)</p>	<p>Activity 1 Learning the Basics about Fetal Alcohol Spectrum Disorder (FASD)</p> <p>Activity 2 How Much Do You Know About Alcohol and Pregnancy? Quiz</p> <p>Activity 3 Law and Order: SVU Video “Choice” - Video Discussion</p>
<p>Social and Cultural Variations</p> <p>E3.6 identify various organizations in the community that provide support to families (e.g., children’s aid societies, Dietitians of Canada, police, newcomers’ support centres, family counselling agencies, Native friendship centres, breakfast programs)</p>	<p>Activity 1 Learning the Basics about Fetal Alcohol Spectrum Disorder (FASD)</p>

Human Development throughout the Lifespan Grade 12 University/College Preparation (HHG4M)

Overall Expectations – C. Understanding Physical Development

By the end of this course, students will:

C1. Physical Development and Brain Physiology: demonstrate an understanding of physical development, including brain physiology and development, throughout the lifespan;

C3. Factors Affecting Physical Development: demonstrate an understanding of contextual factors that can affect physical development, particularly brain development, throughout the lifespan and of the effects of these factors.

By the end of this course, students will:

Specific expectation	Component that fulfills the expectation
Physical Development and Brain Physiology C1.4 describe the development of the brain from the prenatal period through the elder years, with particular emphasis on significant changes that occur throughout the lifespan	Activity 1 Learning the Basics about Fetal Alcohol Spectrum Disorder (FASD) Activity 2 How Much Do You Know About Alcohol and Pregnancy? Quiz
Factors Affecting Physical Development C3.3 identify factors that can affect brain development during the prenatal period (e.g., maternal and paternal illness; maternal stress, substance abuse, or nutritional deficiencies; advanced maternal or paternal age; teratogens; some prescription drugs; environmental	Activity 1 Learning the Basics about Fetal Alcohol Spectrum Disorder (FASD) Activity 2 How Much Do You Know About Alcohol and Pregnancy? Quiz

Overall Expectations – D. Cognitive Development, Language Development and Intelligence

By the end of this course, students will:

D4. Factors Affecting Cognitive Development and Language Use: analyse the effects of contextual factors on cognitive development and language use throughout the lifespan.

By the end of this course, students will:

Specific expectation	Component that fulfills the expectation
<p>Factors Affecting Cognitive Development and Language Use</p> <p>D4.1 explain the effects of individual differences (e.g., differences related to giftedness, developmental delays, attention deficit disorder, autism, school anxiety, aphasia, depression, schizophrenia, dementia, Alzheimer's, birth order, gender) on cognitive development throughout the lifespan</p>	<p>Activity 1 Learning the Basics about Fetal Alcohol Spectrum Disorder (FASD)</p> <p>Activity 2 How Much Do You Know About Alcohol and Pregnancy? Quiz</p>

Healthy Active Living Education, Grade 11 Open (PPL30)

Overall Expectations – C. Healthy Living

By the end of this course, students will:

C.2 Demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being;

By the end of this course, students will:

Specific expectation	Component that fulfills the expectation
<p>Substance Use, Addictions, and Related Behaviours</p> <p>C2.2 Apply their understanding of the connections between substance use, addictive behaviours, and physical and mental health (e.g., physical illness can lead to drug dependencies; compulsive behaviour can affect physical health and mental well-being; self-medication, substance use, and mental illness sometimes form a mutually reinforcing negative cycle; substances used to lower inhibitions can create health risks; alcohol consumption during pregnancy increases the risk of giving birth to a child with fetal alcohol spectrum disorder [FASD]; substance misuse can sometimes lead to problems with anxiety or depression) to make safer choices about the use of medications, drugs, and other substances and involvement in potentially addictive activities</p>	<p>Activity 1 Learning the Basics about Fetal Alcohol Spectrum Disorder (FASD)</p> <p>Activity 2 How Much Do You Know About Alcohol and Pregnancy? Quiz</p> <p>Activity 3 Law and Order: SVU “Choice”- Video Discussion</p> <p>Activity 4 Law and Order: SVU “Choice” Write an Alternate Ending</p> <p>Activity 5 Alcohol and Pregnancy Decision Making Scenarios</p>

ACTIVITY 1: LEARNING THE BASICS ABOUT FETAL ALCOHOL SPECTRUM DISORDER (FASD)

Purpose: An introductory activity to provide students with a review of FASD including: what is FASD, how does it happen, characteristics, how to prevent it, where to get help.

Equipment Required: Learning the Basics about Fetal Alcohol Spectrum Disorder (FASD)
PowerPoint
www.simcoemuskokahealth.org/JFY/Schools/Educators/Secondary/HealthTopics/ReproductiveHealth.aspx
Teacher Reference: Learning the Basics about Fetal Alcohol Spectrum Disorder (FASD)

Time Required: To be determined

Instructions:

1. Facilitate a class discussion on each slide and provide students with the background information from the Teacher Reference: Learning the Basics about Fetal Alcohol Spectrum Disorder (FASD).

Teacher Reference:

Learning the Basics about Fetal Alcohol Spectrum Disorder (FASD)

Slide 1



Learning objectives

- ▶ What is FASD?
- ▶ How does it happen?
- ▶ Characteristics
- ▶ How to prevent it?
- ▶ Where to get help?



Putting it into context

- ▶ Alcohol remains the substance with the highest prevalence of use by Canadian students in grades 7 to 12
- ▶ On average, students try their first alcoholic beverage at 13.4 years of age
- ▶ Just under one quarter of students report high risk drinking behaviour (i.e., five or more drinks on one occasion)

BRITISH COLUMBIA
FASD
PREVENTION COMMITTEE

Alcohol remains the substance with the highest prevalence of use by Canadian students in grades 7 to 12. After decreasing through successive cycles of the survey (from 53% in 2008-09), the prevalence of use of alcohol in the past 12 months by students in grades 7 to 12 increased to 44% (approximately 859,000) from 2014-15 (40%).

On average, students tried their first alcoholic beverage at 13.4 years of age, unchanged compared to a mean age of 13.5 in the previous cycle (2014-15). Females were slightly older when they tried their first drink than males (13.6 years versus 13.2 years).

Just under one quarter of students (24%, approximately 487,000) reported high risk drinking behaviour (i.e., five or more drinks on one occasion) in the past 12 months, which was unchanged from 2014-15. In 2016-17, 35% of students (approximately 727,000) in grades 7 to 12 reported drinking an energy drink (such as Red Bull® or Rock Star®) in the past 12 months. The prevalence of students who reported drinking alcohol and an energy drink on the same occasion (separately or mixed together) in the past 12 months was 16% in 2016-17 (approximately 319,000), which was unchanged from 2014-15.

When students were asked how difficult they thought it would be to get alcohol if they wanted some, 69% (approximately 1.4 million) responded that they thought it would be “fairly easy” or “very easy”, which was unchanged compared to last cycle (67%).⁴

What is FASD?

- ▶ FASD stands for Fetal Alcohol Spectrum Disorder
- ▶ FASD is a brain injury that can occur when a fetus is exposed to alcohol. It's a lifelong disorder that affects the whole body including physical, mental, behavioural and learning disabilities. These can vary from mild to severe

BRUCE COUNTY
FASD
PREVENTION COMMITTEE

FASD stands for Fetal Alcohol Spectrum Disorder. Fetus/fetal refers to an unborn baby more than eight weeks after conception.

FASD is a brain injury that can occur when an unborn baby is exposed to alcohol. It's a lifelong disorder with effects that include physical, mental, behavioural and learning disabilities. These can vary from mild to severe.⁵

FASD is a diagnostic term. Represents a range of abilities and impairments.⁶

What causes FASD?

Alcohol is a substance that causes malformations of an embryo or fetus
As alcohol easily crosses the placenta, the fetus is exposed prenatally to alcohol
This may interfere with the overall development of the fetus resulting in damage to the brain and other organs

BRITISH COLUMBIA
FASD
PREVENTION COMMITTEE

Alcohol is a teratogen that can readily cross the placenta, interfering with the normal progression of the embryo and resulting in damage to the brain and other organs of the developing fetus.⁷

Teratogen – a drug or other substance capable of interfering with the development of a fetus, causing birth defects.⁸

Changes to the brain

- ▶ Prenatal alcohol exposure causes changes to the developing brain at neurochemical and structural levels. The brain injury is widespread and impacts numerous areas
- ▶ This brain injury cannot be cured
- ▶ Most people with FASD have no outward physical signs



Children prenatally exposed to alcohol often display what doctors refer to as diffuse brain damage. Diffuse brain damage means that the damage is widespread and impacts numerous areas. The diffuse nature of the brain damage that occurs with FASD may help to explain the large variety of symptoms and effects.¹⁰

Alcohol exposure during pregnancy results in changes to the developing brain at neurochemical and structural levels.¹¹

FASD is often called an invisible disorder because the majority of people with it have no outward signs of disability. Their learning and behavioural challenges are often mistaken for other disorders or problems.⁵

Changes to the brain

There will be different degrees of brain damage for all individuals with FASD. Signs of this may include problems with:

- ▶ learning
- ▶ memory
- ▶ attention
- ▶ language
- ▶ social skills
- ▶ motor skills
- ▶ behaviour control
- ▶ reasoning and judgement
- ▶ academics like math and reading



The slide features a decorative background of overlapping blue and white geometric shapes on the right side. In the bottom left corner, there is a logo for the FASD Prevention Committee, which includes the text 'FASD PREVENTION COMMITTEE' and a stylized heart icon.

For all individuals with FASD, there will be different degrees of brain damage. Signs of this may include problems with: learning, memory, attention, language, social skills, motor skills, controlling behaviour, reasoning and judgement, academics like math and reading.⁵

In every day life, problems with behaviours may look like...

- ▶ Being unfocused and easily distracted
- ▶ Having difficulties with keeping up with classroom learning
- ▶ Having a hard time handling money or learning the concept of time



In everyday life, problems with behaviours may look like:

- being impulsive
- acting out from frustration
- not understanding consequences
- being unfocused and easily distracted
- having difficulties with keeping up with classroom learning
- forgetting how to do something they've done before
- having a hard time with handling money or learning how to tell time⁵

In every day life, problems with behaviours may look like...

- ▶ Being impulsive
- ▶ Not understanding consequences
- ▶ Acting out from frustration
- ▶ Forgetting how to do something they've done before



BRUCE COUNTY
FASD
PREVENTION COMMITTEE

In everyday life, problems with behaviours may look like:

- being impulsive
- acting out from frustration
- not understanding consequences
- being unfocused and easily distracted
- having difficulties with keeping up with classroom learning
- forgetting how to do something they've done before
- having a hard time with handling money or learning how to tell time⁵

Changes to the face

Only a small number of people with FASD have characteristic facial features. These features only happen if a fetus was exposed to alcohol at a particular stage of pregnancy

Features include:

- ▶ Thin upper lip
- ▶ Little or no groove or ridge between the nose and upper lip
- ▶ Small eyes or shorter distance between one corner of the eye to the other



The slide features a decorative background on the right side consisting of overlapping geometric shapes in various shades of blue, ranging from light to dark. In the bottom left corner, there is a logo for the FASD Prevention Committee, which includes the text 'FASD PREVENTION COMMITTEE' and a stylized heart icon.

Some babies are born with facial features that are characteristic of FASD. These features only occur when a fetus is affected by alcohol at a particular stage in pregnancy. Only a small number of people with FASD will have these features. The features include: thin upper lip, little or no groove or ridge between the nose and upper lip, and small eyes or shorter distance between one corner of the eye to the other.⁵

Changes to the body

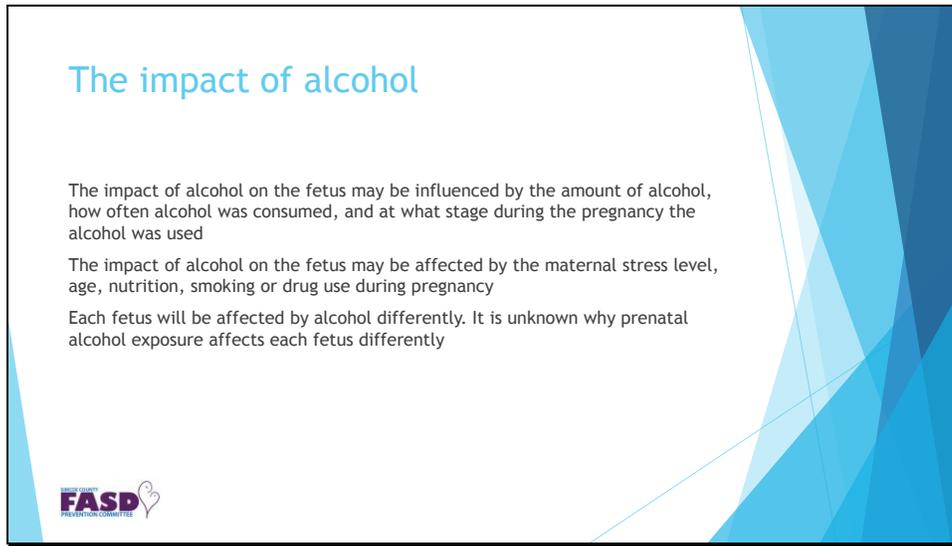
- ▶ Someone with FASD may have other health conditions as there are more than 400 associated with FASD
- ▶ FASD can affect almost all areas of the body such as vision, kidneys, hearing, heart, bones etc

BRUCE COUNTY
FASD
PREVENTION COMMITTEE

The slide features a white background with a blue geometric pattern on the right side. The title 'Changes to the body' is in a light blue font. The bullet points are in a dark blue font. The logo is in the bottom left corner.

Someone with FASD may have other health conditions associated with their FASD. More than 400 other health conditions are related or occur together with FASD. They can affect almost all systems in the body.⁵

Someone with FASD may also experience physical impairments, such as problems with their vision kidney hearing heart and bones.⁵



The impact of alcohol

The impact of alcohol on the fetus may be influenced by the amount of alcohol, how often alcohol was consumed, and at what stage during the pregnancy the alcohol was used

The impact of alcohol on the fetus may be affected by the maternal stress level, age, nutrition, smoking or drug use during pregnancy

Each fetus will be affected by alcohol differently. It is unknown why prenatal alcohol exposure affects each fetus differently

BRUCE COUNTY
FASD
PREVENTION COMMITTEE

Alcohol is known to harm the normal development of cells. If you're pregnant and drink alcohol, it passes into your developing fetus. This can cause harm to the baby's brain and body. The impact of alcohol on a developing fetus is influenced by the: amount (how much you drink at once), frequency (how often alcohol was consumed), timing (when alcohol was consumed in pregnancy). It can also be affected by other factors such as: stress, the mother's age, nutrition of the mother, smoking or other drug use.⁵

Specific birth defects and the degree of the disability depend on:

- the health status of the pregnant woman
- how often a woman drank during pregnancy
- how much alcohol a woman drank during pregnancy
- other risk factors such as the mother's nutrition and age, and if she smokes⁵

Each unborn baby will be affected by alcohol differently. This means that each person affected by FASD will have their own unique set of challenges and strengths.⁵

Alcohol and pregnancy

There is:

- ▶ no safe TIME to drink alcohol during pregnancy
- ▶ no safe KIND of alcohol to drink during pregnancy
- ▶ no safe AMOUNT of alcohol to drink during pregnancy

Therefore it is safest not to drink during pregnancy



Therefore it is safest not to drink during pregnancy.³

Reasons why someone may drink alcohol

Alcohol is used for a variety of reasons. However alcohol may be used as a way to cope with:

- ▶ Depression, anxiety and post-traumatic stress disorder (PTSD)
- ▶ Feelings of being powerless
- ▶ Low self-esteem
- ▶ Pain and illness
- ▶ Stressful life events
- ▶ Body image and sexual difficulties
- ▶ All kinds of abuse (physical, emotional, sexual)



The slide features a decorative background on the right side consisting of overlapping geometric shapes in various shades of blue, ranging from light to dark. The text is presented in a clean, sans-serif font.

To address the issue of substance abuse in pregnant women, it is first necessary to understand why these women turn to alcohol and other drugs in the first place. The reasons, not surprisingly, are many. Among them are psychosocial issues and histories of victimization, both of which can prevent or make it extremely difficult for women to access the services and supports that would otherwise help them and prevent adverse consequences for their developing children.¹²

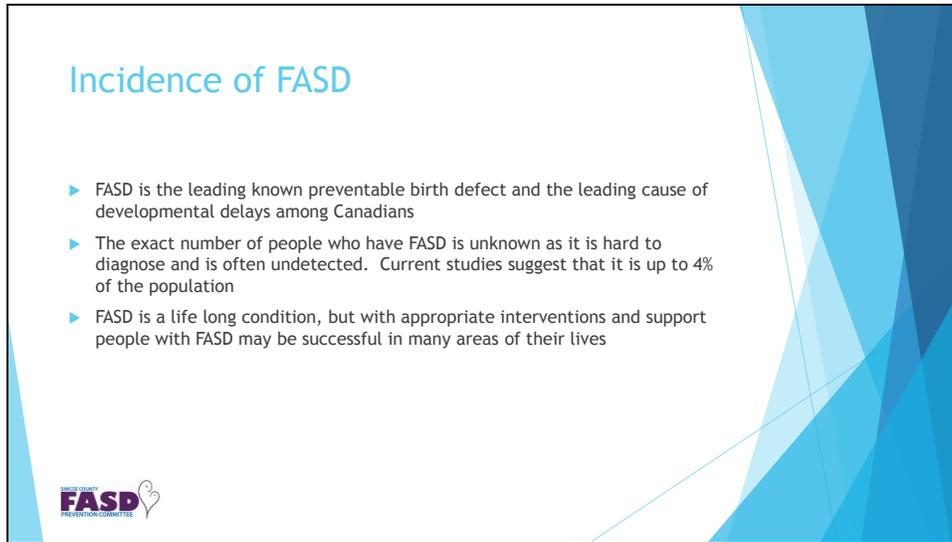
Reasons why someone may drink alcohol during pregnancy

- ▶ They don't know they are pregnant. In fact, up to 61% of pregnancies are unplanned
- ▶ They are unaware of the extent of damage alcohol can cause the fetus or they believe that their pattern of use is safe
- ▶ They underestimate the harm drinking alcohol can cause because they know others who drank during their pregnancy and their children appear healthy
- ▶ Using alcohol is normal for their social group so not drinking may be difficult
- ▶ They may be using alcohol to cope with difficult situations such as violence, depression, poverty or isolation
- ▶ They may struggle with alcohol addiction

MANITOBA GOVERNMENT
FASD
FETAL ALCOHOL SPECTRUM DISORDER PREVENTION COMMITTEE

1. Women are unaware they are pregnant. Approximately 50% of pregnancies are unplanned. In Manitoba, 14% of women report drinking alcohol before knowing they were pregnant. Most (87%) women stop drinking when they learn they are pregnant. It is important to have conversations with women about alcohol use before they become pregnant. 2. Women are unaware of the extent of damage alcohol can cause the fetus or they believe that their pattern of use is safe. While Fetal Alcohol Spectrum Disorder is the leading known cause of developmental disability, the range of harms of alcohol during pregnancy is still debated in the media and science has yet to determine all the factors that affect how alcohol can affect a developing fetus. 3. Women underestimate the harms alcohol consumption can cause because they know other women who drank during pregnancy and their children appear healthy. While many women are aware of the possible harms of alcohol, tobacco and other drugs, the effects can be varied, invisible, and only apparent years down the road. 4. Alcohol use is the norm in their social group and abstaining may therefore be difficult. For some women, it can be hard to abstain when it's expected that they drink, especially if people don't yet know they are pregnant. Alcohol use is often an integral part of business networking, socializing, and relationships. 5. Women may be using alcohol to cope with difficult life situations such as violence, depression, poverty, or isolation. Many women can find it difficult to stop drinking when their life circumstances remain challenging during pregnancy or if they have few alternatives for finding support and treatment. In Manitoba, 23% of women who drank alcohol during pregnancy reported having depression. 6. Women may struggle with alcohol addiction. Addiction spans all segments of society and can be a concern long before pregnancy. In some cases, pregnancy can be an opportunity to address addictions issues, but in other cases, harm reduction approaches should be considered until a woman is ready to address her addiction.¹³

The tool was developed as a response to a 2016 SOGC study released last year that revealed 61 per cent of pregnancies in Canada are unplanned.¹⁴



Incidence of FASD

- ▶ FASD is the leading known preventable birth defect and the leading cause of developmental delays among Canadians
- ▶ The exact number of people who have FASD is unknown as it is hard to diagnose and is often undetected. Current studies suggest that it is up to 4% of the population
- ▶ FASD is a life long condition, but with appropriate interventions and support people with FASD may be successful in many areas of their lives

BRITISH COLUMBIA
FASD
PREVENTION COMMITTEE

FASD has been recognized as the leading known preventable birth defect and cause of developmental delay among Canadians.⁷

FASD is often an invisible disability and prevalence research faces considerable limitations, yet, prenatal alcohol exposure is considered the most common known cause of developmental disability in the western world. Previous estimates claimed that one in every one-hundred Canadians have this disability. Current studies suggest that closer to four per cent of individuals in Canada have FASD, around 1.4 million people.¹¹

FASD is the leading known cause of preventable developmental disability in Canada. The number of people who have FASD is not known in Canada nor anywhere else in the world. This is because FASD is difficult to diagnose and also because it often goes undetected. However, based on studies conducted between 1985 and 1997, an estimated 1% of Canadians (360,000 people) have FASD. More recent studies from the US and other Western European countries of first grade students estimate that between 2 to 5% have FASD.⁵

FASD is a life-long condition. However, with appropriate interventions and support, people with FASD can be successful in many areas of their lives.⁵

FASD is costly

- ▶ A person with FASD may have challenges that require expensive social services throughout their life
- ▶ It is estimated that the cost of FASD in Canada is approximately \$4 billion per year



Despite 40 years of public health campaigns warning against the risks associated with alcohol use in pregnancy, prevalence does not appear to be decreasing. The indirect and direct costs for supportive needs in health, mental health, social services, and education, as well as the negative costs through criminality and criminal justice system involvement, are estimated to be \$4B/year.¹¹

How to support someone with FASD

- ▶ Be educated about FASD
- ▶ Be understanding and inclusive
- ▶ Be a good role model and be a good friend
- ▶ Be patient
- ▶ Provide routine and repetition
- ▶ Offer gentle reminders
- ▶ Show the same respect that you would expect from someone



Why learn about FASD?

- ▶ To encourage you to make healthy choices and avoid alcohol during pregnancy
- ▶ To help you and others to have planned, alcohol-free pregnancies
- ▶ To help you understand and include those around you who may be affected

BRUCE COUNTY
FASD
PREVENTION COMMITTEE

If you're a partner, family member or friend, you can support a pregnant woman by: not drinking encouraging her not to drink alcohol while pregnant.⁵

Where to get more information

www.canada.ca/en/public-health/services/diseases/fetal-alcohol-spectrum-disorder.html

www.alcoholfreepregnancy.ca

www.fasdontario.ca

www.canfasd.ca

www.fasdwaterlooregion.ca



Where to get help

- ▶ Talk to your doctor or nurse practitioner
- ▶ Umbrellas Program, Canadian Mental Health Association-Simcoe County 1-800-461-4319
- ▶ Canadian Mental Health Association-Muskoka Parry Sound 1-800-893-8333
- ▶ Bridges to Moms Program, Addiction Services for York Region 1-800-263-2288
- ▶ Motherisk 1-877-327-4636
- ▶ Simcoe Muskoka District Health Unit 1-877-721-7520
- ▶ Chippewas of Rama 705-325-3611
- ▶ Barrie Native Friendship Centre 705-721-7689
- ▶ Anishinabek Nation 1-877-702-5200
- ▶ FASD Initiative for Simcoe County 1-877-803-3227 ext.3106



ACTIVITY 2: HOW MUCH DO YOU KNOW ABOUT ALCOHOL AND PREGNANCY? QUIZ

Purpose: To provide students with health information. The teacher reference provides the key background information with the rationale of the true and false and multiple choice questions.

Equipment Required: Student Handout: How Much Do You Know About Alcohol and Pregnancy Quiz
Teacher Reference: How Much Do You Know About Alcohol and Pregnancy Quiz

Time Required: To be determined

Instructions:

1. Distribute the How Much Do You Know about Alcohol and Pregnancy Quiz to students. Allow time for the students to answer the questions by circling their selection.
2. Facilitate a class discussion on each question and provide students with the background information from the Teacher Reference: How Much Do You Know about Alcohol and Pregnancy Quiz.

How Much Do You Know About Alcohol and Pregnancy? Quiz

Please circle the correct answer.

1. What is FASD (Fetal Alcohol Spectrum Disorder)?
A) Physical deformities if either parent drank alcohol prior to pregnancy B) Physical disabilities due to consuming alcohol in early childhood C) A disorder that is caused by drinking alcohol D) A range of disabilities that may affect people who were exposed to alcohol prenatally
2. During which trimester is a fetus affected by prenatal alcohol exposure?
A) First trimester of pregnancy (first 3 months – 0-3 months) B) Second trimester of pregnancy (middle 3 months – 4-6 months) C) Third trimester of pregnancy (last 3 months – 7-9 months) D) Anytime during pregnancy
3. How many people are affected by FASD in Canada?
A) 4/100 B) 10/100 C) 25/100
4. FASD can be cured
A) True B) False

5. What are some of the difficulties experience by people living with FASD?

- A) Being unfocused and easily distracted
- B) Being impulsive and not understanding consequences
- C) Difficulty with keeping up with classroom learning
- D) All of the above

6. Most people affected by FASD may...

- A) Have a wide nose bridge
- B) Have a flat groove between the nose and upper lip
- C) Have low set ears and small eye openings
- D) Show no external physical characteristics
- E) All of the above

7. How could partners, families and friends support a pregnant individual when alcohol is served at a party? (choose as many as you feel are correct)

- A) Offer a beer or glass of wine
- B) Offer a soft drink, juice or glass of water
- C) Offer to abstain from drinking as well
- D) Ignore the pregnant individual

8. What is an effective way that a community could work together to prevent FASD?

- A) Public awareness campaigns
- B) Talk about alcohol use and related risks with all individuals of childbearing years and their support networks
- C) Specialized, holistic support of pregnant individuals with alcohol and other health/social problems
- D) Continued support for new mothers helping them to maintain healthy changes made during pregnancy, thus preventing alcohol exposed pregnancies in the future
- E) All of the above

Teacher Reference:

How Much Do You Know About Alcohol and Pregnancy? Quiz

1. What is FASD (Fetal Alcohol Spectrum Disorder)?

- A. Physical deformities if either parent drank alcohol prior to pregnancy
- B. Physical disabilities due to consuming alcohol in early childhood
- C. A disorder that is caused by drinking alcohol
- D. A range of disabilities that may affect people who were exposed to alcohol prenatally**

FASD stands for Fetal Alcohol Spectrum Disorder. FASD is a brain injury that can occur when a fetus is exposed to alcohol. It's a lifelong disorder with effects that include physical, mental, behavioural and learning disabilities. These can vary from mild to severe.⁵

2. During which trimester is a fetus affected by prenatal alcohol exposure?

- A. First trimester of pregnancy (first 3 months – 0-3 months)
- B. Second trimester of pregnancy (months 4 to 6 months)
- C. Third trimester of pregnancy (last 3 months – 7-9 months)
- D. Anytime during pregnancy**

The central nervous system/brain is developing throughout the entire gestational period.⁹

3. How many people are affected by FASD in Canada?

- A. 4/100**
- B. 10/100
- C. 25/100

FASD is often an invisible disability and prevalence research faces considerable limitations, yet, prenatal alcohol exposure is considered the most common known cause of developmental disability in the western world. Previous estimates claimed that one in every one-hundred Canadians have this disability. Current studies suggest that closer to four per cent of individuals in Canada have FASD, around 1.4 million people.¹¹

FASD is the leading known cause of preventable developmental disability in Canada. The number of people who have FASD is not known in Canada nor anywhere else in the world. This is because FASD is difficult to diagnose and also because it often goes undetected. However, based on studies conducted between 1985 and 1997, an estimated 1% of Canadians (360,000 people) have FASD. More recent studies from the US and other Western European countries of first grade students estimate that between 2 to 5% have FASD.⁵

4. FASD can be cured.

- A. True
- B. False**

FASD is a life-long condition. However, with appropriate interventions and support, people with FASD can be successful in many areas of their lives.⁵

5. What are some of the difficulties experienced by people living with FASD?

- A. Being unfocused and easily distracted
- B. Being impulsive and not understanding consequences
- C. Difficulty with keeping up with classroom learning
- D. All of the above**

In everyday life, problems with behaviours may look like:

- being impulsive

- acting out from frustration
- not understanding consequences
- being unfocused and easily distracted
- having difficulties with keeping up with classroom learning
- forgetting how to do something they've done before
- having a hard time with handling money or learning how to tell time⁵

6. Most people affected by FASD

- A. Have a wide nose bridge
- B. Have a flat groove between the nose and upper lip
- C. Have low set ears and small eye openings
- D. Show no external physical characteristics**
- E. All of the above

FASD is often called an invisible disorder because the majority of people with it have no outward signs of disability. Their learning and behavioural challenges are often mistaken for other disorders or problems.⁵

Some babies are born with facial features that are characteristic of FASD. These features only occur when a fetus is affected by alcohol at a particular stage in pregnancy. Only a small number of people with FASD will have these features. The features include: thin upper lip, little or no groove or ridge between the nose and upper lip, and small eyes or shorter distance between one corner of the eye to the other.⁵

7. How could partners, families and friends support a pregnant individual when alcohol is served at a party? (choose as many as you feel are correct)

- A. Offer a beer or glass of wine
- B. Offer a soft drink, juice or glass of water**
- C. Offer to abstain from drinking as well**
- D. Ignore the pregnant individual

If you are a partner, family member or friend, you can support a pregnant individual by:

- not drinking
- encouraging her not to drink alcohol while pregnant⁵

8. What is an effective way that a community could work together to prevent FASD?

- A. Public awareness campaigns
- B. Talk about alcohol use and related risks with all individuals of childbearing years and their support networks
- C. Specialized, holistic support of pregnant individuals with alcohol and other health/social problems
- D. Continued support for new mothers helping them to maintain healthy changes made during pregnancy, thus preventing alcohol exposed pregnancies in the future
- E. All of the above**

Ensure that all Ontarians receive ongoing evidence-informed knowledge about the effects of alcohol use during pregnancy using broad-based, community driven, linguistically and culturally appropriate communication channels, resources and materials.

1.2 Ensure that all pregnant women and women of childbearing age have the opportunity to discuss their alcohol use, the risk of alcohol exposed pregnancy, and pregnancy planning, in a safe environment with well-informed practitioners

1.3 Ensure that pregnant women who are using alcohol or are at higher risk of alcohol use in pregnancy have priority access to holistic, culturally appropriate, women-centred services that reflect the social determinants of health—addiction treatment, mental health services, health care, prenatal care, safe housing, income stability, food security.

1.4 Ensure that new mothers receive postpartum support to assist them to maintain healthy changes made during pregnancy, to prevent future alcohol exposed pregnancies, to support the development of their children and to prevent secondary disabilities related to prenatal alcohol exposure¹⁵

ACTIVITY 3: LAW AND ORDER: SVU “CHOICE” – VIDEO DISCUSSION

- Purpose:** To engage students in a discussion to demonstrate their proficiency identifying the following:
- The effects of prenatal alcohol exposure
 - The lifelong impact of FASD on the family
 - Some of the consequences associated with the disease of alcoholism
- Equipment Required:** Law and Order: SVU “Choice” DVD (available in each high school)
DVD player/DVD computer drive
TV or screen
Teacher Reference: Law and Order: SVU “Choice” – Video Discussion
- Time Required:** To be determined

Instructions:

1. Show students 15 minute DVD excerpts from episode Law and Order: SVU “Choice”. Ask students to pay close attention to the facts about FASD that are mentioned throughout the video.
2. Facilitate a class discussion about the episode Law and Order: SVU “Choice”. You can choose appropriate questions for your class from the teacher reference.

Note: Please share with the class that this video depicts only one scenario of one individual with FASD

Teacher Reference:
Law and Order: SVU "Choice" - Video Discussion

Video Discussion Questions

What factors might be influencing Jennifer's drinking?

- History of alcohol use since high school
- Desire to escape her problems
- Fear of her husband
- Parents or friends who drink
- Working in a restaurant where drinking is a common place etc.

At what point did your perception of Jennifer as a social drinker change?

- Answers will vary

Is Jennifer an alcoholic? If so, can she stop drinking on her own?

- Jennifer exhibits many of the characteristics of an alcoholic. People with this disease need the support of professionals to stop drinking.

Why would a woman continue to drink after being made aware of the potential dangers to her unborn child?

- She is in denial of her pregnancy and/or her drinking problem
- She is an alcoholic and can't stop drinking on her own
- She doesn't fully grasp the consequences

Do you think that Jennifer needs treatment to aid her quitting drinking?

- Remind students that alcoholics usually need outside help to quit drinking.

Describe the visible impact of FASD on Lily.

- Poor motor coordination
- Characteristic facial features (only a small number of individuals with FASD present with facial features)
- Difficulty with speech, etc.

What other health issues might Lily have that are not readily apparent?

- Heart, liver, or kidney problems
- Vision or hearing problems
- Difficulty with learning, attention, memory, problem solving, etc.

What might be some of the lasting medical, financial, social and emotional effects on FASD on Lily and her family?

- Ongoing need for medical care
- High bills related to medical care
- Teasing or name calling by other children
- Difficulty with school, social isolation, stigma, etc.

What did you think about the end of the video? Will Jennifer be a positive influence on Lily? Will Lily be a positive influence on Jennifer?

- Answers will vary

Will Jennifer stop drinking? Why or why not?

- Answers will vary

Do you think Jennifer's baby will have FASD? If so, how do you think Jennifer will react? How do you think her husband will react? How might Benson react?

- Answers will vary

ACTIVITY 4: LAW AND ORDER: SVU “CHOICE” - WRITE AN ALTERNATE ENDING

Purpose:	To demonstrate the students’ proficiency in identifying the lifelong impact of FASD and analyzing factors that influence decisions about alcohol use during pregnancy.
Equipment Required:	Law and Order: SVU “Choice” DVD (available in each high school) DVD player/DVD computer drive TV or screen Student handout: Law and Order: SVU “Choice” - Write an Alternate Ending
Time Required:	To be determined

Instructions:

1. Show students 15 minute DVD excerpts from episode Law and Order: SVU “Choice”. Ask students to pay close attention to the facts about FASD that are mentioned throughout the video.
2. Ask students to write an alternative ending to the Law and Order: SVU “Choice” video. The ending should take place five to ten years after the original ending. Students should write alternative ending based on the following questions:
 - Has Jennifer stopped drinking?
 - What factors influence her decision?
 - Does Jennifer still run the restaurant? If not, what is her new job?
 - Does Jennifer’s child have FASD? If so, elaborate on the lifelong impact for Jennifer and her child? If not, what are the lessons learned and the changes that have or have not taken place in Jennifer’s life?
 - Does Lily still play a role in Jennifer’s life? Is she a positive or a negative influence?

Note: Please share with the class that this video depicts only one scenario of one individual with FASD

ACTIVITY 5: ALCOHOL AND PREGNANCY DECISION MAKING SCENARIOS

Purpose: To strengthen the students' decision making skills and enable them to state alternative options to scenarios dealing with alcohol use and pregnancy.

Equipment Required: Student Handout: Alcohol and Pregnancy Decision Making Scenarios

Time Required: To be determined

Instructions:

1. Divide students into groups or use as a class discussion.
2. Ask the students to analyze each scenario and answer the related questions.
3. Lead the students in a class discussion that evaluates each answer to the provided questions.

Alcohol and Pregnancy Decision Making Scenarios

Case Study One: Claire

Claire and her husband John have recently decided to start a family. With their decision in mind, Claire has been taking precautions to prepare her for a healthy pregnancy. On New Year's Eve, she and her husband attend a party where people are drinking heavily. "Oh, come on silly," her friend Anne laughs. "One drink won't hurt you!"

1. Identify the decision Claire needs to make.
2. Identify options and possible consequences.
3. How should Claire respond to her friends?

Case Study Two: Brian

Brian is a college student. His older sister Megan recently announced that she is pregnant with her first child. Brian invites Megan out to dinner to celebrate. He starts to order a bottle of champagne, but Megan protests, "I can't drink now that I'm pregnant." Brian is confused and hurt that she will not celebrate with him.

1. Identify how Megan needs to respond to Brian.
2. Discuss the possible options and consequences.

Case Study Three: Michelle

Michelle has just found out that she is pregnant. During her routine doctor visit, Michelle mentions to her doctor that she has heard that drinking while pregnant can harm her baby. Her doctor tells her that a few drinks will not hurt her every now and then. She is uneasy with his responses and leaves with mixed feelings.

1. What should Michelle do?
2. Identify options and possible consequences.

ACTIVITY 6: FASD MANIKIN DEMONSTRATION

Purpose: Demonstrate to students the physical signs of FASD and explain the cognitive and behavioural effects of prenatal alcohol exposure. Students learn about the physical abnormalities caused in some cases of FASD. Students learn about the related lifelong disabilities experienced by an individual with FASD.

Equipment Required: FASD Manikin
Receiving blanket (optional)

Time Required: 10 – 15 minutes

Instructions:

1. Access FASD manikin via school board office.



2. Hold the manikin in your arms as you would a real infant and introduce the manikin to the class. Explain that this manikin represents a newborn baby with FASD.

3. Ask students what they notice about the manikin's physical features that are different from the features of a typical baby. Add information as needed to supplement their observations.

- i. Small head circumference
- ii. Flat midface
- iii. Indistinct ridge between nose and lips (philtrum)
- iv. Narrow Upper lip
- v. Non-inherited folds covering inner corner of eyes (normal for many Asian and Native American individuals)
- vi. Flat nose bridge
- vii. Upturned nose
- viii. Usually small chin
- ix. Minor ear abnormalities
- x. Small size for gestational age
- xi. Unusually thin arms and legs
- xii. Subtle hand abnormalities

4. Explain that only some babies born with FASD have these visible signs. Unlike the manikin with FASD, most children born with FASD will look like most other babies. They may have brain damage and lifelong disabilities, such as learning and/or behaviour problems.

5. Wrap the manikin in the receiving blanket so that one or both arms are visible. Hand the manikin to a student and instruct students to carefully pass the manikin to each other and observe the physical features.

6. As students are passing the manikin to teach other, lead a brief discussion of what life would be like for a child with FASD, and for the parent or guardian of a child with FASD.

ACKNOWLEDGEMENTS

FASD Manikin Image adapted with permission from: Realityworks. (Jan 2009)
<http://realityworks.com/assets/images/fasGraphic.jpg> Reality Works, 2709 Mondovi Road, Eau Claire, WI USA 54701 1019910-01A

FASD Manikin Demonstration Activity adapted with permission from: Realityworks. This material is protected by U.S. and International copyright laws and may not be copied or used in any way without express written authorization from Realityworks, Inc. (Jan 2009). FAS Manikin Program Manual - Understanding Prenatal Alcohol Exposure. Curriculum Activity 2 – FAS Manikin Demonstration, Reality Works, 2709 Mondovi Road, Eau Claire, WI USA 54701 1019910-01A

Law and Order: SVU Video Activity adapted with permission from: Fetal Alcohol Spectrum Disorders Education & Prevention Curriculum 9-12 (Jan 2007), Teaching Steps 6, Activity #1 – Discuss the Video (Classroom Activity), Activity # 2 – Alternative ending to Law & Order: SVU Video (Homework Assignment), National Organization on Fetal Alcohol Syndrome, 900 17th Street, MW Suite 910, Washington, DC USA 20006

Alcohol and Pregnancy Decision Making Activity adapted with permission from: Fetal Alcohol Spectrum Disorders Education & Prevention Curriculum 9-12 (Jan 2007), Activity # 3 – Alcohol and Pregnancy Decision Making, National Organization on Fetal Alcohol Syndrome, 900 17th Street, MW Suite 910, Washington, DC USA 20006

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