

## Project #3—The Rest of the Story

### Introduction

At some point or another, many families have to deal with alcohol-related health issues. How the family deals with the issue depends on the situation and the choices of the family members. What is one possible happy ending for Amy’s family? What is one possible unhappy ending?

### Task

Your task is to continue Amy’s story in two different ways. Write one happy ending and one unhappy ending.

### Skills

Critical thinking, research, writing, working in a group, making presentations

### Process

1. Review the case study.
2. Discuss the following in a group: Does anyone in the group know someone who is abusing alcohol or fighting alcoholism? Does anyone have training or work experience with people who have drinking problems? Share knowledge with the group.
3. Learn more about alcohol abuse and alcoholism.
4. Go to the Project Care website (<http://projectcare.worlded.org/alcoholism/information.html#project3>). You will find helpful information that you can use in your project.
5. Find newspaper or magazine articles or books at your local library.
6. Divide the group so that half the students are working on writing a draft of the story with the happy ending and half the students are working on writing a draft of the story with the unhappy ending. Make sure to include aspects of the family’s situation, conflicts between the family members, and choices they make that could lead to the ending. Don’t forget to add what people did to improve the situation or make it worse.
7. Students in the group should meet in pairs and read each others’ drafts. Give feedback to each other—what do you like? What is clear? What is confusing? Students edit their stories and make a final version.
8. Practice reading out loud. Make copies for the students and teacher.
9. Make a list of discussion questions to ask the class. Write questions that require students to think about their own knowledge and experiences—for example, what are some reasons why each story had a different ending? What were the factors that made for failure or success?
10. Give your work to the teacher to check so that you can revise it if necessary.
11. Distribute copies of the stories to the class. Each group member takes a turn reading and asking classmates the discussion questions.