

Alcohol, Tobacco, and Other Drugs

Unit Plan

10th grade – West Lafayette Junior/Senior High School

Written by Kurt McConnell

Table of Contents

Unit Description	3
• A brief outline of the contents of the unit plan.	
Unit Rationale	4 - 5
• A description of why this unit needs to be taught	
Unit Goals	6
• The overarching goals of the unit plan	
Unit Objectives	7
• The more detailed goals specific to each lesson plan	
National Health Education Standards Performance Indicators	8
• The national standards as they are linked to the objectives	
Unit Special Considerations	9-10
• The contextual factors that affect the unit plan	
Unit Lesson Plans	11-32
• Lesson 1	11-14
• Lesson 2	15-17
• Lesson 3	18-21
• Lesson 4	22-25
• Lesson 5	26-28
• Lesson 6	29-32
Unit Assessments	33-35
• End of the unit exam	
References	36
• Works cited	

Unit Description

This unit plan is designed for the 10th grade students at West Lafayette Junior/Senior High School. The unit that will be covered is alcohol, tobacco, and other drugs (ATOD). The content areas that will be covered throughout the lessons in this unit are all designed to enhance student health. Some of those content areas are comprehending concepts, analyzing influences (of family, peers, culture, technology, and the media), accessing valid information, use of interpersonal communication skills, decision making, and advocacy for personal, family, and community health. There are six lesson plans included in this unit planned for seven 50 minute classes. There are two lessons each for the areas of tobacco, alcohol, and other drugs. The extra class will be used for any lessons that do not get finished in one class and for a unit exam.

Unit Rationale

Drugs pose a very high threat to the health of America's teenagers. Alcohol and tobacco, both of which are drugs, are prevalent amongst America's youth sometimes before the age of 13. According to the 2007 Youth Risk Behavior Surveillance (YRBS), 16% Indiana high school students had smoked a whole cigarette and drank alcohol before the age of 13. Most students are still in 7th or 8th grade at the age of 13 and yet they have to deal with issues such as alcohol and tobacco.

53.3% of Indiana high school students have ever smoked a cigarette, which includes 15.8% of who have smoked at least one cigarette every day for 30 days. 75% of high school students nation wide have drank at least one alcoholic drink in their lifetime. Both of these figures were reported in the 2007 YRBS. However, once our adolescents turn 18 and then 21, tobacco and alcohol will be legal for them to use. This poses the question why is it so important to keep our youth from using alcohol and tobacco before these ages? The answer is very simple: just because a drug is legal doesn't mean it is good for your health.

Decision making is a big part of the battle that teenagers struggle with in their attempts to live a healthy lifestyle. Making poor decisions can lead to an increased risk factor in their health. For example over a quarter, 26.4%, of Indiana high school students rode in a vehicle driven by someone who had been drinking alcohol or personally drove a vehicle when they had been drinking alcohol (YRBS). Considering that new drivers have high accident rates due to their inexperience, adding impairment due to alcohol on top of that is just down right scary.

According to the YRBS data, over one third, 36.9%, of 10th grade students across the country have used marijuana. The effects of marijuana on the body are actually worse than cigarettes (Bronson & Merki, 2005). That doesn't take into account the fact that a person's

judgments become impaired when under the influence of marijuana, which increases the possibility for risky or dangerous behavior. Marijuana is a gateway drug, meaning that moving from marijuana to another harder drug is a possibility.

The desired behavior regarding these drugs is that they would not be used at all, regardless of age. That desire, unfortunately, is not possible at this time. However, the goal of teaching this unit plan in the classroom is to educate 10th graders about alcohol, tobacco, and other drugs so they can make decisions not to use based on their health and not any other factors.

Unit Goals

- **Goal 1:** Upon completion of the unit, students will apply refusal skill strategies into everyday life scenarios.
- **Goal 2:** Upon completion of the unit, students will advocate for a drug free school to improve personal and community health.
- **Goal 3:** Upon completion of the unit, students will identify the short and long term effects that drugs have on the body.
- **Goal 4:** Upon completion of the unit, students will recognize the importance of influential groups (peers, family, and media) on maintenance of a healthy lifestyle.

Unit Objectives

- **Objective 1:** By the end of the lecture, students will recall at least 5 short term and 5 long term effects of cigarette smoking or smokeless tobacco on the body.
- **Objective 2:** At the end of the money activity, students will list the monetary costs of smoking for 1 month, 1 year, 2 years, and 10 years.
- **Objective 3:** After class is over, students will create a personal scenario in which they or a friend advocate for no smoking using the previously learned material.
- **Objective 4:** When acting in the scenarios, students will demonstrate how to positively influence a peer into not smoking.
- **Objective 5:** At the end of each scenario, students will assess the effectiveness of the influencing tactics based on a scale of 1 (not effective) to 5 (very effective).
- **Objective 6:** By the end of class, students will identify 5 facts or myths about alcohol
- **Objective 7:** By the end of class, students will recall information about the facts, factors, and effects of alcohol.
- **Objective 8:** During class, students will differentiate between what the hidden message and the actual truth is about at least 3 alcohol advertisements.
- **Objective 9:** Students will demonstrate non-verbal communication and refusal skills during the role play activity to say no to alcohol.
- **Objective 10:** By the end of class, students will demonstrate advocacy for not using drugs by creating a poster about the consequences of using drugs.
- **Objective 11:** After spending the class period on the internet, students will report 20 facts/findings that they learned while viewing the website.

National Health Education Standards Performance Indicators

- **Objective 1** – 1.12.1 Predict how healthy behaviors can affect health status.
- **Objective 2** – 5.12.2 Determine the value of applying a thoughtful decision making process in health related situations.
- **Objective 3** – 5.12.4 Generate alternatives to health-related issues or problems.
- **Objective 4** – 8.12.2 – Demonstrate how to influence and support others to make positive health choices.
- **Objective 5** – 5.12.7 – Evaluate the effectiveness of health-related decisions.
- **Objective 6** – 2.12.7 Analyze how the perceptions of norms influence healthy and unhealthy behavior.
- **Objective 7** – 2.12.7 Analyze how the perceptions of norms influence healthy and unhealthy behavior.
- **Objective 8** – 2.12.5 Evaluate the effect of media on personal and family health.
- **Objective 9** – 4.12.2 Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.
- **Objective 10** – 8.12.4 Adapt health messages and communication techniques to a specific target audience.
- **Objective 11** – 3.12.2 Use resources from home, school, and community that provide valid health information.

Unit Special Considerations

West Lafayette Junior/Senior High School (WLHS) is a four star, blue ribbon school. In 2007 the graduation rate was 86.1%. In the 2007-2008 school year WLHS had a 94% average pass on the ISTEP exams. That is over 20 percentage points higher than the state average of 73.3%. In 2007-2008 90% of the students paid for their own lunch. This data was collected from the Indiana Department of Education website.

The aforementioned data reveals a couple of things about the school. A very high percentage of families are in the middle class or higher, and the students at WLHS are very intelligent. Most of the classrooms are equipped with a Smart Board. If a room doesn't have a Smart Board, than it will have a projector. This will be useful when it comes time to take notes during a class discussion. With the Smart Board I will be able to save the notes and give them to any students who were absent.

This is the student's first health class since middle school, so there is background knowledge, but the foundation is not very broad. However, due to the generally high intelligence level of the students at WLHS, the classroom will be structured in a way that promotes the advancement of learning at a rapid pace.

The last but possibly most important consideration that needs to be made into this unit plan is the fact that the school is next door to a large college campus. High school students have easy access to just about anything they want, and, unfortunately, that often reveals itself in terms of risky health behaviors. WLHS students have been known to go to fraternity parties where it seems they can get their hands on alcohol, tobacco, and any other drug. The impairment the use of these drugs brings often leads to poor choices for the health of the students.

It is for these reasons that this unit plan is a necessity for the 10th graders at WLHS. The unit is geared towards understanding why using drugs is a risky health behavior and then applying that through refusal skills and advocacy.

Unit Lesson Plans

Lesson: 1

Grade Level: 10th

Unit / Content Area: ATOD – Tobacco – Comprehending concepts & Decision Making

Lesson Title: To Smoke or Not to Smoke?

Objectives

Objective 1: By the end of the lecture, students will recall at least 5 short term and 5 long term effects of cigarette smoking or smokeless tobacco on the body.

Health Standard Addressed: 1.12.1 Predict how healthy behaviors can affect health status.

Objective 2: At the end of the money activity, students will list the monetary costs of smoking for 1 month, 1 year, 2 years, and 10 years.

Health Standard Addressed: 5.12.2 Determine the value of applying a thoughtful decision making process in health related situations.

Objective 3: After class is over, students will create a personal scenario in which they or a friend advocate for no smoking using the previously learned material.

Health Standard Addressed: 5.12.4 Generate alternatives to health-related issues or problems.

Lesson Overview

<u>Content Outline</u>	<u>Methods / Strategy</u>	<u>Estimated Time Needed</u>	<u>Necessary Materials</u>
I. Perceptions a. Student perceptions about smoker b. Student perceptions about non-smoker	Question and response	5 minutes	- Index card for every student
II. Effects of smoking a. Nicotine, tar, carbon monoxide b. Smokeless tobacco c. Short Term effects d. Long term effects	Lecture	20 minutes	- Students should have text book out
III. Purchases a. 10 most recent purchases b. 10 things you want to buy/have within 6 months	Question and response	5 minutes	-Piece of paper for every student
IV. Money a. Cost of cigarettes per pack	Command	20 minutes	- Average price of cigarettes and smokeless tobacco

b. Calculations c. Comparing purchases with cost of cigarettes			- Calculators
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Teaching Steps

Introduction

Review of previous material

Perform a brief review of the previous unit, and discuss the contents of the upcoming unit (alcohol, tobacco, and other drugs).

Overview & rationale for today's lesson

Students will be learning about the different effects that tobacco has on the body. Students will also learn just how “costly” tobacco use can be. Talking about tobacco is relevant to the students because of its dangers and its incredibly high rate of youth who smoke – 22.5% (www.tobaccofreekids.org). It's important that students have an informed knowledge about tobacco.

Necessary Teaching Steps

I. Perceptions

Hand out index cards, one to every student. Ask students two questions: What are your perceptions about people who smoke? What are your perceptions about people who do not smoke? Collect the cards. Organize the perceptions after class for use in the next lesson.

II. Effects of tobacco

Content Bites:

- Nicotine – addictive drug found in tobacco leaves
- Tar – thick, sticky, dark fluid produced when tobacco burns
- Carbon monoxide – colorless, odorless, and poisonous gas
- Smokeless tobacco – tobacco sniffed, held in the mouth, or chewed
 - Not a safe alternative

Short term affects

- Smelly clothes, hair, skin, etc
- Bad breath
- Increased respiration and HR
- Yellow teeth
- “Smokers” cough
- Addiction to nicotine
- Dulled taste buds; reduced appetite

Long term effects

- Lung cancer
- Respiratory problems
- Other cancers
- Cardiovascular disease
- Emphysema
- Chronic bronchitis

III. Purchases

Students get out a sheet of paper and make two columns. In the column on the left they write the last 10 purchases they made. In the column on the right they write 10 things they want to buy within or in a year.

IV. Money

The average price per pack in Indiana is \$4.08 (www.tobaccofreekids.org). Use this data for the calculations. Students can choose the amount they smoke per day.

Calculations: $\frac{1}{2}$ pack per day = \$2.04/day

1 pack per day = \$4.08/day

2 pack per day = \$8.16/day

1 month = 30 days, 1 year = 365 days, 2 years = 730 days, 10 years = 3650 days

To calculate: Multiply the days by the amount of smoking per day (example: 1 pack per day for 1 year = $4.08 \times 365 = \$1489.20$)

Students will now compare and contrast the money that would be spent on cigarettes with what they have purchased recently and what they want to purchase in the future. Have students calculate what items they would not be able to buy if they smoked.

Summarize and Debrief

Review the main effects of smoking, specifically nicotine, tar, and carbon monoxide. Ask about smokeless tobacco and the differences and similarities between it and cigarettes. Question students about the different items they would be forced to do without if they smoked.

Have students take out a piece of paper and write down 5 short term and 5 long term effects of cigarette smoking. Give students assignment to create a personal scenario that advocates for no smoking.

Homework Assignment:

Instruct students they will need to bring 3 alcohol advertisements to class for lesson 3 of this unit.

Assessment Strategy

Objective 1: By the end of the lecture, students will recall at least 5 short term and 5 long term effects of cigarette smoking or smokeless tobacco on the body.

Health Standard Addressed: 1.12.1 Predict how healthy behaviors can affect health status.

Assessment:

Students will be told to write down 5 short term and 5 long term effects of cigarette smoking or smokeless tobacco on the body. They will turn that in before the leave class for the day.

Objective 2: At the end of the money activity, students will list the monetary costs of smoking for 1 month, 1 year, 2 years, and 10 years.

Health Standard Addressed: 5.12.2 Determine the value of applying a thoughtful decision making process in health related situations.

Assessment:

Students will turn in paper where calculations are made, including the items they would be forced to do without.

Objective 3: After class is over, students will create a personal scenario in which they or a friend advocate for no smoking using the previously learned material.

Health Standard Addressed: 5.12.4 Generate alternatives to health-related issues or problems.

Assessment:

Students will be given a handout with instructions to create a scenario in which someone advocates for no smoking.

Handout slip for this assessment:

Assignment: Create a personal scenario.

Due: Next class period

What: Think of a situation you have been in, a friend has been in, or you think might happen to you at some point in which you would be offered cigarettes or smokeless tobacco. Write this scenario out and brainstorm ideas to advocate for not using cigarettes or smokeless tobacco. These will be acted out in front of the class during the next class period.

Lesson: 2

Grade Level: 10th

Unit / Content Area: ATOD – Tobacco – Advocacy & Decision Making

Lesson Title: Advocating for Smart Decisions to Avoid Tobacco

Objectives

Objective 1: When acting in the scenarios, students will demonstrate how to positively influence a peer into not smoking.

Health Standard Addressed: 8.12.2 – Demonstrate how to influence and support others to make positive health choices.

Objective 2: At the end of each scenario, students will assess the effectiveness of the influencing tactics based on a scale of 1 (not effective) to 5 (very effective).

Health Standard Addressed: 5.12.7 – Evaluate the effectiveness of health-related decisions.

Lesson Overview

Content Outline	Methods / Strategy	Estimated Time Needed	Necessary Materials
I. Perceptions a. List top 10 perceptions held by students about tobacco b. Discuss each perception and it's truth	Question and answer	8 minutes	- Perception cards that were filled out during previous lecture
II. Choosing no tobacco a. Benefits b. Strategies for prevention	Lecture	10 minutes	
III. Scenarios a. Break into groups, pick a scenario b. Act it out c. Critique and evaluate	Role Play	32 minutes	- Student scenarios created after previous lesson - Box of fake cigarettes

Teaching Steps

Introduction

Review of previous material

Ask students what some of the short term effects of smoking are. Ask them what some of the long term effects of smoking are. Ask them, if they smoked, what would be the most important purchase they would not be able to make because of their smoking addiction.

Overview & rationale for today's lesson

Today students will learn about some of the perceptions their peers have towards people who do and do not smoke. After discussing those perceptions, we will talk about what it means to say no to tobacco, including the benefits this provides and potential strategies to keep your out of harms ways. Lastly we will use the scenarios that were finished as homework. We'll break into small groups and perform the different scenarios.

Necessary Teaching Steps

I. Perceptions

List the top 10 perceptions about tobacco. Discuss each one of these with the students. Challenge them to tell you what is wrong or right with each one of the perceptions. Ask the students in what ways will know more truth about the topic affect their potential use of cigarettes.

II. Choosing No Tobacco

Here we talk about the reasons students should choose to remain tobacco free. Include some from the previous class (short and long term effects) but make sure to include less obvious reasons (money, physical fitness, lower risk of cardiovascular disease). Remind students to begin thinking creatively for ways to advocate for no tobacco use by their peers.

Strategies staying tobacco free, *Content Bites* (Bronson and Merki, 2005):

- Choose friends who don't use tobacco
- Avoid situations involving tobacco use
- Practice and use refusal skills
- Spend your money elsewhere
- The opposite of yesterday's content bites (benefits of NOT smoking):
 - o You smell normal!
 - o Significantly reduced risk of lung cancer, respiratory problems, other cancers, cardiovascular disease, emphysema, chronic bronchitis
 - o Taste buds and appetite are normal

III. Scenarios

Students break off into groups of 3 to 4 and pick the best scenario amongst their group members. Groups will come to the front and present the scenario while the remaining students watch. Students who are watching will write down the names of the group members who are acting their scenario and give them an evaluation from 1 (not effective) to 5 (effective). After the group has gone, lead a brief discussion about the scenario, strategies, and outcome. Get the students to think critically about the scenario. Encourage them to justify the score they gave the group. Demonstrate with the first few groups the type of critical thinking questions you want the students to be thinking about (sample questions are at the bottom).

Summarize and Debrief

The perceptions you had about smokers and non smokers have now been fine tuned. Review a couple of the most common or difficult perceptions students had. Have students recall three main strategies students can use to remain tobacco free. Call on a couple of students to describe the student scenario that they thought was most realistic and affective in keeping students from using tobacco.

Homework Assignment:

Instruct students they will need to bring 3 alcohol advertisements to the next class.

Assessment Strategy

Objective 1: When acting in the scenarios, students will demonstrate how to positively influence a peer into not smoking.

Health Standard Addressed: 8.12.2 – Demonstrate how to influence and support others to make positive health choices.

Assessment:

Collect each person's individual scenarios that they completed as homework. Take the scenario that the group is performing and write notes on the paper. Make a note for a clearly used strategy or reason for not smoking. Grade the scenario and reason on a scale of 1 (not effective) to 5 (very effective) so that you can compare your view of the scenario with that of the students' views.

Objective 2: At the end of each scenario, students will assess the effectiveness of the influencing tactics based on a scale of 1 (not effective) to 5 (very effective).

Health Standard Addressed: 5.12.7 – Evaluate the effectiveness of health-related decisions.

Assessment:

At the end of class, collect each student's paper on which they assessed the effectiveness of the group member's scenario.

Possible Discussion Questions:

- Can you see yourself in this situation? Is it realistic?
- Would you feel "convinced" to reject tobacco? Why or why not?
- What are some other possible strategies for advocating against tobacco use that could be applied to this scenario?
- Do you think the ____student x____ would have listened to their friend who was advocating against tobacco? Or would it not have had an affect?

- What score did you give this group? Justify your answer.
 - o What would you have done differently?
 - o What did you like about this group?

Lesson: 3

Grade Level: 10th

Unit / Content Area: ATOD – Alcohol – Analyzing Influences

Lesson Title: Alcohol, Exposing the Truth

Objectives

Objective 1: By the end of class, students will identify 5 facts or myths about alcohol

Objective 2: By the end of class, students will recall information about the facts, factors, and effects of alcohol.

Health Standard Addressed: 2.12.7 Analyze how the perceptions of norms influence healthy and unhealthy behavior.

Objective 3: During class, students will differentiate between what the hidden message and the actual truth is about at least 3 alcohol advertisements.

Health Standard Addressed: 2.12.5 Evaluate the effect of media on personal and family health.

Lesson Overview

Content Outline	Methods / Strategy	Estimated Time Needed	Necessary Materials
I. The Basics a. Depressant b. Blood Alcohol Content (BAC) c. Binge drinking d. Alcohol poisoning	Lecture	5 minutes	- Students should have text book
II. Effects a. Short term - Body size, gender, food, amount + rate of intake b. Long term - Brain damage, high BP, cirrhosis	Lecture	5 minutes	- Students should have text book
III. Factors a. Peers b. Family c. Media and advertising	Lecture / Discussion	10 minutes	-Overhead/blackboard
IV. Messages from the media a. Groups of 3 b. Answer questions about the ads	Activity	10 minutes	-Alcohol advertisements -Questions to answer
V. Talk about it a. Ask questions	Discussion	15 minutes	-Discussion questions
VI. Assessment	Quiz	5 minutes	-Quizzes

a. Quiz			
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Teaching Steps

Introduction

Review of previous material

Briefly review the some of the effects of tobacco. Ask students to give you some possible reasons they would give to a friend on why not to use tobacco. Remind them that tobacco is a drug, just like today's topic.

Overview & rationale for today's lesson

Tell them that according to the YRBSS over ¼ of Indiana high school students had binge drank at least once within the 30 days preceding the survey, and ask the students if they know what binge drinking is. Tell the students that we will be talking about alcohol today and its effects. Ask them what influences whether they choose to drink or not to drink. After a few students have answered tell them we will be using the advertisements they brought in to examine that topic some more.

Necessary Teaching Steps

I. The Basics

Ask the students if alcohol is a depressant or stimulant. Define depressant and describe why alcohol is one. Explain intoxication. Tell the students what Blood Alcohol Content (BAC) is and why it is important to understand. Ask them what they think binge drinking means, and if alcohol is poisonous. Define binge drinking and alcohol poisoning and ask why binge drinking is dangerous.

Content Bites:

- Depressant – a drug that slows the central nervous system
- BAC – the amount of alcohol in a person's blood, expressed as a %
- Binge Drinking – drinking 5 or more alcoholic drinks in one sitting
- Alcohol poisoning – severe and potentially fatal reaction to alcohol overdose

II. Effects

Talk about the short and long term effects of alcohol on the body. Ask questions involving body size, gender, and food intake to identify and correct possible myths that students have about alcohol. Make sure they understand that both the amount and rate that alcohol is consumed are important. Tell them alcohol inhibits judgment and decision making abilities, and ask them why this impairment can be a problem. Talk about how poor decisions can lead to bad health.

Content Bites

Short Term

- Body size – Small = faster effect of the alcohol
- Gender – alcohol moves into bloodstream faster in females
- Food – slows down passage of alcohol into bloodstream
- Amount & Rate of intake

Long Term

- Brain damage
- High blood pressure
- Cirrhosis and other damage to the liver

III. Factors

Identify the 3 major influences in a person's choice to drink. Separate the 3 into categories on the board or overhead and have the students list reasons why and how each group influences decisions.

Peers, Family, and media and advertising

IV. Messages from the media

Get the students into groups of 3. Instruct them to fill out the handout sheet as they discuss the advertisements within their group. Make sure that students are staying on task and discussing the advertisements.

V. Talk about it

Ask each group to share some of the things they found out about alcohol advertising. Get the students to think critically about the advertisements and what their peers are saying by asking questions. (Example questions: Is this advertisement appealing to you? Why or why not? Why is this not true? What does the advertisement NOT tell you about alcohol?)

VI. Assessment

Have the students clear their desks. Hand out the quiz. Remind them to list 2 personal reasons that they do or do not drink on the back of the sheet for the next class period.

Summarize and Debrief

Use the quiz as a review. Ask the questions to the whole class and ask for brief explanations as to why the answer is correct. Tell the students that their choice to drink is influenced by many outside factors that aren't always obvious, but that they need to be aware of the truths regarding drinking alcohol.

Assessment Strategy

Objective 1: By the end of class, students will identify 5 facts or myths about alcohol

Objective 2: By the end of class, students will recall information about the facts, factors, and effects of alcohol.

Health Standard Addressed: 2.12.7 Analyze how the perceptions of norms influence healthy and unhealthy behavior.

Assessment:

Students will take a 10 point quiz to determine if they can identify different facts and myths about alcohol and remember information presented in class. (Quiz is at the bottom). On the back of the quiz, have students list 2 personal reasons that they do or do not drink. (This will be not be graded, but will be used for the next class)

Post Class Quiz

Fact (True) or Myth (False)?

1. Alcohol is a depressant.
- Fact (True)
2. Eating before drinking will make you sick.
- Myth (False)

3. If a large person and a small person had an identical alcoholic beverage, the small person would feel its effects sooner than the large person.

- Fact (True)

4. Gender is *not* a factor in how alcohol affects the body.

- Myth (False)

5. Alcohol is a drug and it is possible to overdose on alcohol (alcohol poisoning).

- Fact (True)

Recalling the Facts:

6. What are the three things that influence a person's choice to drink or not drink?

1 - Peers

2 - Family

3 - Media/advertisements

7. Binge drinking is consuming 5 or more alcoholic drinks at one sitting. Why is binge drinking dangerous?

- (Multiple answers accepted)

- Easy to overdose (alcohol poisoning)

- Don't know your limit

- Greatly increased risk to your health

8. What is 1 long term effect of alcohol on the body?

- (Multiple answers accepted)

- Brain damage

- High blood pressure

- Liver problems (cirrhosis)

Objective 3: During class, students will differentiate between what the hidden message and the actual truth is about at least 3 alcohol advertisements.

Health Standard Addressed: 2.12.5 Evaluate the effect of media on personal and family health.

Assessment:

Each group will answer the three deep thinking questions about their advertisements. Points will be awarded for completion of the sheet, advertisements brought to class, and participation in discussion.

Objective 3 Handout (Bronson & Merki, 2005)

Seeing Through Advertisements:

Answer these critical thinking questions concerning the alcohol advertisements that you brought to class. Be prepared to discuss your comments.

1. What is really being advertised? (Think about the intended audience, emotions or desires)

2. What is the hidden message? (What do the advertisers want the intended audience to believe?)

3. What is the truth? (Why is it misleading? Use facts!)

Lesson: 4

Grade Level: 10th

Unit / Content Area: ATOD – Alcohol – Interpersonal Communication

Lesson Title: To Drink or Not to Drink?

Objectives

Objective 1: Students will demonstrate non-verbal communication and refusal skills during the role play activity to say no to alcohol.

Health Standard Addressed: 4.12.2 Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.

Lesson Overview

Content Outline	Methods / Strategy	Estimated Time Needed	Necessary Materials
I. Making the choice a. Pros of drinking b. Cons of drinking c. Critical thinking for each pro and con	Discussion	10 minutes	-Overhead/blackboard
II. Refusal strategies a. Student ideas b. Skill cues	Discussion / Lecture	10 minutes	-List of skill cues -Overhead/blackboard
III. Groups a. Generate ideas and prepare for skit	Activity	5 minutes	-Group members -Topic ideas for each group
IV. Skits a. Groups present their scenarios b. Discuss after each skit	Role play	25 minutes	

Teaching Steps

Introduction

Review of previous material

Ask them what the 3 main factors that influence alcohol use. Remind them of the effects that alcohol has on the body and how alcohol can influence you to make poor decisions and judgments which can have a significant impact on your health.

Overview & rationale for today's lesson

Tell the students we will be critically examining the pros and cons to drinking. Tell them that we will be doing a role play activity that will help them practice and observe strategies that will help them refuse alcohol if offered it. Tell them that this is important because if they haven't drank or been offered to drink alcohol yet, there is a very high chance that they will be offered in the near future. According to the YRBSS, 75% of high school students nation wide have tried at least 1 alcoholic drink in their lifetime.

Necessary Teaching Steps

I. Making the choice

On the overhead or blackboard, create two columns: pros of drinking and cons of drinking. Instruct the students to shout out things to fill in each column. Continue to take answers until all students have had an opportunity to include something.

Once the list is complete, tell the students that we will be critically examining each one of these pros and cons so we can whittle down the list to a manageable number. Encourage students to think about each pro or con so it is the students who are separating the facts from the myths. Remind them of the advertisements and the questions they posed to those the day before if they are struggling to think critically.

Possible pros: you look cool, you feel older, helps you socialize, its fun, makes you happy. *Possible cons:* hangover, bad breath, loose coordination, say stupid things, embarrassing moments, alcohol poisoning, get in trouble (with severe punishment), its illegal, impaired decisions, puts your health at risk.

II. Refusal strategies

Take student strategies first, similar to how they were taken in the above discussion. Once students have generated a list, add any of the ones below they did not include. After the lists have been generated, talk about why each refusal strategy could work. Encourage students to apply it to their personal life.

Skill Cues:

- Confidence – Be direct, look the other person in the eye.
- Friend support – have a friend who will back up your decision.
- Humor – think of something witty
- Give an excuse – think of several and practice saying them with confidence.
- Plan your exit – know of ways to avoid the situation
- Suggest an alternative to drinking
- Delay the decision – put it off until later
- Blame shift – parent, coach, or other close friend

III. Groups

Before class begins, organize the students into groups of 2, 3, or 4 based on what they wrote on the backs of their quizzes. (This will put the students together with other people who choose not to drink for the same reasons. This may help them find friends who share the same values, or it might give them a friend they can use as support.) Scenarios are listed at the bottom of the lesson plan. Attempt to match the scenarios with groups that would be likely to be in that situation.

Tell the groups to be creative!! There are a lot of details left out so the groups would be free to add their own details and make the scenario more realistic.

IV. Skits

Ask for volunteers to go first. Have the group turn in their scenario back to the teacher before they begin. Write comments on the slips of paper; these will be used for grading the skits.

After each group has finished, ask them if they had any other ideas for refusing alcohol. Ask the class for specific and constructive feedback. Ask the class if they would have handled the situation any differently. Ask the class if they can relate to the scenario.

Summarize and Debrief

Ask your students what refusal skill they will use and why? Once a refusal skill has been said, ask for any students with a different one until you have heard 5 or 6 different choices. Tell the students to weigh the pros and cons of drinking alcohol and come up with a refusal strategy *before* they get into a situation with alcohol.

Assessment Strategy

Objective 1: Students will demonstrate non-verbal communication and refusal skills during the role play activity to say no to alcohol.

Health Standard Addressed: 4.12.2 Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.

Assessment:

Collect the scenario slips that are given to each group. Write comments on the slip of paper to help you remember how each group did. Look for a clear and distinct refusal skill or strategy, and also check for good non-verbal communication skills and confidence.

Scenarios to be cut out and given to a group:

Scenario 1 (4 people):

While riding in the back of the bus on the way home from a sporting event, one of your teammates pulls out a bottle of vodka and offers you a drink.

Scenario 2 (2 people, male/female):

You're friend is having a small party. You show up and everybody you see is either drinking alcohol or appears to be. Your big "crush" walks up and offers you a drink.

Scenario 3 (4 people, mixed gender):

You are at a party and are drinking with a few of your friends. The person you have a "crush" on walks up to you and says in a very disappointing tone, "I didn't know that you drank."

Scenario 4 (2-3 people):

You go over to a friend's house after school and their parents are not home. Your friend walks in, hands you a drink of alcohol, and exclaims, "My parents left the liquor cabinet open!"

Scenario 5 (2-4 people):

You don't have your driver's license yet, but your junior friend drove you to this party. When it's time to leave, you realize they have been drinking, but they climb in the driver's side door and tell you to get in.

Scenario 6 (3 people):

You're at a party with a bunch of people from your school. A student who just moved in town a few weeks ago shows up and your friend offers them a drink. There is hesitation and a look of uncertainty on the new student's face.

Scenario 7 (2 people):

You get invited to your first party as a sophomore, but you have never drunk alcohol before and you know it will be there. You go and when someone offers you an alcoholic drink you accept. You finish the drink but don't like it. The person comes around and offers you another one.

Scenario 8 (2-4 people):

You go to a party and have had several alcoholic drinks. As you finish your current drink, someone walks in and tries to give you another drink, but you know that you have had way too much and should not drink another.

Lesson: 5**Grade Level:** 10th**Unit / Content Area:** ATOD – Other Drugs – Advocacy**Lesson Title:** Medicine and Drug Misuse and Abuse**Objectives**

Objective 1: By the end of class, students will demonstrate advocacy for not using drugs by creating a poster about the consequences of using drugs.

Health Standard Addressed: 8.12.4 Adapt health messages and communication techniques to a specific target audience.

Lesson Overview

Content Outline	Methods / Strategy	Estimated Time Needed	Necessary Materials
I. Medicines a. Define – medicine, drugs b. 4 types c. Problems – side effects, tolerance, withdrawal d. Medicine misuse	Lecture	10 minutes	-Lecture notes (content bites)
II. Consequences of drug use a. Physical b. Mental c. Social d. Other people	Lecture	10 minutes	-Lecture notes (content bites)
III. Influences and factors a. Peers b. Family c. Role models d. Media – perceptions	Lecture / Discussion	10 minutes	-Handout describing poster assignment
IV. Poster project a. Students work on advocacy posters	In class work	20 minutes	-Sheet of paper for every student for poster

Teaching StepsIntroduction*Review of previous material*

Remind students about the last class period and the refusal skills that were practiced in saying no to alcohol. Ask students what refusal skill works best for them when choosing not to drink alcohol.

Overview & rationale for today's lesson

Tell the students that similar to alcohol, drugs and medicines are influenced by the same things. Ask them what those three things are (Peers, family, media). Explain to them that learning about drugs and medicine is important because of the dangerous possibilities and risks to a person's health.

Necessary Teaching Steps

I. Medicines

Show the definitions of medicine and drugs on the PowerPoint, and ask the students what the difference is and how they are related. Ask the students if they know what the 4 categories of medicine are.

Content bites:

4 broad categories of medicine (Bronson & Merki, 2005)

- Help prevent disease
- Fight pathogens, or infectious, disease causing agents
- Relieve pain
- Help maintain or restore health; regulate body's systems

Ask students what it's called when someone has a reaction to medicine other than the one intended (side effect). Ask the students why drugs have side effects. Ask for students to define tolerance and withdrawal before showing them the definition, and ask them what is the problem with tolerance and withdrawal.

Get the students to think about ways to misuse medicines, either prescribed or over-the-counter, and ask them if they know any ways medicine gets misused. After students have generated some answers, explain to them some of the ways medicines get misused. Make sure they know how to properly use them!

Content bites:

Medicine misuse (Bronson & Merki, 2005)

- Giving a prescription to someone whom it was not intended
- Taking too much/little of a medicine or for longer/shorter than prescribed
- Discontinuing without consulting/informing your health professional
- Mixing medicines

II. Consequences of drug use

Tell students that there are many drugs and each drug has different effects and each drug affects people differently. Ask them what are some of the physical consequences of drug use and define overdose. Ask students how drugs can affect performance in the classroom/sports. Remind students that the effects of drug use can often be similar to those of alcohol because drugs cause impairment in judgments and decision making, which can cause for some severe mental or emotional consequences.

Ask students what are some of the possible social consequences people could face for using drugs. Include these things if they are not mentioned by students: regret actions done while on the drug, expulsion from school, legal trouble, lose friends.

Tell students that the decision to use drugs involves people other than you. Like was mentioned with social consequences, friends could be lost as a result of drug usage. The family or life at home could be significantly affected by drug use.

III. Influences and factors

Remind students that using drugs is a choice and there are many factors (people and things) that affect whether or not students choose to use drugs. Ask students to list some of those influences and add the ones they do not get.

Content bites:

- Peer pressure – what are your friends choices about drugs?
- Family – parents need to talk about it
- Role models – do your role models discourage drug use?
- Media – are your impressions of drug use correct?
 - o Perceptions – often false because of the media. Almost 70% of high school students do *not* use drugs (YRBSS, 2007)

Ask students who some of their role models are. Ask them if they are role models for anyone else. Hand out the poster assignment sheet of paper to each student. Discuss and review the poster project.

IV. Poster Project

Pass out poster paper to students. Walk around the room checking to make sure students are on task and to answer questions. Encourage creativity.

Summarize and Debrief

Ask the students if they enjoyed creating a poster advocating against drug use. Have some volunteers stand up and show their poster with a brief explanation. Ask students why it is important to be a good, positive role model for those who look up to you.

Assessment Strategy

Objective 1: By the end of class, students will demonstrate advocacy for not using drugs by creating a poster about the consequences of using drugs.

Health Standard Addressed: 8.12.4 Adapt health messages and communication techniques to a specific target audience.

Assessment:

Collect student posters at the end of class. Grade the posters based on the criteria below. Get permission to hang the posters up in the junior high area of the school or possibly in some 5th or 6th grade elementary classrooms in the area.

Poster Handout:

Role Model Advocacy Poster Assignment

Being a role model is a very important job that you will be given whether you accept it or not. For that reason, you are to design a poster for younger students advocating against drug use.

Your target audience may be anywhere from 5th grade to 10th grade. Write on the backside of the poster the intended target age. Show some creativity and make sure your poster will be applicable to the intended age group.

Make sure your poster includes:

- Specific consequence(s) of using drugs
- Alternative solutions
- Catchy slogan or saying
- Visually pleasing (does it draw the passerby in to look at it)
- No grammar or spelling errors
- Your name and intended age group on the back

Lesson: 6**Grade Level:** 10th**Unit / Content Area:** ATOD – Drugs – Accessing Valid Information**Lesson Title:** Living Above the Influence**Objectives**

Objective 1: After spending the class period on the internet, students will report 20 facts/findings that they learned while viewing the website.

Health Standard Addressed: 3.12.2 Use resources from home, school, and community that provide valid health information.

Lesson Overview

Content Outline	Methods / Strategy	Estimated Time Needed	Necessary Materials
I. Marijuana a. Addictive b. Health risks c. Consequences	Lecture	8 minutes	-Overhead/blackboard
II. Psychoactive drugs a. Stimulants b. Depressants c. Narcotics d. Hallucinogens e. Ecstasy	Lecture	8 minutes	-Overhead/blackboard
III. Accessing information a. Go to computer lab b. Handout paper, set rules c. Search website	Activity	34 minutes	-One computer per student -One handout per student

Teaching StepsIntroduction*Review of previous material*

Ask the students if they enjoyed making the advocacy posters. Remind the students that in the previous lesson they learned how important having good role models was on keeping people drug free.

Overview & rationale for today's lesson

Tell the students that today we will be learning about some other drugs like marijuana and psychoactive drugs. Ask them if they have ever used the internet to look up information about drugs. Explain the importance of why it is important to be able to use the internet to access information.

Necessary Teaching Steps

I. Marijuana

Make sure to ask the class lots of questions during this section to gauge how much information they actually know about marijuana and how much of what they know is a myth. Ask students to tell you what they know about marijuana. Make a list on the blackboard/overhead. Do the same for the health risks that marijuana poses.

Content Bites:

Marijuana

- a plant, leaves are usually smoked for their intoxicating effects
- A gateway drug
- Mind altering
- Contains more cancer causing chemicals than tobacco smoke

Health Risks

- Hallucinations, paranoia
- Impaired short term memory, reaction time, coordination, and concentration
- Lung irritation, coughing
- Weakened immunity
- Decreased initiative and ambition

Tell the students that there are both mental and emotional and physical consequences.

Ask the students if they know what paranoia is (an irrational suspiciousness or distrust of others). Tell the students that marijuana poses a risk to reproduction. Males will have decreased sperm production because of lower levels of testosterone. Ask the students why a lower level of testosterone is so bad for guys (adult body doesn't fully develop). Females will have an increase in testosterone, causing unwanted facial hair and possibly infertility.

II. Psychoactive Drugs

Tell the students that a psychoactive drug is a chemical that affects the central nervous system (CNS) and alters activity in the brain (Bronson & Merki, 2005). Explain what each type of psychoactive drug is and give several examples of each. Give the students an opportunity to answer first. Use the content bites for any that the students do not answer.

Content Bites:

Stimulants

- Drugs that speed up the CNS
- Nicotine, cocaine, crack, amphetamines, meth

Depressants

- Drugs that tend to slow down the CNS
- Rohypnol and GHB – date-rape drugs

Narcotics

- Specific drugs that are obtainable only by prescription and are used to relieve pain
- Heroin – highly addictive

Hallucinogens

- Drugs that alter moods, thoughts, and sense perceptions
- PCP, LSD, Ketamine

Ecstasy

- A designer drug
- A combination of stimulant and hallucinogen

III. Accessing Information

Take the class to the computer lab. Have students bring all of the things because we will stay in the computer lab until the period is over. Once you get to the computer lab hand out a handout to every student. Tell the students that they need to finish the handout before class is over. Tell everyone that if they are on a website that is not the one on the handout, they will be docked a point every time the teacher catches them.

Summarize and Debrief

Ask the students to list for you some of the new facts that they just looked up online. Ask for some honest opinions on what they thought about the website (they can just read back their #9 on the handout). Tell them that marijuana and psychoactive drugs are very dangerous and the consequences are much more severe.

Assessment Strategy

Objective 1: After spending the class period on the internet, students will report 20 facts/findings that they learned while viewing the website.

Health Standard Addressed: 3.12.2 Use resources from home, school, and community that provide valid health information.

Assessment:

Students will complete the handout and turn it in at the end of the class period.

Internet Handout:

Accessing Valid Health Information

Go to www.abovetheinfluence.com. Take some time to explore the website. There are many different web pages about alcohol, tobacco, and other drugs. There are videos, interactive games, quizzes, and facts pages. Complete the following questions or assignments while on the website.

Section 1:

From the main page, click on the Facts link at the top of the page.

- 1) Click on Drug Facts and pick 3 drugs to write down along with 3 facts for each drug.
- 2) Click on Test Your Brain and write down 3 facts that you learned about smoking marijuana.
- 3) Click on Mythbusters and write down 2 facts that you learned from that web page.

Section 2:

From the main page, click on the Ads link.

- 4) Watch at least one of the commercials and write a paragraph statement describing the type of impact the commercial had on you. What emotions were emitted when watching it? Do you those type of commercials are effective?

Section 3:

From the main page, click on the Fun link at the top of the page.

- 5) Click on either Pete's Couch or Supes Your Ride and write down 2 facts you learned from the link.
- 6) Click on Pressured? Quiz, take the quiz, and report your score.

7) Click on Poetry Game and write down the poem you created.

8) Take the Facts Quiz and write down 4 of the facts that you learned or thought were most intriguing.

9) What did you think of this website? Does it apply to you? Do you think it would be helpful in advocating for anti drugs?

Unit Assessments

Unit Final Exam:

Name:

Score:

/ 50 points possible

1. (8 points) List 2 short term and 2 long term effects of cigarette smoking or smokeless tobacco on the body.

Short term affects

- Smelly clothes, hair, skin, etc
- Bad breath
- Increased respiration and HR
- Yellow teeth
- “Smokers” cough
- Addiction to nicotine
- Dulled taste buds; reduced appetite

Long term effects

- Lung cancer
- Respiratory problems
- Other cancers
- Cardiovascular disease
- Emphysema
- Chronic bronchitis

2. (2 points) Name 1 reason why you should remain tobacco free.

- Spend your money elsewhere
- You smell normal!
- Significantly reduced risk of lung cancer, respiratory problems, other cancers, cardiovascular disease, emphysema, chronic bronchitis
- Taste buds and appetite are normal

3. (2 points) Name 1 strategy you could use to stay tobacco free.

- Choose friends who don't use tobacco
- Avoid situations involving tobacco use
- Practice and use refusal skills

4. (1 point) Gender is a factor in how alcohol affects the body. True or False?

- True

5. (1 point) Alcohol is a depressant. True or False?

- True

6. (1 point) Alcohol is a drug but it is *not* possible to overdose on alcohol (alcohol poisoning). True or False?

- False

7. (1 point) Eating before drinking will make you sick. True or False?

- False

8. (3 points) What are the three things that influence a person's choice to drink or not drink?

- 1 - Peers
- 2 - Family
- 3 - Media/advertisements

9. (1 point) Binge drinking is drinking heavily for three or more consecutive days. True or False?

- False

10. (2 points) Give 2 reasons why binge drinking is dangerous.

- (Multiple answers accepted)
- Easy to overdose (alcohol poisoning)
- Don't know your limit
- Greatly increased risk to your health

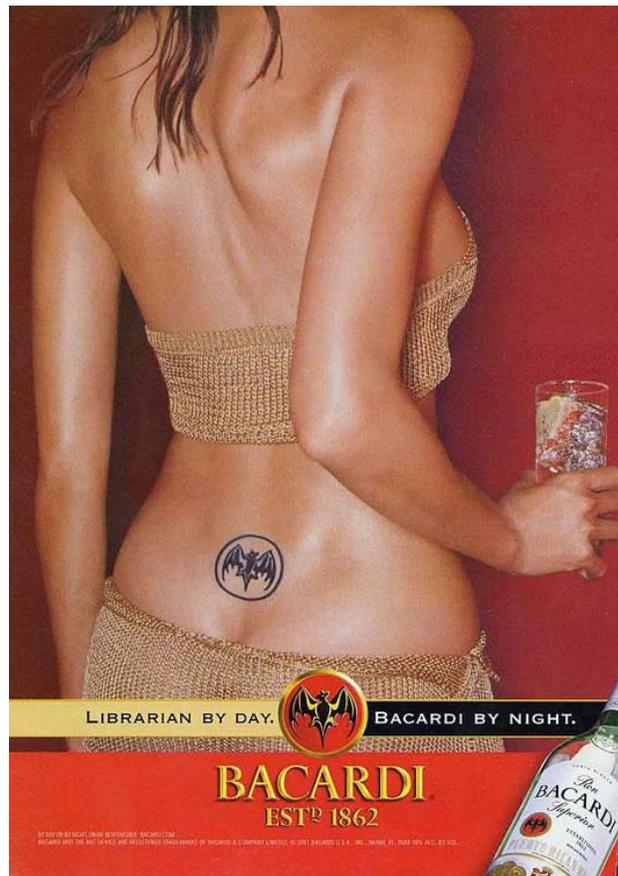
11. (2 points) Roughly how many chemicals are found in marijuana?

- A. 11
- B. 26
- C. 256
- D. 400

12. (12 points) Answer the following critical thinking questions based on the alcohol advertisement on the right.

What is really being advertised? (Think about the intended audience, emotions or desires)

What is the hidden message? (What do the advertisers want the intended audience to believe?)



What is the truth? (Why is it misleading? Use facts!)

13. (6 points) What are 3 refusal strategies you could use when you need to say no to drugs?

Skill Cues:

- Confidence – Be direct, look the other person in the eye.
- Friend support – have a friend who will back up your decision.
- Humor – think of something witty
- Give an excuse – think of several and practice saying them with confidence.
- Plan your exit – know of ways to avoid the situation
- Suggest an alternative to drinking
- Delay the decision – put it off until later
- Blame shift – parent, coach, or other close friend

14. (2 points) What makes marijuana a gateway drug?

- Experimenting with it can open the “gates” to other, more hard core drugs

15. (2 points) Outside of the clear physical consequences, what makes using drugs such a risky health behavior?

- Impairs judgment

16. (4 points) Name one way medicines get misused. Tell how that misuse can be corrected (AKA, how do you properly use it?)

- Giving a prescription to someone whom it was not intended
 - o Keep your drugs locked
- Taking too much/little of a medicine or for longer/shorter than prescribed
 - o Follow the instructions on the label
- Discontinuing
 - o Consult / inform your health professional
- Mixing medicines
 - o Consult a health professional if you are planning on taking multiple drugs at one time

Bonus: (1 point each; 4 points maximum)

Name 4 different facts that you found while searching the above the influence website:

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