# Drug and Alcohol Abuse Prevention Unit

**Subject/Course:** Health Education Grades 6-8  
**Estimated Instructional Time:** 6-8 classes

## Instructional Focus

<table>
<thead>
<tr>
<th>Big Ideas:</th>
<th>Enduring Understandings:</th>
<th>Essential Questions:</th>
<th>Guiding Questions:</th>
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</table>
| 1. Personal and Social skills are essential in dealing with issues involving drugs, alcohol and tobacco. | 1. Personal and social skills include communication, decision making, stress management, and goal setting. | 1. What are personal and social skills? | 1a. What is the difference between drug use, misuse, and abuse?  
1b. How can positive decision making influence healthy behaviors?  
1c. How does goal setting influence healthy behaviors?  
1d. How does stress influence negative choices about drugs? |
| 2. Abusing drugs, alcohol, and tobacco may cause health hazards. | 2. The abuse of drugs may cause personal, legal, and social consequences. | 2. What are some consequences of drug abuse? | 2a. How does drug abuse hurt the body?  
2b. How does drug abuse affect interpersonal relationships?  
2c. What are the drug, alcohol, and tobacco laws in the school and larger community? |
| 3. There are healthy alternative behaviors to using drugs. | 3. There are many benefits of being drug-free. | 3. What are the benefits of not using drugs? | 3a. Why do people use drugs?  
3b. What is a natural high and why is it so important to develop?  
3c. What are the benefits of being drug free?  
3d. What are alternatives to using drugs? |
| 4. When dealing with drugs, alcohol and tobacco, healthy choices include the demonstration of refusal skills. | 4. Refusal skills build confidence when dealing with drugs, alcohol and tobacco. | 4. What are refusal skills? | 4a. Why are refusal skills important?  
4b. What are the steps of refusal skills?  
4c. How might one demonstrate refusal skills? |
| 5. There are school and community support systems for drug, alcohol and tobacco misuse and abuse. | 5. Effective support systems treat the whole person when dealing with drug, alcohol and tobacco misuse and abuse. | 5. What are the different types of school and community support systems? | 5a. How does a person know if they need help?  
5b. Where might one access support at school?  
5c. Where might one access support in the community? |
### Unit Objectives: (Students will understand that...)
- Drugs are chemicals affecting the nervous system that can be used, misused and abused.
- Developing effective personal and social skills are essential for living a positive lifestyle.
- Drug abuse can have physical, mental and social implications
- People use drugs for a variety of reasons
- There are healthy alternative behaviors to using drugs.
- There are treatment and support systems for those with drug addictions and their families.

### Enabling Objectives: (Students will...)
- Identify the difference between drug use, misuse and abuse.
- List the steps of the decision making process by using a real-life situation.
- Demonstrate personal communication skills through group and individual role play.
- Identify their personal natural high and other healthy alternatives to using drugs.
- Identify school and community support systems for drug abuse.
- List personal, legal and social consequences of drug use.

### Assessments

#### Summative:
- Written Exams- Drug and Alcohol Abuse Prevention Exam
- Advocacy Drug Poster
- Decision Making Scenario
- Refusal Skills Role Play

#### Formative:
- Personal and Social Skills Reflections; including goal setting
- Drug Category Table
- Drugs and Consequences Scenarios
- Compare and contrast illegal drugs and medicines with ways of ingestion
- Prompts:
  * Why do people use drugs?
  * What is a drug?
  * What are the legal consequences of drug/alcohol use in school and community?
**Instructional Resources:**
- Response Cards
- Graphic Organizers
- Worksheets
- Demonstration Materials
- LCD Projector/Overhead Pro
- Jeopardy PowerPoint
- Brochures: “Drinking Facts”, ETR Associates
- PA Laws on Illegal Drugs; Twin Valley School District Handbook

**Professional Resources:**
- Current Health Weekly Reader
- NIDA “Drugs, Brains and Behavior: The Science of Addiction
- Health by Pruitt, Allegrante, Prothrow-Stith; Prentice-Hall
- Comprehensive School Health Education - 6th edition by Linda Meeks, Philip Heit and Randy M. Page
- Advocates for Youth
- Drug Education Program
- The Truth About Drugs Education Package
  [www.drugfreeworld.org/takeaction/education-package.html](http://www.drugfreeworld.org/takeaction/education-package.html)
- Caron Foundation
  [Caron.org/Alcohol-Drug-Rehab-Center](http://Caron.org/Alcohol-Drug-Rehab-Center)

### Activities
- Refusal Skills Group Role Play Project
- Drug Category Activity
- Drug Use, Misuse and Abuse” Word wall/ Group Synthesizing
- Decision Making Personal Scenario
- Drugtionary – Game identifying drugs
- Internal/External pressures: Good Voice /Bad Voice Demonstration
- Group Word Web on Alcohol
- Advocacy Poster including healthy alternative behaviors and refusal skill statement
- Create a three dimensional cube identifying physical, emotional and social effects of tobacco use
- Jeopardy Review Game

### Differentiated Instruction

**Extensions/Enhancements:**
- Anchor Activities
  - * Skills practice at computers
  - * Targeted research
  - * Supplementary Articles/Reading
  - * Journal Writing
  - “How Stuff Works” website/ GIST
  - * Targeted research
  - * Independent study
  - * Current events reading
  - * Unit review game/activity
  - * Real life scenarios
Adaptations/Modifications:
- Priming prior knowledge / previewing / predicting
- Identifying the main idea / summarizing
- Using text structure / using graphic organizers
- Answering and generating questions
- Flexible grouping
- Ongoing assessments
- Variety of assessment tools
- Use of educational resource room
- Break large tasks into smaller chunks and provide timelines for completion
- Checks for understanding
- Collaborating with peer (ESL students)
- Pre-teaching and front loading to scaffold new ideas to previously learned information
- Teacher copy of notes
- Comprehension checks and use of comprehension strategies: i.e. note-taking guide, highlighting instructions, summary sheets, opportunities for look backs, leveled text
- Use of prewriting and post-writing strategies, teacher or peer conferencing prior to submission

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<th>Key Terms</th>
<th>Synergism</th>
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<th>Tolerance</th>
<th>Denial</th>
<th>Withdrawal</th>
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<td>Adolescent Brain</td>
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<tr>
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<td>Dopamine</td>
<td>Hepatitis B &amp; C</td>
<td>Mental Illness</td>
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Pennsylvania State Standards for Health Education

PA Key Concept: Students will acquire the knowledge and skills necessary to enhance personal and family health.

- Analyze the factors that impact growth and development (10.1.9A)
- Analyze prevention and intervention strategies in relation to adolescence drug use (10.1.9D)
- Analyze and apply a decision making process to adolescence health and safety issues (10.2.9.D)
- Analyze media health and safety messages and their impact on personal health (10.2.9.C)
- Analyze and apply strategies to avoid or manage conflict and violence during adolescence. (10.3.9.C)

Common Core Standards:

CCSS.ELA-Literacy.RI.8.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

CCSS.ELA-Literacy.RI.8.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

CCSS.ELA-Literacy.RI.8.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

CCSS.ELA-Literacy.W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

CCSS.ELA-Literacy.W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

CCSS.ELA-Literacy.W.8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

CCSS.ELA-Literacy.W.8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

CCSS.ELA-Literacy.SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

CCSS.ELA-Literacy.SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

CCSS.ELA-Literacy.SL.8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

CCSS.ELA-Literacy.L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-Literacy.RST.6-8.2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

CCSS.ELA-Literacy.RST.6-8.8 Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.

CCSS.ELA-Literacy.RST.6-8.9 Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.

CCSS.ELA-Literacy.WHST.6-8.2b Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other
information and examples

**CCSS.ELA-Literacy.WHST.6-8.2d** Use precise language and domain-specific vocabulary to inform about or explain the topic.

**CCSS.ELA-Literacy.WHST.6-8.7** Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

**CCSS.ELA-Literacy.WHST.6-8.8** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

**CCSS.ELA-Literacy.WHST.6-8.9** Draw evidence from informational texts to support analysis reflection, and research.