

GRADES 6–8 LESSON OVERVIEW

	6 th	7 th	8 th
Lesson 1	<p>Proper Use v. Misuse</p> <p>The purpose of this lesson is for students to understand the dangers associated with taking prescription and Over the Counter (OTC) medications inappropriately. Students will discuss perceptions of norms regarding prescription and OTC medications. They will practice identifying proper and improper use of medications by analyzing various scenarios.</p>	<p>Reasons for Drug Abuse</p> <p>Students will take a closer look at influences and examine how positive personal values, beliefs and goals for their future can help them lead a drug-free lifestyle. Students will leave this lesson with a visual reminder of why they want to stay drug-free for their lifetime.</p>	<p>Influences on Drug Use</p> <p>The purpose of this lesson is to analyze the influence of media on health behaviors. Students will learn about the influence of advertising of prescription drugs in our country and how these messages might influence healthy decisions about drugs. Students identify other valid and reliable sources of information for healthy use of prescription drugs and medicines.</p>
Lesson 1 Objectives	1. Explain the rules for safe and healthy use of medicine.	1. Identify influences including norms, family, community, peers, personal values, media that affect substance abuse practices and behaviors.	1. List at least three media sources they see or hear prescription drug references.
	2. Differentiate between proper use and misuse of prescription and OTC medicines.	2. Summarize the potential effects of a decision on a person’s physical, social, and emotional health.	2. Identify specific guidelines for appropriate use of prescription and over-the-counter medicines.
	3. Identify the potential consequences for misuse of prescription and over-the-counter (OTC) medicines.	3. Explain the guidelines or rules for taking medicines at home or school and how they can help us make healthy decisions.	3. Analyze the validity and reliability of information for over-the-counter and prescription medicines.
	4. Identify peer norms, personal values and beliefs that influence drug-use practices and behaviors.		5. Explain how medicines should be stored and how they should be disposed after use.
			6. Discuss the risks and impact of unhealthy decisions about OTC, prescriptions and drugs on physical, emotional and social health.
Lesson 2	<p>Communication Strategies for Refusing Drugs</p> <p>This lesson helps students to understand verbal and nonverbal communication skills that assist in an assertive refusal skill. Students will learn the difference between passive, assertive and aggressive communication and strategies to deliver an assertive message. Students will practice what they have learned by writing assertive refusal skill statements in response to being offered drugs.</p>	<p>Refusal Skills</p> <p>The goal of this lesson is for students to gain confidence in using refusal skills. Students will learn refusal strategies to say no to drugs and put the skills into practice during a role play. Students will analyze the effectiveness of a peer’s refusal skill performance.</p>	<p>Refusal & Communication Skills</p> <p>The purpose of this lesson is for students to refine and practice existing refusal skills and gain additional strategies to say no to drugs. Students will analyze situations that could lead to substance abuse and examine different influences present to apply an effective refusal skill or strategy</p>
Lesson 2 Objectives	1. Students will be able to identify the difference between passive, aggressive and assertive communication.	1. Use effective peer resistance skills when faced with the pressure to use drugs. 2. Show how to reinforce their drug free choice both verbally and nonverbally.	1. Identify situations that could lead to drugs.
	2. Students will identify the steps of the STOP strategy.		2. Identify influences that are present in peer pressure situations.
	3. Students will write assertive refusal messages to demonstrate skills to be drug-free.		3. Apply various refusal skill strategies to avoid drug use through role playing different peer pressure scenarios.
	4. Students will identify assertive verbal and nonverbal cues in an effective drug-free message.		4. Identify elements of effective peer resistance skills when observing a role play.

GRADES 6–8 LESSON OVERVIEW (CONTINUED)

	6 th	7 th	8 th
Lesson 3	<p>Making Healthy Decisions about Drug Use</p> <p>The purpose of this lesson to reinforce the decision-making process of STOP, THINK, CHOOSE and to identify all the important things students need to consider when making decisions. Students will gain confidence in decision-making by practicing the proper decision-making steps through scenarios.</p>	<p>Decision-Making</p> <p>This lesson is for students to review the STOP, THINK, CHOOSE decision-making model and analyze the outcomes of a decision. Students will also identify various influences on the decisions we make and how to combat them to make the healthiest choice.</p>	<p>Effective Communication to Facilitate Healthy Choices</p> <p>The purpose of this lesson is to provide students with effective communication strategies and equip students with the skills to make healthy decisions. Students will practice decision-making using STOP, THINK, CHOOSE and effective communication skills in scenarios that include making the healthy choice to avoid dangerous situations.</p>
Lesson 3 Objectives	1. Identify healthy options when making decision.	1. Define the steps of the STOP, THINK, CHOOSE decision-making model.	1. Identify the negative social, physical and psychological impact of substance abuse.
	2. Identify possible positive and negative consequences of a decision.	2. Identify possible influences and how they affect decisions related to drug use.	2. Identify appropriate and inappropriate reasons why a person would use a drug.
	3. Apply the STOP, THINK, CHOOSE model to analyze a scenario and think about possible options to make a healthy choice.	3. Use their knowledge of consequences and benefits for each outcome and evaluate the healthiest choice.	3. Identify consequences associated with dangerous behaviors associated with substance abuse.
	4. Identify valid health resources who support healthy choices about drugs.		5. Apply the STOP, THINK, CHOOSE decision-making model to make healthy choices.
			6. Apply communication and decision-making strategies to avoid riding in a motor vehicle with an impaired driver.
Lesson 4	<p>Lesson 4 would be appropriate for 6th, 7th or 8th grade students. This lesson is for students to promote and advocate to others to make drug-free choices using the information they have learned throughout the drug prevention unit. Students will have the opportunity to write a letter to a 5th grade student that promotes the benefits of being drug free and positive alternatives to using drugs. Writing these letters will help students recognize the influence they have on others and the responsibilities of being a positive role model. Students who promote healthy behaviors are more likely to adopt positive behaviors.</p>		
Lesson 4 Objectives	1. Define advocacy.		
	2. Write a letter to encourage a 5th Grader to be drug-free that includes accurate information about proper use of medicine.		
	3. Identify the benefits of being drug free.		
	4. Describe positive alternatives to using drugs and strategies to be drug free.		