

Brunswick School Department
Grade 10
Tobacco, Drug, and Alcohol Prevention

Essential Understandings	▪ There is a difference between drug use, misuse and abuse. ▪ Both internal and external factors influence one's decision to use drugs. ▪ There are seven groups of drugs that have unique effects on individuals. ▪ There are five paths of entry for a drug to enter the body. ▪ Many harmful effects are associated with drug use. ▪ There are steps that one can take when making decisions that can lead to positive and healthy choices. ▪ Both internal and external factors influence people's choice not to use tobacco, drugs or alcohol. ▪ Learning resistance skills can provide individuals with the confidence they need to avoid drug abuse.
Essential Questions	▪ What is the difference between drug use, misuse and abuse? ▪ What are the internal and external factors that influence people to use drugs? ▪ What are the seven groups of drugs and the effects and danger associated with them? ▪ What are the five possible paths of entry for drugs to get into the body? ▪ What are the harmful effects associated with drug use? ▪ What steps should one take while making decisions? ▪ What factors influence individuals to choose not to use drugs? ▪ What resistance skills can be used to refuse drugs from peers?

Brunswick School Department
Grade 10
Tobacco, Drug, and Alcohol Prevention

Essential Knowledge	▪ Drug use is the correct use of legal drugs. ▪ Drug misuse is the incorrect use of prescription or over the counter (OTC) drugs. ▪ Drug abuse is the intentional use of a drug without medical or health reasons. ▪ Heredity, environmental, and behavioral factors influence drug use. ▪ Stimulants, sedative hypnotics, narcotics, hallucinogens, cannabis, inhalants, and anabolic-androgenic steroids are all drug groups with unique effects on users. ▪ Drugs can enter the body orally, by injection, inhalation, absorption and implantation. ▪ Drug use is associated with a higher risk of violence, accidents, unwanted pregnancy, HIV infection, overdose, drug dependence and death. ▪ Following the six steps to make responsible decisions leads to actions that promote health, protect safety, follow laws, show respect for self and others, follow parent guidelines, and demonstrate good character. ▪ Some factors that influence an individual's choice to not use drugs include: having self respect, social skills, goals and plans, healthful family relationships, stress and anger management skills, respect for authority and resiliency. ▪ Resistance skills are skills that help a person say no to an action or to leave a situation.
Vocabulary	▪ <u>Terms:</u> - o drug use, drug misuse, drug abuse, addiction, stimulants, sedative hypnotics, narcotics, hallucinogens, cannabis, inhalants, anabolic-androgenic steroids, prescription drugs, over the counter drugs (OTC), injection, inhalation, absorption, implantation, drug dependence, tolerance, withdrawal, risk factors, peer pressure, resistance skills, alcohol, blood alcohol concentration (BAC), alcohol proof, binge drinking, hangover, blackouts, cirrhosis, fetal alcohol syndrome (FAS), alcoholism, nicotine, tobacco, cigarette, smokeless tobacco, carcinogen, emphysema, leukoplakia, second hand smoke, cocaine, crack, amphetamines, look-alike drugs, methamphetamine, methcathinone, ephedrine, MDMA, caffeine, benzodiazepines, anticonvulsant, GHB, roofies, morphine, heroin, codeine, oxycontin, LSD, PCP, ketamine, mescaline, flashback, marijuana, THC, hashish, steroids, cortisol, huffing, sniffing, bagging, drug trafficking, detoxification, relapse, halfway house, risk factors, protective factors, refusal skills, peer pressure

Brunswick School Department
Grade 10
Tobacco, Drug, and Alcohol Prevention

Essential Skills	▪ Define drug use, misuse and abuse. ▪ Describe influences on drug use. ▪ Examine the effects of alcohol use. ▪ Analyze influences on alcohol use and alcohol's effects on an individual and society. ▪ Examine the effects of psychoactive drugs. ▪ Describe how the use of psychoactive drugs influences people physically and psychologically. ▪ Differentiate between the different drug groups, their effects on the body systems and the dangers associated with their use. ▪ Evaluate the effects of alcohol and other drug use. ▪ Use decision-making steps to make healthful decisions about alcohol and other drug use. ▪ Analyze how internal and external influences affect choices about tobacco use. ▪ Identify health risks of tobacco use. ▪ Analyze effects of tobacco use. ▪ Analyze effects of tobacco advertising. ▪ Advocate for a tobacco-free community. ▪ Examine reasons people use tobacco products. ▪ Describe effective strategies for quitting tobacco use. ▪ Identify health problems caused by passive smoking. ▪ List reasons for choosing not to use tobacco, drugs or alcohol. ▪ Demonstrate effective refusal and communication skills.
-------------------------	--

**Brunswick School Department
Grade 10
Tobacco, Drug, and Alcohol Prevention**

Related Maine Learning Results	<u>Health</u> A. Health Concepts A1. Healthy Behaviors and Personal Health Students predict how behaviors can impact health status. - Analyze individual responsibility for enhancing health. - Predict how healthy behaviors can positively impact health status. A2. Dimensions of Health Students analyze the interrelationship of physical, mental/intellectual, emotional, and social health. D. Influences on health D1. Influences on Health Practices/Behaviors Students analyze and evaluate influences on health and health behaviors. - Analyze how family, school and community influence the health of individuals. - Analyze how peers influence healthy and unhealthy behaviors. - Evaluate the effect of the media on personal and family health. - Analyze how culture and personal values and beliefs influence individual health behaviors. - Investigate how public health policies and government regulations can influence health promotion and disease prevention. E. Communication and Advocacy Skills E1. Interpersonal Communication Skills Students utilize skills for communicating effectively with family, peers, and others to enhance health. - Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others. E2. Advocacy Skills Students demonstrate ways to influence and support others in making positive health choices. - Adapt health messages and communication techniques for different audiences. F. Decision-Making and Goal-Setting Skills F1. Decision-Making Students apply a decision-making process to enhance health. - Justify when individual or collaborative decision-making is appropriate. - Defend the healthy choice when making a decision.
Sample Lessons And Activities	▪ After reviewing risks of all forms of tobacco products and the ads that promote those products, create either a song/music video or a TV commercial designed to convince middle school students not to use tobacco in any form.

**Brunswick School Department
Grade 10
Tobacco, Drug, and Alcohol Prevention**

Sample Classroom Assessment Methods	▪ Write a reflective summary explaining what was learned from the tobacco project.
Sample Resources	▪ <u>Publications:</u> - o “Outrageous Teaching Techniques in Health Education” – Deborah Tackmann
Technology Link	▪ http://www.healthteacher.com