

HIGH SCHOOL LESSON OVERVIEW

	Lesson 1	Lesson 2	Lesson 3
Lesson Description	<p style="text-align: center;">Drug Use & Its Impact on You</p> <p>Students will discuss appropriate and inappropriate uses of a drug, and explore reasons why a person would abuse a drug. Students will explore the scope of the problem by analyzing the impact of drug use on relationships and society, as well as the user's health, education, and future.</p>	<p style="text-align: center;">Addiction</p> <p>Students will take a closer look at drug misuse, drug abuse and addiction. The students will listen to various scenarios and see how the progression of the addiction leads to severe consequences.</p>	<p style="text-align: center;">Proper Use of Prescription and OTC Medicines</p> <p>Students will identify the characteristics of appropriate use, storage and disposal of over-the-counter (OTC) and prescription medicines. Students will describe the consequences associated with misuse of prescription and OTC medicines. Students will read scenarios to identify proper use/misuse as well as alternatives to misuse of OTC and prescription medicine.</p>
Lesson Objectives	<ol style="list-style-type: none"> 1. Identify appropriate and inappropriate reasons why a person would use a drug. 2. Analyze the trends of drug use by reviewing data from the Ohio Youth Risk Behavior Survey (YRBS) and identify group norms for drug use. 3. Identify the negative social, physical and psychological impact of drug abuse. 4. Analyze at least two reasons why people abuse illegal or legal drugs and determine an alternative to combat each reason. 5. Write a declarative sentence that summarizes at least one specific reason why they will not abuse drugs. 	<ol style="list-style-type: none"> 1. Identify stages of addiction. 2. List physical, psychological, and social consequences associated with drug addiction. 3. Identify the influences of others on drug abuse, including those impacted by drug use. 4. Identify ways you could support a person with an addiction. 5. State specific reasons that motivate themselves to be drug free in their "anti-drug" message. 	<ol style="list-style-type: none"> 1. Differentiate between OTC and prescription drugs. 2. Analyze the consequences associated with the abuse of prescription and OTC drugs. 3. Identify proper steps for storage and disposal of OTC and prescription drugs. 4. Apply knowledge about proper use and abuse to determine proper or improper use of prescription or OTC medicines in the scenarios.

HIGH SCHOOL LESSON OVERVIEW (CONTINUED)

	Lesson 4	Lesson 5	Lesson 6
Lesson Description	<p>Decision-Making</p> <p>Students will apply the STOP, THINK, CHOOSE model in decision-making scenarios. Students will think about the various options and examine the possible positive and negative consequences on self and others. Students will apply their knowledge about prescription and other drugs to identify the healthy choice. A class discussion will identify others who could be helpful and a positive influence in making healthy, drug-free choices.</p>	<p>Opioid Abuse Prevention</p> <p>Students will identify the consequences associated with opioid use. Students will analyze the impact opioid use has on an individual's health, relationships with loved ones, career opportunities, academic success, and the communities we live in.</p>	<p>Influences on Drug Use</p> <p>Students will identify various influences on drug use: specifically, biological, psychological, environmental, and social influences. Students will also describe the influence of risk and protective factors in regard to drug use.</p>
Lesson Objectives	1. Identify barriers to making decisions to be drug free.	1. Identify negative short- and long-term physical, psychological and social effects of opioid use.	1. Examine and consider how culture supports and challenges drug use beliefs, practices and behaviors
	2. Describe the benefits associated with thoughtful decision-making related to drug use.	2. Identify the impact of opioid use on relationships with others; the community; health of the user; other risky behaviors; academic success; and future goals, including finances and career opportunities.	2. Identify how peers and perceptions of norms have an influence on healthy and unhealthy drug use behaviors
	3. Analyze the best mode of decision-making (individual or collaborative) when making decisions-related to drug use.	3. Analyze how culture supports and challenges drug use beliefs, practices, and behaviors.	3. Analyze how drug use can influence the likelihood of engaging in other unhealthy behaviors.
	4. Generate at least two healthy alternatives when making decisions related to drug use.		4. Recognize how laws, rules and regulations impact the actions of an individual related to drug use.
	5. Identify short- and long-term consequences of alternatives when making decisions related to drug use.		5. Analyze the effect that law, media, and technology have on personal, family, and community behaviors related to drug use.
	6. Evaluate the effectiveness of the decisions related to drug use on self and others.		
	7. Select the healthiest option when making a decision and justify that decision.		

HIGH SCHOOL LESSON OVERVIEW (CONTINUED)

	Lesson 7	Lesson 8	Lesson 9
Lesson	<p style="text-align: center;">Refusal Skills</p> <p>Students will practice peer resistance skills in role play scenarios. Identifying improper use of prescription drugs and practicing communication skills to avoid prescription drugs in a safe classroom environment will help to build confidence if ever faced with these pressures. By the end of this lesson, students will have multiple strategies to keep them safe from the pressures associated with drug use.</p>	<p style="text-align: center;">Avoiding Driving or Riding with a Person Under the Influence</p> <p>Students will analyze situations to understand the dangers associated with impaired driving. The scenarios will prompt students to think about what to do if they are offered a ride from an impaired driver. Students will practice what to say and do if they want to prevent a person from driving while under the influence. This lesson will reinforce decision-making and communication skills and apply them in new situations.</p>	<p style="text-align: center;">Getting Help</p> <p>Students will learn how to get help for themselves and/or others who are dealing with drug abuse. They will learn how to identify warning signs regarding drug use and the proper steps for getting help. Students will practice demonstrating empathy to reach out and support the individual while also seeking out help from others.</p>
Lesson Objectives	<ol style="list-style-type: none"> 1. Identify the negative physical, psychological and social effects of drug use. 2. Identify inappropriate use of prescription medicines and suggest alternatives to inappropriate use. 3. Demonstrate effective peer resistance, negotiation, and verbal/non-verbal communication skills to avoid drug use. 	<ol style="list-style-type: none"> 1. Analyze the dangers and possible consequences associated with driving under the influence. 2. Identify decision points that require a healthy decision. 3. Detail the importance of not riding with a driver who is under the influence. 4. Identify what to do or say as a bystander seeing a person under the influence attempt to drive. 5. Write an effective communication statement to avoid riding in a motor vehicle with a driver who is under the influence of other drugs. 6. Choose a healthy alternative when making a decision related to riding in a motor vehicle with a driver who has been using drugs. 	<ol style="list-style-type: none"> 1. Identify signs of drug use from each category: paraphernalia, appearance, behavioral symptoms. 2. Identify and apply the strategies to help someone (friend, family, classmate, others) suffering from drug abuse. 3. Identify and apply how to approach trusted adults at school and in the community to help with drug addiction for self or others. 4. Use effective communication skills to support themselves and/or others who need help for their drug addiction.

HIGH SCHOOL LESSON OVERVIEW (CONTINUED)

	Lesson 10
Lesson	<p>Advocating to be Drug Free</p> <p>Students will put the skills and information they have learned from the unit into action by formulating a drug-free promotion message for their target audience. Promotion messages can include: video, news story, poster, poem, rap, commercial, role play, etc. Students who advocate for healthy behaviors are more likely to adopt those healthy behaviors.</p>
Lesson Objectives	<ol style="list-style-type: none"> 1. Develop drug-free messaging that persuades others to be drug-free by identifying short- and long-term effects or benefits, identifies positive/negative consequences with an appropriate message. 2. Identifies accurately both short- and long-term effects or benefits/consequences in drug-free messaging. 3. Communicate group norms for being drug free with supporting facts and data.