**Lesson 4: My Superpower: Making Healthy Choices**

**Overview:** Students will analyze influences to identify positive and negative influences. Students will create a shield of positive influences and skills that promote healthy choices and prevent substance use.

National Health Education Standards

**Standard 1:** Students will comprehend concepts related to health promotion and disease prevention to enhance health.

**Standard 2:** Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Healthy Behavior Outcomes (HBOs):

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| **Alcohol and other drugs** | HBO 2. Avoid misuse and abuse of over-the-counter and prescription drugs. |
| HBO 3. Avoid the use of alcohol. |
| HBO 4. Avoid the use of illegal drugs. |
| **Tobacco** | HBO 1. Avoid using or experimenting with any form of tobacco. |

Lesson Objectives – Students will be able to:

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| **Objective** | **Assessments** |
| 1. Differentiate between positive and negative influences. | Attachment 4.1 – Can You Spot the Influence |
| 1. Describe the potential risks and consequences associated with substance use. | Attachments 4.2a, 4.2b, 4.2c – Show What You Know |
| 1. Apply substance use prevention principles to make a healthy choice. | Attachments 4.2a, 4.2b, 4.2c – Show What You Know |
| 1. Identify trusted adults who can support healthy choices. | Attachments 4.2a, 4.2b, 4.2c – Show What You Know |
| 1. Identify a positive influence that promotes a healthy choice. | Attachment 4.3 – Shield of Positive Influences |
| 1. Describe medication safety principles, trusted adults, positive influences, and alternative activities to prevent substance use. | Attachment 4.3 – Shield of Positive Influences |

Introduction:

* Show the picture of a fishing lure. What is this, and why is it used?
  + It’s a lure that is used to attract fish. It makes the fish hungry and want to eat. Lures are used to draw fish into a choice that might not be healthy and safe for the fish.
  + This lesson is going to focus on influences that could lure you into an unhealthy or unsafe choice. We’ll identify positive and negative influences; come up with alternatives to negative influences; and practice making healthy choices.

Teaching Steps:

Activity 1: Positive and Negative Influences

* REVIEW influences and the differences between positive and negative influences.
  + Influences are people or things that can affect healthy or unhealthy choices.
  + A *positive influence* can lead to a healthy and safe choice. Positive influences protect our health.
  + A *negative influence* can lead to an unhealthy and unsafe choice. Negative influences could put our health at risk.
  + Influences include people, rules, activities, and messages. There are lots of influences, but we’re going to use positive influences to make healthy choices.
  + Let’s practice together identifying a positive or negative influence.
    - Your cousin asks you to run across the road with her before looking both ways.
      * Ask: Is this a positive or negative influence? (Negative)
      * Why? (Unhealthy, unsafe)
    - Your friend shares their apple slices with you.
      * Ask: Is this a positive or negative influence? (Positive)
      * Why? (Healthy)
    - Your fourth grade neighbor asks you if you want to take some medicine because you have a headache.
      * Ask: Is this a positive or negative influence? (Negative)
      * Why? (Unhealthy, unsafe)
* Let’s spot positive and negative influences and substance use (see Attachment 4.1).

Activity 2: Avoiding Negative Influences to Make Healthy Choices

* Scenario: Some middle schoolers that you know are standing around. You notice a cloud of white smoke, and it looks like they have a vape. They tell you to come over.
* Are they a positive or negative influence?
  + Negative. They are violating Know to NO!
* Why would some people be influenced by a negative influence?
  + Want to fit in
  + Name calling, teasing, or pressure
  + Easier to go along with the group
  + Curious to try what the others are doing because they say everyone is trying it
  + Miss the signs to recognize a negative influence
* Why is it important to avoid negative influences?
  + They could push or lead you to make an unhealthy or unsafe choice.
* Tools to say NO to a negative influence:
  + Know to NO! Trust your knowledge and feelings that you know what is healthy, safe, and right.
  + Use Stop, Think, Choose to recognize the situation, think about your options, and make a healthy choice.
  + Find a positive influence: Have friends who can help you make healthy choices.
  + Reach out for help or advice from a trusted adult.
  + Be a positive influence: Help a friend make a healthy choice to be positive influence. Get other friends to along with you.
  + Walk away.
* How to say NO:
  + Be assertive and clearly say NO with your words and actions
  + Use a strategy like Three Nos and a Walk
  + Just walk away.
  + Give an alternative.

Activity 3: Show what you know!

* Answer the questions to show what you know about making healthy choices. (Teacher: Choose 4.2a, 4.2b, or 4.2c to help students show what they know.)

Activity 4: Shield of Positive Influences

* To build our shield of positive influences (see Attachment 4.3), we need to find materials. Our shield will include substance use prevention principles; positive influences; and decision-making and communication strategies.
* Our shield has four sections. You can write, draw, and decorate your shield after we prepare each section:
  + Section 1: Substance use prevention principles:
    - Don’t take, touch, or taste; tell a trusted adult.
    - I can make healthy choices.
    - Substances like tobacco, alcohol, and other drugs are harmful to my health
  + Section 2: Trusted adults and positive influences
  + Section 3: Stop, Think, Choose
  + Section 4: Refusal skills
* Points to remember that can be added to your shield:
  + It is your right to say NO to anything unhealthy or unsafe.
  + Stick to what is right for you — what’s healthy and safe for you, not what others may be choosing to do.
  + It takes strength to say NO. You have that inner strength!
  + Be respectful and genuine to your values and beliefs.
  + You will face the negative consequences if you choose what is unhealthy and unsafe.
  + When making a choice, always ask yourself: “Is it worth the risk?”
  + Think; do not act on impulse.
  + Be true to yourself!
  + If you are struggling with peer pressure, seek out a trusted adult.
  + Learn how to say NO with Stop, Think, Choose because more serious decisions are coming your way.
  + Take charge of your choices. Choose healthy and safe!
  + Real friends will respect your healthy, safe choices.
  + When thinking about pleasing a friend by joining them in substance use, ask yourself, “What could be my personal cost for using?”
  + Speak up when you feel pressured by others — especially your friends.

Closure:

* What are the two types of influences?
* What are examples of positive influences? What are examples of negative influences?
* What positive influences from your shield will help you make healthy choices?

**Attachment 4.1: Can you spot the influence?**

Label with box with a + if it is positive influence on your health. Label it with a – if it is negative influence on your health.

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| **A group  of three teenagers  offers a kid a vape** | **A group of kids riding  bikes with helmets on** |
| **Advertisements for tobacco and alcohol in a store.** | **A sign on the door of a school building stating, “No Smoking or Tobacco in this Building”** |
| **A teacher reminding  you “Know to NO!” to prevent substance use** | **A cartoon drawing of several kids  with a conversation bubble  above them that says,  “We do not smoke.”** |

**Attachment 4.2a: Tobacco & Your Health**

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| **Circle the tobacco products** | **Circle how your body could be hurt by using tobacco** |
| Cigarettes | Heart |
| E-cigarettes and vape | Lungs |
| Vape cartridge | Brain |
| Cigar | Teeth |

**Situation:** A group of friends are hanging out skateboarding and riding scooters. One kid says they found a vape at home and tells you to try it because he’s seen his older sibling use it.

* Is the kid with the vape a positive or negative influence?

1. Positive
2. Negative

* Should you try vaping?
  1. Yes
  2. No
* Circle the substance use prevention principle(s) that may apply to this situation.
  1. I know vaping and using tobacco is dangerous and could harm my health.
  2. I don’t know what it is, so I’m not going to take, touch, or taste this.
  3. I’m going to ask a trusted adult for help.
* You want more information or support. Who or what could help?
  + Older sibling
  + Older friends
  + A trusted adult
  + A TikTok or YouTube video
* How confident are you that you can make healthy choices that prevent substance use?
  + Very
  + Some
  + Not at all

**Attachment 4.2b: Medicine and Your Health**

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| **Unhealthy choices about drugs or medicine could hurt my:** | |
| Heart | Brain |
| Lungs | Muscles |

**Situation:** Some friends are hanging out skateboarding and riding scooters. One kid says he found a sandwich bag at home with pills that look like candy, but he doesn’t know what it is. He tells you to try it because he’s seen his older sibling use it.

* Is the kid with the pills a positive or negative influence?

1. Positive
2. Negative

* Should you try what’s in the bag?
  1. Yes
  2. No
* Circle the medication safety or substance use prevention principle(s) that apply to this situation.
  1. Know to No! I don’t know what this is, so I won’t take, touch, or taste.
  2. Only take medicine from a trusted adult.
  3. Never share or take someone else’s medicine
  4. I’m going to ask a trusted adult for help.
* You want more information or support. Who or what could help?
  1. Older sibling
  2. Older friends
  3. A parent
  4. A TikTok or YouTube video
* How confident are you that you could make healthy choices that prevent substance use?
  1. Very
  2. Some
  3. Not at all

**Attachment 4.2c: Alcohol and Your Health**

**Using alcohol is healthy or unhealthy?**

1. **Healthy**
2. **Unhealthy**

**Situation:** Some friends are hanging out skateboarding and riding scooters. You are thirsty, so your friend goes to the fridge and finds a can of beer in the fridge. They dare you to try it.

* Is the kid with the beer a positive or negative influence?

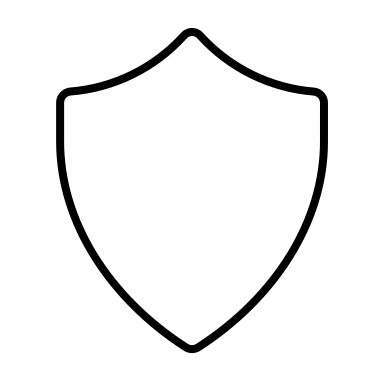
1. Positive
2. Negative

* Should you take a drink?
  1. Yes
  2. No
* Circle the substance use prevention principle(s) that may apply to this situation.
  1. Know to No! I know this is unhealthy and unsafe. Don’t take, touch or taste.
  2. I know alcohol can harm my health.
  3. Never share or take someone else’s medicine.
  4. I’m going to ask a trusted adult for help.
* You want more information or support. Who or what could help?
  1. Older sibling
  2. Older friends
  3. A parent
  4. A TikTok or YouTube video
* How confident are you that you can make healthy choices that prevent substance use?
  1. Very
  2. Some
  3. Not at all

**Attachment 4.3: Shield of Positive Influences**

Label your shield with words, phrases, or pictures for each category.

* Section 1: Substance use prevention principles:
  + Know to NO! Substance use — including alcohol, tobacco, and other drugs — has harmful consequences to my health.
  + I can make healthy choices because my health is important to me!
  + If a substance is unhealthy or unsafe — or you are unsure, don’t take, touch, or taste.
* Section 2: Trusted adults and positive influences
  + Reach out to a trusted adults or resources for help.
  + Who are the trusted adults who can help you make healthy choices?
* Section 3: Stop, Think, Choose
* Section 4: Refusal Skills
  + Write how you would say no and provide alternatives.



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