



Science Behind Drugs: Influencers Grades: 6th and 7th

National Health Education Standards

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

| Standard | Definition | Example |
|-----------------|-------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Standard 1.8.2 | Differentiate between proper use and abuse of prescription medicines | Students will learn about how to read a prescription label and the importance of taking medication only as prescribed. They will explore this through a scenario of a teen that abused prescription pain medication. |
| Standard 1.8.5 | Summarize the negative consequences of using alcohol and other drugs | Students explore how nicotine, alcohol, marijuana and opioids affect the brain and body. |
| Standard 1.8.6 | Determine reasons why people choose to use or not use alcohol and other drugs | Students will choose reasons from a list of why people use alcohol and other drugs |
| Standard 1.8.8 | Explain why using alcohol or other drugs is an unhealthy way to manage stress | Students explore how nicotine, alcohol, marijuana and opioids affect the brain and body and explore positive coping skills. |
| Standard 1.8.12 | Describe positive alternatives to using alcohol and other drugs | Students will learn positive coping skills such as physical activity, laughter, and positive self-talk to cope with life transition and stress. |

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

| Standard | Definition | Example |
|----------------|---------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Standard 2.8.2 | Explain how perceptions of norms influence healthy and unhealthy alcohol and other drug use practices and behaviors | Students will look at scenarios/videos/statistics involving teens and drug use |
| Standard 2.8.6 | Analyze how relevant influences of family and culture affect alcohol and other drug use practices and behavior | The underlying theme of the class is influences. Students will explore the different influences facing teens and how influences can affect alcohol and drug use. |
| Standard 2.8.8 | Analyze how relevant influences of media and technology affect alcohol and other drug use practices and behaviors | The underlying theme of the class is influences. Students will look at song lyrics, social media, YouTube videos and other media sources for influences of alcohol and drug use practices. |

Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

| Standard | Definition | Example |
|----------------|----------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Standard 4.8.2 | Demonstrate effective verbal and nonverbal communication to avoid alcohol and other drug use | Students will practice refusal skills and apply knowledge of how to persuade others to avoid alcohol or drug use through a choice of creating song lyrics, designing an advertisement, a text message exchange or a Snapchat story |

Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.

| Standard | Definition | Example |
|----------------|------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Standard 5.8.1 | Identify circumstances that help or hinder making a decision to be alcohol or drug free | Students will look at planned and unplanned transition as well as risk factors facing young people. |
| Standard 5.8.4 | Explain how family, culture, media, peers and personal beliefs affect a decision related to alcohol and other drug use | The underlying theme of the class is influences. Students will explore the different influences facing teens and how influences can affect alcohol and drug use. Students will look at how with every decision there are risks and benefits. |

Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

| Standard | Definition | Example |
|----------------|-----------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Standard 7.8.3 | Demonstrate alcohol and other drug use prevention practices and behaviors to improve health of one's self and others. | Students will practice refusal skills and apply knowledge of how to persuade others to avoid alcohol or drug use through a choice of creating song lyrics, designing an advertisement, a text message exchange or a Snapchat story |

Standard 8: Students will demonstrate the ability to advocate for personal, family and community health.

| Standard | Definition | Example |
|----------------|------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Standard 8.8.2 | Persuade others to be alcohol and or drug free | Students will apply knowledge of how to persuade others to avoid alcohol or drug use through a choice of creating song lyrics, designing an advertisement, a text message exchange or a Snapchat story |

ISBE Health Standards

Standard 22 A: Explain the basic principles of health promotion, illness prevention and safety including how to access valid information, products, and services.

| Standard | Description | Example |
|------------------|-------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Standard 22.A.3a | Identify and describe ways to reduce health risks common to adolescents (e.g., exercise, diet, refusal of harmful substances) | Students will explore coping strategies such as positive self-talk and breathing to deal with stress and scenarios for refusal skills in peer pressure involving alcohol and drug use. |

Standard 22 B: Describe and explain the factors that influence health among individuals, groups, and communities.

| Standard | Description | Example |
|------------------|-----------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Standard 22.B.2a | Describe how individuals and groups influence the health of individuals (e.g., peer pressure, media and advertising). | Students will recognize different influences in media, peer pressure and advertising through song analysis, watching YouTube videos and interpreting audience for advertising. |

Standard 23 B: Explain the effects of health-related actions on the body systems

| Standard | Description | Example |
|------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Standard 23.B.3a | Explain the effects of health-related actions upon body systems (e.g., fad diets, orthodontics, avoiding smoking, alcohol use, and other drug use). | Students will explore how alcohol, nicotine, marijuana and opioids will affect the brain and body and will apply that knowledge by creating a Snapchat story, advertisement, song lyrics or text message exchange |

Standard 23 C: Describe factors that affect growth and development.

| Standard | Description | Example |
|------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|
| Standard 23.C.3a | Describe the relationships among physical, mental, and social health factors during adolescence (e.g., the effects of stress on physical and mental performance, effects of nutrition on growth). | Students will look at risk factors, planned and unplanned transitions and influences facing adolescents and healthy ways to cope with these factors. |

Standard 24 B: Demonstrate skills essential to enhancing health and avoiding dangerous situations

| Standard | Description | Example |
|------------------|------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|
| Standard 24.B.3a | Apply a decision-making process to an individual health concern. | Students will determine risks and benefits in an age appropriate scenario for decision making |

ISBE Social Emotional Learning Standards

Standard 1 A: Identify and manage one's emotions and behavior

| Standard | Description | Example |
|----------------|------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|
| Standard 1A.3a | Analyze factors that create stress or motivate successful performance. | Students will look at risk factors, planned and unplanned transitions and influences facing adolescents and healthy ways to cope with these factors. |

Standard 3 B: Apply decision making skills to deal responsibly with daily academic and social situations

| Standard | Decision | Example |
|----------------|-----------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|
| Standard 3B.3b | Evaluate strategies for resisting pressures to engage in unsafe or unethical activities | Students will look at different options of refusal skills to use in situations related to alcohol or drug use |