

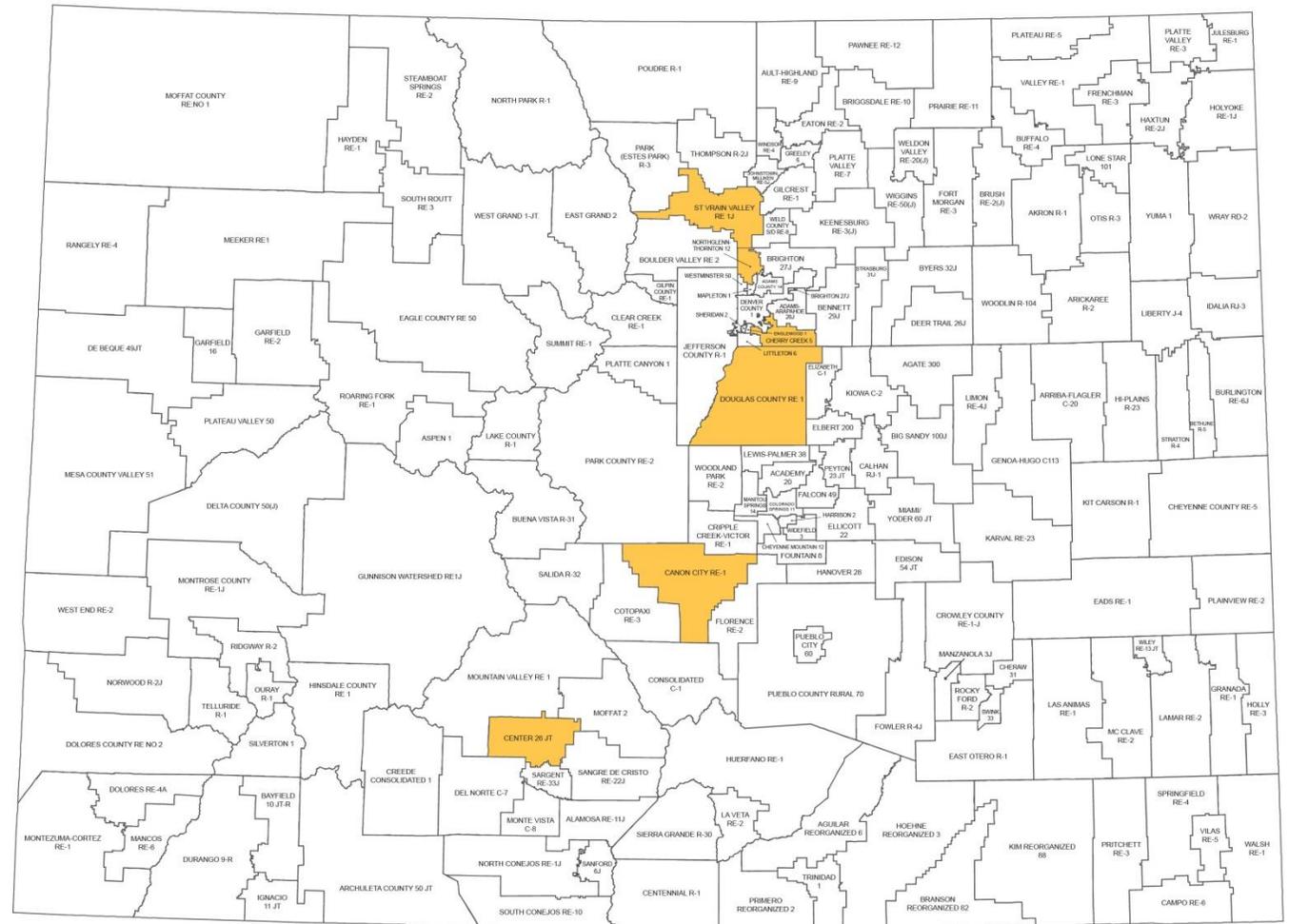
Unit Title: Media Messages and Your Health

INSTRUCTIONAL UNIT AUTHORS

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BASED ON A CURRICULUM OVERVIEW SAMPLE AUTHORED BY

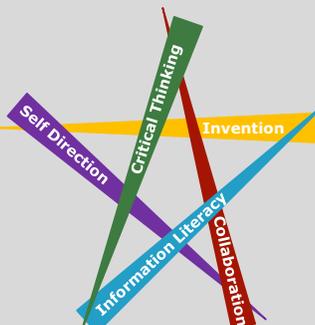
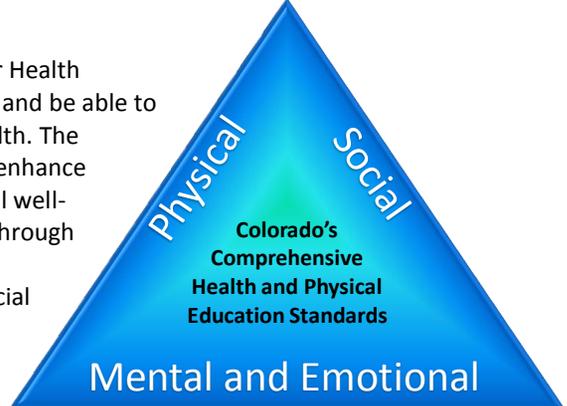
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This unit was authored by a team of Colorado educators. The template provided one example of unit design that enabled teacher-authors to organize possible learning experiences, resources, differentiation, and assessments. The unit is intended to support teachers, schools, and districts as they make their own local decisions around the best instructional plans and practices for all students.

Colorado Teacher-Authored Sample Instructional Unit

Content Area	Comprehensive Health	Grade Level	6 th Grade
Course Name/Course Code			
Standard	Grade Level Expectations (GLE)	GLE Code	
2. Physical and Personal Wellness	1. Access valid and reliable information, products, and services to enhance healthy eating behaviors	CH09-GR.6-S.2-GLE.1	
	2. Access valid and reliable information regarding qualities of healthy family and peer relationships	CH09-GR.6-S.2-GLE.2	
	3. Comprehend the relationship between feelings and actions	CH09-GR.6-S.2-GLE.3	
	4. Analyze how positive health behaviors can benefit people throughout their life span	CH09-GR.6-S.2-GLE.4	
3. Emotional and Social Wellness	1. Understand how to be mentally and emotionally healthy	CH09-GR.6-S.3-GLE.1	
4. Prevention and Risk Management	1. Analyze the factors that influence a person’s decision to use or not use alcohol and tobacco	CH09-GR.6-S.4-GLE.1	
	2. Demonstrate the ability to avoid alcohol, tobacco, and other drugs	CH09-GR.6-S.4-GLE.2	
	3. Demonstrate self-management skills to reduce violence and actively participate in violence prevention	CH09-GR.6-S.4-GLE.3	
	4. Demonstrate ways to advocate for safety, and prevent unintentional injuries	CH09-GR.6-S.4-GLE.4	

<p align="center">Colorado 21st Century Skills</p>  <p>Critical Thinking and Reasoning: <i>Thinking Deeply, Thinking Differently</i></p> <p>Information Literacy: <i>Untangling the Web</i></p> <p>Collaboration: <i>Working Together, Learning Together</i></p> <p>Self-Direction: <i>Own Your Learning</i></p> <p>Invention: <i>Creating Solutions</i></p>	<p>The Colorado Academic Standards for Health describes what learners should know and be able to do as they develop proficiency in health. The utilization of knowledge and skills to enhance physical, mental, emotional and social well-being will be supported in each unit through the standard areas of Physical and Personal Wellness, Emotional and Social Wellness and Prevention and Risk Management.</p>	
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Unit Titles	Length of Unit/Contact Hours	Unit Number/Sequence
Media Messages and Your Health	2 weeks	3

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Unit Title	Media Messages and Your Health		Length of Unit	2 weeks
Focusing Lens(es)	Information/Awareness	Standards and Grade Level Expectations Addressed in this Unit	CH09-GR.6-S.4-GLE.1, CH09-GR.6-S.4-GLE.2	
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> If everyone had the most accurate information available, would they still use alcohol or tobacco? (CH09-GR.6-S.4-GLE.1-IQ.1) What would you say to a friend to ask you to have a cigarette? (CH09-GR.6-S.4-GLE.2-EO.b;IQ.2) 			
Unit Strands	Prevention and Risk Management			
Concepts	Risks, Effects, Decision-making, Influences, Media, Behaviors, Information, Choice, Perception, Reality, Refusal Skills, Communication, Wellness			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Media and advertising can powerfully influence individuals' decision-making around alcohol or tobacco use. (CH09-GR.6-S.4-GLE.1-EO.d)	What do advertisements mean when they say "drink responsibly"? (CH09-GR.6-S.4-GLE.1-EO.e)	Who has the greatest influence over your decisions about tobacco and alcohol use? (CH09-GR.6-S.4-GLE.1-EO.b,d)
Media and social perceptions/portrayals may or may not depict the realities and consequences of alcohol use and abuse. (CH09-GR.6-S.4-GLE.1-EO.f)	What type of influences do social networks provide about alcohol and tobacco use? (CH09-GR.6-S.4-GLE.1-RA.1)	What is your perception of the effects of tobacco, alcohol and other drugs on your physical and mental health?
Refusal skills can result in positive outcomes for individuals' social and personal wellness (CH09-GR.6-S.4-GLE.2-EO.a,b,e)	What are some positive alternatives to substance use? (CH09-GR.6-S.4-GLE.2-EO.d)	What type of refusal skills do you use to avoid alcohol, tobacco and other drugs?
Positive interpersonal communications/relationships require accurate information and the development of refusal, conflict resolution, and decision-making skills (CH09-GR.6-S.4-GLE.2-EO.d;N.2)	How may substance use and abuse affect relationships? (CH09-GR.6-S.4-GLE.2-EO.c)	Why is it important to be accountable for decisions about substance use? (CH09-GR.6-S.4-GLE.2-EO.a;IQ.1)

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Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • Decision-making skills (CH09-GR.6-S.4-GLE.2-EO.a) • Positive alternatives (CH09-GR.6-S.4-GLE.2-EO.d) • Substance free (CH09-GR.6-S.4-GLE.2-EO.a) • Internal and external influences (CH09-GR.6-S.4-GLE.1-EO.a,b) • Information on tobacco, alcohol and drug use (CH09-GR.6-S.4-GLE.1-d,e,f;IQ.2) 	<ul style="list-style-type: none"> • Develop positive decision-making skills (CH09-GR.6-S.4-GLE.2-EO.a) • Identify positive alternative to substance use (CH09-GR.6-S.4-GLE.2-EO.d) • Analyze skills to remain substance free (CH09-GR.6-S.4-GLE.2-EO.a) • Discuss internal and external influences pertaining to choices about tobacco, alcohol and other drug use. (CH09-GR.6-S.4-GLE.1-EO.a,b) • Use accurate information about alcohol and tobacco effects on the body. (CH09-GR.6-S.4-GLE.1-d,e,f;IQ.2)

Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline. EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: “Mark Twain exposes the hypocrisy of slavery through the use of satire.”	
A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):	<i>I will develop positive decision-making skills to obtain accurate information about the short-term and long-term effects on the body from tobacco, alcohol and other drug use.</i>
Academic Vocabulary:	Risks, Effects, Validity, Decision-making, Influences, Media, Behaviors, Information, Choice, Communication
Technical Vocabulary:	Perception, Reality, Refusal skills

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Unit Description:	This unit looks at alcohol and tobacco use through the lens of informational awareness, skill building, and positive decision making. During this 3-4 week unit, students will examine and differentiate between media/ social portrayals and the realities of alcohol, tobacco, and other drug use and abuse. Students will also reflect on how media and advertising influence their personal decisions while gaining skills to critically analyze powerful media influences.
Considerations:	Sixth grade students should have a working knowledge of the effects and dangers of tobacco, alcohol and other drugs. This is a sensitive unit however, and teachers should be aware that: <ul style="list-style-type: none"> • Not all students will have the same access to the same media outlets • Some parents may openly use substances at home • Some students may already be negatively affected by their own personal experiences
Unit Generalizations	
Key Generalization:	Positive interpersonal communications/relationships require accurate information and the development of refusal, conflict resolution, and decision-making skills
Supporting Generalizations:	Media and advertising can powerfully influence individuals' decision-making around alcohol or tobacco use
	Media and social perceptions/portrayals may or may not depict the realities and consequences of alcohol use and abuse
	Refusal skills can result in positive outcomes for individuals' social and personal wellness

Performance Assessment: <i>The capstone/summative assessment for this unit.</i>	
Claims: (Key generalization(s) to be mastered and demonstrated through the capstone assessment.)	Positive interpersonal communications/relationships require accurate information and the development of refusal, conflict resolution, and decision-making skills.
Stimulus Material: (Engaging scenario that includes role, audience, goal/outcome and explicitly connects the key generalization)	As a student group of health advocates, you have been asked to create interactive performance-based presentations designed to encourage your peers to consider seriously the effects and consequences of alcohol, tobacco, and/or drug use/abuse and to help them see the power they have to establish and defend healthy lifestyle choices. You will work with a small group of fellow advocates to choose the focus of your presentation (i.e., alcohol, tobacco, or drug use/abuse) and address the following: health consequences of abuse, (un)lawfulness of use/abuse, relationship consequences of use/abuse, and effective strategies for self-advocacy to refuse use/abuse. Throughout your presentation you will emphasize the need for and usefulness of accurate information and its connection to maintain healthy interpersonal relationships by allowing your peers to consider these questions: <ol style="list-style-type: none"> 1. Why is obtaining accurate information about use/abuse of alcohol, tobacco, or other drugs essential? 2. Why are skills in conflict resolution and decision-making regarding alcohol, tobacco, or other drugs essential in fostering positive peer interactions and relationships?
Product/Evidence: (Expected product from students)	The students will produce a written script and perform a live skit, recorded commercial, or Public Service Announcement (PSA). Project elements could include research notes, bibliography, script/rubric and/or evidence of assigned roles for each group member. The student will conclude with a personal reflection on how they will use their learning experience to make healthy personal choices.

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Differentiation: (Multiple modes for student expression)	The presentation may take the form of: <ul style="list-style-type: none"> • Video presentations (moviemaker, iMovie) • Voicethread Each student will be responsible for the construction of the presentation (using and citing appropriate evidence, constructing a compelling argument/case for self-advocacy, the consequences of use/abuse, etc.) During production, however, students may assume different roles that could include: <ul style="list-style-type: none"> • Presenter • Videographer/technician • Graphic/visual artist
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Texts for independent reading or for class read aloud to support the content	
Informational/Non-Fiction	Fiction
<i>Alcohol</i> - by Rachel Lynette (Lexile band 850-920) <i>Say No and Know Why: Kids Learn About Drugs</i> – by Wendy Wax (Lexile band 850-920)	<i>Izzy, Willy-Nilly</i> by Cynthia Voight – A story about the risks of drinking and driving (Lexile band 850-920) <i>My Incredibly Wonderful, Miserable Life: An Anti-Memoir</i> by Adam Nimoy (Lexile band 850-920) <i>Lockdown</i> by Walter Dean Myers (Lexile level 730) <i>No Thanks, but I'd Love To Dance: Choosing To Live Smoke-free</i> – by Jackie Reimer (Lexile band 850-920)

Ongoing Discipline-Specific Learning Experiences				
1.	Description:	Think/work like a health self-advocate: Information/awareness of the risks of tobacco, alcohol and drug use	Teacher Resources:	www.drugfreeworld.org (Facts about drug use) http://trc.rmc.org/ (Resources for tobacco, alcohol and drugs instruction) http://www.abovetheinfluence.com/ (Student videos and information about the risks of drug use) http://eduplace.com/graphicorganizer/ (graphic organizer)
			Student Resources:	www.drugfreeworld.org (Facts about drug use) http://kidshealth.org/teen/ (Articles on Tobacco, Alcohol & Drug prevention) http://abovetheinfluence.com/facts/drugsalcohol/ (Alcohol and drug facts and risks)
	Skills:	Determining internal and external influences pertaining to choices about tobacco, alcohol and other drug use	Assessment:	Advocacy word wall: http://www.schoolexpress.com/wordwalls/wordwalls.php (Site to create word-wall flash cards) Students will add words and phrases to the wall as they pursue goals/outcomes of the unit.

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2.	Description:	Think/work like a health self-advocate: Decision-making skills	Teacher Resources:	http://www.rmc.org/wp-content/uploads/2012/09/2a-Level-1-B-PA-Student-handout-rebranded.pdf (Decision-making skills)
			Student Resources:	http://www.rmc.org/wp-content/uploads/2012/09/3.1a-Level-1-B-5-step-DM-Student-handout.pdf (Decision-making skills)
	Skills:	Developing positive decision-making skills, identify positive alternative to substance use, analyze skills to remain substance free	Assessment:	Across the unit students will write self-reflection journal entries reflecting on personal internal and external influences, including positive alternatives and refusal skills that they think will work for them.

Prior Knowledge and Experiences

The individual learning experiences build upon a presumed student working knowledge of concepts such as risks, effects, decision-making and communication. However, the development of refusal skills to combat the dangers of alcohol, tobacco, and other drugs on the body, along with understanding social beliefs regarding these substances will be a focus of this unit.

Learning Experience # 1	
The teacher may brainstorm with students the ways in which media portrays alcohol, tobacco and drug use so students can begin critically analyzing how media glamorizes the use of these substances.	
Generalization Connection(s):	Positive interpersonal communications/relationships require accurate information and the development of refusal, conflict resolution, and decision-making skills
Teacher Resources:	http://narcononreviews.wordpress.com/2013/06/27/how-mainstream-media-glamorizes-drug-and-alcohol-use/ (Article on media glamorizing of drugs) http://www.examiner.com/article/drug-use-glamorized (Article on media glamorizing of drugs) http://today.yougov.com/news/2011/08/23/60-respondents-say-media-glamorizes-addiction/ (Survey data on media glamorizing of drugs) www.youtube.com (Influence of drugs and alcohol in the media) http://www.tomorrowworld.org/magazines/2008/jul-aug/the-glamorization-of-alcohol (Media glamorizes alcohol) http://www.medialit.org/reading-room/blowing-smoke-can-media-literacy-impact-youth-smoking (Media glamorizes tobacco) http://www.eduplace.com/graphicorganizer/pdf/cluster_web3.pdf (Semantic web graphic organizer)
Student Resources:	http://narcononreviews.wordpress.com/2013/06/27/how-mainstream-media-glamorizes-drug-and-alcohol-use/ (Article on media glamorizing of drugs) http://www.examiner.com/article/drug-use-glamorized (Article on media glamorizing of drugs) http://today.yougov.com/news/2011/08/23/60-respondents-say-media-glamorizes-addiction/ (Survey data on media glamorizing of drugs) www.youtube.com (Influence of drugs and alcohol in the media) http://www.tomorrowworld.org/magazines/2008/jul-aug/the-glamorization-of-alcohol (Media glamorizes alcohol) http://www.medialit.org/reading-room/blowing-smoke-can-media-literacy-impact-youth-smoking (Media glamorizes tobacco)

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Assessment:	Students will complete a semantic web graphic organizer with media portrayals in the center and depict at least five ways the media romanticizes substance use. http://www.eduplace.com/graphicorganizer/pdf/cluster_web3.pdf (Semantic web graphic organizer)	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may provide a graphic organizer with two of the examples filled in http://www.eduplace.com/graphicorganizer/pdf/cluster_web3.pdf (Semantic web graphic organizer)	Students may complete a semantic web graphic organizer with media portrayals in the center and depict at least five ways the media romanticizes substance use
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://www.schoolexpress.com/wordwalls/wordwalls.php (Site to create word-wall flash cards)	Students may begin constructing a word wall with vocabulary related to tobacco, alcohol and drugs
Critical Content:	<ul style="list-style-type: none"> Information on tobacco, alcohol and drug use 	
Key Skills:	<ul style="list-style-type: none"> Use accurate information about alcohol and tobacco effects on the body. 	
Critical Language:	Information, accurate, inaccurate, awareness	

Learning Experience # 2	
The teacher may bring in examples of commercials and advertisements aimed at adolescents so students can begin to examine and analyze particular marketing strategies used to influence alcohol consumption.	
Generalization Connection(s):	Media and advertising can powerfully influence individuals' decision-making around alcohol or tobacco use
Teacher Resources:	http://www.readwritethink.org/files/resources/lesson_images/lesson1166/PersuasiveTechniques.pdf (Persuasion in Advertising) http://www.youtube.com (Commercial Resources) http://library.thinkquest.org/C0111500/proptech.htm (Advertising techniques) http://www.understandmedia.com/topics/media-theory/110-how-to-analyze-a-television-commercial (How to analyze a commercial)
Student Resources:	http://library.thinkquest.org/C0111500/proptech.htm (Advertising techniques) http://www.understandmedia.com/topics/media-theory/110-how-to-analyze-a-television-commercial (How to analyze a commercial)
Assessment:	Students will watch television for a particular block of time and identify alcohol commercials to analyze marketing strategies and determine what advertising techniques are being used. http://library.thinkquest.org/C0111500/proptech.htm (Advertising techniques) http://www.understandmedia.com/topics/media-theory/110-how-to-analyze-a-television-commercial (How to analyze a commercial)

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Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may watch commercials in their home language and complete the assignment
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may provide examples of commercials in order to provide ideas for students Search http://www.bing.com/videos (Commercials that influence alcohol consumption) http://www.YouTube.com (Commercials that influence alcohol consumption)	Students may use the data gathered for the assessment to construct an opinion piece regarding the most persuasive advertising techniques
Critical Content:	<ul style="list-style-type: none"> • Decision-making skills • Internal and external influences • Information on alcohol 	
Key Skills:	<ul style="list-style-type: none"> • Develop positive decision-making skills • Discuss internal and external influences pertaining to choices about tobacco, alcohol and other drug use. • Use accurate information about alcohol and tobacco effects on the body. 	
Critical Language:	Media, decision-making, influences, perception, reality, reflection	

Learning Experience # 3		
The teacher may show examples of current Public Service Announcements (PSAs) so students can critique the elements of a quality PSA.		
Generalization Connection(s):	Media and advertising can powerfully influence individuals' decision-making around alcohol or tobacco use	
Teacher Resources:	http://ctb.ku.edu/en/table-of-contents/participation/promoting-interest/public-service-announcements/main (Preparing Public Service Announcements) http://en.wikipedia.org/wiki/Public_service_announcement (Definition of Public Service Announcement) http://www.readwritethink.org/files/resources/lesson_images/lesson1166/PersuasiveTechniques.pdf (Persuasive Techniques in Advertising) http://mediaeducationlab.com/stand-lesson-2-understand-genre-public-service-announcements (Analyzing components of PSAs)	
Student Resources:	http://ctb.ku.edu/en/table-of-contents/participation/promoting-interest/public-service-announcements/main (Examples and Graphic Organizer of PSA) http://en.wikipedia.org/wiki/Public_service_announcement (Definition of Public Service Announcement) http://adcouncil.org/Our-Work/The-Classics (Ad Council Public Service Announcements) http://adcouncil.org/Our-Work/(offset)/24 (Ad Council Public Service Announcements)	

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Assessment:	Students will watch television for a particular block of time and identify public service announcements to analyze essential components and determine the effectiveness of PSAs related to preventing tobacco and drug use. http://mediaeducationlab.com/stand-lesson-2-understand-genre-public-service-announcements (Analyzing components of PSAs)	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://www.eduplace.com/graphicorganizer/pdf/4column.pdf (Four column organizer-audience/purpose/topic/emotions)	Students may complete a graphic organizer to categorize audience, purpose/topic, and emotions after watching several PSAs
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may provide students with a list of PSA's	Students may use the data gathered for the assessment to construct an opinion piece regarding the most persuasive PSAs
Critical Content:	<ul style="list-style-type: none"> • Decision-making skills • Internal and external influences • Information on alcohol 	
Key Skills:	<ul style="list-style-type: none"> • Develop positive decision-making skills • Discuss internal and external influences pertaining to choices about tobacco, alcohol and other drug use • Use accurate information about alcohol and tobacco effects on the body 	
Critical Language:	Decision-making, influences, media, information, wellness, positive, advertisement, public service announcements	

Learning Experience # 4	
The teacher may identify the effects of tobacco use (with videos, news stories, etc.) so students can categorize and describe the addictive properties of nicotine.	
Generalization Connection(s):	Media and advertising can powerfully influence individuals' decision-making around alcohol or tobacco use
Teacher Resources:	www.thetruth.com (Anti-tobacco campaign) http://www.cdc.gov/ (Center for Disease Control & Prevention) www.drugfree.org (Partnership for a Drug Free America) www.kidshealth.org/teen/drug_alcohol/ (Health resource site for teen) http://learntobehealthy.org/parents-teachers/educational-materials/tobacco-inhalants/?gclid=CNT81KiV27wCFa47Mgod0xAAtQ (Tobacco prevention)
Student Resources:	www.kidshealth.org/teen (Tobacco use and risks) www.coquitline.org (Support for quitting smoking)
Assessment:	Students will identify 5 short term and 5 long term effects of tobacco use. http://www.eisd.net/cms/lib04/TX01001208/Centricity/Domain/599/MultiFlowMap.pdf (Cause and Effect thinking map)

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Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://www.eisd.net/cms/lib04/TX01001208/Centricity/Domain/599/MultiFlowMap.pdf (Cause and Effect thinking map)	Students may visually depict causes and effects of tobacco use Students may work with a partner to complete the thinking map
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://www.shutterstock.com/cat.mhtml?searchterm=tobacco+effects&search_group=&lang=en&search_source=search_form (Tobacco/tobacco use images)	Students may design a poster accepting for school use depicting the effects of tobacco use, statistics on tobacco related health issues etc.
Critical Content:	<ul style="list-style-type: none"> Information 	
Key Skills:	<ul style="list-style-type: none"> Use accurate information about alcohol and tobacco effects on the body. 	
Critical Language:	Effects, risks, wellness, decision-making, addictive	

Learning Experience # 5		
The teacher may identify the effects of alcohol (by using videos, news stories, etc.) so students can discuss how alcohol may impact decision making and self-management.		
Generalization Connection(s):	Media and social perceptions/portrayals may or may not depict the realities and consequences of alcohol use and abuse	
Teacher Resources:	www.cdc.org (Center for Disease Control) www.drugfree.org (Strategies and support for a drug free America) www.kidshealth.org/teen/drug_alcohol/ (Articles that provide data and risks of substance use & abuse) www.abovetheinfluence.org (Drugs and alcohol prevention site) www.fatalvision.org (Purchase drunk goggles)	
Student Resources:	www.kidshealth.org/teen/drug_alcohol/ (Health resource site for teens, articles that provide data and risks of substance use & abuse) www.abovetheinfluence.org (Drugs and alcohol prevention site) www.compelledtoact.com/tragic_listing/spady.htm (Article about a young college girl's binge drinking death)	
Assessment:	Students will identify 5 short term and 5 long term effects of alcohol use. http://www.eisd.net/cms/lib04/TX01001208/Centricity/Domain/599/MultiFlowMap.pdf (Cause and Effect thinking map)	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://www.eisd.net/cms/lib04/TX01001208/Centricity/Domain/599/MultiFlowMap.pdf (Cause and Effect thinking map)	Students may visually depict causes and effects of alcohol use Students may work with a partner to complete the thinking map

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Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://www.shutterstock.com/cat.mhtml?searchterm=alcohol+abuse&search_group=&lang=en&search_source=search_form (Alcohol abuse images)	Students may design a poster accepting for school use depicting the effects of alcohol use, statistics on alcohol related health issues etc
Critical Content:	<ul style="list-style-type: none"> • Internal and external influences • Information about alcohol 	
Key Skills:	<ul style="list-style-type: none"> • Discuss internal and external influences pertaining to choices about tobacco, alcohol and other drug use. • Use accurate information about alcohol and tobacco effects on the body. 	
Critical Language:	Influences, media, perception, consequences, choice, effects, information	

Learning Experience # 6		
The teacher may introduce categories and forms of drugs so students can organize and synthesize the effects of drug use and abuse.		
Generalization Connection(s):	Positive interpersonal communications/relationships require accurate information and the development of refusal, conflict resolution, and decision-making skills	
Teacher Resources:	www.abovetheinfluence.com (Drug, tobacco, and alcohol prevention) www.drugfree.org (Anti-drug/prevention) http://www.dshs.wa.gov/ca/fosterparents/training/drugs/drugs03.htm (The Dope on Drugs) http://www.drugabuse.gov/drugs-abuse/commonly-abused-drugs/commonly-abused-drugs-chart (Categories of Drugs) http://casapalmera.com/top-8-drug-categories/ (Top 8 drug categories)	
Student Resources:	www.abovetheinfluence.com (Drug, tobacco, and alcohol prevention) http://www.dshs.wa.gov/ca/fosterparents/training/drugs/drugs03.htm (The Dope on Drugs) http://www.drugabuse.gov/drugs-abuse/commonly-abused-drugs/commonly-abused-drugs-chart (Categories of Drugs)	
Assessment:	Students will categorize (up to ten) different drugs; documenting their nature (e.g., barbiturates, hallucinogen, amphetamine etc.) and their effects. http://www.cobbk12.org/Cheathamhill/LFS%20Update/Graphic%20Organizers.htm (Categorizing and classifying graphic organizer)	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may provide partially filled in graphic organizer (e.g., with names of drugs listed) http://www.cobbk12.org/Cheathamhill/LFS%20Update/Graphic%20Organizers.htm (Categorizing and classifying graphic organizer)	Students may complete graphic organizer Students may choose a lesser number of drugs

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Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://www.eisd.net/cms/lib04/TX01001208/Centricity/Domain/599/DoubleBubbleMap.pdf (Compare and contrast thinking map) www.abovetheinfluence.com (Drug, tobacco, and alcohol prevention)	Students may select two specific drugs from different categories to compare and contrast their symptoms and physical effects on the body
Critical Content:	<ul style="list-style-type: none"> • Decision-making skills • Internal and external influences 	
Key Skills:	<ul style="list-style-type: none"> • Develop positive decision-making skills • Discuss internal and external influences pertaining to choices about tobacco, alcohol and other drug use. 	
Critical Language:	Consequences, decision-making, perception, reality, influences	

Learning Experience # 7		
The teacher may use various sources (e.g., guest speakers) to address drug prevention and risk management options so students can ask questions and gather information regarding healthy lifestyles and choices.		
Generalization Connection(s):	Positive interpersonal communications/relationships require accurate information and the development of refusal, conflict resolution, and decision-making skills	
Teacher Resources:	http://www.coloradofop.org/ (Contact for police officer guest speakers) http://www.denverda.org/Prosecution_Units/juvenile_diversion/juvenile_diversion.htm (Contact for juvenile diversion speakers) http://www.colorado.gov/cs/Satellite/CDHS-ChildYouthFam/CBON/1251580877620 (Contact for juvenile justice guest speakers) http://www.colorado.gov/cs/Satellite/CDHS-BehavioralHealth/CBON/1251581448773 (Contact for youth services speakers)	
Student Resources:	N/A	
Assessment:	Students will construct a journal entry reflecting on the guest speaker and synthesizing the information provided in the presentation.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://www.presentationmagazine.com/weekly-calendar-template-605.htm (Blank journal page for student energy log-with teacher-added sentence stems)	Students may complete journal entries using sentence stems
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may interview a trusted school or community member about drug prevention/risk management and write a summary of the interview

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Critical Content:	<ul style="list-style-type: none"> • Decision-making skills • Internal and external influences • Information
Key Skills:	<ul style="list-style-type: none"> • Develop positive decision-making skills • Discuss internal and external influences pertaining to choices about tobacco, alcohol and other drug use. • Use accurate information about alcohol and tobacco effects on the body.
Critical Language:	Risks, effects, decision-making, influences, behaviors, choice, internal, external

Learning Experience # 8		
The teacher may discuss conflict resolution skills using (“I statements” and “You statements”) so students can set personal goals for resolving conflicts.		
Generalization Connection(s):	Positive interpersonal communications/relationships require accurate information and the development of refusal, conflict resolution, and decision-making skills	
Teacher Resources:	http://education.cu-portland.edu/blog/teaching-strategies/4-effective-conflict-resolution-strategies-in-the-classroom/ (Conflict resolution) www.urbantech.org/cms/conflictresolution www.aimhigh101tips.com (Life Changing Teen Tips) www.learningpeace.com/pages/LP_04.htm (Steps for conflict resolution) <i>Let's Talk about Alcohol: The Role of Interpersonal Communication and Health Campaigns</i>	
Student Resources:	http://education.cu-portland.edu/blog/teaching-strategies/4-effective-conflict-resolution-strategies-in-the-classroom/ (Conflict resolution) www.urbantech.org/cms/conflictresolution (conflict resolution) www.aimhigh101tips.com (Life Changing Teen Tips) <i>Let's Talk about Alcohol: The Role of Interpersonal Communication and Health Campaigns</i>	
Assessment:	Students will create (or be supplied with) several "you" and "I" statements around a conflict (see examples in teacher resources). Students will complete a thinking map comparing and contrasting the statements, http://www.eisd.net/cms/lib04/TX01001208/Centricity/Domain/599/DoubleBubbleMap.pdf (Thinking map for comparing and contrasting)	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may provide “you” and “I” statements and a partially filled in thinking map. http://www.eisd.net/cms/lib04/TX01001208/Centricity/Domain/599/DoubleBubbleMap.pdf (Thinking map for comparing and contrasting)	Students may tell the teacher their statements verbally. Students may use a graphic organizer to “fill in the blanks”

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Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may write and/or act out a skit for the class wherein “I statements” are used in place of “you statements”.
Critical Content:	<ul style="list-style-type: none"> • Decision-making skills • Substance free 	
Key Skills:	<ul style="list-style-type: none"> • Develop positive decision-making skills • Analyze skills to remain substance free 	
Critical Language:	Communication, conflict resolution, healthy, unhealthy, interpersonal, decision-making, “I” statements, “You” statements	

Learning Experience # 9		
The teacher may provide examples (videos, role play) where personal boundaries are/are not respected so students can reflect on their own boundary setting skills.		
Generalization Connection(s):	Refusal skills can result in positive outcomes for individuals’ social and personal wellness	
Teacher Resources:	http://trc.rmc.org/events/successful-family-skill-prevent-underage-drinking (Healthy choices to underage drinking) www.drugfree.org (Teen options to stay drug free) http://www.abovetheinfluence.com/ (Teen videos-How to avoid peer pressures) http://csefel.vanderbilt.edu/resources/strategies.html (Videos, stories, models of boundaries, social stories) http://www.ehow.com/info_8326595_activities-kids-personal-space.html (Ideas for personal space activities and role plays)	
Student Resources:	http://trc.rmc.org/events/successful-family-skill-prevent-underage-drinking (Healthy choices to underage drinking) http://www.abovetheinfluence.com/ (Teen videos-How to avoid peer pressures) http://cleverclassroomblog.blogspot.com/p/social-skills.html (Boundary Setting)	
Assessment:	Students will work with partners to create and perform a scenario that depicts a situation where personal boundaries are not respected. Classmates will analyze and document the story that was told. http://www.abcteach.com/free/p/port_26pt_line_story.pdf (Blank, lined paper with room to write and visually document the stories told in the scenarios)	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://www.abcteach.com/free/p/port_26pt_line_story.pdf (Blank, lined paper with room to write and visually document the stories told in the scenarios)	Students may illustrate and dictate the story from the scenario to a peer or teacher
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	www.enchantedlearning.com/graphicorganizers (Story frame graphic organizer)	Students may write a short story in which they describe a situation when they have had to use personal space

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Critical Content:	<ul style="list-style-type: none"> • Positive alternatives • Substance free • Decision-making skills
Key Skills:	<ul style="list-style-type: none"> • Identify positive alternative to substance use • Analyze skills to remain substance free • Develop positive decision-making skills
Critical Language:	Positive alternatives, refusal skills, communication, wellness

Learning Experience # 10		
The teacher may model the usage of refusal skills so students can consider and analyze effective ways to respond in difficult situations.		
Generalization Connection(s):	Refusal skills can result in positive outcomes for individuals' social and personal wellness	
Teacher Resources:	http://trc.rmc.org/read4health/no-thanks-id-love-dance-choosing-live-smoke-free (Choosing not to Smoke) http://abovetheinfluence.com/ (Drug Facts) www.drugfree.org (Drug facts) www.healthedco.com (Instructional resources for purchase) http://www.healthcommunities.com/adolescent-safety/children/lifestyle-risks.shtml (Lifestyle Risks for Teens) www.chesterfieldsafe.org (Refusal skills) http://health4everyone.wikispaces.com/file/history/Chapter+2+Lesson+6+Peer+Pressure+%26+Refusal+Skills.doc http://www.cha.nshealth.ca/addiction/forYouthRefusalSkills.asp (General refusal skills tips) http://www.intheknowzone.com/test-your-knowledge-33.html (Refusal skill quiz) http://rightdecisionsrightnow.com/index.php/be-tobacco-free-videos/getting-started (Refusal scenarios-tobacco use)	
Student Resources:	http://trc.rmc.org/read4health/no-thanks-id-love-dance-choosing-live-smoke-free (Choosing not to smoke) www.drugfree.org (Drug Facts) http://www.healthcommunities.com/adolescent-safety/children/lifestyle-risks.shtml (Lifestyle Risks for Teens) http://abovetheinfluence.com/ (Drug Facts) www.chesterfieldsafe.org (Refusal skills)	
Assessment:	Students will work with partners to create and act out scenes that require the use of refusal skills. Classmates will analyze and document the story that was told. http://www.abcteach.com/free/p/port_26pt_line_story.pdf (Blank, lined paper with room to write and visually document the stories told in the scenarios)	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://www.abcteach.com/free/p/port_26pt_line_story.pdf (Blank, lined paper with room to write and visually document the stories told in the scenarios)	Students may illustrate and dictate the story/skills from the scenario to a peer or teacher

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Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	www.enchantedlearning.com/graphicorganizers (Story frame graphic organizer)	Students may construct a short story in which they describe a situation when they have successfully or unsuccessfully utilized refusal skills
Critical Content:	<ul style="list-style-type: none"> • Substance free • Decision-making skills 	
Key Skills:	<ul style="list-style-type: none"> • Analyze skills to remain substance free • Develop positive decision-making skills 	
Critical Language:	Refusal skills, influences, wellness, physical wellbeing, mental wellbeing, social wellbeing	