

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

<p><b>Essential Understandings</b></p>	<ul style="list-style-type: none"><li>▪ There is a difference between drug use, misuse and abuse.</li><li>▪ Both internal and external factors influence one’s decision to use drugs.</li><li>▪ There are seven groups of drugs that have unique effects on individuals.</li><li>▪ There are five paths of entry for a drug to enter the body.</li><li>▪ Many harmful effects are associated with drug use.</li><li>▪ There are steps that one can take when making decisions that can lead to positive and healthy choices.</li><li>▪ Both internal and external factors influence people’s choice not to use tobacco, drugs or alcohol.</li><li>▪ Learning resistance skills can provide individuals with the confidence they need to avoid drug abuse.</li></ul>
<p><b>Essential Questions</b></p>	<ul style="list-style-type: none"><li>▪ What is the difference between drug use, misuse and abuse?</li><li>▪ What are the internal and external factors that influence people to use drugs?</li><li>▪ What are the seven groups of drugs and the effects and danger associated with them?</li><li>▪ What are the five possible paths of entry for drugs to get into the body?</li><li>▪ What are the harmful effects associated with drug use?</li><li>▪ What steps should one take while making decisions?</li><li>▪ What factors influence individuals to choose not to use drugs?</li><li>▪ What resistance skills can be used to refuse drugs from peers?</li></ul>

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<b>Essential Knowledge</b>	<ul style="list-style-type: none"> <li>▪ Drug use is the correct use of legal drugs.</li> <li>▪ Drug misuse is the incorrect use of prescription or over the counter (OTC) drugs.</li> <li>▪ Drug abuse is the intentional use of a drug without medical or health reasons.</li> <li>▪ Heredity, environmental, and behavioral factors influence drug use.</li> <li>▪ Stimulants, sedative hypnotics, narcotics, hallucinogens, cannabis, inhalants, and anabolic-androgenic steroids are all drug groups with unique effects on users.</li> <li>▪ Drugs can enter the body orally, by injection, inhalation, absorption and implantation.</li> <li>▪ Drug use is associated with a higher risk of violence, accidents, unwanted pregnancy, HIV infection, overdose, drug dependence and death.</li> <li>▪ 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.</li> <li>▪ 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.</li> <li>▪ Resistance skills are skills that help a person say no to an action or to leave a situation.</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>▪ <u>Terms:</u> <ul style="list-style-type: none"> <li>○ 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</li> </ul> </li> </ul>

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<b>Essential Skills</b>	<ul style="list-style-type: none"> <li>▪ Define drug use, misuse and abuse.</li> <li>▪ Describe influences on drug use.</li> <li>▪ Examine the effects of alcohol use.</li> <li>▪ Analyze influences on alcohol use and alcohol’s effects on an individual and society.</li> <li>▪ Examine the effects of psychoactive drugs.</li> <li>▪ Describe how the use of psychoactive drugs influences people physically and psychologically.</li> <li>▪ Differentiate between the different drug groups, their effects on the body systems and the dangers associated with their use.</li> <li>▪ Evaluate the effects of alcohol and other drug use.</li> <li>▪ Use decision-making steps to make healthful decisions about alcohol and other drug use.</li> <li>▪ Analyze how internal and external influences affect choices about tobacco use.</li> <li>▪ Identify health risks of tobacco use.</li> <li>▪ Analyze effects of tobacco use.</li> <li>▪ Analyze effects of tobacco advertising.</li> <li>▪ Advocate for a tobacco-free community.</li> <li>▪ Examine reasons people use tobacco products.</li> <li>▪ Describe effective strategies for quitting tobacco use.</li> <li>▪ Identify health problems caused by passive smoking.</li> <li>▪ List reasons for choosing not to use tobacco, drugs or alcohol.</li> <li>▪ Demonstrate effective refusal and communication skills.</li> </ul>
<b>Related Maine Learning Results</b>	<p><u>Health and Physical Education</u></p> <p>A. Health Concepts</p> <ol style="list-style-type: none"> <li>1. Healthy Behaviors and Personal Health Students predict how behaviors can impact health status.             <ol style="list-style-type: none"> <li>a. Analyze individual responsibility for enhancing health.</li> <li>c. Describe barriers to practicing healthy behaviors.</li> <li>d. Examine personal susceptibility of, and the potential severity of, injury or illness if engaging in unhealthy behaviors.</li> </ol> </li> <li>2. Dimensions of Health Students analyze the interrelationship of physical, mental/intellectual, emotional, and social health.</li> <li>3. Diseases/Other Health Problems Students explain causes of common diseases, disorders, and other health problems and propose ways to reduce, prevent, or treat them.</li> <li>6. Basic Health Concepts Students analyze complex health concepts related to family life; nutrition; personal health; safety and injury prevention; and tobacco, alcohol, and other drug use prevention.</li> </ol>

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**Related  
Maine Learning  
Results**

- B. Health Information, Products, and Services
  - 1. Validity of Resources  
Students evaluate the validity and accessibility of health information, products, and services.
  - 2. Locating Health Resources  
Students access valid and reliable health information, products, and services.
    - a. Determine when professional health services may be required.
    - b. Access valid and reliable health information.
    - c. Access valid and reliable health products and services.
- C. Health Promotion and Risk Reduction
  - 1. Healthy Practices and Behaviors  
Students demonstrate healthy practices and/or behaviors to maintain or improve the health of self and others in each of the following areas: healthy eating; physical activity; tobacco, alcohol, and other drug use prevention; and prevention of STDs, HIV and unintended pregnancy.
  - 2. Avoiding/Reducing Health Risks  
Students demonstrate a variety of behaviors to avoid or reduce health risks to self and others.
    - a. Develop ways to recognize, avoid, or change situations that threaten the safety of self and others.
    - b. Develop injury prevention and response strategies including first aid for personal, family and community health.
- D. Influences on Health
  - 1. Influences on Health Practices/Behaviors  
Students analyze and evaluate influences on health and health behaviors.
    - a. Analyze how family, school and community influence the health of individuals.
    - b. Analyze how peers influence healthy and unhealthy behaviors.
    - c. Evaluate the effect of the media on personal and family health.
    - d. Analyze how the perceptions of norms influence healthy and unhealthy behaviors.
    - e. Analyze how culture and personal values and beliefs influence individual health behaviors.
  - 3. Compound Effect of Risk Behavior  
Students analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.
    - a. Analyze the influence of alcohol use on individual and group behavior.
    - b. Analyze the influence of drug use on individual and group behavior.

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<b>Related Maine Learning Results</b>	<p>E. Communication and Advocacy Skill</p> <p>1. Interpersonal Communication Skills Students utilize skills for communicating effectively with family, peers, and others to enhance health.</p> <p>a. Demonstrate effective communication skills including asking for and offering assistance to enhance the health of self and others.</p> <p>b. Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid reduce health risks.</p> <p>c. Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.</p> <p>2. Advocacy Skills Students demonstrate ways to influence and support others in making positive health choices.</p> <p>b. Adapt health messages and communication techniques for different audiences.</p> <p>F. Decision-Making and Goal-Setting Skills</p> <p>1. Decision-Making Students apply a decision-making process to enhance health.</p> <p>a. Compare the value of thoughtful decision-making in a health-related situation.</p> <p>b. Justify when individual or collaborative decision-making is appropriate.</p> <p>c. Generate alternative approaches to situations and predict the potential short-term and long-term impact for themselves and others for each alternative.</p> <p>d. Defend the healthy choice when making a decision.</p>
<b>Sample Lessons And Activities</b>	<ul style="list-style-type: none"> <li>▪ 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.</li> </ul>
<b>Sample Classroom Assessment Methods</b>	<ul style="list-style-type: none"> <li>▪ Write a reflective summary explaining what was learned from the tobacco project.</li> </ul>
<b>Sample Resources</b>	<ul style="list-style-type: none"> <li>▪ <u>Publications:</u> <ul style="list-style-type: none"> <li>○ “Outrageous Teaching Techniques in Health Education” – Deborah Tackmann</li> </ul> </li> </ul>
<b>Technology Link</b>	<ul style="list-style-type: none"> <li>▪ <a href="http://www.healthteacher.com">http://www.healthteacher.com</a></li> </ul>