

# *Skills for Healthy Living*

## *Weighing the Risks*

### Teacher's Guide

**Grade Level:** 9–12

**Curriculum Focus:** Health

**Lesson Duration:** Two–three class periods

#### **Program Description**

Peer pressure influences many teens' decisions: what to wear, how to behave, whether to drink or to take drugs. Meet several teens who learned the hard way that making a poor decision, even once, can lead to tragic consequences. Explore ways to resist peer pressure.

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#### **Discussion Questions**

##### *Teens and Alcohol*

What decisions might be influenced by peer pressure?

Have you resisted doing something you knew was wrong in spite of peer pressure?

##### *Walking Away From Drugs*

What are some strategies you can use to resist peer pressure to drink or take drugs?

How could you help a friend who is drinking or on drugs to stop?

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#### **Lesson Plan**

##### *Student Objectives*

Explain the health and emotional risks of taking drugs and alcohol.

Cite strategies for coping with peer pressure to control or avoid situations where alcohol or drugs might be present

Describe ways to help a friend overcome a drug or alcohol addiction.

##### *Materials*

###### *Weighing the Risks*

Computer with Internet access

Any props, as needed

## Procedures

1. Ask students how peer pressure influences their decision-making.
2. Discuss as a class how friends, family, and the media affect their attitudes towards drinking.
3. List various coping strategies for saying “no thanks” when pressured to do drugs or drink. Post these in the classroom.
4. Divide the class into groups. Have the students develop a short (5-7 minute) skit that either
  - portrays a risky situation involving drugs or alcohol and shows how a teen might resist the temptation to join in.
  - portrays a risky situation in which one teen has to stop another from doing something dangerous, such as driving after drinking at a party.
  - portrays a situation in which one teen, or a group of teens, tries to confront a friend with a drug or drinking problem and convince him or her to get help.

The following web sites have useful information about teen drinking and drug abuse. They are good starting points for exploring this topic:

<http://teens.drugabuse.gov/facts/index.asp>

<http://www.drugabuse.gov/infofacts/InfofaxIndex.html>

<http://www.health.org/govpubs/ph323/>

<http://familydoctor.org/273.xml>

<http://www.safeyouth.org/scripts/teens/alcohol.asp>

<http://www.thecoolspot.gov/>

5. Have students perform their skits for the rest of the class. Discuss as a class whether the scenarios presented were realistic, and why? What else could have been said or done to avoid or minimize the risky situation or behavior?

## Assessment

Use the following three-point rubric to evaluate students' work during this lesson.

**3 points:** The student demonstrated an understanding of the health and emotional risks of taking drugs and alcohol; suggested appropriate strategies for coping with peer pressure to control or avoid situations where alcohol or drugs might be present; was able to cite several approaches to help a friend overcome a drug or alcohol addiction.

**2 points:** The student demonstrated basic understanding of the health and emotional risks of taking drugs and alcohol; named one strategy for coping with peer pressure to control or avoid situations where alcohol or drugs might be present; was able to suggest one approach to helping a friend overcome a drug or alcohol addiction.

**1 point:** The student demonstrated little or no understanding of the health and emotional risks of taking drugs and alcohol; included no strategies for coping with peer pressure to control or avoid situations where alcohol or drugs might be present; was unable to suggest a realistic approach to helping a friend overcome a drug or alcohol addiction.

## Vocabulary

### DUI

*Definition:* Abbreviation for driving under the influence of alcohol or drugs

*Context:* The one sure way not get charged with DUI is to not drink and drive.

### huffing

*Definition:* Sniffing fumes from chemical vapors for a euphoric effect

*Context:* Huffing can cause memory loss, brain damage, and death.

### marijuana

*Definition:* The dried leaves and flowering tops of the pistillate hemp plant that are smoked for their intoxicating effect

*Context:* Many teens don't consider marijuana a dangerous drug, but its use has been linked to lower test scores, social and family problems, and as a gateway to more serious drug abuse.

### peer pressure

*Definition:* Influence exerted by members of a group of similar age, status, or social or economic standing

*Context:* Many teens say peer pressure encourages them to drink or to try drugs.

### substance abuse

*Definition:* Excessive use of a drug (including alcohol); use of a drug without medical justification

*Context:* Some teens have problems with substance abuse, but they often don't realize the potential consequences.

## Standards

### National Academy of Sciences

The National Academy of Sciences provides guidelines for teaching science in grades K-12 to promote scientific literacy. To view the standards, visit this Web site:

<http://books.nap.edu/html/nses/html/overview.html#content>.

This lesson plan addresses the following national standards:

- Science in Personal and Social Perspectives: Personal and community health

## Mid-continent Research for Education and Learning (McREL)

McREL's Content Knowledge: A Compendium of Standards and Benchmarks for K–12 Education addresses 14 content areas. To view the standards and benchmarks, visit <http://www.mcrel.org/compendium/browse.asp>

This lesson plan addresses the following national standards:

- Health: Knows how to maintain and promote personal health
  - Health: Understands aspects of substance use and abuse
  - Behavioral Studies: Understands that group and cultural influences contribute to human development, identity, and behavior
  - Self Regulation: Maintains a healthy self-concept
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## Support Materials

Develop custom worksheets, educational puzzles, online quizzes, and more with the free teaching tools offered on the Discoveryschool.com Web site. Create and print support materials, or save them to a Custom Classroom account for future use. To learn more, visit

- <http://school.discovery.com/teachingtools/teachingtools.html>
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## DVD Content

### *How To Use the DVD*

The DVD starting screen has the following options:

**Play Video** – This plays the video from start to finish. There are no programmed stops, except by using a remote control. With a computer, depending on the particular software player, a pause button is included with the other video controls.

**Video Index** – Here the video is divided into sections, indicated by video thumbnail icons. Watching all parts in sequence is similar to watching the video from start to finish. Brief descriptions and total running times are noted for each part. To play a particular segment, press Enter on the remote for TV playback; on a computer, click once to highlight a thumbnail and read the accompanying text description and click again to start the video.

**Curriculum Units** – These are specially edited video segments pulled from different sections of the video (see below). These nonlinear segments align with key ideas in the unit of instruction. They include onscreen pre- and post-viewing questions, reproduced below in this Teacher's Guide. To play a particular segment, press Enter on the TV remote or click once on the Curriculum Unit title on a computer.

**Standards Link**—Selecting this option displays a single screen that lists the national academic standards the video addresses.

**Teacher Resources**—This screen gives the technical support number and Web site address.

## Video Index

### I. Drinking Dangers (14 min.)

Drinking alcohol can cost teenagers everything, including their lives and their freedom. Meet some teens who have decided they don't need alcohol to have fun, and see what can happen when teens make the wrong decision about drinking.

### II. Walking Away From Drugs (14 min.)

From experimentation to addiction, explore how several teenage drug users had to hit rock bottom before getting help, and how you can say no to peer pressure to try drugs.

## Curriculum Units

### 1. One Bad Decision

*Pre-viewing question*

Q: Why do some people still think it's OK to drink and drive?

A: Answers will vary.

*Post-viewing question*

Q: What would you do if you saw someone who had been drinking try to get behind the wheel?

A: Answers will vary.

### 2. Making the Right Choice

*Pre-viewing question*

Q: Why do teens pressure other teens to try alcohol?

A: Answers will vary.

*Post-viewing question*

Q: How can you say no when someone offers you alcohol?

A: Think about what you would do in this situation before you're in it; make your refusal firm but polite, blame it on your parents, don't be afraid to walk away.

### 3. Ripple Effect

*Pre-viewing question*

Q: How can one person's drinking affect the people around him?

A: Answers will vary.

*Post-viewing question*

Q: Why does it sometimes take a tragedy, like the death of Keegan's friend, for teens to change their behavior?

A: Answers will vary.



#### 4. Megan's Story

*Pre-viewing question*

Q: Why do drugs appeal to some teens?

A: Answers will vary.

*Post-viewing question*

Q: What would you do to help your child if you found out she had a serious drug problem?"

A: Answers will vary but might mention therapy, counseling, "tough love," even the threat of jail, or letting go until the child was ready to try rehabilitation.

#### 5. Many Kinds of Drug Abuse

*Pre-viewing question*

Q: Why might a teen turn to non-traditional drug abuse, like huffing or cold medicine?

A: Answers will vary.

*Post-viewing question*

Q: Do you think marijuana is a gateway to using other drugs? Why?

A: Answers will vary.

#### 6. Two Teens' Tales

*Pre-viewing question*

Q: What could you do to help a friend who is abusing drugs?

A: Answers will vary.

*Post-viewing question*

Q: What did Ingrid and Andrew need to do before beginning the recovery process?

A: They hit what appeared to be rock bottom; faced with the possible loss of their freedom and their families they realized they needed help.