

8th Grade Health Education – ATOD/Interpersonal Skills

Illinois State Standards

23 Understand human body systems and factors that influence growth and development.

24 Promote and enhance health and well-being through the use of effective communication and decision-making skills.

National Health Standard

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

Performance Descriptors

23B.d.1 Discuss the effects of drug abuse on physical, mental, emotional and social well-being.

23B.d.2 Distinguish between drug use, drug misuse, and drug abuse.

23B.e.1 List the effects of alcohol, drugs, and tobacco on the body systems.

23B.h.8 Describe the long-term effects of tobacco, alcohol, and drug abuse on the body's systems

23C.f.6 Define the phrase "peer pressure".

24B.f.2 Use the decision-making process to assess and solve an individual health problem.

24A.g.2 Demonstrate how peers can help one another avoid and cope with potential dangerous situations.

24C.f.3 Demonstrate refusal skills within the context of dangerous situations (e.g. drugs, alcohol, tobacco, inappropriate touches).

4.8.2 Demonstrate refusal and negotiation skills that avoid or reduce health risks.

Transfer goals: Students will be able to independently use their learning to... apply knowledge of drug use and effectively use refusal skills to reduce health risks to increase longevity and quality of life.

Knowledge: Students will know...

Chemicals found in tobacco/nicotine products.

Using ATOD products has short term and long-term consequences.

Different types of ATOD products.

Alcohols impact on the developing brain and body systems (BAC).

Legal age of ATOD use.

The difference between drug use, misuse and abuse.

The effects of drug use on physical, mental/emotional and social well-being.

Treatment options for addiction.

The different classifications of drugs and their effects they have on the Central Nervous System (brain & spinal cord).

Skills: Students will be able to...

Communicate refusal skills to resist peer pressure.

Identify how drug use, misuse and abuse can affect the body.

Define the different classifications of drugs and their effects they have on the Central Nervous System (brain & spinal cord).

Demonstrate refusal skills in a situation of peer pressure.

List short and long-term effects of alcohol, marijuana, and prescription/OTC drugs.

Use the decision making process in regards to using ATOD.

Identify where in their school or community they can get help for addiction.

Understandings: Students will understand that...

Different drugs have different effects on the body.

There are differences between legal and illegal drugs.

They may find themselves in situations where they might be pressured to misuse or abuse drugs.

Why teens try ATOD.

Essential questions Students will keep considering...

What are the short term and long-term effects drug use will have on my overall wellness?

How will I manage social situations where ATOD are present?

Performance Task: Students are to create a conversation that persuades a friend to make a healthy choice about using drugs. **(DISTRICT SUMMATIVE)**