

Unit 1: Substance Abuse and Prevention

Unit #:	APSDO-00026626	Duration:	3.0 Lesson(s)	Date(s)	
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Team:
 Jodi Kryzanski (Author), Timothy Filon, Kathleen Fisher, James Pappa, Katie Schmutz, Timothy Feshler, Lisa Abate, Jeffrey Redman, Ann Perrault, Holly Rzonca, Cheryl Edwards, Donald Bartomioli, Molly DeSantis, Mellanee Harmon

Grade(s)
 2, 3, 4

Subject(s)
 Wellness

Unit Focus

In this unit, students will continue to learn about drugs, their inherent dangers, and strategies to avoid use through group activities and role playing.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
<p>Connecticut Goals and Standards <i>Health Education: 4</i></p> <ul style="list-style-type: none"> Apply effective verbal and nonverbal communication skills as a means of enhancing health. <i>M.5.1</i> Demonstrate avoidance, refusal and negotiation skills to enhance healthy relationships <i>M.5.7</i> Demonstrate the ability to locate and use resources from home, school and community that provide valid health information, products and services <i>M.2.2</i> Predict how decisions regarding health behaviors have consequences for themselves and others <i>M.6.3</i> Use a decision-making process to 	<p>T1 (T1) Develop skills, knowledge and concepts needed to make appropriate decisions to create a healthy and balanced lifestyle.</p> <p>T2 (T2) Communicate effectively based on purpose, task and audience using appropriate vocabulary and body language.</p> <p>T3 (T3) Advocate based on personal needs (academic, behavioral, emotional and physical) to determine an appropriate solution for self and others.</p> <p>T4 (T5) Access, evaluate and use information from various sources to deepen understanding of a given topic.</p>	
	Meaning	
	Understanding(s)	Essential Question(s)
	<p>U1 (U150) The routines you follow have predictable impact on your overall health.</p> <p>U2 (U160) Drug use has detrimental effects on the human body when used.</p>	<p>Q1 (Q150) What choices do I make when I am in charge of myself?</p> <p>Q2 (Q151) How do I keep myself safe?</p> <p>Q3 (Q152) How does what I put in my body</p>

<p>enhance health <i>M.6.1</i></p> <ul style="list-style-type: none"> Use appropriate strategies to prevent/reduce risks and promote well-being <i>M.1.6</i> 	<p>U3 (U161) Substances carry a different set of risks and consequences because of their potency and their unpredictable chemical makeup.</p> <p>U4 (U300) The way in which we advocate for self and others has a direct impact on overall well-being and performance.</p> <p>U5 (U302) There are a range of support systems and resources for every concern: the best system or resource is grounded in level of trust and credibility in the information provided.</p> <p>U6 (U500) What sources you look at/turn to for information has an impact on your decision-making.</p>	<p>affect the way it works?</p> <p>Q4 (Q301) How do I speak up for myself/someone else in a way that gets people`s attention?</p> <p>Q5 (Q300) How do I speak up for myself/someone else? How do I find the words?</p> <p>Q6 (Q302) Where do I go/who do I turn to when I need help?</p> <p>Q7 (Q502) What makes a source trustworthy?</p>
Acquisition of Knowledge and Skill		
Knowledge		Skill(s)
<p>K1</p> <p>Understand resistance skills (i.e., steps to say "no")</p> <p>K2</p> <p>Understand the risk reduction strategy of seeking out a trusted adult at home, school, and in the community</p> <p>K3</p> <p>Understand the effects of secondhand smoke and nicotine</p>	<p>S1</p> <p>Define substance related vocabulary terms abuse and drugs</p> <p>S2</p> <p>Apply the steps to say no</p> <p>S3</p> <p>Identify trusted adults in school, home, and the community</p> <p>S4</p> <p>Identify strategies to reduce risk</p>	