



Grade 8 Sample Lesson Plan: ATOD Use Prevention Education

SOLs

Describe the short- and long-term health issues related to alcohol, tobacco, and other drug use, including inhalants, marijuana, cocaine, stimulants, methamphetamines, opiates, steroids, and performance-enhancing drugs.

Research the signs, symptoms, and causes of addiction.

Explain how drugs affect the brain.

Analyze how family and peer pressure influences tobacco, alcohol, marijuana, and other drug use.

Explain why most teenagers do not use alcohol, tobacco, or other drugs.

Identify ways for students to develop relationships that are positive, promote wellness, and prevent gang involvement.

Objectives/Goals

- Students will engage in activities and research to understand and describe health issues including addiction associated with ATOD use and the influence of pressure from peers, family, society and the media.

Materials

- Internet Access
- Free Lesson Plans and Handouts available through National Institute on Drug Abuse (NIDA) and Scholastic series *Heads Up. Real News About Drugs*
<http://headsup.scholastic.com/teachers>
- Large poster or flip chart paper, markers
- Materials for Pressure is On! PE Central lesson

Procedure

- Implement the lesson *Drugs and Your Body- It Isn't Pretty* (<http://headsup.scholastic.com/teachers/drugs-your-body-it-isnt-pretty>) from NIDA's Heads Up series (<http://headsup.scholastic.com/teachers>).
- Have students complete a group research project to prepare a report or presentation on:

- The short- and long-term health issues related to alcohol, tobacco, and other drug use, including inhalants, marijuana, cocaine, stimulants, methamphetamines, opiates, steroids, and performance-enhancing drugs;
- The signs, symptoms, and causes of addiction.
- How drugs affect the brain.

Resources for this research project can include

- The Virginia Department of Alcoholic Beverage Control (ABC) Middle School Student's Guide- *Learn Alcohol Basics*
- The numerous free youth-focused brochures available on steroids and other drugs from NIDA's Mind Over Matter Series
<https://drugpubs.drugabuse.gov/promotions/mind-over-matter>
- The following teen targeted ATOD use prevention education websites:

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

<https://www.toosmarttostart.s>

[amhsa.gov/teens/](https://www.amhsa.gov/teens/)

<https://kidshealth.org/en/teen>

[s https://teens.drugabuse.gov](https://teens.drugabuse.gov)

<https://www.girlshealth.gov/s>

[ubstance/](https://www.girlshealth.gov/s)

<http://headsup.scholastic.com>

<https://drugpubs.drugabuse.gov/promotions/mind-over-matter>

- Often discussions of peer pressure reference pressure from friends, but family, society, and the media also influence drug use. Break students into small groups to brainstorm how families, peers, society, media may positively or negatively influence ATOD use. Provide them with flip chart paper divided into 4 sections - family, peers, society, media – each with a positive and a negative column- to record their responses. Assign a reporter from each group to report out the discussion. Remind students that the data shows that most teenagers do not use ATOD, despite any negative influences.
- The rewards of non-ATOD use are much greater. What are avoided negative consequences and the increased opportunities teens have from remaining ATOD free? Have students draft tweets (statements that are 140 characters or less) or other social media messages to celebrate healthy and ATOD free lifestyles and promote reasons to not use ATOD. These messages can be posted on the school's twitter or Facebook accounts.
- A good way to avoid involvement in risky behaviors is by developing positive relationships. Reference the NIDA/Scholastic lesson *The Science of Decision Making and Peer Pressure*

(<http://headsup.scholastic.com/teachers/lesson-the-science-of-decision-making-and-peer-pressure>) to discuss the influence of their peers on decision-making and have students complete the attached, “*What Should You Say*” worksheet from the lesson plan to introduce the concept of weighing the risks and benefits of certain friendships.

- The attached *Pressure is On!* Activity from PE Central enables students to practice refusal skills when pressured to use ATOD.

Handout

The next page includes a handout for the lesson. The handout is designed for print use only.

STUDENT WORK SHEET

What Should You Say?



Peers can play a big role in how teens make decisions, in both positive and negative ways. Psychologist Laurence Steinberg says one way to make smarter decisions is to have a plan before you encounter a situation where you may feel pressured by your peers to make a poor choice. Complete the activity below to practice making a plan to help you make good decisions when facing peer pressure.



Directions:

Step 1: Read the scenario below.

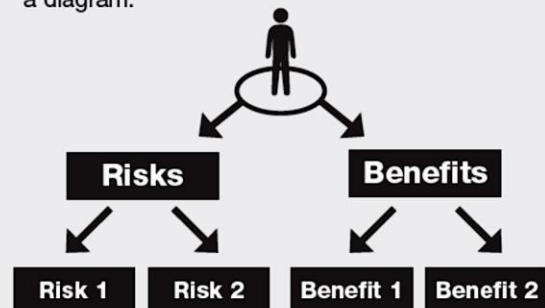
Scenario: Jesse is having a blast at a school football game. Then a friend texts and invites Jesse and his friends over to his house after the game because his parents are out of town. Jesse's friends want to go and are pressuring him to come along. Jesse knows that unsupervised parties are not okay with his parents, and they are expecting him to come home from the game. But he is struggling to make the right decision.

Step 2: Write a paragraph that explains why it may be difficult for Jesse to say no and what strategies he can use to help him stand up to peer pressure. Use facts from the article "The Science of Decision Making and Peer Pressure" to support your response.

Consider the following questions:

- What are the possible risks associated with Jesse going along with his friends?
- What are the possible benefits of him going along with his friends?
- How do the risks compare with the benefits?
- What strategies could Jesse use to help him make decisions when faced with peer pressure?

TIP: You can weigh risks and benefits using a diagram.



Step 3—Reality Check: Write a few sentences that you would actually say in a similar situation to help you stand up to peer pressure.



Name/Title: The pressure is on!

Purpose of Event: The purpose of the activity is to show students how peers pressure each other into drinking and doing drugs. It is also meant to teach students how to say 'no' to peer pressure in various ways.

Suggested Grade Level: 6-8

Materials Needed: Ingredients to mix up a non-alcoholic drink (i.e. club soda, water, cherry juice, lime juice, lemon juice, sugar tablets, etc.), cocktail shaker, shot glass, cups.

Description of Idea

To begin the lesson the teacher is to, without explanation, begin mixing up the non-alcoholic drink. Be sure to get the students' attention and exaggerate what you are doing when mixing the drink. (At some point in the activity, be sure that you have clarified for the students that this drink is, in fact, non-alcoholic.) Pour the drink into a cup. Take the drink around to students and pressure them to drink it. After pressuring a few students you will find that one will usually drink it.

After they drink it, discuss with the class what you were doing. You were pressuring them. Ask the students who would not drink the beverage why they would not. (Usually the answer is that they did not know what was in it.) Then ask the student who drank the beverage why he or she did. (Usually the answer is that they trust you. You are the teacher. You would not hurt them.) Include here a discussion alluding to the fact that they also trust their friends, so would they take a drink from them?

After a discussion on peer pressure, talk about different ways to say 'no' to it. Have the ways to say 'no' listed on an overhead and have students take notes on it.

Take the drink around to the students and pressure them to drink it. They are to practice whichever refusal skill you are dealing with on your list. Some example refusal skills include these (you may think of many appropriate others):

1. Say no firmly
2. Repeat the word 'no' over and over
3. Give a believable excuse
4. Give a reason
5. Change the subject

6. Suggest an alternate activity
7. Ignore the problem/act dumb
8. Reverse the pressure

Assessment Ideas:

You can assess the students learning by reviewing the refusal skills at the end of the class.

Submitted by **Kirsten Sitko** in Birdsboro, PW. Thanks for contributing to PE Central! Posted on PEC: 12/26/2002. Printed 4821 times since 12/11/2002.

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Assessment Ideas:

- Student creation of social media messages.
- Student participation and responses during discussion and brainstorming.
- Student completion of activities and worksheets in referenced lesson plans.

References

Ask, Listen, Learn – Alcohol and the Brain Program - <http://asklistenlearn.org>
NIDA Mind Over Matter Series <https://drugpubs.drugabuse.gov/promotions/mind-over-matter>
NIDA Scholastic Heads Up Series <http://headsup.scholastic.com/teachers>
PE Central Pressure is On!
<http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=4134#.WESLoWVNfho>
Virginia ABC Education Publications <https://www.abc.virginia.gov/education/publications>