

## ***Delaware Model Unit: Health Education***

This unit has been created as an exemplary model for teachers in (re)design of course curricula. An exemplary model unit has undergone a rigorous peer review and jurying process to ensure alignment to selected Delaware Content Standards.

**Unit Title:**      **Should I Take a Chance?**

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**Agency:** Delaware Council on Gambling Problems

**Grade Cluster:** 9-12

**Number of Lessons:** Five lessons

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### **Summary of Unit**

Students will explore the concepts and skills necessary for a healthy lifestyle without substance addictions or pathological gambling. Functional knowledge of addiction will be developed in a skill-based context. Family and community resources will be emphasized as students practice the skills of analyzing influences, accessing accurate information and services, interpersonal communication, and advocacy concerning substance addictions and pathological gambling. Although there are many addictions, this unit features addictions to alcohol, tobacco, marijuana, and pathological gambling. The teacher is encouraged to expand the unit to include other addictions if time permits.

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Optional guest presentation: The teacher is invited to contact Judy McCormick, Director of Youth Prevention, at the Delaware Council on Gambling Problems at 302-655-3261 or [seadog@dcgp.org](mailto:seadog@dcgp.org), for a kick-off or final presentation about the general nature of addiction and how problem gambling fits into the current addiction model. If used as an introduction to the unit, this presentation can introduce the terms and concepts in an interactive way as a lesson/unit activator.

## Stage 1 – Desired Results (What students will know, do, and understand)

### Delaware Content Standards

- Include those addressed in Stage 3 and assessed in Stage 2.
- 1. Students will understand essential health concepts in order to transfer knowledge into actions for life. Specify core concepts to be addressed: Alcohol, Tobacco, or Other Drugs (ATOD) focusing on addictions, Personal Health and Wellness, Mental Health
- 2. Students will analyze the influence of family, peers, culture media, technology and other factors on health behavior.\*
- 3. Students will demonstrate the ability to access information, products and services to enhance health.\*
- 4. Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
- 5. Students will demonstrate the ability to use decision-making skills to enhance health.
- 6. Students will demonstrate the ability to use goal-setting skills to enhance health.
- 7. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
- 8. Students will demonstrate the ability to advocate for personal, family and community health.

### Big Idea

- Transferable core concepts, principles, theories, and processes from the Content Standards.
- Health is Personal Power

### Unit Enduring Understanding(s)

- Full-sentence, important statements or generalizations that specify what students should understand from the Big Ideas(s) and/or Content Standards and that are transferable to new situations.
- Addiction changes the brain.
- For some, substance use and gambling are a choice; for others, they are not.
- Advocacy strategies are important to self-management and the avoidance of use or misuse of substances and gambling.
- Speaking up for myself and becoming resourceful helps me avoid trouble.

### Essential Questions

- What is Health?
- What prevents people from practicing healthy behavior?

### Unit Essential Question(s)

- Open-ended questions designed to guide student inquiry and learning.
- Is addiction a choice?
- What is my tipping point?

## **Knowledge and Skills**

- Needed to meet Content Standards addressed in Stage 3 and assessed in Stage 2.

### **Students will know...**

- The following functional knowledge and essential skills about addiction:
  - Characteristics and consequences of addiction to substances.
  - Characteristics and consequences of addiction to behaviors including pathological gambling.
  - Concepts of use, misuse, abuse, tolerance, chasing, and addiction to substances.
  - Patterns in addictive behaviors.
  - Brain changes consistent with addiction.
- Description of gambling as a choice vs. gambling as a pathological behavior.
- Treatment and recovery from addiction to substances and pathological gambling is an ongoing process.

### **Students will be able to...**

- Implement communication skills to support an addiction-free life.
- Analyze influences in their lives that help or hinder their personal health choices regarding substance abuse and pathological gambling.
- Access local programs and services for education, treatment, and recovery from addiction to substances and pathological gambling.
- Advocate for education, treatment, and recovery from addiction to substances and pathological gambling.

**Stage 2 – Assessment Evidence**  
 (Evidence that will be collected to determine whether or not Desired Results are achieved)

**Transfer Task**

Teacher will share the [following scenario](#):

You are a high school student who must complete a school service project. You have recently reviewed the data from the DE Youth Risk Behavior Survey that says that students report using marijuana, alcohol, and tobacco and gambling at very young ages. Knowing that early use can lead to altered brain pathways, you have decided your service project should be an educational campaign about addiction for sixth graders that advocates a life free of addiction.

In order to do your project, you will need the following:

1. A catchy and appropriate title for the educational and advocacy project.
2. A PowerPoint presentation, video, handouts, or poster, etc., that is an example of a public service announcement that could be delivered to sixth graders.
3. A strong point of view regarding addiction with supporting data appropriate for a sixth grader.
4. A short demonstration/presentation of your project (3 to 4 minutes in length).

**Rubric for Sixth Grade Addictions Education and Advocacy Campaign**

4	The presentation includes the use of creative technology and shows evidence of comprehensive understanding of the challenges associated with addictions. The presentation communicates the student’s position with relevant information, shows awareness of the audience, and demonstrates passion/conviction.
3	The presentation shows evidence of the use of technology and shows evidence of some understanding of the challenges associated with addiction. The presentation communicates the student’s position with relevant information, shows awareness of the audience, and demonstrates moderate passion/conviction.
2	The presentation shows some use of technology and shows minimal understanding of the challenges associated with addiction. Student work is incomplete and may have inaccuracies. The presentation shows some awareness of the audience but may lack passion/conviction.
1	The presentation shows some or no use of technology and shows little or no understanding of the challenges associated with addiction. Student work is incomplete and inaccurate. No passion or conviction is demonstrated.

### **Other Evidence**

- Varied evidence that checks for understanding (e.g., tests, quizzes, prompts, student work samples, observations and supplements the evidence provided by the task).
- [Fishbone Diagram](#) – group activity ([Lesson One](#) and [Lesson Two](#))
- Lesson Two exit ticket
- Communicating to Avoid Addiction Worksheet (Lesson Three homework)
- Perception vs. Reality Worksheet (Lesson Three)
- Resources scavenger hunt (Lesson Four)
- Compilation of advocacy strategies and cautions posted in classroom-group activity (Lesson Five)
- KWL chart (Lesson Five)
- Peer evaluations of transfer task (Lesson Six)
- Bumper sticker (Lesson Six)

### **Student Self-Assessment and Reflection**

- Opportunities for self-monitoring learning (e.g., reflection journals, learning logs, pre- and post-tests, self-editing—based on ongoing formative assessments).
- Possible consequences of addiction to substances ([Lesson One](#))
- Challenges in communicating about addiction ([Lesson Two](#))
- Sharing-enhancing communication with significant adults around addiction has reflection question (Lesson Three)

## Stage 3 – Learning Plan

(Design learning activities to align with Stage 1 and Stage 2 expectations)

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### Key Learning Events Needed to Achieve Unit Goals

- Lesson plans may be attached to Stage 3 and must include relevant citations and follow U.S. copyright laws. <http://www.umuc.edu/library/copy.shtml>
- Scaffold in order to acquire information, construct meaning, and practice transfer of understanding.
- Provide ongoing opportunities for self-monitoring and self-evaluation.
- Instructional activities and learning experiences needed to align with Stage 1 and Stage 2 expectations.

Include these instructional elements when designing an effective and engaging learning plan for ALL students:

- Align with expectations of Stage 1 and Stage 2.
- Scaffold in order to acquire information, construct meaning, and practice transfer of understanding.
- Include a wide range of research-based, effective, and engaging strategies.
- Differentiate and personalize content, process, and product for diverse learners.
- Provide ongoing opportunities for self-monitoring and self-evaluation.

Click on the detailed lesson plans, PowerPoint presentations, and worksheets at the end of each day's outline.

### Day 1:

- Functional knowledge:
  - Define risk and risk factors.
  - Conduct an analysis about two developmentally appropriate cases using the internet <http://teens.drugabuse.gov/stories>.
  - Define use, misuse, abuse, tolerance, chasing, and addiction as background in the context of addiction as the focus of this unit of instruction.
  - Discussion of co-occurring risk behaviors, delinquency and crime, school behaviors, and burden on family members and significant others.
  - Use a [Fishbone diagram](#) (on large newsprint paper or SmartBoard) as group learning activity, with a seminar on day two, to examine characteristics and consequences of addiction to substances and certain behaviors.
- Functional knowledge (brief teacher-led discussion):
  - View video Schoolnite by Dr. Sachin Karnik <http://www.schoolnite.net/indexcfm?fuseaction=content.pageDetails&id=1860&typeID=227>.
  - Review [terms](#): use, misuse, abuse, tolerance, chasing, and addiction.
  - Introduce transfer task and rubric. Hand out assignment sheet with rubric.
- Introduce transfer task and rubric. Hand out assignment sheet.
- Using a personal fishbone diagram, list five words to describe the characteristics of addiction to substances on lines 1-5 and five words to describe the characteristics of addiction to behaviors on lines 8-12.
- Now students will take the fishbone diagram home and ask an adult to help list two more characteristics of substances on lines 6 and seven and two more characteristics for addiction to behaviors on lines 13 and 14.

For tomorrow: What are the characteristics and consequences of addictions?

## Day 2:

- Functional knowledge (brief teacher-led discussion):
  - Student stories activity from day one will be briefly reviewed by pair/share.
  - Review how the brain works (how messages are carried and patterns are created and how certain stimuli alter brain pathways) using the ten slides and voiceover found mid-page <http://learn.genetics.utah.edu/content/addiction/reward/>.
  - Essential skill: Communicating about addiction
    - ♦ Group work time to finish and share fishbone diagrams – Characteristics and consequences of addiction to substances and behaviors.
    - ♦ Add comments from personal fishbone input from adults at home to the large group fishbone diagrams.
    - ♦ Presentation development – If someone knew NOTHING about the characteristics and consequences of addiction, what would they have to know in order to prepare for the transfer task?
    - ♦ Add new thoughts to group fishbone diagrams.
    - ♦ Peer group seminars – Groups are organized so that a group assigned to communicate about addiction to alcohol, tobacco, or marijuana is paired to a group assigned to communicate about addiction to exercise, internet/video, or pathological gambling.
    - ♦ As a summary, discuss [PowerPoint](#) (information from Illinois Institute for Addiction Recovery at <http://www.addictionrecov.org/>) of similarities between pathological gambling and other addictions.
    - ♦ Pose the question: We have been talking about characteristics and consequences of addiction today. What would you have to know in order to prepare for the transfer task?
    - ♦ Students will think about the question and write for three minutes on an exit ticket (notebook paper) that will be turned in to the teacher at the end of class. They will not be graded on punctuation or spelling—just content. This is like a pop quiz and should be presented as formative assessment.
- Functional knowledge (brief teacher-led discussion):
  - Review characteristics and consequences of addiction.
  - To think about for tomorrow – Why do people have such trouble talking about addiction?
- [Lesson Two](#)
- [Additions to Substances and Behaviors](#)

## Day 3:

- Functional knowledge:
  - Teacher conducts reinforcing debriefing of day two fishbone diagrams posted around the room that identify the characteristics and consequences of addiction.
  - Review and clarification of transfer task.
- Essential skills:
  - Demonstrating interpersonal communication:
    - ♦ Brief teacher-led discussion about challenges in refusing risks and communicating about addiction.
    - ♦ Thirty-second partner conversations – How to express concern about addiction in partner: Starting the Conversation.
    - ♦ A [worksheet](#) with trigger questions is attached and could be cut into strips for group consideration.

- ♦ Small groups will discuss questions and report to class.
- Analyzing influences:
  - ♦ Students are asked to use the [Perceptions vs. Reality Worksheet](#). The teacher will read a list of questions about perceived risks of addiction to a range of substances and behaviors among same age peers (what percent of students in our high school do you think are/have ...) derived from Youth Risk Behavior Survey, Delaware School Survey, and the Youth Tobacco Survey).
  - ♦ Teacher will collect, shuffle, and redistribute the papers.
  - ♦ In groups of four, students will respond with the answers on their papers, discuss the range of responses, and average their perceptions. The results will be posted on a SmartBoard or blackboard. The range will be noted.
  - ♦ Actual data compares student perception to reality. Does perception influence reality?
  - ♦ Teacher-led discussion, using attached [PowerPoint](#), about the influence of perceptions on actual risk behaviors among peers. (Social Norms Theory information can be found at <http://www.wch.uhs.wisc.edu/13-eval/tools/resources/social%20norms.pdf>.)
  - ♦ Process question: How does perception affect behavior?
- Demonstrating interpersonal communication:
  - ♦ Homework/assignment: Use graphic organizer, [Communicating to Avoid Addiction](#), to interview two significant adults, if possible, about their feelings about addiction. Share with them what you have learned about addiction so far.
  - ♦ On homework worksheet, note responses, both verbal and nonverbal.
  - ♦ To think about: What are your thoughts about enhancing communication about addiction with others?

#### Day 4:

- Functional knowledge:
  - Teacher-led debriefing of homework.
  - Learning activity – “[Story ladders](#)” completed in groups of 3 students and shared with the class.
  - Compile class list of communication cues to enhance preparation for the transfer task.
  - Post-summative list of communication cues in the room.
- Essential skills: accessing information
  - Pairs of students are given Resource Agency/Network [Scavenger Hunt](#) assignment.
  - Pairs are given class time to work independently to compile the lists.
  - Internet pairs are paired with telephone pairs to share and record information from classmates on their worksheets.
- Assignment/homework: Each student must find 1 additional pertinent resource through communication/collaboration with a trusted adult to bring to class the next day.
  - Students will identify how they determined credible resources.

To think about: Are there many valid resources for gambling and other addictions?

#### Day 5:

- Functional knowledge:
  - Teacher-led debriefing of homework—local addiction resource agencies/networks.
  - Teacher-led discussion of what constitutes a credible resource.

- Prepare class list of addiction resource agencies/networks to enhance preparation for the transfer task presentations.
- Post-summative list of local resources in the room.
- Advocating for education, treatment, and recovery from addiction to alcohol, tobacco, marijuana, and gambling for self and others.
  - [KWL charts](#) about advocacy (strategies and cautions) done as individuals.
  - “Pair-share” about advocacy (strategies and cautions).
  - Teacher-led summative class discussion about “L” from KWL individual and pair experiences.
  - Summative list of advocacy strategies and cautions compiled and posted in the room.
- Assignment: Begin construction of the educational campaign concept for sixth graders.
  - Assignment and rubric was distributed to class during Lesson One.
  - What catchy name will your campaign have?
  - Review these **Key Facts About Addiction**:
    - ♦ There are natural reward pathways in the brain responsible for driving our feelings of motivation, reward, and behavior.
    - ♦ If you begin certain behaviors (substance use, gambling, etc.) when you are an adolescent, you may be more likely to develop lifetime addiction.
    - ♦ An individual’s social environment and family history may influence risk of addiction.
    - ♦ Addiction influences society with many negative ethical, legal, and social issues.
    - ♦ All classroom resources developed throughout the unit will remain posted for student use.
    - ♦ Use the remainder of class period for planning for transfer task.

### Day 6:

Lesson Five continues. (Teacher hint: this day may be scheduled a week later for preparation time).

- Students will present their three-minute educational campaign to a group of 3 classmates (sixth graders). The teacher will circulate around the room as students present to their group. Laptop computers should be available for each group so public service announcements (PSAs), PowerPoint, videos, or other technology can be used.
- A student [scoring worksheet](#) is provided for students’ evaluation of the three presentations they see. This worksheet will be turned in to the teacher at the end of the presentations.
- Students must turn in a copy of the PSA and other materials used for the campaign.
- Finally, as closure for the unit and to reinforce advocacy, each group of four (as above) will prepare a bumper sticker emphasizing some aspect of their education and advocacy campaign about addictions and pathological gambling. The bumper stickers will be posted throughout the school on bulletin boards, in hallways, in classrooms, and in offices. The bumper stickers will serve as a continuing health education and advocacy campaign about addictions and pathological gambling.

## Resources and Teaching Tips

### Resources

- Includes a variety of resources (texts, print, media, and web links) that best support the unit.
- Help in identifying and correcting student misunderstandings and weaknesses.
- [www.dcp.org/how.php](http://www.dcp.org/how.php) is the Delaware Council on Gambling Problems, Inc.
- [www.cdc.gov/healthyyouth/](http://www.cdc.gov/healthyyouth/) for the Health Education Curriculum Analysis Tool (HECAT)
- [www.udel.edu/delawaredata/](http://www.udel.edu/delawaredata/) for Youth Risk Behavior Survey, Delaware School Survey, Youth Tobacco Survey
- <http://Wch.uhs.wisc.edu/13-eval/Tools/Resources/Social%20norms.pdf> about Social Norms Theory
- [www.virginia.edu/studenthealth/hp/norms](http://www.virginia.edu/studenthealth/hp/norms) about Social Norms Theory
- [www.alanberkowitz.com](http://www.alanberkowitz.com) about Social Norms Theory
- [www.addictionrecov.org/gandagam.htm](http://www.addictionrecov.org/gandagam.htm) for PowerPoint information at the Illinois Institute for Addiction Recovery.
- [www.healthteacher.com](http://www.healthteacher.com) for student evaluation of resources
- <http://learn.genetics.utah.edu/content/addiction/reward/> for information and slide presentation on the brain's reward system
- [www.nida.nih.gov/scienceofaddiction/index.html](http://www.nida.nih.gov/scienceofaddiction/index.html) for alcohol, tobacco, and marijuana abuse information
- [http://teens.drugabuse.gov/facts/facts\\_brain1.php](http://teens.drugabuse.gov/facts/facts_brain1.php) for brain physiology about addiction
- <http://teens.drugabuse.gov/utilities/glossary.php>
- [www.eto.niaaa.nih.gov](http://www.eto.niaaa.nih.gov) is the National Institute on Alcohol Abuse and Alcoholism
- [www.info@abouthealth.com](http://www.info@abouthealth.com) for Family Health Productions video Alcohol: True Stories, hosted by Matt Damon for additional alcohol use stories
- [http://science.education.nih.gov/supplements/nih2/addiction/guide/pdfs/NIH\\_drug.pdf](http://science.education.nih.gov/supplements/nih2/addiction/guide/pdfs/NIH_drug.pdf) for the science of addiction

This unit generates a number of lists and posters that should remain throughout the unit and beyond for student visual reinforcement. A suggestion is that the student-generated information could be posted throughout the school for many students and families to see. It is a positive demonstration of useful life skill information generated in health education.

### Teaching Tips

- Provide tips to help teachers identify and correct student misunderstandings and weaknesses.
- What happened during the lesson? (successes/failures, critical incidents, etc.).
- What did the students learn? How do I know? (thoughts about the lesson)
- How would I revise this lesson and why?

### Accommodations/Differentiation

- Describe how instruction may be varied to address differences in readiness, interest, and/or learning styles.
- Stage 2 and 3 allow students to demonstrate understanding with choices, options, and/or variety in the products and performances without compromising the expectations of the Content Standards.
- Instruction is varied to address differences in readiness, interest, and/or learning profiles.
- Accommodations and differentiation strategies are incorporated in the design of Stage 2 and 3.

- Use pair/share
- Group work and collaboration
- All classroom resources (developed throughout the unit) will remain posted for student use.
- Student home interview opportunities will encourage the input of significant adults into this value laden subject.

### Design Principles for Unit Development

At least one of the design principles below is embedded within unit design

- **International Education** – the ability to appreciate the richness of our own cultural heritage and that of other cultures and to provide cross-cultural communicative competence.
- **Universal Design for Learning** – the ability to provide multiple means of representation, expression and engagement to give learners various ways to acquire and demonstrate knowledge.
- **21<sup>st</sup> Century Learning** – the ability of to use skills, resources, and tools to meet the demands of the global community and tomorrow’s workplace. (1) Inquire, think critically, and gain knowledge, (2) Draw conclusions make informed decisions, apply knowledge to new situations, and create new knowledge, (3) Share knowledge and participate ethically and productively as members of our democratic society, (4) Pursue personal and aesthetic growth. (AASL, 2007)

(Briefly explain how design principle(s) are embedded within the unit design.)

Students will explore concepts and skills around the issues of addiction to substances and gambling. Teacher-led discussion and student roundtables will focus on refusal skills that still permit a healthy relationship, effective communication, and advocacy for self and others. Through a carefully structured sequence of information seeking, students will become more skillful in promoting their own well being and that of their peers, family, and community.

An emphasis on community resources for health promotion and necessary education, treatment, and recovery from addictive behaviors will help students make informed decisions in their advocacy efforts for themselves and others.

### Connections to Other Areas

Suggestions for integrating instruction with other curricular areas, school support services (health services, counseling, nutrition services, and school climate), families, and communities.

Issues around substance abuse may be referred to the wellness centers or the school nurse for evaluation and further education, referral, treatment or recovery support as necessary. The school climate could be potentially disrupted if addictive behaviors such as gambling occur at school. So, school climate officers and counselors may need to be consulted.

Families and communities are connected to addiction prevention and education through faith-based organizations and government agencies and hospitals. There are often guest presenters from groups with a special interest, such as the Delaware Council on Gambling Problems, who add additional resources for the students.

## *Should I Take A Chance?*

**Transfer Task**

**Assignment due:** \_\_\_\_\_

You are a high school student who must complete a school service project. You have recently reviewed the data from the DE Youth Risk Behavior Survey that says that students report using marijuana, alcohol, and tobacco and gambling at very young ages. Knowing that early use can lead to altered brain pathways, you have decided your service project should be an educational campaign about addiction for sixth graders that advocates a life free of addiction.

In order to do your project, you will need the following:

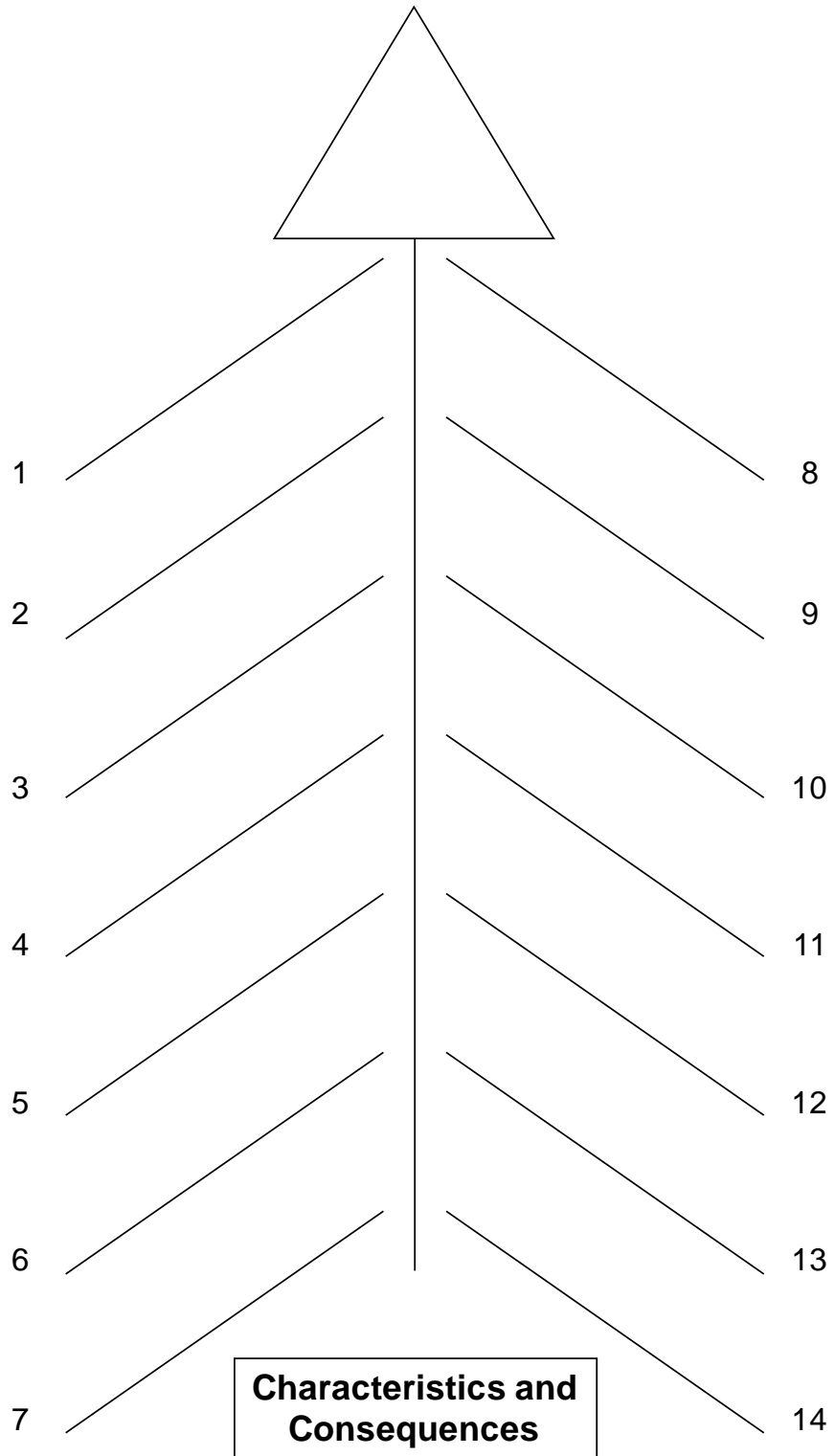
1. A catchy and appropriate title for the educational and advocacy project.
2. A PowerPoint presentation, video, handouts, or poster, etc., that is an example of a public service announcement that could be delivered to sixth graders.
3. A strong point of view regarding addiction with supporting data appropriate for a sixth grader.
4. A short demonstration/presentation of your project (3 to 4 minutes in length).

### **Rubric for Sixth Grade Addictions Education and Advocacy Campaign**

4	The presentation includes the use of creative technology and shows evidence of comprehensive understanding of the challenges associated with addictions. The presentation communicates the student's position with relevant information, shows awareness of the audience, and demonstrates passion/conviction.
3	The presentation shows evidence of the use of technology and shows evidence of some understanding of the challenges associated with addiction. The presentation communicates the student's position with relevant information, shows awareness of the audience, and demonstrates moderate passion/conviction.
2	The presentation shows some use of technology and shows minimal understanding of the challenges associated with addiction. Student work is incomplete and may have inaccuracies. The presentation shows some awareness of the audience but may lack passion/conviction.
1	The presentation shows some or no use of technology and shows little or no understanding of the challenges associated with addiction. Student work is incomplete and inaccurate. No passion or conviction is demonstrated.

# *Fishbone Diagram*

Student Name: \_\_\_\_\_



**Health Education Lesson Plan**

**Title: Let's Think About Addiction**

**Lesson One**

**Big Idea: Health is Personal Power**

**9-12 Unit Cluster Enduring Understandings**

- Health is important and personal actions will impact self and others in many ways.  
Internal and external factors influence personal and community health
- Choosing health resources require critical evaluation and analysis
- Refusal, negotiation, and collaboration skills will enhance the health of self and others
- There are barriers that can hinder healthy decision-making
- Several factors influence the formation, achievement and evaluation of a long term personal health plan
- People have the power to create change

**Lesson Essential Question(s)**

What is addiction?

**Delaware Health Education Standards**

- | <b>Health Concepts</b>                                       | <b>Skills</b>                           |
|--|---|
| <input checked="" type="checkbox"/> Tobacco, Alcohol & Drugs | <input checked="" type="checkbox"/> INF |
| <input type="checkbox"/> Injury Prevention & Safety          | <input checked="" type="checkbox"/> AI  |
| <input type="checkbox"/> Nutrition & Physical Activity       | <input type="checkbox"/> IC             |
| <input type="checkbox"/> Family Life & Sexuality             | <input type="checkbox"/> DM             |
| <input type="checkbox"/> Personal Health & Wellness          | <input type="checkbox"/> GS             |
| <input type="checkbox"/> Mental Health                       | <input type="checkbox"/> SM             |
| <input type="checkbox"/> Community & Environmental Health    | <input type="checkbox"/> AV             |

**Lesson Summary**

Students will begin to consider what addiction is, how it can control certain people's behavior, and how to decide the risks of certain behaviors and substances.

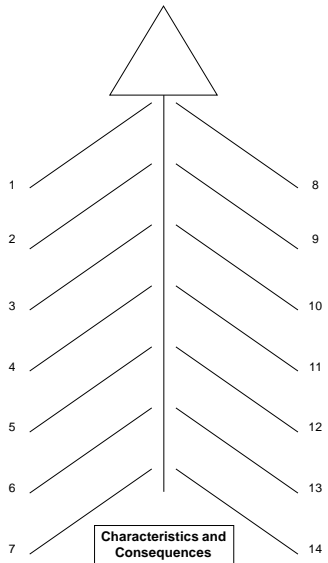
<b>Students will know...</b>	<b>Students will be able to...</b>
The definition of risk and risk factors Characteristics and consequences of addiction	Conduct an analysis of appropriate case studies

**Time**

One/two class periods

## Materials and Preparation

- Markers
- [Fishbone diagram](#) enlarged to newsprint size (or appropriate size for posting in classroom or hallways)



## Characteristics of Addiction

### Resources and Web Links

<http://teens.drugabuse.gov/stories/> for the stories for this lesson and other teen information

[http://www.hbo.com/addiction/understanding\\_addiction/index.html](http://www.hbo.com/addiction/understanding_addiction/index.html) For background information

[http://www.hbo.com/addiction/print/21\\_adolescent\\_brain\\_development.html](http://www.hbo.com/addiction/print/21_adolescent_brain_development.html) for five things to know about adolescent brain development

[www.cdc.gov/HealthyYouth/alcoholdrug/index.htm](http://www.cdc.gov/HealthyYouth/alcoholdrug/index.htm) for cost/benefit analysis background information

[www.addictionrecovery.org/gandagam.htm](http://www.addictionrecovery.org/gandagam.htm) is The Illinois Institute for Addiction Recovery for characteristics, consequences, and similarities of substance addictions and pathological gambling

<http://www.schoolnite.net/indexcfm?fuseaction=content.pageDetails&id=1860&typeID=227> for video on gambling featuring Dr. Sachin Karnik of the Delaware Council on Problem Gambling

### Teaching Steps

1. Define risk and risk factors
2. Conduct an analysis of two developmentally appropriate cases.  
Use <http://teens.drugabuse.gov/stories/>  
The stories on this site are real stories of real kids:
  - *Marijuana: The lows of getting high*
  - *Tobacco Addiction: Smoking Gun-Three teens speak out*

3. Have students in groups of four discuss and list the risks of marijuana use and tobacco use. Point out that behaviors such as gambling also have similar physical and social risks. Have groups report to class. List on newsprint or a SmartBoard.
4. Discuss co-occurring risk behaviors, delinquency, crime, school behaviors, and burden on family members.
5. Make the following points:
  - Students are well aware of the potential for addiction in the use of alcohol and other drugs.
  - *Genetics and family history may impact personal health and potential for addiction.*
  - *Everyone's tipping point is different.*
  - Chemical and behavior addictions change brain *chemistry* and the *way the brain-body connections work (dopamine)*.
  - *The process of addiction results in a need for more and more to achieve the same level of intensity (tolerance).*
  - *Addiction is accompanied by denial which makes it difficult to persuade someone to seek treatment.*
6. Define use, misuse, abuse, tolerance, chasing and addiction in the context of addiction as the focus of this unit.
7. Discuss co-occurring risk behaviors, delinquency, crime, school behaviors, and burden on family members.
8. Fishbone Activity (a group learning activity):
  - Separate class into six groups.
  - Hand out one "fishbone" chart on newsprint to each group and appoint a leader and a scribe.
  - Assign one of the following topics to each group:
    - ♦ Addiction to substances-(examples, Alcohol, Tobacco, Marijuana)
    - ♦ Addiction to behaviors- (examples, Exercise, Internet/video, Games)
  - Students will develop a fishbone diagram with the following instructions:
    - ♦ The fishbone will have three characteristics of the addiction (What does it look like and feel like?) for oneself and three characteristics for others.
    - ♦ The bottom of the fishbone will have two consequences of addiction (Name two consequences for self and two to others).
9. View video Schoolnite by Dr. Sachin Karnik  
<http://www.schoolnite.net/indexcfm?fuseaction=content.pageDetails&id=1860&typeID=227>
  - Note that this link may take you only to the site. You may need to click "parents" on bar and then click on "A Delaware Agency Offers Real Help" for the video featuring Dr. Sachin Karnik, Prevention Director for the Delaware Council on Gambling Problems, Inc.
10. Review concepts of use, misuse, abuse, tolerance, chasing, and addiction.
11. Introduce transfer task and rubric. Hand out assignment sheet.
12. Finally, students will be given a personal fishbone diagram to list five words to describe the characteristics of addictions to behaviors (lines 1-5) and five words to describe the characteristics of addiction to substances (lines 8-14). They will take this list home and ask a trusted adult to help them list two more under characteristics of addiction to behaviors (lines 6 and 7) and two more under characteristics of substances (lines 13 and 14) to be returned tomorrow.

To think about for tomorrow: What are the characteristics and consequences of addiction?

### Assessment(s) for Lesson

Formative assessment of the fishbone group activity will give the teacher information for adjustments to the next lesson as appropriate.

### Teacher Notes

All group materials should be posted and remain so until the end of the unit, longer if possible, so that learning can be reinforced and others can benefit from the information.

## *Fishbone Diagram* Directions for Use

Adapted from the body of literature on Total Quality Management, the Fishbone Diagram also referred to as an *Ishikawa Chart*, is a graphic organizer designed to support brainstorming. The visual structure of the Fishbone Diagram enables health education students to compare and contrast information, ideas, beliefs, or self-reported behaviors.

- Prior to the lesson, the teacher prepares a blank fishbone diagram for each student, pair, or small group. In addition, the teacher identifies the theme or focus area about which contrasting knowledge, points of view, or behaviors exist.
- The theme or focus of the lesson is placed in the “head” of the fishbone diagram. Then, opposing views, conflicting information, or alternate behaviors are brainstormed. Contrasting responses are written on opposite “bones” of the diagram (Often, it is helpful for teachers to ask students to number the “bones” to make discussion and debriefing easier or more efficient).
- When completed, responses are shared with partners, small groups, and or the whole class.
- If developmentally appropriate or helpful, the diagrams can be enlarged and posted around the room to provide a visual reinforcement of responses that were brainstormed during the activity.

Telljohann, SK, Symons, CW and Pateman, B. Health Education: Elementary and Middle School Applications, 6th edition. New York, NY: McGraw-Hill, 2009, p. 96.

## *Word Wall Words and Definitions for Addictions Unit – Lesson One*

Definitions: retrieved from <http://teens.drugabuse.gov/utilities/glossary.php>

Abuse – the use of illegal drugs or the inappropriate use of legal drugs to produce pleasure, alleviate stress, or to alter or avoid reality (or all three).

Addiction – a chronic relapsing disease characterized by compulsive seeking and long lasting changes in the brain.

Chasing – needing more and more to achieve the high.

Craving – a powerful often uncontrollable desire for drugs/alcohol/gambling.

Misuse – the use of legal drugs for purposes other than those intended by the manufacture.

Risk – chance taken without knowledge of the outcome

Risk factors – increase the chance for a negative outcome.

Tolerance – a condition in which higher doses of a substance is required to attain the same effect as during initial use; often leads to dependence.

Use – appropriate (dose/time/reason) administration of a drug/substance

Other important word:

Advocacy – a skill developed in health education to enable the person to take a clear health-enhancing stand that encourages others to make healthy choices. Information is accurate and relevant and is shared with conviction and passion to an appropriate audience. (2002 CCSSO-SCASS Health Education Assessment Project known as HEAP)

**Health Education Lesson Plan**

**Title: Communicating About Addiction**

**Lesson Two**

**Big Idea: Health is Personal Power**

**9-12 Unit Cluster Enduring Understandings**

- Health is important and personal actions will impact self and others in many ways.
- Internal and external factors influence personal and community health
- Choosing health resources require critical evaluation and analysis
- Refusal, negotiation, and collaboration skills will enhance the health of self and others
- There are barriers that can hinder healthy decision-making
- Several factors influence the formation, achievement and evaluation of a long term personal health plan
- People have the power to create change

**Lesson Essential Question(s)**

How do we communicate what we know?

**Delaware Health Education Standards**

**Health Concepts**

**Skills**

- Tobacco, Alcohol & Drugs
- Injury Prevention & Safety
- Nutrition & Physical Activity
- Family Life & Sexuality
- Personal Health & Wellness
- Mental Health
- Community & Environmental Health

- INF
- AI
- IC
- DM
- GS
- SM
- AV

**Lesson Summary**

Students will begin to consider how to communicate with others about the risks and consequences of addiction to substances and behaviors. By constructing a fishbone diagram and sharing it with others, both the characteristics and consequences of various addictions can be visualized for ease of discussion.

<b>Students will know...</b>	<b>Students will be able to...</b>
Similarities and differences between addiction to substances and behaviors	Construct and explain a diagram

**Time**

One/two class periods

## Materials and Preparation

- Fishbone diagrams from Lesson One
- Markers
- Worksheet on communication

## Resources and Web Links

- <http://learn.genetics.utah.edu/content/addiction/reward/>
- [www.addictionrecov.org](http://www.addictionrecov.org) (PowerPoint resource)

## Teaching Steps

1. Very brief think/pair/share conversation around the internet stories from lesson one.
2. Review how the brain works using ten power point slides, with voice over, located on left side and mid-page, from <http://learn.genetics.utah.edu/content/addiction/reward/>
3. Students will complete the group fishbone diagrams from yesterday on the characteristics and consequences of addiction to substances and behaviors using their personal fishbone diagrams. Teacher will process, noting the similarities among the diagrams.
4. Presentation development: Pose the question: "If someone knew NOTHING about the characteristics of addiction to your group's substance or behavior, what would they have to know in order to prepare for the transfer task?"
5. Peer group seminars
  - Organize peer group seminars so that a group assigned to communicate about a substance (alcohol, tobacco, or marijuana) addiction is paired with a group assigned to communicate about addiction to a certain behavior (exercise, video or gambling).
  - "Substance" groups present to "behavior" groups.
  - Process is reversed.
  - Group recorder creates list for group of two key facts about addiction for the TV education and advocacy campaign.
  - Group recorder creates a list of four commonalities between addiction to substances and behaviors.
  - Fishbone diagrams are posted around the classroom.
  - Teacher collects the lists of commonalities and differences.
6. Teacher wrap-up: [PowerPoint presentation](#) using information from the Illinois Institute for Addiction Recovery about similarities between pathological gambling and addiction to substances.
7. Pose the review question: "We have been talking about the characteristics and consequences of addiction today. What do you have to know in order to prepare for the transfer task?"
8. Students will think about the question and write their answer for three minutes on an exit ticket that will be turned in to the teacher at the end of class. It is suggested that they are graded only on content. This is like a pop quiz, and should be presented as a way for the teacher to assess the level of information already known by the student (formative assessment).
9. Review characteristics and consequences of addiction.

Think about for tomorrow: Why do people have such trouble talking about addiction?

**Assessment(s) for Lesson**

Teacher will collect the group fact lists for the transfer task and review and make necessary corrections for functional knowledge.

Exit tickets will be collected and graded.

**Teacher Notes**

# Addictions to Substances and Behaviors

## Addictions to Substances and Behaviors

### Characteristics, Consequences, and Similarities

Illinois Institute for Addiction Recovery ([www.addictionrecov.org/gandagam.htm](http://www.addictionrecov.org/gandagam.htm))

#### Characteristics of Addictions

- **To Substances**
  - Use begins as voluntary
  - Use becomes compulsive
  - Brain changes occur
  - Withdrawal from family and friends
  - Miss school/work
- **To Behaviors**
  - Behavior begins as voluntary
  - Activity becomes compulsive
  - Brain changes occur
  - Withdrawal from family and friends
  - Miss school/work

#### Characteristics of Addictions, cont.

- **To Substances**
  - Unexplained need for \$\$\$
  - Possible use of tobacco alcohol and/or other drugs (co-occurrence)
  - Anti-social behaviors
  - Etc.
- **To Behaviors**
  - Exaggerated display (of \$, ability, etc.)
  - Possible use of tobacco alcohol and/or other drugs (co-occurrence)
  - Anti-social behaviors
  - Etc.

#### Consequences of Addictions

- **To Substances**
  - Breaking the law
  - Loss of control over the behavior
  - Arrest
  - Severe distress for the family
  - Physical and emotional deterioration
- **To Gambling**
  - Breaking the law
  - Loss of control over the behavior
  - Arrest
  - Severe distress for the family
  - Physical and emotional deterioration

#### Consequences of Addictions, cont.

- **To Substances**
  - Inability to concentrate (related to poor grades, decreased abilities to perform – sports, driving, etc.)
  - Delinquency
  - Crime
  - Etc.
- **To Gambling**
  - Inability to concentrate (related to poor grades, decreased abilities to perform – sports, driving, etc.)
  - Delinquency
  - Crime
  - Etc.



### Similarities - Addiction to Substances and Pathological Gambling

- Inability to stop or control the behavior
- Denial
- Depression
- Mood swings
- Progressive diseases
- "Chasing" the win or high
- Use of substance or gambling to escape pain or anxiety



### Similarities - Addiction to Substances and Pathological Gambling, cont.

- Preoccupation with the addiction
- Life dominated by the addiction
- Low self-esteem
- Use of rituals
- Demand more and more to "get high"
- Recovery painful and forever in progress

**Health Education Lesson Plan**

**Title: Who/What Influences YOU?**

**Lesson Three**

**Big Idea: Health is Personal Power**

**9-12 Unit Cluster Enduring Understandings**

- Health is important and personal actions will impact self and others in many ways.
- Internal and external factors influence personal and community health
- Choosing health resources require critical evaluation and analysis
- Refusal, negotiation, and collaboration skills will enhance the health of self and others
- There are barriers that can hinder healthy decision-making
- Several factors influence the formation, achievement and evaluation of a long term personal health plan
- People have the power to create change

**Lesson Essential Question(s)**

- What is risk?
- Does everybody do it?

**Delaware Health Education Standards**

**Health Concepts**

**Skills**

- Tobacco, Alcohol & Drugs
- Injury Prevention & Safety
- Nutrition & Physical Activity
- Family Life & Sexuality
- Personal Health & Wellness
- Mental Health
- Community & Environmental Health

- INF
- AI
- IC
- DM
- GS
- SM
- AV

**Lesson Summary**

Students will review the characteristics and consequences of addiction and begin to explore the challenges of risk refusal. Addiction will be discussed at home with significant adults to demonstrate communication skills. Students will study misperceptions about substances used and behaviors practiced by their peers.

<b>Students will know...</b>	<b>Students will be able to...</b>
<ul style="list-style-type: none"> <li>• Risk refusal is challenging, but possible</li> <li>• Positive and negative consequences of risk refusal</li> <li>• Perceptions distort reality</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze health data</li> <li>• Communicate about addiction</li> </ul>

**Time**

One/two class periods

## Materials and Preparation

- Perception vs. Reality [student page](#) for each student and teacher page for the [teacher](#)
- [PowerPoint presentation](#) attached

## Resources and Web Links

- Delaware Students Survey, Youth Risk Behavior Survey, Youth Tobacco Survey at [www.udel.edu/delawaredata/](http://www.udel.edu/delawaredata/)
- [www.virginia.edu/studenthealth/hp/norms](http://www.virginia.edu/studenthealth/hp/norms)
- <http://Wch.uhs.wisc.edu/13-eval/Tools/Resources/Social%20norms.pdf> about Social Norms Theory
  - This resource will help the teacher explain and use Social Norms Theory with the PowerPoint for this lesson.
- <http://Wch.uhs.wisc.edu/13-eval/Tools/Resources/Social%20norms.pdf> about Social Norms Theory

## Teaching Steps

1. Small-group brainstorming of fishbone diagrams posted around the classroom that identify the characteristics and consequences of addictions.
2. Review and clarify the transfer task.
3. *Starting the Conversation:* Have thirty-second small group conversations about how to communicate with others about addiction. Share thoughts among the class groups.
4. Small-group brainstorming about challenges in refusing risks and communicating about addictions. This discussion demonstrates interpersonal communication skills.
5. Use the attached worksheet for trigger questions for small-group discussion. Cut the questions apart and hand one or two questions to each small group for five minute discussion. Follow that with a class sharing of information.
  - Who finds it challenging to talk about refusing risks or to discuss addictions?
  - What makes refusing risks and communicating about addictions a challenge?
  - Which is more challenging—refusing risks to substances or addictive behaviors?
  - Which is more challenging—to discuss substance or behavior addiction and why?
  - What are possible negative consequences of refusing risks and with discussing addiction with friends, family members, teachers, etc.?
  - What are key words to use/avoid to support productive risk refusal and communication about addiction?
6. Students will analyze the influences of their peers.
  - Students will use Perceptions vs. Reality Worksheet.
  - Using the teacher key for Perceptions vs. Reality, the teacher will read a list of questions about the percentage of their peers who engage in various risky behaviors (example: What percent of the students in our state are\_\_\_?).
  - Independently, they will note their perceptions.
  - Papers will be collected and redistributed anonymously.
  - Students will act as if the recorded date were their own.
  - Groups of four will discuss their responses.
  - Teacher will read the list of questions and note the range of responses for each question on the board/SmartBoard.
  - Actual data are found on the Perceptions vs. Reality Teacher Key.

- Using PowerPoint presentation attached, teacher will use Social Norming Theory, Berkowicz. et al, to discuss the influence of perceptions on risk behaviors among peers.

7. Assign homework sheet, Communicating About Addiction, to students for tomorrow.

To think about for tomorrow: What are your thoughts about enhancing communication about addiction with others?

### **Assessment(s) for Lesson**

Teacher will use the homework assignment to assess this lesson.

### **Teacher Notes**

Social Norms Theory says that people generally over-estimate the negative behavior of their peers. If people think that risky behavior is the norm, they are more likely to participate in that risk behavior (i.e., drinking underage, etc.). The social norms strategy uses actual data from a target population, in this case Delaware high school students, to reassure and re-inform a target group about the actual norms (using data). These repeated and consistent messages will reduce misperceptions and the tendency towards risk behaviors and increase healthful behaviors, according to Michael Haines, Wisconsin Social Norms Resource Center.

Be sure to review the Best Practices/Social Norms resource listed above from Wisconsin.

Student Page

*Perception vs. Reality*

**Directions:** Read each statement and then decide what percentage of Delaware students reported engaging in the activity listed.

	<b>My Estimate</b>	<b>Group Range</b>	<b>% Reported</b>
1. High school students that tried marijuana			
2. High school students that drank alcohol in the past month			
3. High school students that tried smoking cigarettes			
4. High school students that smoked and tried to quit			
5. High school students who have been offered, sold or given illegal drugs on school property			
6. High school students that have taken prescription drugs without a prescription			
7. High school students that bet money or property in a game			
8. Middle school students that know where they could buy alcohol			
9. Middle school students that have smoked marijuana, used alcohol or other drugs in the last month			
10. Fifth graders that have bet money on lottery tickets, team sports, bingo, or video games in past year			

*Perception vs. Reality*

**Directions:** Read each statement and then decide what percentage of DELAWARE students reported engaging in the activity listed.

	<b>My Estimate</b>	<b>Group Range</b>	<b>Data Sets Say</b>
1. High school students that tried marijuana			43
2. High school students that drank alcohol in the past month			44
3. High school students that tried smoking cigarettes			48
4. High school students that smoked and tried to quit			12
5. High school students who have been offered, sold or given illegal drugs on school property			21
6. High school students that have taken prescription drugs without a prescription			20
7. High school students that bet money or property in a game in past year			55
8. Middle school students that know where they could buy alcohol			25
9. Middle school students that have smoked marijuana, used alcohol or other drugs in the last month			29
10. Fifth graders that have bet money on lottery tickets, team sports, bingo, or video games in past year			51

*Lesson Three Brainstorming Activity*

**Who finds it challenging to talk about refusing risks or to discuss addictions?**

**What makes refusing risks and communicating about addictions a challenge?**

**Which is more challenging—refusing risks to substances or addictive behaviors?**

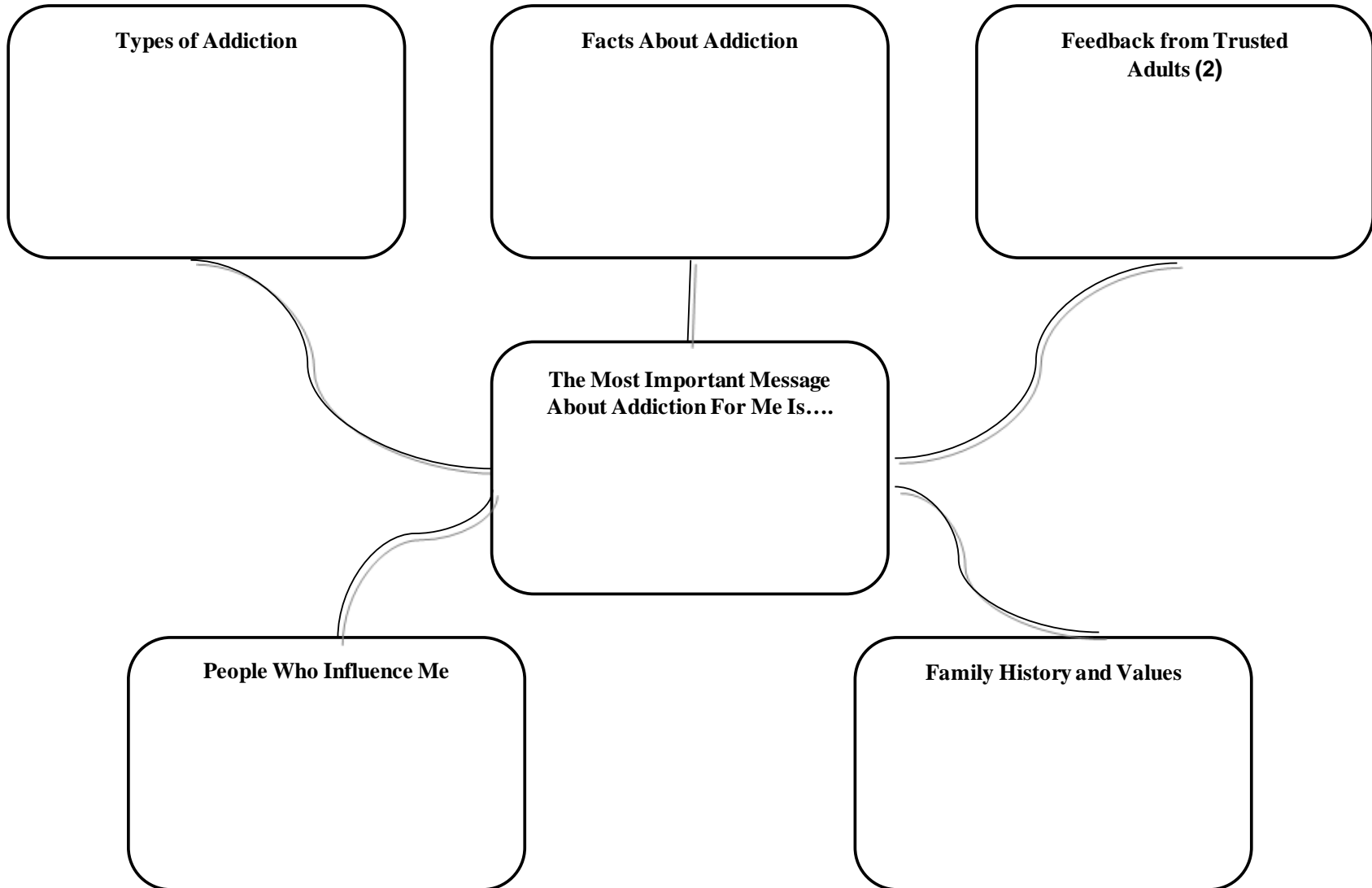
**Which is more challenging—to discuss substance or behavior addiction and why?**

**What are possible negative consequences of refusing risks and with discussing addiction with friends, family members, teachers, etc.?**

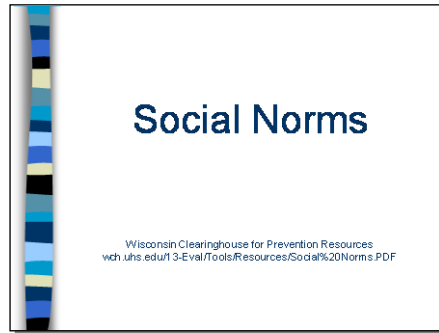
**What are key words to use/avoid to support productive risk refusal and communication about addiction?**

## *Communicating About Addiction*

**Directions: Find out what two adults think about addiction. Note their verbal and nonverbal responses**



## Social Norms Presentation



Research about social norms confirms that much of the behavior in which we engage is influenced by our perception of how others behave.

It is very common for us to misperceive or exaggerate the negative health behaviors of friends or others who are important to us.

If we believe that risky behaviors are common (the "norm") among people who are important to us (even if they really are not), we are more likely to participate in those risky behaviors too.

Importantly, if we learn that healthy behaviors are the common practices among people who are important to us, our behaviors are likely to become more healthy

## Health Education Lesson Plan

Title: Cues and Clues

Lesson Four

Big Idea: Health is Personal Power

### 9-12 Unit Cluster Enduring Understandings

- Health is important and personal actions will impact self and others in many ways.
- Internal and external factors influence personal and community health
- Choosing health resources require critical evaluation and analysis
- Refusal, negotiation, and collaboration skills will enhance the health of self and others
- There are barriers that can hinder healthy decision-making
- Several factors influence the formation, achievement and evaluation of a long term personal health plan
- People have the power to create change

### Lesson Essential Question(s)

Who can help?

### Delaware Health Education Standards

Health Concepts	Skills
<input checked="" type="checkbox"/> Tobacco, Alcohol & Drugs	<input type="checkbox"/> INF
<input type="checkbox"/> Injury Prevention & Safety	<input checked="" type="checkbox"/> AI
<input type="checkbox"/> Nutrition & Physical Activity	<input type="checkbox"/> IC
<input type="checkbox"/> Family Life & Sexuality	<input type="checkbox"/> DM
<input type="checkbox"/> Personal Health & Wellness	<input type="checkbox"/> GS
<input type="checkbox"/> Mental Health	<input type="checkbox"/> SM
<input type="checkbox"/> Community & Environmental Health	<input type="checkbox"/> AV

### Lesson Summary

Students will creatively construct stories using teacher-prepared story starters about addiction to substances and pathological gambling. Then, the students will determine what local resources are available for education, support, treatment, and recovery services for those who have addiction to substances or pathological gambling. Students will be encouraged to share information with a trusted adult via a short homework assignment.

Students will know...	Students will be able to...
Valid resources for education, support, treatment, and recovery for addiction to substances and behaviors.	Access local resources for education, support, treatment, and recovery for addiction to substances and behaviors.

Time:

One class period

## Materials and Preparation

- Story starters
- Telephone books
- Computer access

## Resources and Web Links

- [www.healthteacher.com](http://www.healthteacher.com) for information about valid resources.

## Teaching Steps

1. Teacher-led debriefing of homework-compile list of communication cues and post on board or newsprint as students describe them.
2. Do story ladders about addiction in groups of three. Have one student reader for each group. As the story is passed from student to student, at least two sentences are added to the story for two rounds of the group:
  - a. My parents and I have saved \$20,000 for college. I have a tremendous opportunity to double my money by betting on my favorite sports team. It is a sure thing....
  - b. My credit card is maxed out. I think I could earn enough to pay it off if I borrow \$500 to play poker on Tuesday evening with my friends. Last week someone won \$1,000....
  - c. I have been told that I have an alcohol "issue." I drink a lot sometimes, but I am sure I can quit whenever I want to. I'm just not ready to quit yet, because....
  - d. I enjoy smoking marijuana. It calms me when I am nervous. My grades are OK so....
  - e. My little brother started drinking with his friends. He won't listen to me so I think I will ....
3. Process the story ladders and post the stories.
4. Students will demonstrate the skill of accessing information by completing Resource Agency/Network Scavenger Hunt.
  - a. Students will work in pairs to complete four lists for the scavenger hunt:
    - 1) Three local agency/organization resources that provide education, support, treatment, and recovery services for addiction to alcohol, tobacco, or marijuana using the telephone book.
    - 2) Three local agency/organization resources that provide education, support, treatment, and recovery services for addiction to alcohol, tobacco, or marijuana using the internet or other sources.
    - 3) Three local agency/organization resources that provide education, support, treatment, and recovery services for addiction to gambling using the telephone book.
    - 4) Three local agency/organization resources that provide education, support, treatment, and recovery services for addiction to gambling using the internet or other sources.
  - b. Pairs are given sufficient class time to work together to compile the lists.
  - c. Reassign pairs so that those using the phonebook are paired with those using the internet and are researching similar addictions work together to construct a comprehensive list.
  - d. Pairs will then share information with classmates.
  - e. Teacher will ask the class to find one additional pertinent resource by chatting with a trusted adult for tomorrow's class.

- f. Remind students that resources must be valid and that they should be able to defend their choices.

To think about for tomorrow: Are there many valid resources for gambling and other addictions?

### Assessment(s) for Lesson

Pairs will turn in their lists of resources

### Teacher Notes

Story ladders are a fun way to encourage students to share their thoughts and feelings about addictions to alcohol, tobacco, and marijuana and pathological gambling. Be careful not to appear judgmental as the stories are processed.

It is helpful to review "valid" resources. Students should be encouraged to consider that there are many resources that could be listed by people not considered to be expert. It is important that students develop the ability to recognize reliable and valid resources. As they access the internet for valid and reliable information, suggest the following:

- Think about the address. The address of a particular website provides some information about the reliability of the website. Commercial companies often have web addresses that end in ".com." Community organizations, such as the Delaware Council on Gambling Problems ([www.dcp.org](http://www.dcp.org)) usually have web addresses that end in ".org." Government agencies end in ".gov" ([www.cdc.gov](http://www.cdc.gov)), and colleges or universities usually end in ".edu" ([www.udel.edu](http://www.udel.edu)). Public school systems in Delaware end in "k12.de.us" ([www.doe.k12.de.us](http://www.doe.k12.de.us)). It is reasonable to think that organizations and academic institutions are likely to have valid information.
- When was the site created? Is it maintained? Current information has recent dates.
- Who is the author of the posted information? Are his/her credentials listed?
- Is there contact information for the webmaster or the author?

## Student Page

### *Story Ladder 1*

**Directions:** Working in a small group, take turns writing two sentences each until the story is complete. Please select a reader from your group.

#### **Scenario 1: College Plan**

My parents and I have saved \$20,000 for college. I have a tremendous opportunity to double my money by betting on my favorite sports team. It is a sure thing....

## Student Page

### *Story Ladder 2*

**Directions:** Working in a small group, take turns writing two sentences each until the story is complete. Please select a reader from your group.

#### **Scenario 2: Poker Night**

My credit card is maxed out. I think I could earn enough to pay it off if I borrow \$500 to play poker on Tuesday evening with my friends. Last week someone won \$1000....

## Student Page

### *Story Ladder 3*

**Directions:** Working in a small group, take turns writing two sentences each until the story is complete. Please select a reader from your group.

#### **Scenario 3: I Can Quit When I Want**

I have been told that I have an alcohol “issue.” I drink a lot sometimes, but I am sure I can quit whenever I want to. I’m just not ready to quit yet, because....

**Student Page**

***Story Ladder 4***

**Directions:** Working in a small group, take turns writing two sentences each until the story is complete. Please select a reader from your group.

**Scenario 4: A Calming Effect**

I enjoy smoking marijuana. It calms me when I am nervous. My grades are OK so...

**Student Page**

***Story Ladder 5***

**Directions:** Working in a small group, take turns writing two sentences each until the story is complete. Please select a reader from your group.

**Scenario 5: My Little Brother**

My little brother started drinking with his friends. He won't listen to me so I think I will

....

**Student Name:**

***Resource Agency Scavenger Hunt***

***Lesson Four***

Directions: With an assigned buddy, use the internet or telephone book as directed to find three valid resources for alcohol, tobacco, or marijuana addiction or pathological gambling. Identify the resources. Are they for education, support, treatment, or recovery services? Be prepared to discuss why you think the resources are valid and how you made that decision.

Services for (circle one) Alcohol Addiction, Tobacco Addiction, Marijuana Addiction, Gambling Problems

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_

By sharing with a pair assigned to use a different source, add three more resources to your list!

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_

Find one more resource for each of these four addictions for tomorrow.

Alcohol addiction: \_\_\_\_\_

Tobacco addiction: \_\_\_\_\_

Marijuana addiction: \_\_\_\_\_

Pathological gambling: \_\_\_\_\_

To think about: Are there many resources available for those with addictions?

## Health Education Lesson Plan

**Title: What Can I Do?**

**Lesson Five**

**Big Idea: Health is Personal Power**

### 9-12 Unit Cluster Enduring Understandings

- Health is important and personal actions will impact self and others in many ways.
- Internal and external factors influence personal and community health
- Choosing health resources require critical evaluation and analysis
- Refusal, negotiation, and collaboration skills will enhance the health of self and others
- There are barriers that can hinder healthy decision-making
- Several factors influence the formation, achievement and evaluation of a long term personal health plan
- People have the power to create change

### Lesson Essential Question(s)

How can I help others avoid addictions and pathological gambling?

### Delaware Health Education Standards

Health Concepts	Skills
<input checked="" type="checkbox"/> Tobacco, Alcohol & Drugs	<input type="checkbox"/> INF
<input type="checkbox"/> Injury Prevention & Safety	<input type="checkbox"/> AI
<input type="checkbox"/> Nutrition & Physical Activity	<input type="checkbox"/> IC
<input type="checkbox"/> Family Life & Sexuality	<input type="checkbox"/> DM
<input checked="" type="checkbox"/> Personal Health & Wellness	<input type="checkbox"/> GS
<input type="checkbox"/> Mental Health	<input type="checkbox"/> SM
<input type="checkbox"/> Community & Environmental Health	<input checked="" type="checkbox"/> AV

### Lesson Summary

Students will complete a KWL activity about advocacy strategies and cautions as they are preparing and presenting their transfer task.

Students will know...	Students will be able to...
Key facts about addiction Strategies and cautions of advocacy	Compile lists of appropriate cautions and strategies for advocacy campaigns

### Time

One class period as noted. Then a second class will be required for presentations to peers and group production of bumper stickers advocating a life free of addiction to substances and pathological gambling.

## Materials and Preparation

- Newsprint or poster board
- Markers
- Copy of KWL chart for each student (attached)

## Resources and Web Links

- National Center on Problem Gambling [www.ncpgambling.org](http://www.ncpgambling.org)
- Recovery Resources online [www.soberrecovery.com/links/gamblingaddiction.html](http://www.soberrecovery.com/links/gamblingaddiction.html)

## Teaching Steps

1. Teacher-led debriefing of class work/homework on addiction resources.
  - Ask students to defend validity of chosen resources.
  - Write and post summative list of local resources.
2. Introduce advocacy for education, support, treatment, and recovery services from addiction for self and others.
  - KWL charts about advocacy (strategies and cautions) done as individuals.
  - Pair/share about advocacy (strategies and cautions).
  - Teacher-led summative class discussion about “L” from KWL individual and pair experiences.
  - Summative list of advocacy strategies and cautions is posted in the classroom.
3. Assignment: Begin construction of the educational and advocacy campaign to be geared toward sixth graders.
  - Assignment and rubric distributed in lesson one. If students do not have a copy, suggest asking peers for another copy.
  - Review assignment and expectations. Tell students that they will have to present to 3 “sixth graders.” They will work in groups of four and present their transfer task to each other.
  - Remind students that their class work will remain posted and may be used for their project.
4. What are some key points about addiction? Write student responses on board.
  - There are natural reward pathways in the brain responsible for driving our feelings of motivation, reward, and behavior.
  - If one begins certain behaviors (substance abuse, etc.) as an adolescent, a lifetime addiction is more likely to develop.
  - An individual’s social environment and family history may influence the risk of addiction.
  - Addiction influences society with many negative ethical, legal, and social issues.
5. The remainder of the class period will be spent in planning and preparing the transfer task. Students will need time outside the class to prepare for their presentations, so it is suggested that class six may be scheduled about a week after the completion of class five.
  - Presentations will be done in groups of four. The students who are “sixth graders” will have a scoring rubric that will be turned in to the teacher at the end of class. The role of presenter will rotate around the group until all four presentations are completed. Laptops will be available for internet access, video, or PowerPoint presentation.
6. When all presentations are completed (about 30 minutes because of set-up, etc.), the student groups of four will create a bumper sticker advocating a life free of addiction to

substances and pathological gambling. The student groups are encouraged to be creative and lively but factual.

- Bumper stickers will be placed around the school in strategic places (bulletin boards, hallways, gym, offices, etc.) for parents, staff, faculty, and other students to read.

Make a point that the bumper sticker is to reinforce advocacy! Thank the students for their excellent cooperation and wish them a life free of addiction.

### **Assessment(s) for Lesson**

The KWL assignment will be collected and reviewed by the teacher as formative assessment.

All student work from all lessons should remain posted during the preparation and presentation of the transfer tasks. This will allow students easy access to accurate information and will reinforce all the teaching/learning of this unit.

*Know-Wonder-Learn (KWL) about Cautions and Strategies for Advocacy*

I KNOW	I WONDER	What did I LEARN?

## *Strategies and Cautions of Health Advocacy – Lesson Five*

Suggestion: Take a look at the NHES Advocacy Standard then The Characteristics of Effective Health Education (Kirby). The following list was gathered from an internet search—though not from a single source—and is intended only to be a helpful tool for the teacher.

### **Strategies**

- Increase public awareness of issue
- Use simple hard hitting messages with scientifically sound logic
- Know your audience
- Promote positive change
- Use age-appropriate information and dialogue
- Be organized
- Be clear
- Have passion
- Maintain composure
- Use handouts
- Collaborate with like-minded folks
- Use personal experience to light fires
- Adapt health messages and communication techniques to target audience (NHES 8.12.4)
- Use societal and peer norms to formulate a health enhancing message (NHES 8.12.1)
- Demonstrate how to influence and support others to make positive health choices (NHES 8.12.2)
- Set goals
- Understand your core values may differ from others
- Deliberately speak out to advance your position
- Try to influence policy
- Work cooperatively as an advocate for improving personal, family, and community health (NHES 8.12.3)

### **Cautions**

- Do not argue—discuss!
- Be sure to be respectful
- Do not lose cool
- Have back-up data for non-compliant or argumentative folks
- Be engaging
- Know the issues
- Go with talking points
- Use logic to refute negative comments
- Know some will disagree
- Use accurate societal norms to influence others
- Consider the personal and societal impact of your topic
- Be inclusive
- Be prepared
- Be careful not to use culturally insensitive slights
- Do not criticize other's views-do not alienate those with different opinions-it will weaken your strategies
- Do not use religion to advance views

***Student Evaluation of Presentations for Addictions Unit***

**Student name:** \_\_\_\_\_

**Date of presentations:** \_\_\_\_\_

Please evaluate the presentations of your classmates by giving a score of 4 (best) to 1 (least). Please give completed worksheet to the teacher as you leave class today.

**Presentation #1 by** \_\_\_\_\_ **Score** \_\_\_\_\_ **/20**

Transfer Task Title: \_\_\_\_\_ Score 4-(best) to 1-(least)

\_\_creativity \_\_\_\_\_communicating the message

\_\_respect for time \_\_\_\_\_knowledge of addiction

\_\_supporting a position

How do you feel about this position on addiction? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**Presentation #2 by** \_\_\_\_\_ **Score** \_\_\_\_\_ **/20**

Transfer Task Title: \_\_\_\_\_ Score 4-(best) to 1-(least)

\_\_creativity \_\_\_\_\_communicating the message

\_\_respect for time \_\_\_\_\_knowledge of addiction

\_\_supporting a position

How do you feel about this position on addiction? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**Presentation #3 by** \_\_\_\_\_ **Score** \_\_\_\_\_ **/20**

Transfer Task Title: \_\_\_\_\_ Score 4 (best) to 1 (least)

\_\_creativity \_\_\_\_\_communicating the message

\_\_respect for time \_\_\_\_\_knowledge of addiction

\_\_supporting a position

How do you feel about this position on addiction? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

## K-U-Ds for Health Unit: Should I Take a Chance?-High School

Key Learning and Unit Essential Question(s)		
<p><b>Key Learning(s):</b> Health is personal power. We can use this power to help ourselves and others to avoid addictions.</p>		
<p><b>Unit Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• Is addiction a choice?</li> <li>• What is my tipping point?</li> </ul>		
Health Education Standards and HS Grade Level Expectations Addressed in the Unit		
<ol style="list-style-type: none"> <li>1. Students will understand essential health concepts in order to transfer knowledge into healthy actions for life. Specify core concepts to be addressed: ATOD, Personal Health and Wellness, Mental Health               <ol style="list-style-type: none"> <li>1.1 Predict how healthy behaviors impact health status</li> <li>1.4 Analyze how genetics and family history can impact personal health.</li> </ol> </li> <li>2. Students will analyze the influence of family, peers, culture media, technology and other factors on health behavior.               <ol style="list-style-type: none"> <li>2.1 Analyze how the family influences the health of individuals.</li> <li>2.2 Analyze how culture supports and challenges health beliefs and practices.</li> <li>2.3 Consider how peers influence healthy and unhealthy behaviors.</li> <li>2.6 Analyze how the perceptions of norms influence healthy and unhealthy behaviors.</li> </ol> </li> <li>3. Students will demonstrate the ability to access information, products and services to enhance health.               <ol style="list-style-type: none"> <li>3.1 Evaluate the validity of health information, products and services.</li> <li>3.2 Utilize resources from home, school and community that provide valid health information.</li> <li>3.5 Access valid and reliable school and community health services.</li> </ol> </li> <li>4. Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.               <ol style="list-style-type: none"> <li>4.1 Utilize skills for communicating effectively with family, peers and others to enhance health.</li> </ol> </li> <li>8. Students will demonstrate the ability to advocate for personal, family, and community health.               <ol style="list-style-type: none"> <li>8.3 Assume the role of an advocate for improving personal, family and community health.</li> <li>8.4 Present health messages and communication techniques to a specific target audience.</li> </ol> </li> </ol>		
KNOW	UNDERSTAND	DO
<ul style="list-style-type: none"> <li>• Characteristics and consequences of addiction to substances</li> <li>• Characteristics and</li> </ul>	<ul style="list-style-type: none"> <li>• Addiction changes the brain.</li> <li>• For some, substance use and gambling are a</li> </ul>	<ul style="list-style-type: none"> <li>• Use communication skills to support an addiction-free life</li> <li>• Analyze influences in</li> </ul>

<p>consequences of addiction to behaviors including pathological gambling</p> <ul style="list-style-type: none"> <li>• Concepts of use, misuse, abuse, tolerance, chasing, and addiction to substances</li> <li>• Patterns in addictive behaviors</li> <li>• Everyone has a tipping point</li> <li>• Treatment and recovery from addiction to substances and pathological gambling is an ongoing process</li> </ul>	<p>choice; for others, they are not.</p> <ul style="list-style-type: none"> <li>• Advocacy strategies are important to self-management and the avoidance of use or misuse of substances and gambling.</li> <li>• Speaking up for myself and becoming resourceful helps me avoid trouble.</li> </ul>	<p>their lives that help or hinder their personal health choices regarding substance abuse and pathological gambling</p> <ul style="list-style-type: none"> <li>• Access local programs and services for education, treatment, and recovery from addiction to substances and pathological gambling</li> <li>• Advocate for education, treatment, and recovery from addictions</li> </ul>
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## Student Learning Map for Health Unit: Should I take a chance?-High School

**Key Learning(s):**

Health is personal power. We can use this power to help ourselves and others to avoid addictions.

**Unit Essential Question(s):**

- Is addiction a choice?
- What is my tipping point?

<b>Concept:</b> Addiction	<b>Concept:</b> Communication	<b>Concept:</b> Who/What influences you?	<b>Concept:</b> Cues and clues	<b>Concept:</b> Advocacy
<b>Lesson Essential Question(s):</b>  • What is addiction ?	<b>Lesson Essential Question(s):</b>  • How do we communicate what we know?	<b>Lesson Essential Question(s):</b>  • What is risky? • Does everybody do it?	<b>Lesson Essential Question(s):</b>  • Who can help?	<b>Lesson Essential Question(s):</b>  • How can I help others avoid addictions and pathological gambling?
<b>Vocabulary:</b> Abuse Addiction Chasing Craving Use Misuse Tolerance Risk/risk factors	<b>Vocabulary:</b> Characteristics Consequences	<b>Vocabulary:</b> Social norms Risk refusal	<b>Vocabulary:</b> Recovery Treatment Valid resources	<b>Vocabulary:</b> Advocacy Cautions Strategies