

Health Education Today Preview:

-2 Full Week Alcohol Unit -



*TPT #1
Best-
Selling
High
School
Teen
Health
Alcohol
Unit*

Alcohol Unit

High School

healtheducationtoday

National Board-Certified Teachers
with Masters of Education Degrees
and 60+ years of experience teaching
K-12 PE & Health, with collegiate
athletic and coaching experience!

Experience
is the best
teacher!

Created by
Master Teachers!



A family of
educators,
for educators.



Health Education Today

WHY CHOOSE HEALTH EDUCATION TODAY?

Skills

- To help your teens acquire skills and wisdom to be above unhealthy influences.

Content

- To have relevant, inspiring, standards-based and medically accurate lessons.

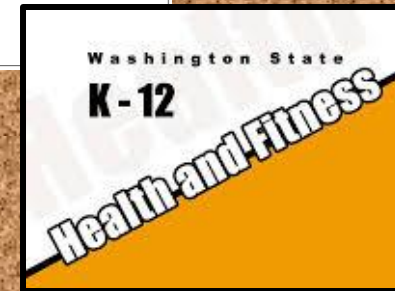
Ease of Use

- For an editable program where you can choose to print or work online; using step-by-step directions and PowerPoints for visual student lessons!

The Program Meets Health Standards:

Aligned to National, Common Core, and State Standards!

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects ELA College and Career Anchor Standards https://learning.ccsso.org/common-core-state-standards-initiative		
	Writing Grades 9/10	ELA College and Career Anchor Standards for Writing
1	Write arguments focused on discipline-specific content.	Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3	Incorporate narrative elements effectively into arguments and informative/ explanatory texts. <i>Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.</i>	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.



Real Teachers' Reviews endorse This program:

- ❖ “Great resource to support my health unit and enhance student learning and to assess.”
- ❖ “Very helpful. Used this for the whole section on Alcohol. Easy to use and follow.”
- ❖ “This is a great unit with some awesome activities, my students loved the alcohol wheel activity!”
- ❖ “Great activities. Loved the guided notes.”
- ❖ “This material gave us a great segway to some open honest conversations. I hope they think about the repercussions!”
- ❖ “Another great unit!”



File Organization:

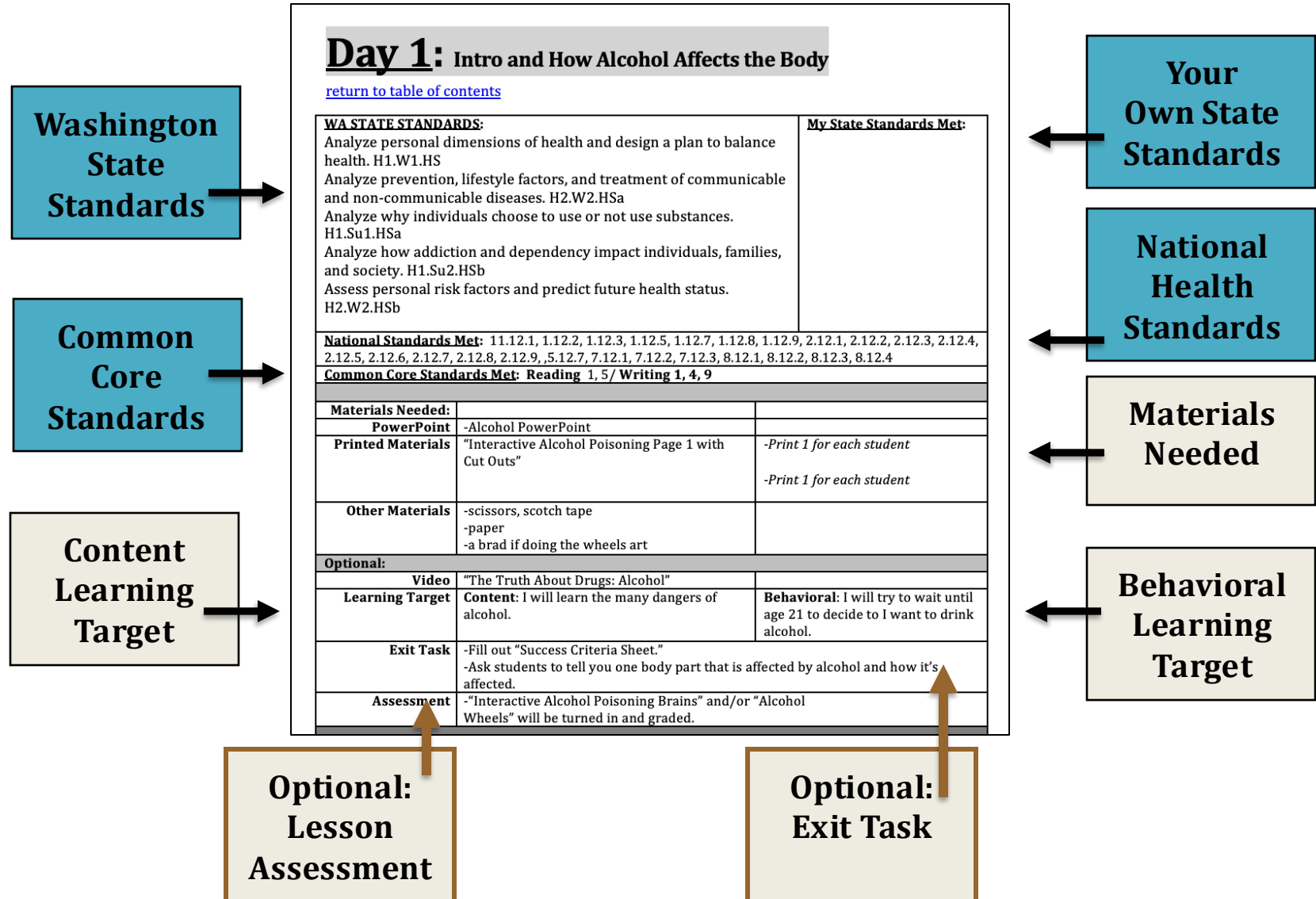
< > ALCOHOL UNIT HS	
Name	
 00 Welcome Letter	
 01 Alcohol Unit Teacher Directions	
 01 Alcohol Unit Teacher Directions PDF	
 02 Alcohol Unit POWERPOINT VERSION	
 03 Alcohol Unit ONLINE VERSION	
 04 Alcohol Unit PDF VERSION	
>  05 Supplemental Materials	



< > 05 Supplemental Materials	
Name	
 01 Alcohol Unit Google Drive Master List	
>  02 Standards + Learning Targets	
✓  03 Extra Large Docs	
>  Alcohol Board Game	
 Alcohol Body Organ Sheet.docx	
 Alcohol Body Organ Sheet.pdf	
 Alcohol Packet Key.docx	
 Alcohol Packet Key.pdf	
 Alcohol Packet.docx	
 Alcohol Packet.pdf	
 Alcohol Wheel.docx	
 Alcohol Wheel.pdf	
 Anon Teen Survey and Tally.docx	
 Anon Teen Survey and Tally.pdf	
 Art Project Rubric.pdf	
>  Articles Poisoning Articles	
 Generic Worksheets Teens.pptx	
 Growing Up With a Drinker.pdf	
>  Interactive Alcohol Poisoning	
 Positive Nightly.pdf	
 Role Play Task Cards.pptx	
>  Substance Packet	
>  Through The Door Project	
 04 Previews of Additional Curriculum	

***Editable in Word and Google Slides!**

Standards: Beginning each lesson



Easy to Navigate “Table of Contents”:

Links to
each
lesson
document!

Daily
Lesson
Topics

Weekly
Homework

Common
Core
Standards

National
Standards

WA
State
Standards

Fill in
Your
State
Standards

ALCOHOL UNIT - 10 DAYS TOTAL	Lesson Titles: <i>Click on the lesson title to be linked to the page</i>	HOMEWORK Click on “Day” it’s listed in to see directions	Comm on Core Stand- ards Met:	National Health Standards Met:	Washington Health Standards Met:	Add Your State Health Standard s Here:
Alcohol-Day 1 & 2	-Introduction to Alcohol Unit -“How Alcohol Affects the Body Wheels Project” -Optional “Interactive Alcohol Poisoning” Activity		R 1 R 5 W 1 W 4 W 9	1.12.1, 1.12.2, 1.12.3, 1.12.5, 1.12.7, 1.12.8, 1.12.9, 2.12.1, 2.12.2, 2.12.3, 2.12.4, 2.12.7, 2.12.8, 2.12.9, 5.12.7, 7.12.1, 7.12.2, 7.12.3, 8.12.1, 8.12.2, 8.12.3, 8.12.4	2.1.1, 2.2.1, 2.2.3, 2.3.2	
Alcohol-Day 3	-Alcoholism notes -20 questions to determine if a person is an alcoholic -<>Alcohol Video		R 3 R 4 R 5	1.12.1, 1.12.2, 1.12.3, 1.12.4, 1.12.5, 1.12.7, 1.12.8, 1.12.9, 2.12.1, 2.12.2, 2.12.3, 2.12.4, 2.12.7, 2.12.8, 2.12.9, 2.12.10, 4.12.1, 4.12.2, 4.12.3, 4.12.4, 5.12.1, 5.12.2, 5.12.3, 5.12.4, 5.12.5, 5.12.6, 5.12.7, 6.12.1, 6.12.2, 6.12.3,	2.1.1, 2.2.1, 2.2.3, 2.3.2, 2.4.5, 2.4.7	

Step-by-step Teacher Directions



Your Lesson Planning is Done!

PRINT & ONLINE.

GOOGLE + MICROSOFT + ADOBE +
YOUTUBE + MORE!



Teacher Directions: Lead You Through the Lessons PowerPoint.

**Step-By-Step
Teacher
Directions**
follow
PowerPoint
slides to make
teaching this
unit easy!

Day 1: Intro and How Alcohol Affects the Body

[return to table of contents](#)

WA STATE STANDARDS:

Analyze personal dimensions of health and design a plan to balance health. H1.W1.HS
Analyze prevention, lifestyle factors, and treatment of communicable and non-communicable diseases. H2.W2.HSa
Analyze why individuals choose to use or not use substances. H1.Su1.HSa
Analyze how addiction and dependency impact individuals, families, and society. H1.Su2.HSb
Assess personal risk factors and predict future health status. H2.W2.HSb

My State Standards Met:

National Standards Met: 11.12.1, 1.12.2, 1.12.3, 1.12.5, 1.12.7, 1.12.8, 1.12.9, 2.12.1, 2.12.2, 2.12.3, 2.12.4, 2.12.5, 2.12.6, 2.12.7, 2.12.8, 2.12.9, 5.12.7, 7.12.1, 7.12.2, 7.12.3, 8.12.1, 8.12.2, 8.12.3, 8.12.4

Common Core Standards Met: Reading 1, 5/ Writing 1, 4, 9

Materials Needed:

PowerPoint	-Alcohol PowerPoint	
Printed Materials	"Interactive Alcohol Poisoning Page 1 with Cut Outs"	-Print 1 for each student -Print 1 for each student
Other Materials	-scissors, scotch tape -paper -a brad if doing the wheels art	

Optional:

Video	"The Truth About Drugs: Alcohol"	
Learning Target	Content: I will learn the many dangers of alcohol.	Behavioral: I will try to wait until age 21 to decide if I want to drink alcohol.
Exit Task	-Fill out "Success Criteria Sheet." -Ask students to tell you one body part that is affected by alcohol and how it's affected.	
Assessment	-"Interactive Alcohol Poisoning Brains" and/or "Alcohol Wheels" will be turned in and graded.	

1. **TITLE SLIDE:** This is a place marker.

2+3. **PAIR/SHARE-DO YOU THINK OUR SCHOOL:** Start with the question, "Do you think our school has a problem with teens drinking alcohol?"

4. **STATISTICS:** Discuss.

5. **WHY WAIT UNTIL 21:** The "No drinking and driving" is a good campaign to push with teens since it is the #1 killer of teens in the U.S., but drinking and driving isn't the only danger!

7. **BRAIN PICS:** Go over info on slide. ESPECIALLY point out the dangers to the brain

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Alcohol Unit

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Day 1:

How Alcohol Harms the Body

Do you think our school has a problem with kids drinking alcohol?

What % of sophomores do you think drink?



Your current class of	Our current junior class as sophomores	Our seniors class of	Our State seniors	66% of your freshman class in our Health classes made the decision not to drink alcohol in high school. 14% are still deciding.
11%	26%	41%	40%	
	Drank in the last month			



Why Wait Until 21 to decide if you want to drink or not.

Drinking and driving is not the only danger of alcohol.

Accidents is the #1 killer of teens:

PowerPoints
walk you through
the lessons



Daily PowerPoint Slides:

Health Education Today

Alcohol Unit

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Day 1:

How Alcohol Harms the Body

Do you think our school has a problem with kids drinking alcohol?

What % of sophomores do you think drink?

Your current class of	Our current junior class as sophomores	Our seniors class of	Our State seniors
11%	26%	41%	40%
	Drank in the last month		

66% of your freshman class in our Health classes made the decision not to drink alcohol in high school.

14% are still deciding.

Why Wait Until 21 to decide if you want to drink or not.

Drinking and driving is not the only danger of alcohol.

Accidents is the #1 killer of teens.

Why Wait Until 21 to Decide if you want to drink or not?

1. Alcohol is hard on a growing body.

-It takes 1/2 as much alcohol to damage a teen's brain as it does an adult's brain.

(and some teens drink twice as much)

The brain can completely shut down breathing and/or Swallowing and gag reflex if there is alcohol poisoning.

Video:

Part 2: <https://www.youtube.com/watch?v=7x7v7v7v7v7>

Video:

<https://www.youtube.com/watch?v=7x7v7v7v7v7>

Unlike other drugs, alcohol dissolves in both water and fat, its high solubility in water makes it one of the most potent depressant of human CNS.

Alcohol is absorbed into cells and tissues the way water soaks into a sponge.

.00 - .04% : slightly affected (.02 is legally intoxicated for teens in WA)
 .05 - .07% : impaired
 .08 - .25% : intoxicated
 .28 - .40% : lose control, passed out
 .40% + up : coma (or dead)

Family: 'A stupid game cost a young man's life'

By Silvia Jaffe

Man arrested in teen's alcohol poisoning death

A night of drinking games proved deadly for a 15-year-old high school student, and now his family wants to use their grief as a warning to others.

Nick R., a popular 10th-grader at Onalaska High School, died Sept. 21 after attending a birthday party at a friend's house.

In his last text message to his mom, Nick promised no drinking at the birthday party. But after a chugging game, he was found passed out in this yard, with writing covering his nearly bare body. "This was a stupid game that cost a young man's life," says his grandmother.

After he and 26 other pledges were Encouraged to drink 10 bottles of whiskey and wine at a celebration, Bailey collapsed.

As punishment for passing out with his shoes on, frat members, as was the custom, wrote on his body with felt-tipped markers...It wasn't until the following morning that a student, unable to rouse Bailey, called 911...Medics couldn't revive Bailey, and the epithets remained stained in his skin when his body was turned over to the coroner, who later pronounced him dead from acute alcohol poisoning.

Speaker Notes:

Guides you through each PowerPoint/Google Slide.



**Why Wait Until 21 to
decide if you want to
drink or not.**

Drinking and driving is
not the only danger of
alcohol.

Accidents is the #1 killer
of teens:¹

6. **WHY WAIT UNTIL 21:** The "No drinking and driving" is a good campaign to present with teens since it is the #1 killer of teens in the U.S., but drinking and driving isn't the only dangerous part of drinking alcohol. Discuss with students that drinking and driving is the #1 killer of teens in the U.S. (the cause is traffic fatalities and 60% occur under the influence of alcohol). While this is a big problem, it isn't the only danger in teen drinking. Even if parents allowed a party in their home and collected teens' car keys at the door, there are still MANY other things that could put teens in danger-as your students will see in this lesson (and those parents could have a major criminal lawsuit on their hands as well.)

"The younger you are when you start drinking, the greater your chance of becoming addicted to alcohol at some point in your life. More than 4 in 10 people who begin drinking before age 15 eventually become alcoholics!" <https://www.drqifford.com/news.aspx>

Here are two articles as background information on "Alcohol Poisoning":

<https://my.clevelandclinic.org/health/diseases/16640-alcohol-poisoning>

<https://www.mayoclinic.org/diseases-conditions/alcohol-poisoning/symptoms-causes/syc-20354386>

Engaging Lessons
walk you through
with activities



Presentations + Student Documents: Fillable Boxes + Google Drive/Google Slides

On
GOOGLE
DRIVE!

Name: X PERIOD: X
ALCOHOL UNIT: Be above the pressure to use tobacco, alcohol, and drugs

SUBSTANCE USE UNIT: ALCOHOL - Be above the pressure to use:

Why wait until 21 to decide if you want to drink or not?

1. Alcohol is hard on X

-It takes X as much alcohol to damage a teen's brain as it does an adult's brain.

-The brain can completely shut down breathing and/or swallowing and gag reflex if there is alcohol X

2. Teen alcohol X -Children and teens become **chemically dependent** much faster than adults. (as fast as several weeks or months)

-Adolescents who begin drinking before age 15 X more likely to develop alcohol addiction than those who begin drinking at age 21.

-A child who reaches age 21 without abusing alcohol or using drugs is virtually certain X to do so.

3. Teen's X toward drinking alcohol. (often the goal is "Let's get drunk")

-The first brain function you lose under even a small amount of alcohol is X

There are more teens who **DON'T** drink alcohol than those who do!

TEEN ALCOHOL STATISTICS:

* X % of all fatal car accidents involve alcohol.

* X % of all drownings involve alcohol.

* Drinkers are X more likely to die in a fall.

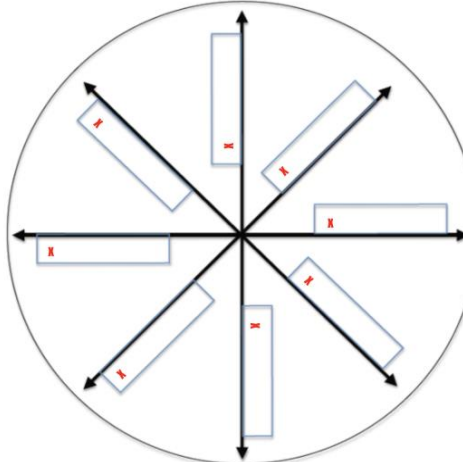
-Compared to nondrinkers, teen binge drinkers (5 drinks in a row for boys, 4 for girls) were:

*11 times more

*4 times more

*Nearly 4 times more likely to

*4 times more



Name: X
Alcohol Unit Test Review and Key

1. How can using alcohol end up hurting things that are important?
 X
2. How does alcohol hurt a teen's growing body?
 X
3. What are some safety tips to be sure you don't get slipped a drug in your drink at a party?
 X
4. What does the law say about teens being around alcohol?
 X
5. What other dangers besides drinking and driving do teens who are drinking alcohol face?
 X
6. How can you know if someone is an alcoholic?
 X
7. How does self-esteem affect a teen's decision on whether they will drink alcohol?
 X
8. How can a teen assertively say "No" to alcohol?
 X
9. If someone wants you to get in the car with a driver who has been drinking alcohol, how could you get a safe ride home?
 X
10. Adolescents who begin drinking before age 15 are how many times more likely to develop alcohol addiction than those who begin drinking at age 21?
 X
11. What is "Fetal Alcohol Syndrome"?
 X



Questions Responses

Total points: 14



Do You Know the Alcohol Laws?

Form description

Name *

Short answer text

Date *

Short answer text

Class *

Short answer text

Name: Period: Date:

Title: Alcohol Role-play Scenario Pop Quiz



1. During your alcohol role-play dialogues how do you feel you did having your character say "No"?

Circle one: Great O.K. Could have done better

2. List three things you had your character do well as the person saying "No."

.....

.....

.....

3. List one thing you could have done your character do better when saying "No.":

.....

4. List three ways a real teen can be "assertive" when they are saying "No.":

.....

.....

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Photo by <https://pixabay.com/>
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2. Teen Alcohol Addiction:

Children and teens become chemically dependent much faster than adults (as fast as several weeks or months).

Adolescents who begin drinking before age 15 are 4 times more likely to develop alcohol dependence than those who begin drinking at age 21.

-A child who reaches age 21 without abusing alcohol or using drugs is virtually certain never to do so.



15

Don't drink alcohol while your body is still growing. - 21 -

You can have fun and be cool without it!

The key is to choose friends who also choose not to drink.



3. Teens Attitude Towards Drinking: Often it's "Let's get drunk."

"Let's have adults do you know about getting someone drunk?"

"The goal is to get drunk."



16

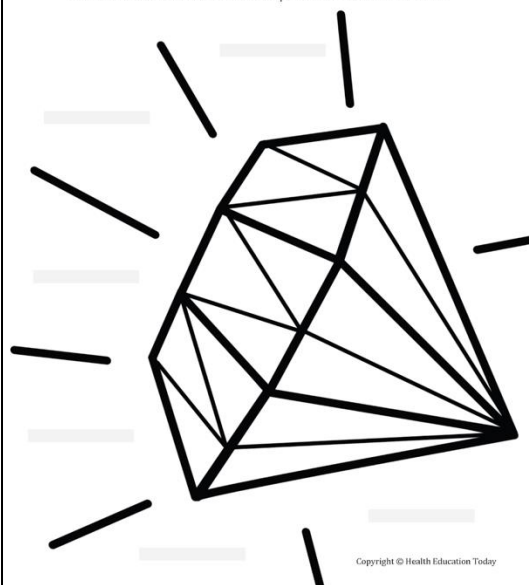
Interactive Alcohol Activities - You Choose:



Name: _____ Period: _____ Date: _____

Title: Standing Up to the Pressures to Drink Alcohol

Write 6 pressure lines someone might use to get you to drink alcohol in the 6 triangles that continue on down the diamond. In the bottom part write 6 assertive "No" answers.



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Name: _____ Period: _____ Date: _____

Title: Alcohol True/False Scavenger Hunt

GREEN FACTS:



1. Alcohol a depressant? True or False ☐
2. Alcohol is the second most widely abused drug among high school students? True or False ☐
3. Peers, family, and the media strongly influence teen drinking? True or False ☐
4. One of the first brain functions to be affected by alcohol is eye sight. True or False ☐
5. What is a disease in which a drinker's liver develop scar tissue? _____

BLUE FACTS:

6. What is the disease where even though alcohol is causing problems in their life, they can't stop drinking? _____
7. 30% of all fatal car accidents involve alcohol? _____
8. More than 50% of teens in the United States drank alcohol in the last month. True or False _____
9. Refusal skills are the skills needed to say no? True or False _____



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Name: _____ Period: _____ Date: _____

Anonymous Survey: How Might I Be Affected By A Dysfunctional Family?

Mark: Y or N for Yes or No (if it's true for 50% or more in your life, say "yes")

1. Are you a perfectionist? _____
2. Do you find yourself needing approval from others to feel good about yourself? _____
3. Do you agree to do more for others than you can actually accomplish? _____
4. Do you tend to avoid your responsibilities or procrastinate? _____
5. Do you find it difficult to identify what you're feeling? _____
6. Do you find it difficult to express feelings? _____
7. Do you often feel lonely even in the presence of others? _____
8. Is it difficult for you to ask for what you need from others? _____
9. Is it difficult for you to maintain friendships and relationships? _____
10. Do you find it difficult to trust others? _____
11. Do you tend to hang on to hurtful or destructive relationships? _____
12. Are you more aware of others' needs and feelings than your own? _____
13. Do you find it really difficult to deal with anger or criticism? _____
14. Is it hard for you to just relax and enjoy yourself? _____
15. Do you find yourself waiting for disaster even when things are going well in life? _____
16. Do you find yourself having difficulty with authority figures? _____



TOTAL UP YOUR "Yes" ANSWERS _____

If you have 8 or more "yes" answers, you likely have some long-term effects from living in a family with some dysfunction.

You have begun to react in negative ways, and may want to make some changes, set some goals, or get some counselling to help cope in more positive ways.

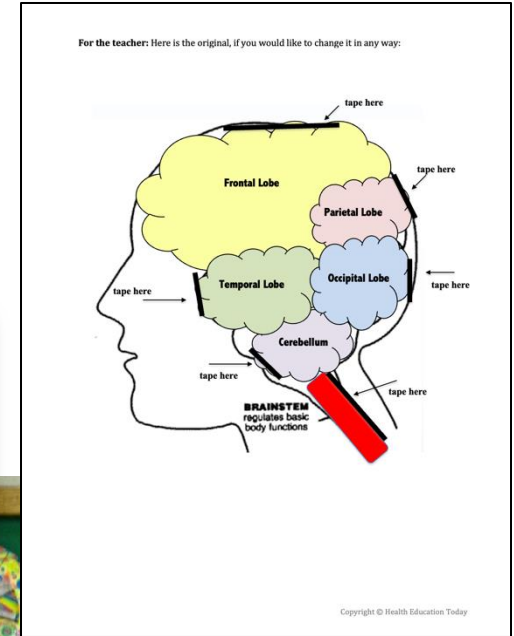
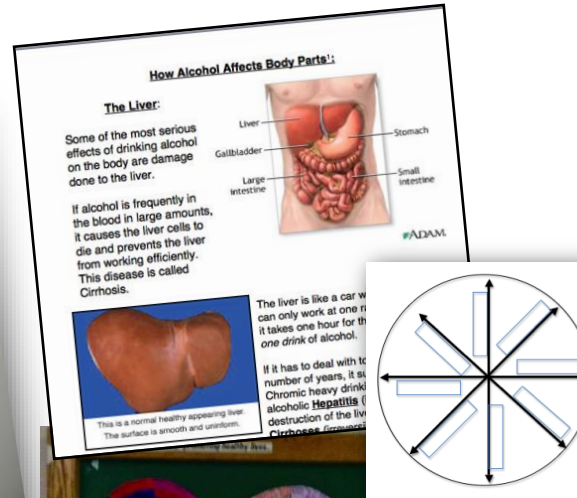
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Examples of Daily Lessons:

Day 1:



The "Wheels" Project is a student favorite!



Art Project Grading Rubric: NAME: _____ Per: _____					
Your Score:		A 4 points	B 3 points	C 2 points	D or F 1 point
___/4	Content Accuracy and Relevance	Understanding of topic is very evident and message is very clear and positive.	Understanding is partially clear and message is somewhat clear and relevant.	Understanding is unclear or the message isn't clear or relevant.	Understanding is unclear and message is incorrect or negative.
___/4	Graphics: photos, pictures, and/or wording Attractiveness	Graphics are very creatively displayed. Looks really good in design, layout, and neatness.	Graphics are somewhat creatively displayed. Looks good in design, layout and neatness.	Graphics are a bit creative. Is acceptably attractive though it may be a bit messy.	Lacking creative graphics. Is messy or poorly designed, seems time was not taken to complete it.
___/4	Grammar	No grammatical mistakes (Spelling)	Just one or two grammatical mistakes (Spelling)	Several grammatical mistakes (Spelling)	There are many grammatical mistakes (Spelling)
___/4		16/16 = A 15/16 = A- 14/16 = B 13/16 = B-	12/16 = C 11/16 = D+ 10/16 = D 9/16 = F		

- Introduction to Alcohol Unit
- "How Alcohol Affects the Body Wheels Project"
- Optional "Interactive Alcohol Poisoning" Activity

Day 2:



Name: _____ Period: _____ Date: _____

Title: 20 Questions

Are You an Alcoholic? To answer this question, ask yourself the following questions and answer them as honestly as you can.

1. Do you lose time from work (or school) due to your drinking?
2. Is drinking making your home life unhappy?
3. Do you drink because you are shy with other people?
4. Is drinking affecting your reputation?
5. Have you ever felt remorse after drinking?
6. Have you gotten into financial difficulties as a result of your drinking?
7. Do you turn to lower companions and an inferior environment when drinking?
8. Does your drinking make you careless of your family's welfare?
9. Has your ambition decreased since drinking?
10. Do you crave a drink at a definite time daily?
11. Do you want a drink the next morning?
12. Does drinking cause you to have difficulty in sleeping?
13. Has your efficiency decreased since drinking?
14. Is drinking jeopardizing your job or business?
15. Do you drink to escape from worries or troubles?
16. Do you drink alone?
17. Have you ever had a complete loss of memory as a result of your drinking?
18. Has your physician ever treated you for drinking?
19. Do you drink to build up your self-confidence?
20. Have you ever been in a hospital or institution on account of drinking?



Day 2:

Alcoholism

Alcoholism is a disease.
You can be addicted 2 ways: physically and mentally.



Long-term Effects: Cirrhosis of liver, Cancers of body organs, heart disease, ulcers, and early death.

1 out of 8 people in the U.S. who drink become alcoholics!

-Approximately 14 million people in the U.S. are addicted to alcohol or abuse alcohol.

-Alcohol is the third leading cause of the preventable deaths in the United States.

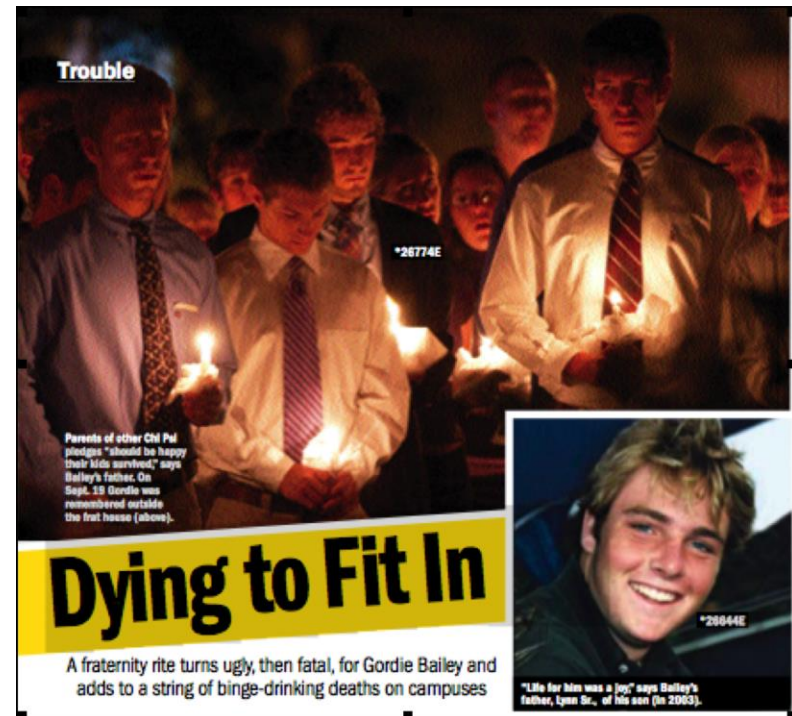
How do you know if someone is an alcoholic?

What behaviors do you see?



Pair | Share:

Discuss if you can think of 1 bottom line trait that every alcoholic would have.



-Alcoholism notes
-20 questions to determine if a person is an alcoholic
-Alcohol Video

Day 3:

Also includes "Learning Target Posters."

Day 3:

Alcohol Laws

1. Why does our state have laws that say you can't drive while intoxicated?

To keep our roads safe for everyone

Answers are in green font

Before we go over the rest, a bit of background info...

.05 x 12 oz. = 60%

.40 x 1.5 oz. = 60%

.12 x 5 oz. = 60%



How Small Amounts of Alcohol Affect Body and Behavior:

1. Judgment
2. Reasoning
3. Lose your inhibition
4. Blood vessels dilate

-obnoxious -silly -argue -fighting - violence

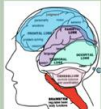
Alcohol is a depressant.



How Larger Amounts of Alcohol Affect Body and Behavior:

- Coordination
- Reaction time
- Vision

4. Passed out



.05 - .08%: Slightly affected (0.02% is legally intoxicated for this state)
 .09 - .24%: Impaired
 .25 - .30%: Intoxicated
 .31 - .40%: Loss control, passed out
 .40% + up: Coma (or dead)

How Small Amounts of Alcohol Affect Body and Behavior:

1. Judgment
2. Reasoning
3. Lose your inhibition
4. Blood vessels dilate

-obnoxious -silly -argue -fighting violence

Alcohol is a depressant.



- Alcohol State laws activity
- “Wheels” project
- Alcohol video



Day 4:

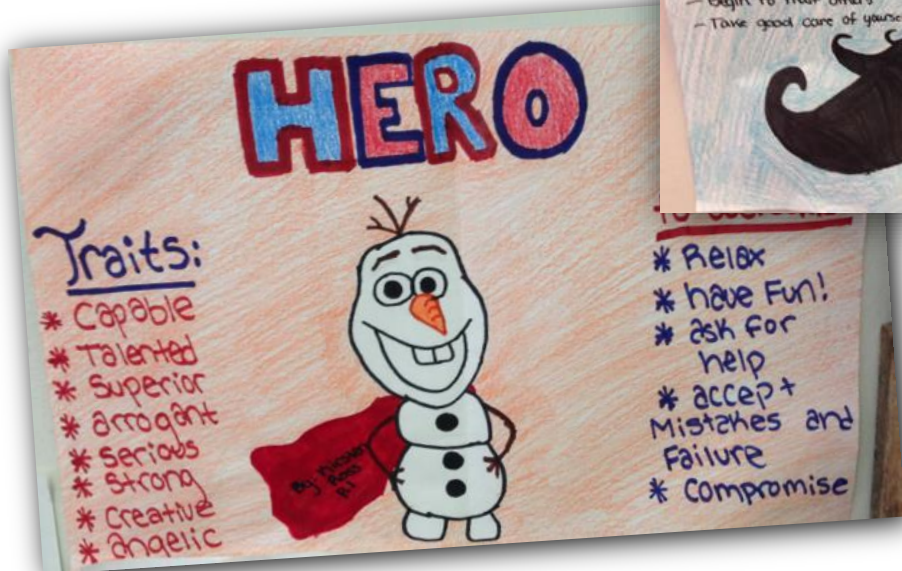
10 Family Dysfunctions¹²:

- Chemical dependency
- Other addictions
- Perfectionism
- Violence
- Neglect
- Emotional abuse
- Physical abuse
- Sexual abuse
- Abandonment
- Mental disorders

"1 in 4 children under the age of 18 is living in a home where alcoholism, is a fact of daily life." If it's not in your family, listen for a friend."



Take "How Might I Be Affected by a Dysfunctional Family?" Survey.



- Dysfunctional families and co-dependent behaviors
- "Dysfunctional Family Survey"
- Dysfunctional Family Video

Day 5:



- Ace Lesson-overcoming negative childhood experiences
- Video
- Protective Factors Activity

Name: _____ Period: _____ Date: _____

Title: Protective Factors/Resilience Skills to Help You Overcome

The adverse experiences determined on the ACEs survey are factors that are out of a child's control; but, they still affect the child in negative ways. Protective factors or resilience skills can counter the effects of aces and all of the ideas below are in a person's control to do. These factors can help a teen or adult overcome adverse childhood experiences and find health and success in life!

Highlight any of these 30 protective factors you feel you need in your life. Then, try baby-stepping your way to health and success in life by starting to work on a select few. Put a star by the few you want to start with:

- ❖ Handle stress effectively - *(take time out for relaxing, work out, reach out to people)*
- ❖ Develop positive self-esteem - *(thinking positive thoughts really helps!)*
- ❖ Be able to express feelings - *(many believe this to be the most important skill to being healthy for life: to be able to say if you're happy, sad, mad, if you need help, etc.)*
- ❖ Develop friendships and supportive personal relationships - *(this is seen by many as the second most important skill!)*
- ❖ Develop good communication skills - *(relationships are one of the most important things in life. Be good at starting conversations, questioning to clarify, having empathy, negotiating and resolving conflicts)*
- ❖ Acknowledge when you are wrong - *(and apologize if needed)*



Overcoming Adverse Childhood Experiences

Day 6:

Name: _____ Period: _____ Date: _____

Title: Pros/Cons Decision Making Worksheet

Choose a scenario where you might need to choose between two options. Fill out the template on this sheet to practice the "pros/cons" decision-making model. Repeat one more scenario.

Class 1		Class 2	
PROS	CONS	PROS	CONS

WHAT IS SENARIO #1:

List Your Option 1		List Your Option 2	
PROS	CONS	PROS	CONS
1.	1.	1.	1.
2.	2.	2.	2.
3.	3.	3.	3.
4.	4.	4.	4.
5.	5.	5.	5.

WHAT IS SENARIO #2:

List Your Option 1		List Your Option 2	
PROS	CONS	PROS	CONS
1.	1.	1.	1.
2.	2.	2.	2.
3.	3.	3.	3.
4.	4.	4.	4.
5.	5.	5.	5.

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Will You Recognize Pressure Lines when you hear them?



Get a blank space of paper and #1 - 10

Alcohol Role Play Observation Sheet

Write the names of the people in your group: (you must know your #) Per: _____ Date: _____

1. _____
2. _____
3. _____

1. Observer's name: _____ Who are you observing?: _____ Did they:

Use a strong voice?	Great		O.K.		Could do better	
Have good eye contact?	Great		O.K.		Could do better	
Assertively say "No"	Great		O.K.		Could do better	

One good thing they did or said: _____

If they missed a law or fact-write one thing they forgot: _____

- “Pros and Cons Decision-Making Model Worksheet”
- “Alcohol Role-Play Activity” (Peer Pressure lines and Refusal Skills
- Refusal Skills

Day 7+8:

True / False Alcohol Scavenger Hunt:



Audio Article



Name: _____ Period: _____ Date: _____

Title: Alcohol True/False Scavenger Hunt

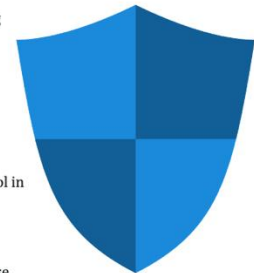
GREEN FACTS:



1. Alcohol a depressant? True or False
2. Alcohol is the second most widely abused drug among high school students? True or False
3. Peers, family, and the media strongly influence teen drinking? True or False
4. One of the first brain functions to be affected by alcohol is eye sight. True or False
5. What is a disease in which a drinker's liver develop scar tissue?

BLUE FACTS:

6. What is the disease where even though alcohol is causing problems in their life, they can't stop drinking?
7. 30% of all fatal car accidents involve alcohol?
8. More than 50% of teens in the United States drank alcohol in the last month. True or False
9. Refusal skills are the skills needed to say no? True or False



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- De-bunking alcohol myths.
- Why Can it be Difficult to Say "No" to Any Kind of Pressure From Others?

Day 9+10:

NAME _____ PERIOD _____ DATE: _____

Alcohol Role-plays Pop Quiz

- During our alcohol role-plays how do you feel you did saying "No" ? Circle one:
Great O.K. Could have done better
- List three things you did well during the role-play as the person saying "No."
-
-
-
- List one thing you could have done better when you were saying "No.":

Fetal Alcohol Syndrome (F.A.S.)

My Story

Matthew looked like a normal baby at birth. As he grew I started to become aware that his progression was not corresponding with the other kids his age.

He was very slow in learning the basics, such as walking and sitting up. He was also too small for his age and he had many medical problems.

At about 4 years of age, it became apparent to me that Matthew was mentally retarded. His slow development was hard for me because I had always hoped he would catch up.

Name: _____ Per: _____ Date: _____

Decision-Makin Model:

Today you will practice thinking through the consequences of potentially harmful situations. Copy the whole line of each W's and H, then answer those questions.

Who - could it hurt?

What - do adults think?

When - is it illegal?

Where - do I draw my line?

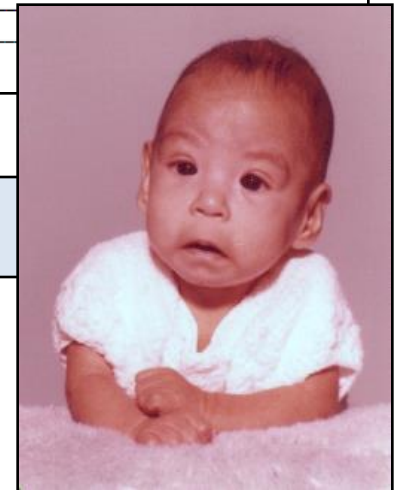
How - to get out of it? (alternative?)

Class Practice: You are at a party with friends and they are daring you to beat last week's record for drinking shots of vodka. You really want these friends to like you and to keep inviting you to the parties they have. Should you take the dare?

W _____ could _____?: _____
W _____ do _____?: _____
W _____ is _____?: _____
W _____ do I _____?: _____
H _____ to _____?: _____

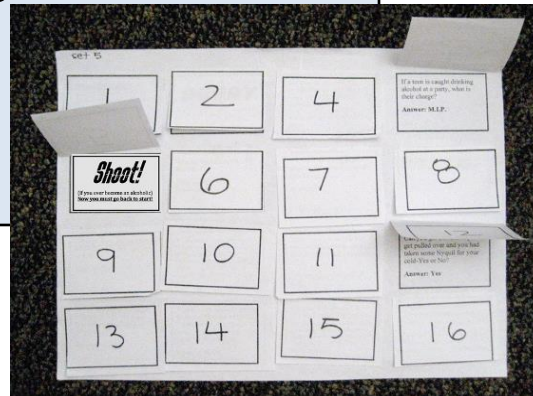
-Relevant Topics!

- "Alcohol Role-Play Quiz"
- Fetal Alcohol Syndrome
- "WWWWH Decision-Making Alcohol Homework"



Day 9 & 10 Continued:

- Wrap Up Alcohol Unit
- Alcohol "Sorry" Game
- Unit Test



"SUMMARY OF ALCOHOL RISKS FOR TEENS*:"

- they could get in trouble with the law (M.I.P.)
- someone could get alcohol poisoning and die
- someone could get hurt by violence or a fight
- uninvited guests could show up
- there could be other illegal drugs there
- someone could be sexually assaulted
- someone could sneak out and drive
- someone could do something stupid and get hurt
- a girl could get pregnant
- neighbors could complain about noise
- athletes could lose playing eligibility at school
- someone could become addicted
- other parents could be mad or even sue

Name: _____ Per: _____
SUBSTANCE UNIT TEST

Write 1 thing that is important in your life. Then list 3 ways using drug risk.

1. _____
2. _____
3. _____
4. _____

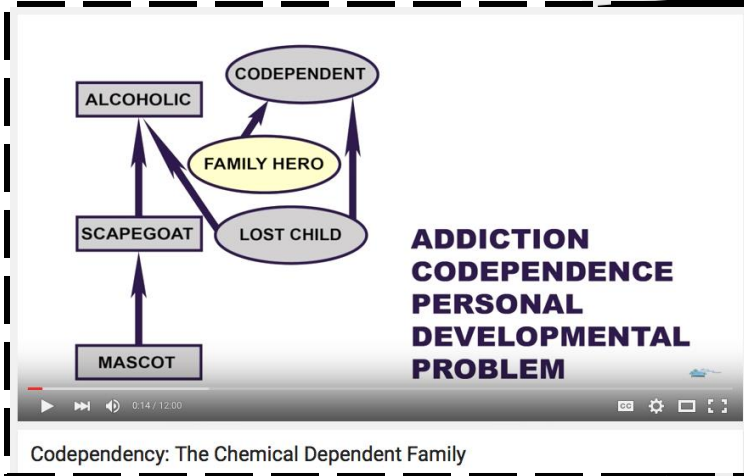
List 2 adults you could go to if you needed to get treatment for drug use

5. _____
6. _____

List 2 safety tips for drinks to be sure you don't get slipped a drug in yo

7. _____
8. _____

Also included:



33 links to
free videos



How Do We Stop Childhood Adversity from Becoming a Life Sentence. | Benjamin Perks | TEDxPodgorica

-True Stories

-Great Surveys!

-Interesting Statistics!

-Learn the laws!

-Fun Art Projects

Name: _____ Per.: _____ Week _____

Content: Write the daily content learning target:	Content End of Class Rating- Circle One:	Behavior: exit success	
Monday: I will	I learned this: 4 Very well - without mistakes or help 3 Pretty well - with a few mistakes or some help 2 O.K. - I need a little more help 1 I can't do this right now	In the future I will	Yes No Undecided
Tuesday: I will	I learned this: 4 Very well - without mistakes or help 3 Pretty well - with a few mistakes or some help 2 O.K. - I need a little more help 1 I can't do this right now	In the future I will	Yes
Wednesday: I will	I learned this: 4 Very well - without mistakes or help 3 Pretty well - with a few mistakes or some help 2 O.K. - I need a little more help 1 I can't do this right now	In the future I will	No

I will try to assertively say 'NO' to alcohol.

Behavioral 24

Learning Target posters and check off sheets are included

This Program is all about the Students:

- ◆ Classroom “**kid-tested**,” teacher-approved, and full of real student examples and responses.
- ◆ Promotes **high student engagement and interaction**.
- ◆ **Challenges and impacts the mental, emotional, social life of teens.**

Buy it Today, Teach it Tomorrow!



What makes this program unique?

- ◆ This program features highly organized step-by-step teacher directions that follow daily PowerPoints, providing talking points for each slide.
- ◆ **Documents and PowerPoints are editable** to cater to you and your students needs. Documents are included in both **Word and PDF** formats.
- ◆ PowerPoints are full of trending topics, photos, and video links that teens will appreciate.

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Works Cited:

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WA Standards From: <http://www.k12.wa.us/healthfitness/Standards.aspx>

NYC Standards

From: <http://www.p12.nysed.gov/ssss/schoolhealth/schoolhealtheducation/healthPEFACSLearningStandards.pdf>

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