

FLIRTING WITH ADDICTIONS

Purpose: This lesson stresses the positive consequences of not drinking alcohol and the negative consequences of misuse, abuse, and dependence.

Time Required for Lesson: 45-60 minutes

Grade Level: 9

Missouri Comprehensive Guidance Strand: Personal and Social Development

Big Idea: PS.3 Applying Personal Safety Skills and Coping Strategies

Concept: PS.3.B. Personal safety of self and others

ASCA Standards:

Domain: Personal Social Development

PS C: Students will understand safety and survival skills

Materials: None

Comprehensive Guidance Program Curriculum Unit/Lesson links

Grade 9 **Personal Safety Skills and Coping Strategies** **Concept: PS 3.B**



Show Me Standards: Performance Goals (check one or more that apply)

	Goal 1: gather, analyze and apply information and ideas
X	Goal 2: communicate effectively within and beyond the classroom
X	Goal 3: recognize and solve problems
X	Goal 4: make decisions and act as responsible members of society

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)

Specific Skill(s)

X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas.
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions.
	Science	
X	Health/Physical Education	5. Methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) 7. Responses to emergency situations.
	Fine Arts	

Enduring Life Skill(s)

	Perseverance	X	Integrity	X	Problem Solving
X	Courage	X	Compassion	X	Tolerance
X	Respect	X	Goal Setting		

Lesson Assessment acceptable evidence of what learners will know and be able to do as a result of this lesson:

Observation of student involvement in discussion and willingness to share ideas and experiences. Students will list two ways to prevent alcohol use.

Lesson Preparation

Essential Questions: In what ways do making choices affect your mind, soul, and body?

Engagement (Hook): State: You Owe it to your “Body!”

Procedures

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
1. Explain the increased use of alcohol among teens. Ask students to think of reasons that might contribute to the increase.	1. Students offer and discuss reasons for increased alcohol use among peers
2. Write these terms on the board: a) Nonuse-avoidance of alcohol b) Use-use alcohol and drugs c) Abuse-misuse of alcohol to the degree that risk or harm to the individual and others is involved d) Dependence-habitual misuse of alcohol due to mental or physical needs. Discuss how these terms are related to alcohol use and give examples.	2. Students listen to explanation of definitions. Discuss how terms might be related to an experience they are aware of or a personal experience
3. Write the term ‘peer pressure’ on the board, give examples. Point out that peer pressure has no limits, everyone is exposed to peer pressure, and give examples of peer pressure encountered by young and older people	3. Students listen to explanations of ‘peer pressure.’ Students volunteer to share his or her encounters with peer pressure.
4. Ask: In ways might teens encounter alcohol?	4. Students provide suggestions of how teens might encounter alcohol use, i.e. party at friend’s house, relatives, etc.
5. Discuss consequences of alcohol related incidents: illness, dependency, accidents, etc.	5. Students suggest consequences of alcohol use or abuse