

# Student Learning Plan

## Unit 4: Wellness, Fitness and First Aid

### Critical Decisions About Substances [Interactive Nights Out] [U4C3L2]



#### **Why this is important:**

Do you know the difference between substance use, misuse and abuse? Can you recognize the symptoms of each? Substance abuse is a social dilemma — impacting families, employers, friends and even school systems. In this learning plan you will examine the types of behaviors and characteristics similar in substance abusers and apply appropriate responses to substance use and abuse situations.



#### **What you will learn to do:**

*(Competency)*

Respond to substance use and abuse situations

*Linked Core Abilities*

- C. Take responsibility for your actions and choices
- D. Do your share as a good citizen in your school, community, country, and the world



#### **How you will know when you are succeeding:**

You will show that you have learned the target knowledge and skills:

- by creating a substance use or abuse role-play and appropriate response options applicable to a middle school student situation

Your performance will be successful when:

- Role play references appropriate substance abuse characteristics or signs
- Role play references appropriate response options
- Role play uses situation and language appropriate for a 6th - 8th grade student



#### **Knowledge and skills you will learn along the way:**

*(Learning Objectives)*

- a. Weigh the external and internal factors that influence decisions about substance abuse
- b. Apply the F-I-N-D-S Decision Process
- c. Employ pre-deciding techniques as a substance abuse prevention strategy
- d. Identify two kinds of intervention - Interpersonal and Enforcement
- e. Recognize signs of substance abuse
- f. Describe why people abuse substances and ways to remain drug-, alcohol-, and tobacco-free
- g. Identify ways to approach/help someone you suspect has a drug problem
- h. Define key terms: detoxification program, Methadone, normal, stress, therapeutic communities



### **Learning Activities:**

*These learning activities are designed to help you learn the target skills and knowledge for this lesson. Your instructor may assign additional or alternative learning activities.*

- \_\_\_\_ 1. PREVIEW the information provided in the Student Learning Plan. CONSIDER how much influence each factor has in substance abuse situation. [Work with a team of 3-6 cadets] PLAY the Interactive Nights Out CD-ROM. COMPLETE the 6-8 p.m. time frame of the “game”. PARTICIPATE in a discussion on new concepts and information new to you. CONTRIBUTE ideas as they relate to each influencing factors presented by your instructor. [Work with a partner] ADD answers to the reflection questions into your Cadet Notebook.
- \_\_\_\_ 2. [SELF-PACED OPTION] CREATE a pie chart to show which of the posted factors has the most weight in when making decisions about substance abuse. WRITE a statement that characterizes what you are thinking as you consider each factor. CREATE a Tree Map (or T-Chart) to illustrate your ideas. ADD answers to the reflection questions into your Cadet Notebook.
- \_\_\_\_ 3. VIEW Video 1: Use or Abuse? COMPLETE Exercises 1 and 2. REFLECT on the exercises and SHARE information that may have been surprising to you. [Work independently] CONTINUE PLAYING the Interactive Nights Out CD-ROM and COMPLETE the 8-10 p.m. time frame on the CD. [Work with a partner] PARTICIPATE in a discussion about the types of choices you made for this portion of the game. ADD answers to the reflection questions into their Cadet Notebook. [Work independently]
- \_\_\_\_ 4. [SELF-PACED OPTION]: READ Section 2: Making Critical Decisions about Substances from Chapter 3 of the student text. RESEARCH local Interpersonal Intervention resources and legal implications for teenagers who are caught with drugs or alcohol within your community. ADD answers to the reflection questions into your Cadet Notebook.
- \_\_\_\_ 5. CONTINUE WORKING with the Interactive Nights Out CD Software Program. COMPLETE the 10-12 pm segment of the interactive scenario. PARTICIPATE in a discussion on the choices made during this segment of the scenario and the types of outcomes that transpired because of the choices. [Work with a partner] ILLUSTRATE the results of each scenario selected in a 1/2 Multi-flow Map. [Work in a large group] ADD answers to the reflection questions into their Cadet Notebook. [Work independently]
- \_\_\_\_ 6. [SELF-PACED OPTION] SELECT one scenario from the Exercise 3: F-I-N-D-S Practice Scenarios. WORK THROUGH the F-I-N-D-S Decision Process by filling in the worksheet. COMPARE your decision processes with others. ADD answers to reflection questions into your Cadet Notebook.
- \_\_\_\_ 7. TAKE the “Test Your Knowledge” on the Interactive Nights CD-ROM. ADD answers to the reflection questions into your Cadet Notebook. OBTAIN the Intervention Prevention Assessment Task. [Work independently]
- \_\_\_\_ 8. [SELF-PACED OPTION] COMPLETE Exercise 4: Intervention Scenarios. USE the FINDS method for making effective decisions. ADD answers to the reflection questions into your Cadet Notebook. OBTAIN the Intervention Prevention Assessment Task.



### **Assessment Activities:**

*These assessment activities will enable you to show that you have learned the target skills and knowledge for this lesson. Your instructor may assign additional or alternative assessment activities.*

- \_\_\_\_ 1. COMPLETE the Intervention Prevention Assessment Task. USE the scoring guide to self-assess your work. SUBMIT your completed work to your instructor for evaluation and a grade.
- \_\_\_\_ 2. [SELF-PACED OPTION] Same as above.