

Instructional Unit Title: Goal Setting, Self-Management, and Positive Decision Making

Comprehensive Health
High School

The teacher may brainstorm poor choices pertaining to alcohol, tobacco and/or drug use in order to help students create goals around positive decision-making.

The teacher may introduce possible consequences of risky behavior so students can evaluate choices/consequences that represent both past and present choices.

The teacher may introduce journal prompts (such as "Substance abuse can....") so students can begin documenting decision-making and boundary setting in regards to substance abuse and its potential effect on relationships.

The teacher may identify the effects of tobacco use (using videos, news stories, etc.) so students can categorize and describe the addictive properties of nicotine.

The teacher may identify the effects of alcohol (using videos, news stories, etc.) so students can discuss how alcohol may impact decision making and self-management.

The teacher may provide an array of multimedia samples so students can analyze how media, culture, and peer pressure may have a positive or negative impact on health enhancing behaviors.

The teacher may provide resources/data on the impact of various drugs so students can critically evaluate media, culture and peer pressure that can glamorize and perpetuate misunderstandings about drug use.

The teacher may use various sources (e.g., guest speakers) to address drug prevention and risk management options so students can ask questions and gather information regarding healthy lifestyles and choices.

The teacher may provide opportunities (e.g., risk scenarios) for student reflection so students can analyze and access their personal risk management behaviors.

The teacher may introduce categories and forms of drugs so students can organize and synthesize the various effects of specific drugs (their use and abuse).

The teacher may provide scenarios pertaining to the impact of substance abuse on relationships so students can make personal connections either to their own relationships or future decision-making process.

The teacher may discuss criteria for determining credible community resources and positive support systems so students can evaluate personal resources and support systems.

PERFORMANCE ASSESSMENT: As a student health advocate you and three other fellow students will collaborate, research, and present information about the effects of alcohol, tobacco or drugs in a "talk show" format, incorporating guests and host. The focus will be to present real-life consequences/effects of tobacco, alcohol or drug use/abuse on healthy relationships and self-management that debunks the perpetuated myths presented by peers and media. Your preparation for this talk show should address these questions.

- How does the use/abuse of tobacco, alcohol or drugs negatively impact relationships?
- How can healthy goal setting drive the development of self-management skills and positive decision-making which can impact relationships throughout a person's life?

This unit was authored by a team of Colorado educators. The unit is intended to support teachers, schools, and districts as they make their own local decisions around the best instructional plans and practices for all students. To see the entire instructional unit sample with possible learning experiences, resources, differentiation, and assessments visit <http://www.cde.state.co.us/standardsandinstruction/instructionalunitsamples>.