

Lesson 13

My Drug-Free Future

Overview

This lesson teaches about how drug and alcohol use can affect a person's goals for the future. After reviewing the negative consequences of drug use and the benefits of being drug free, students learn criteria for setting achievable goals. They discuss how drug use can be a significant barrier to achieving one's goals. Then they list realistic and specific goals they have for the next school year or after they graduate and analyze how drug use could negatively affect each of these goals. They write a paragraph about their lives at age 25, describing the short-term and long-term benefits of being drug free. At the end of the lesson, they take home a family sheet that will help them discuss with a parent or other trusted adult their goals for the future and how drug use would affect those goals.

Time: 60–90 minutes

Note: If time is limited, the assessment activity sheet may be completed as homework.

Students will be able to:

1. Set a specific, realistic and measurable personal goal.
2. Explain how personal goals can be affected by tobacco, alcohol and other drug use.
3. Analyze the short- and long-term benefits of being drug free.

National Health Education Standards

Standard 1: Comprehending Concepts

Performance Indicator

1.12.1: Predict how healthy behaviors can affect health status.

Performance Indicator

1.12.7: Compare and contrast the benefits of and barriers to practicing a variety of health behaviors.

Performance Indicator

1.12.8: Analyze personal susceptibility to injury, illness or death if engaging in unhealthy behaviors.

Performance Indicator

1.12.9: Analyze the potential severity of injury or illness if engaging in unhealthy behaviors.

Standard 6: Goal Setting

Performance Indicator

6.12.2: Develop a plan to attain a personal health goal that addresses strengths, needs and risks.

Materials & Preparation

Prepare

- Have **Setting a Goal** (Slide 13), or make a transparency, if needed.

Copy

- **Time to Talk: My Dreams & Wishes for You** (Master 7) for each student.

Review

- **My Goals & the Negative Effects of Drug Use** (*Student Workbook* page 41), and Scoring Rubric, page 228.
- **My Drug-Free Future** (*Student Workbook* page 42), and Scoring Rubric, page 228.

Health Terms

Review the teaching steps, slide, master and activity sheets for any terms or concepts your students may not know, and be prepared to explain them. Examples:

- aspirations
- barrier
- goal
- measurable
- realistic
- specific

Support for Diverse Learners

To ensure student success with comprehending concepts:

- Pre-teach new concepts and terms. Write new terms on the board. Frequently use verbal checks for comprehension.
- Make copies of the **Setting a Goal** slide and distribute to students.
- Share a personal goal you have set and the process you went through to achieve it.
- Help students link the benefits of achieving a goal with the benefits of being drug free by asking how drug use could interfere with each of the benefits they identify for the sample goal when reviewing the goal-setting process.
- Review the **Time to Talk: My Dreams & Wishes for You** family sheet with students before sending it home.

To ensure student success with writing:

- Pair students with stronger writing skills or peer tutors with students who may need help completing the **My Goals & the Negative Effects of Drug Use** and **My Drug-Free Future** activity sheets, or allow students to complete the activity sheets as homework with a parent or guardian.

To extend the learning activities:

- Have students go through all the steps of the goal-setting process for one of the goals for the school year that they identify on the **My Goals & the Negative Effects of Drug Use** activity sheet. Arrange time for them to record and report on their progress toward this goal.

Introduction

■ Get students ready for learning

Transition

On a piece of paper, list at least 3 reasons to stay drug free. Think about the benefits or good things you get from being drug free, and use these in your reasons. You'll share what you wrote later.

Allow time for students to focus and work quietly for a minute or two.

Motivate

What do you think of when you hear the word *goal*? What's a personal example of a goal you've set and achieved? How did it feel to reach your goal? Have you ever set a goal you didn't reach? What do you think got in the way of achieving it?

Allow students to share their ideas and past experiences. Encourage all students to share both positive and negative experiences with goal setting.

Teaching Steps

■ Review negative consequences of drug use

Review

What are some of the negative consequences of drug use?

Allow students to respond to the question and discuss their ideas. Clarify and correct any misinformation, as needed.

Summarize

Drug use can cause many physical health problems, both in the short term and over time. Many drugs affect body systems right away. Some, such as stimulants, speed up heart rate and increase blood pressure and make people feel very alert. Others, such as alcohol or other depressants, slow down heart rate and breathing, increase reaction time or make people feel sleepy. A person's brain, liver, kidneys, lungs and heart can all be permanently affected by drug use.

Drugs can cause mood changes or mood swings, lowered inhibitions, loss of control, lack of coordination, poor judgment and memory loss. People make poor decisions when they're under the influence of a drug. They're more likely to injure themselves or someone else. Using drugs can lead to mental and emotional problems, troubles and loss of trust in relationships, failing in school or losing a job. Use of illegal drugs can lead to legal problems, including arrest and imprisonment. Overdose and death are possible even the first time a person uses a drug. Addiction can happen quickly with some drugs, and is always a risk with any drug.

Remembering all the problems drug use can cause can strengthen your commitment to being drug free.

■ Review benefits of being drug free

Create

Let's make a list of all the benefits of being drug free. You can start with the list you made at the beginning of class. Some benefits are short term, or happen right away. Others are long term and happen over time.

Make 2 columns on the board labeled "Short-Term Benefits" and "Long-Term Benefits." Call on students to share one of the benefits they listed earlier or another benefit they can think of. As each benefit is named help students decide which column it belongs in. (Note: Some benefits may be both short and long term.) Examples include:

Short-term benefits

- *Staying in control of your mind and body*
- *Reducing the risk of getting injured or hurt*
- *Reducing the risk of trouble at school, at a job, or with the law*
- *Having better relationships with family and friends*
- *Feeling good about making a healthy choice*

Long-term benefits

- *Avoiding addiction*
- *Reducing the risk of chronic disease and other health problems*
- *Reaching goals around education, sports, work and other aspects of life*

- *Maintaining the ability to have strong relationships with family and friends*
- *Avoiding all of the negative consequences of drug use*

Summarize

Remembering all the benefits of avoiding drug use can strengthen your commitment to being drug free. Staying drug free allows you to stay healthy, think clearly and perform to your fullest potential.

■ **Explore barriers to being drug free**

Ask & Discuss

What can make it more difficult for a person to choose a drug-free life?

Allow students to respond to the question and discuss their ideas. Make a list on the board. Examples include:

- *Pressure from friends or others*
- *Feelings of curiosity or rebellion*
- *Stress, anxiety or other difficult feelings*
- *Wanting to escape or avoid problems*
- *Media influences*
- *Role models who use drugs*

Summarize

Many pressures and influences can make it more difficult for a person to choose a drug-free life. This is why it's important to understand and know how to counter these things. You've already learned how to analyze different influences, and you'll be learning how to resist pressure in the next couple of lessons.

Today, you're going to think about how having goals for the future can help you stay drug free.

■ **Teach about goal setting**

Explain

To set a goal means to make a plan to achieve or accomplish something. Goals can be short term—something you want to do this week or this month—or long term—something you want to do a year from now or

5 years from now. Setting clear goals and figuring out what you need to do to achieve them is an important skill to have.

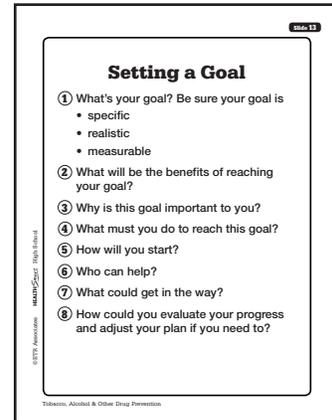
Prepare

Show the **Setting a Goal** slide.

Explain

These are some questions you can ask to help you set a goal:

1. **What's your goal?** First, you need to decide what your goal is. What do you want to achieve or do? Your goal should meet 3 important criteria.
 - It should be *specific*. This means you state clearly and exactly what you want to accomplish. A vague goal is too hard to reach because you won't know exactly what you mean or when you've reached it.
 - It should be *realistic*. This means it's something you can actually do.
 - It should be *measurable* so you'll know when and if you've achieved it.
2. **What will be the benefits of reaching your goal?** It's important to know what benefits you expect to get from reaching your goal. Looking ahead to these good things, and noticing the benefits along the way, helps keep you motivated.
3. **Why is this goal important to you?** Knowing why the goal matters to you is also important. You want to pick a goal you care about so you'll be willing to work hard to reach it.
4. **What must you do to reach this goal?** The next step is to make your plan for meeting your goal. These are all the things you'll need to do to reach your goal. When you make your plan think about your strengths—what are you good at? What personal qualities will help you reach your goal? You'll also want to consider what you'll need to help you reach your goal.
5. **How will you start?** How you'll begin your plan is very important. Taking that first step is sometimes the hardest, but once you get started you're on your way.



Slide 13

- 6. Who can help?** There may be other people who can help you reach your goal. Support from family, friends and others can keep you motivated and moving toward your goal.
- 7. What could get in the way?** There are always *barriers* or things that can get in the way of a goal. What things could stop your progress or limit your success? If you think about these ahead of time as part of your plan, you'll be better prepared to deal with them when they come up.
- 8. How could you evaluate your progress and adjust your plan if you need to?** Finally, you'll want to evaluate how things are going and make changes to your plan as you need to. As you work on your goal you'll learn a lot about what works for you and can adjust your plan to help you succeed.

■ Model and practice the goal-setting process

Survey

What's a short-term goal you'd like to accomplish in this school year?

Allow students to share some short-term goals. Write some of the common goals on the board. Examples might include getting good grades, making a sports team, joining a club, completing a creative project, learning a new skill, increasing physical activity, etc.

What's a long-term goal you have for your future?

Allow students to share some longer-term goals. Write some of the common goals on the board. Examples might include going to college, getting a good job, living independently, having a family.

Model

Choose 1 of the common goals that's unspecific, and demonstrate how to evaluate it against the goal criteria.

Is this goal specific? Is it realistic? Is it measurable?

Point out any weaknesses in the goal statement and show students how to reword it to meet the criteria. For example: "Get good grades" isn't specific or measurable. It could be rewritten as "Get a 3.5 GPA this semester," or "Get at least a B in Spanish class this semester."

Practice

Choose a few more of the common short-term goal statements and have students evaluate them against the criteria. Help students adjust the goal statements to meet the criteria.

Now let's go through the goal-setting questions for one of these goals.

Choose one of the rewritten goals and ask students the remaining goal-setting questions about it.

- What will be the benefits of reaching this goal?
- Why is this goal important?
- What must a person do to reach this goal?
- What would be a way to start?
- Who can help?
- What could get in the way?
- How could a person adjust the goal plan if needed?

Allow students to briefly respond to each question and discuss their ideas.

Explain

As you can see, it can take a lot of planning and focus to reach a goal. Once you've set a specific, realistic and measurable goal that will bring you benefits and is important to you, you may have to take lots of steps, ask for help and overcome barriers to achieve it. Some barriers that could definitely get in the way of achieving your goals are the negative consequences of tobacco, alcohol and other drug use.

Ask & Discuss

In what ways might using tobacco, alcohol or other drugs be a barrier to reaching your goals?

Allow students to respond to the question and discuss their ideas.

For example, it might be more difficult to meet future partners if a person is a smoker. Or having an arrest record from getting caught trying an illegal drug—even with just one-time use—could cause problems later with getting a particular job or reaching another long-term goal.

If appropriate, use the goal the class just analyzed as an example, and have students identify how different negative consequences of drug use could interfere with achieving that goal.

Summarize

The mood changes, loss of control and poor judgment caused by drug use can lead a person to make unhealthy decisions that jeopardize his or her short- and long-term goals. Physical health problems caused by drug use can have a negative impact on a person’s plans for the future, and, of course, addiction or overdose could end any hope of reaching those future goals.

One of the best ways to meet your goals both now and in the future is to stay away from tobacco, alcohol and other drugs.

Assessment & Closure

Students demonstrate learning

Complete

Direct students to turn to **My Goals & the Negative Effects of Drug Use** on page 41 of the Student Workbook.

You’re going to list 3 realistic, specific and measurable goals you have, either for the next school year or after you graduate from high school. Think about the negative effects of drug use, and then describe how using drugs could negatively affect each of these goals. Be specific.

Allow time for students to complete the activity sheet. Keep the **Setting a Goal** slide displayed as a reference.

Create

Direct students to turn to **My Drug-Free Future** on page 42 of the Student Workbook.

Write a paragraph to describe your life at age 25, assuming you haven’t used drugs. Be sure to describe at least 2 specific short-term and 2 specific long-term benefits of being drug free.

Allow time for students to complete the activity sheet.

Workbook page 41

Workbook page 42

■ End the lesson

Send Home

Distribute a Time to Talk: My Dreams & Wishes for You family sheet to each student. Explain that they'll take this sheet home to help them talk to a parent or older family member about future goals.

Close

Have students share one of their goals. For each goal, ask:

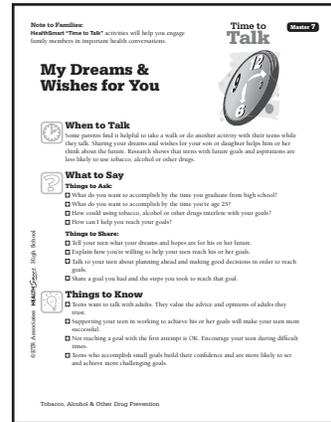
How would tobacco, alcohol or drug use make it more difficult to achieve this goal?

How would staying drug free make it more possible to achieve this goal?

Allow as many students as possible to share.

Assess

Collect students' My Goals & the Negative Effects of Drug Use and My Drug-Free Future activity sheets, and evaluate their work for this lesson.



Master 7

Assessment Evidence

Objective 1

Students set a specific, realistic and measurable personal goal by:

- Completing the **My Goals & the Negative Effects of Drug Use** activity sheet.

Objective 2

Students explained how personal goals can be affected by tobacco, alcohol and other drug use by:

- Completing the **My Goals & the Negative Effects of Drug Use** activity sheet.

Objective 3

Students analyzed the short- and long-term benefits of being drug free by:

- Completing the **My Drug-Free Future** activity sheet.

(Scoring Rubrics, page 228)

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My Goals & the Negative Effects of Drug Use Activity Sheet				
Objective	4	3	2	1
1. Specific, Realistic and Measurable Personal Goals	Lists 3 goals for the next year or after graduation that are realistic, specific and measurable.	Lists 2 goals for the next year or after graduation that are realistic, specific, and measurable.	Lists 1 goal for the next year or after graduation that is realistic, specific and measurable.	Lists goals that are unrealistic, nonspecific, and not measurable.
2. How Drug Use Can Affect Personal Goals	Clearly describes how drug use could negatively affect each of the 3 goals.	Clearly describes how drug use could negatively affect 2 of the goals.	Clearly describes how drug use could negatively affect 1 of the goals.	Does not describe how drug use could affect the goals.
My Drug-Free Future Activity Sheet				
Objective	4	3	2	1
3. Benefits of Being Drug Free	Clearly and correctly describes 2 or more specific short-term and 2 or more specific long-term benefits of being drug free, integrated into a specific description of life at 25, including details about location, work, activities, education, family, friends and plans for the next 5 years.	Correctly describes 1 or 2 specific short-term and 1 or 2 specific long-term benefits of being drug free, somewhat integrated into a general description of life at 25.	Correctly describes 2 to 4 benefits (not specified as short- or long-term) of being drug free, somewhat integrated into a vague description of life at 25.	Does not correctly describe or correctly describes only 1 general benefit of being drug free, within a vague or nonspecific description of life at 25.