

PROJECT ALERT
Aligned with the Alabama Health Standards, 2004
(Grades 7-8)

Lesson One: Introduction to Project ALERT

- To set the tone and establish an open, supportive classroom
- To motivate students and to convey the purposes of Project ALERT

Grade 7

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| None |
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Grade 8

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| None |
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Lesson Two: Consequences of Smoking Cigarettes and Marijuana

- To increase students' perception that using cigarettes or marijuana has serious consequences that can immediately affect their daily lives and social relationships
- To motivate students to resist pressures to use cigarettes and marijuana by helping them identify the social, psychological, and physical consequences of using those substances

Grade 7:

| Community Health | |
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| 1. | Analyze how health-related decisions are influenced by individuals, families, and community values (observing parents who model healthy habits, learning to avoid health risks by observing consequences for others) |
| Mental and Emotional Health | |
| 9. | Describe how decisions regarding health behaviors produce consequences for self and others (asking for help when depressed; avoiding drugs, alcohol, and sexual behaviors) |
| 10. | Apply assertiveness, negotiation, and refusal skills to situations involving health risks (responding appropriately to sexual harassment, avoiding physical conflict when angry, objecting to bullying of peers) |
| Prevention and Control of Disease | |
| 14. | Describe the multiple impacts of disease and disability on the nervous, reproductive, digestive, and respiratory systems |
| 15. | Analyze the short- and long-term effects of risk behaviors that compromise adolescent health (behaviors that may result in HIV infection, other STIs, or unintended pregnancy; consequences of using alcohol, tobacco, inhalants, and illegal drugs; effects of sedentary lifestyle) |
| Substance Use and Abuse | |
| 16. | Describe the consequences of misusing legal drugs (medical complications resulting from taking someone else's prescription or not following label instructions) |

Grade 8:

| Personal Health | |
|--------------------------------|---|
| 5. | Analyze how environment and personal health are interrelated (avoiding dark and isolated areas at night to reduce risk of personal injury) |
| 8. | Identify barriers to effective communication about health issues (fear, embarrassment, lack of vocabulary, limited access to health professionals) |
| 9. | Apply decision-making skills to improve a personal health behavior |
| Substance Use and Abuse | |
| 13. | Identify the short- and long-term effects of using alcohol and other drugs, including legal and illegal substances (arrest and conviction, loss of privileges and rights, accidents, injuries, disability, death) |

Lesson Three: Drinking Consequences and Alternatives

- To demonstrate the similarities between using marijuana and alcohol
- To increase students' perception that drinking alcohol has serious consequences that can immediately affect their daily lives and social relationships
- To motivate students to resist drinking alcohol by helping them identify the social, psychological, and physical consequences
- To present alternatives to drinking

Grade 7:

| Community Health | |
|--|--|
| 1. | Analyze how health-related decisions are influenced by individuals, families, and community values (observing parents who model healthy habits, learning to avoid health risks by observing consequences for others) |
| Mental and Emotional Health | |
| 9. | Describe how decisions regarding health behaviors produce consequences for self and others (asking for help when depressed; avoiding drugs, alcohol, and sexual behaviors) |
| 10. | Apply assertiveness, negotiation, and refusal skills to situations involving health risks (responding appropriately to sexual harassment, avoiding physical conflict when angry, objecting to bullying of peers) |
| Prevention and Control of Disease | |
| 14. | Describe the multiple impacts of disease and disability on the nervous, reproductive, digestive, and respiratory systems |
| 15. | Analyze the short- and long-term effects of risk behaviors that compromise adolescent health (behaviors that may result in HIV infection, other STIs, or unintended pregnancy; consequences of using alcohol, tobacco, inhalants, and illegal drugs; effects of sedentary lifestyle) |
| Substance Use and Abuse | |
| 16. | Describe the consequences of misusing legal drugs (medical complications from taking someone else's prescription or not following label instructions) |

Grade 8:

| Personal Health | |
|--------------------------------|---|
| 5. | Analyze how environment and personal health are interrelated (avoiding dark and isolated areas at night to reduce risk of personal injury) |
| 9. | Apply decision-making skills to improve a personal health behavior |
| Substance Use and Abuse | |
| 13. | Identify the short- and long-term effects of using alcohol and other drugs, including legal and illegal substances (arrest and conviction, loss of privileges and rights, accidents, injuries, disability, death) |

Lesson Four: Introduction to Pressures

- To help students resist drugs by showing them how to identify different pressures to use drugs
- To motivate resistance by showing students that most teenagers do not use drugs
- To help students resist media pressure by learning how to counter advertisements

Grade 7:

| Consumer Health | |
|--|--|
| 2. | Identify the validity of health information related to products and services (comparing information from an advertisement to information received from a physician) |
| Mental and Emotional Health | |
| 9. | Describe how decisions regarding health behaviors produce consequences for self and others (asking for help when depressed; avoiding drugs, alcohol, and sexual behaviors) |
| 10. | Apply assertiveness, negotiation, and refusal skills to situations involving health risks (responding appropriately to sexual harassment, avoiding physical conflict when angry, objecting to bullying of peers) |
| Prevention and Control of Disease | |
| 15. | Analyze the short- and long-term effects of risk behaviors that compromise adolescent health (behaviors that may result in HIV infection, other STIs, or unintended pregnancy; consequences of using alcohol, tobacco, inhalants, and illegal drugs; effects of sedentary lifestyle) |
| Substance Use and Abuse | |
| 16. | Describe the consequences of misusing legal drugs (medical complications resulting from taking someone else's prescription or not following label instructions) |

Grade 8:

| Community Health | |
|------------------------------------|---|
| 1. | Apply health advocacy strategies (writing and recording public service announcements for school or community broadcasts, writing letters to editors of local newspapers, implementing a school improvement project) |
| Mental and Emotional Health | |
| 8. | Identify barriers to effective communication about health issues (fear, embarrassment, lack of vocabulary, limited access to health professionals) |
| 9. | Apply decision-making skills to improve a personal health behavior |
| Substance Use and Abuse | |
| 13. | Identify the short- and long-term effects of using alcohol and other drugs, including legal and illegal substances (arrest and conviction, loss of privileges and rights, accidents, injuries, disability, death) |

Lesson Five: Social Pressures to Use Drugs

- To help students understand and identify social pressures to use drugs
- To provide examples of how to resist social pressures to use drugs
- To give students practice in resisting social pressures

Grade 7:

| Mental and Emotional Health | |
|------------------------------------|--|
| 9. | Describe how decisions regarding health behaviors produce consequences for self and others (asking for help when depressed; avoiding drugs, alcohol, and sexual behaviors) |
| 10. | Apply assertiveness, negotiation, and refusal skills to situations involving health risks (responding appropriately to sexual harassment, avoiding physical conflict when angry, objecting to bullying of peers) |
| Substance Use and Abuse | |
| 16. | Describe the consequences of misusing legal drugs (medical complications resulting from taking someone else's prescription or not following label instructions) |

Grade 8:

| Mental and Emotional Health | |
|------------------------------------|---|
| 8. | Identify barriers to effective communication about health issues (fear, embarrassment, lack of vocabulary, limited access to health professionals) |
| 9. | Apply decision-making skills to improve a personal health behavior |
| Substance Use and Abuse | |
| 13. | Identify the short- and long-term effects of using alcohol and other drugs, including legal and illegal substances (arrest and conviction, loss of privileges and rights, accidents, injuries, disability, death) |

Lesson Six: Resisting Internal and External Pressures to Use Drugs

- To help students learn how to resist external pressures to use drugs
- To help students understand the concept of internal pressures
- To help students learn how to resist internal pressures

Grade 7:

| Community Health | |
|------------------------------------|--|
| 1. | Analyze how health-related decisions are influenced by individuals, families, and community values (observing parents who model healthy habits, learning to avoid health risks by observing consequences for others) |
| Mental and Emotional Health | |
| 9. | Apply decision-making skills to improve a personal health behavior |
| 10. | Apply assertiveness, negotiation, and refusal skills to situations involving health risks (responding appropriately to sexual harassment, avoiding physical conflict when angry, objecting to bullying of peers) |
| 16. | Describe the consequences of misusing legal drugs (medical complications resulting from taking someone else's prescription or not following label instructions) |

Grade 8:

| Family Health | |
|------------------------------------|--|
| 4. | Recognize cultural influences that impact health behaviors (family perceptions of trust in health occupations, family perceptions of healthy body image, societal expectations of remaining abstinent until married) |
| Mental and Emotional Health | |
| 8. | Identify barriers to effective communication about health issues (fear, embarrassment, lack of vocabulary, limited access to health professionals) |
| 9. | Apply decision-making skills to improve a personal health behavior |
| Substance Use and Abuse | |
| 13. | Identify the short- and long-term effects of using alcohol and other drugs, including legal and illegal substances (arrest and conviction, loss of privileges and rights, accidents, injuries, disability, death) |

Lesson Seven: Practicing Resistance Skills

- To provide students with practice resisting pressures from others
- To present alternative ways of resisting pressures
- To help students feel capable of resisting internal pressures through discussion and practice

Grade 7:

| Community Health | |
|------------------------------------|--|
| 1. | Analyze how health-related decisions are influenced by individuals, families, and community values (observing parents who model healthy habits, learning to avoid health risks by observing consequences for others) |
| Mental and Emotional Health | |
| 9. | Apply decision-making skills to improve a personal health behavior |
| 10. | Apply assertiveness, negotiation, and refusal skills to situations involving health risks (responding appropriately to sexual harassment, avoiding physical conflict when angry, objecting to bullying of peers) |
| Substance Use and Abuse | |
| 16. | Describe the consequences of misusing legal drugs (medical complications resulting from taking someone else's prescription or not following label instructions) |

Grade 8:

| Mental and Emotional Health | |
|------------------------------------|---|
| 8. | Identify barriers to effective communication about health issues (fear, embarrassment, lack of vocabulary, limited access to health professionals) |
| 9. | Apply decision-making skills to improve a personal health behavior |
| Substance Use and Abuse | |
| 13. | Identify the short- and long-term effects of using alcohol and other drugs, including legal and illegal substances (arrest and conviction, loss of privileges and rights, accidents, injuries, disability, death) |

Lesson Eight: Inhalant Abuse

- To show students how to protect themselves from accidental inhalant poisoning
- To motivate students not to use inhalants intentionally
- To motivate experimenters to quit

Grade 7:

| Mental and Emotional Health | |
|-------------------------------------|--|
| 9. | Describe how decisions regarding health behaviors produce consequences for self and others (asking for help when depressed; avoiding drugs, alcohol, and sexual behaviors) |
| 10. | Apply assertiveness, negotiation, and refusal skills to situations involving health risks (responding appropriately to sexual harassment, avoiding physical conflict when angry, objecting to bullying of peers) |
| Injury Prevention and Safety | |
| 13. | Demonstrate the ability to practice intermediate first-aid skills (strategies to prevent choking, methods for bandaging wounds, use of pressure points to stop bleeding, appropriate response to ingestion of harmful substances) |
| 14. | Describe the multiple impacts of disease and disability on the nervous, reproductive, digestive, and respiratory systems |
| 15. | Analyze the short- and long-term effects of risk behaviors that compromise adolescent health (behaviors that may result in HIV infection, other STIs, or unintended pregnancy; consequences of using alcohol, tobacco, inhalants, and illegal drugs; effects of sedentary lifestyle) |
| Substance Use and Abuse | |
| 16. | Describe the consequences of misusing legal drugs (medical complications resulting from taking someone else's prescription or not following label instructions) |

Grade 8:

| Mental and Emotional Health | |
|------------------------------------|---|
| 9. | Apply decision-making skills to improve a personal health behavior |
| Substance Use and Abuse | |
| 13. | Identify the short- and long-term effects of using alcohol and other drugs, including legal and illegal substances (arrest and conviction, loss of privileges and rights, accidents, injuries, disability, death) |

Lesson Nine: Review and Practice of Resistance Techniques

- To review and practice ways of resisting pressures to use drugs
- To help students feel capable of resisting when faced with a real-life pressure situation
- To help students become aware of the benefits of not using drugs

Grade 7:

| Mental and Emotional Health | |
|------------------------------------|--|
| 9. | Apply decision-making skills to improve a personal health behavior |
| 10. | Apply assertiveness, negotiation, and refusal skills to situations involving health risks (responding appropriately to sexual harassment, avoiding physical conflict when angry, objecting to bullying of peers) |
| Substance Use and Abuse | |
| 16. | Describe the consequences of misusing legal drugs (medical complications resulting from taking someone else's prescription or not following label instructions) |

Grade 8:

| Consumer Health | |
|------------------------------------|---|
| 2. | Locate accurate health information for personal use (cancer prevention: American Cancer Society; heart health: American Heart Association; respiratory health: American Lung Association; good mental health: school counselor, pediatrician) |
| Mental and Emotional Health | |
| 8. | Identify barriers to effective communication about health issues (fear, embarrassment, lack of vocabulary, limited access to health professionals) |
| 9. | Apply decision-making skills to improve a personal health behavior |
| Substance Use and Abuse | |
| 13. | Identify the short- and long-term effects of using alcohol and other drugs, including legal and illegal substances (arrest and conviction, loss of privileges and rights, accidents, injuries, disability, death) |

Lesson Ten: Smoking Cessation

- To acknowledge that it's hard to quit smoking, but it can be done and it's worth it
- To identify actions students can take to quit smoking

Grade 7:

| Environmental Health | |
|--|--|
| 4. | Describe how health is affected by the environment (noises leading to hearing loss, second-hand smoke leading to respiratory problems, pollutants contaminating water supply) |
| Mental and Emotional Health | |
| 9. | Apply decision-making skills to improve a personal health behavior |
| 10. | Apply assertiveness, negotiation, and refusal skills to situations involving health risks (responding appropriately to sexual harassment, avoiding physical conflict when angry, objecting to bullying of peers) |
| Prevention and Control of Disease | |
| 14. | Describe the multiple impacts of disease and disability on the nervous, reproductive, digestive, and respiratory systems |
| 15. | Analyze the short- and long-term effects of risk behaviors that compromise adolescent health (behaviors that may result in HIV infection, other STIs, or unintended pregnancy; consequences of using alcohol, tobacco, inhalants, and illegal drugs; effects of sedentary lifestyle) |
| Substance Use and Abuse | |
| 16. | Describe the consequences of misusing legal drugs (medical complications resulting from taking someone else's prescription or not following label instructions) |

Grade 8:

| Family Health | |
|------------------------------------|--|
| 4. | Recognize cultural influences that impact health behaviors (family perceptions of trust in health occupations, family perceptions of healthy body image, societal expectations of remaining abstinent until married) |
| Personal Health | |
| 5. | Analyze how environment and personal health are interrelated (avoiding dark and isolated areas at night to reduce risk of personal injury) |
| 6. | Explain the impact of personal health behaviors on the functioning of body systems (effects of sexual behavior on the reproductive system, effects of smoking on the respiratory system, effects of exposure to sun on development of abnormal cellular changes in the skin) |
| 7. | Develop a positive personal health behavior plan |
| Mental and Emotional Health | |
| 8. | Identify barriers to effective communication about health issues (fear, embarrassment, lack of vocabulary, limited access to health professionals) |
| 9. | Apply decision-making skills to improve a personal health behavior |

Lesson Eleven: Benefits of Not Using Drugs

- To review and reinforce negative consequences of using drugs, particularly cigarettes, marijuana, inhalants and alcohol
- To motivate and reinforce resistance by reminding students of the benefits of nonuse
- To reinforce resistance by eliciting a written commitment

Grade 7:

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|--|--|
| Community Health | |
| 1. | Analyze how health-related decisions are influenced by individuals, families, and community values (observing parents who model healthy habits, learning to avoid health risks by observing consequences for others) |
| Environmental Health | |
| 4. | Describe how health is affected by the environment (noises leading to hearing loss, second-hand smoke leading to respiratory problems, pollutants contaminating water supply) |
| Mental and Emotional Health | |
| 9. | Apply decision-making skills to improve a personal health behavior |
| 10. | Apply assertiveness, negotiation, and refusal skills to situations involving health risks (responding appropriately to sexual harassment, avoiding physical conflict when angry, objecting to bullying of peers) |
| Prevention and Control of Disease | |
| 14. | Describe the multiple impacts of disease and disability on the nervous, reproductive, digestive, and respiratory systems |
| 15. | Analyze the short- and long-term effects of risk behaviors that compromise adolescent health (behaviors that may result in HIV infection, other STIs, or unintended pregnancy; consequences of using alcohol, tobacco, inhalants, and illegal drugs; effects of sedentary lifestyle) |
| Substance Use and Abuse | |
| 13. | Describe the consequences of misusing legal drugs (medical complications resulting from taking someone else's prescription or not following label instructions) |

Grade 8:

| Community Health | |
|------------------------------------|--|
| 1. | Apply health advocacy strategies (writing and recording public service announcements for school or community broadcasts, writing letters to editors of local newspapers, implementing a school improvement project) |
| Personal Health | |
| 5. | Analyze how environment and personal health are interrelated (avoiding dark and isolated areas at night to reduce risk of personal injury) |
| 6. | Explain the impact of personal health behaviors on the functioning of body systems (effects of sexual behavior on the reproductive system, effects of smoking on the respiratory system, effects of exposure to sun on development of abnormal cellular changes in the skin) |
| 7. | Develop a positive personal health behavior plan |
| Mental and Emotional Health | |
| 8. | Identify barriers to effective communication about health issues (fear, embarrassment, lack of vocabulary, limited access to health professionals) |
| 9. | Apply decision-making skills to improve a personal health behavior |
| Substance Use and Abuse | |
| 13. | Identify the short- and long-term effects of using alcohol and other drugs, including legal and illegal substances (arrest and conviction, loss of privileges and rights, accidents, injuries, disability, death) |

Booster Lesson One: Motivating Resistance to Drugs

- To remind students of the consequences of drug use as a means of motivating resistance
- To increase resistance self-efficacy by helping students understand the nature and variety of pressures to use drugs and by providing practice in resisting them
- To motivate resistance by presenting new information about problems with drugs

Grade 7:

| | |
|--|--|
| Community Health | |
| 1. | Analyze how health-related decisions are influenced by individuals, families, and community values (observing parents who model healthy habits, learning to avoid health risks by observing consequences for others) |
| Environmental Health | |
| 4. | Describe how health is affected by the environment (noises leading to hearing loss, second-hand smoke leading to respiratory problems, pollutants contaminating water supply) |
| Mental and Emotional Health | |
| 9. | Apply decision-making skills to improve a personal health behavior |
| 10. | Apply assertiveness, negotiation, and refusal skills to situations involving health risks (responding appropriately to sexual harassment, avoiding physical conflict when angry, objecting to bullying of peers) |
| Prevention and Control of Disease | |
| 14. | Describe the multiple impacts of disease and disability on the nervous, reproductive, digestive, and respiratory systems |
| 15. | Analyze the short- and long-term effects of risk behaviors that compromise adolescent health (behaviors that may result in HIV infection, other STIs, or unintended pregnancy; consequences of using alcohol, tobacco, inhalants, and illegal drugs; effects of sedentary lifestyle) |
| Substance Use and Abuse | |
| 16. | Describe the consequences of misusing legal drugs (medical complications resulting from taking someone else's prescription or not following label instructions) |

Grade 8:

| Consumer Health | |
|------------------------------------|--|
| 2. | Locate accurate health information for personal use (cancer prevention: American Cancer Society; heart health: American Heart Association; respiratory health: American Lung Association; good mental health: school counselor, pediatrician) |
| Personal Health | |
| 5. | Analyze how environment and personal health are interrelated (avoiding dark and isolated areas at night to reduce risk of personal injury) |
| 6. | Explain the impact of personal health behaviors on the functioning of body systems (effects of sexual behavior on the reproductive system, effects of smoking on the respiratory system, effects of exposure to sun on development of abnormal cellular changes in the skin) |
| 7. | Develop a positive personal health behavior plan |
| Mental and Emotional Health | |
| 8. | Identify barriers to effective communication about health issues (fear, embarrassment, lack of vocabulary, limited access to health professionals) |
| 9. | Apply decision-making skills to improve a personal health behavior |
| Substance Use and Abuse | |
| 13. | Identify the short- and long-term effects of using alcohol and other drugs, including legal and illegal substances (arrest and conviction, loss of privileges and rights, accidents, injuries, disability, death) |

Booster Lesson Two: Practice Resisting External and Internal Pressures

- To increase resistance self-efficacy by reviewing external and internal pressures and helping students understand them
- To provide students with practice resisting external and internal pressures

Grade 7:

| Community Health | |
|--|--|
| 1. | Analyze how health-related decisions are influenced by individuals, families, and community values (observing parents who model healthy habits, learning to avoid health risks by observing consequences for others) |
| Consumer Health | |
| 2. | Identify the validity of health information related to products and services (comparing information from an advertisement to information received from a physician) |
| 3. | Identify appropriate providers for health care needs (pediatrician for children's medical care, dentist for dental care, optometrist for vision correction) |
| Environmental Health | |
| 4. | Describe how health is affected by the environment (noises leading to hearing loss, second-hand smoke leading to respiratory problems, pollutants contaminating water supply) |
| Mental and Emotional Health | |
| 9. | Apply decision-making skills to improve a personal health behavior |
| 10. | Apply assertiveness, negotiation, and refusal skills to situations involving health risks (responding appropriately to sexual harassment, avoiding physical conflict when angry, objecting to bullying of peers) |
| Prevention and Control of Disease | |
| 14. | Describe the multiple impacts of disease and disability on the nervous, reproductive, digestive, and respiratory systems |
| 15. | Analyze the short- and long-term effects of risk behaviors that compromise adolescent health (behaviors that may result in HIV infection, other STIs, or unintended pregnancy; consequences of using alcohol, tobacco, inhalants, and illegal drugs; effects of sedentary lifestyle) |
| Substance Use and Abuse | |
| 16. | Describe the consequences of misusing legal drugs (medical complications resulting from taking someone else's prescription or not following label instructions) |

Grade 8:

| Consumer Health | |
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| 2. | Locate accurate health information for personal use (cancer prevention: American Cancer Society; heart health: American Heart Association; respiratory health: American Lung Association; good mental health: school counselor, pediatrician) |
| Personal Health | |
| 5. | Analyze how environment and personal health are interrelated (avoiding dark and isolated areas at night to reduce risk of personal injury) |
| 6. | Explain the impact of personal health behaviors on the functioning of body systems (effects of sexual behavior on the reproductive system, effects of smoking on the respiratory system, effects of exposure to sun on development of abnormal cellular changes in the skin) |
| 7. | Develop a positive personal health behavior plan |
| Mental and Emotional Health | |
| 8. | Identify barriers to effective communication about health issues (fear, embarrassment, lack of vocabulary, limited access to health professionals) |
| 9. | Apply decision-making skills to improve a personal health behavior |
| Substance Use and Abuse | |
| 13. | Identify the short- and long-term effects of using alcohol and other drugs, including legal and illegal substances (arrest and conviction, loss of privileges and rights, accidents, injuries, disability, death) |

Booster Lesson Three: Benefits of Resisting Drugs

- To increase resistance self-efficacy by providing students with practice resisting pressures
- To help students understand that resistance is easier if they support each other

Grade 7:

| | |
|--|--|
| Community Health | |
| 1. | Analyze how health-related decisions are influenced by individuals, families, and community values (observing parents who model healthy habits, learning to avoid health risks by observing consequences for others) |
| Consumer Health | |
| 2. | Identify the validity of health information related to products and services (comparing information from an advertisement to information received from a physician) |
| 3. | Identify appropriate providers for health care needs (pediatrician for children’s medical care, dentist for dental care, optometrist for vision correction) |
| Environmental Health | |
| 4. | Describe how health is affected by the environment (noises leading to hearing loss, second-hand smoke leading to respiratory problems, pollutants contaminating water supply) |
| Mental and Emotional Health | |
| 9. | Apply decision-making skills to improve a personal health behavior |
| 10. | Apply assertiveness, negotiation, and refusal skills to situations involving health risks (responding appropriately to sexual harassment, avoiding physical conflict when angry, objecting to bullying of peers) |
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| Substance Use and Abuse | |
| 16. | Describe the consequences of misusing legal drugs (medical complications resulting from taking someone else’s prescription or not following label instructions) |

Grade 8:

| Consumer Health | |
|------------------------------------|--|
| 2. | Locate accurate health information for personal use (cancer prevention: American Cancer Society; heart health: American Heart Association; respiratory health: American Lung Association; good mental health: school counselor, pediatrician) |
| Personal Health | |
| 5. | Analyze how environment and personal health are interrelated (avoiding dark and isolated areas at night to reduce risk of personal injury) |
| 6. | Explain the impact of personal health behaviors on the functioning of body systems (effects of sexual behavior on the reproductive system, effects of smoking on the respiratory system, effects of exposure to sun on development of abnormal cellular changes in the skin) |
| 7. | Develop a positive personal health behavior plan |
| Mental and Emotional Health | |
| 8. | Identify barriers to effective communication about health issues (fear, embarrassment, lack of vocabulary, limited access to health professionals) |
| 9. | Apply decision-making skills to improve a personal health behavior |
| Substance Use and Abuse | |
| 13. | Identify the short- and long-term effects of using alcohol and other drugs, including legal and illegal substances (arrest and conviction, loss of privileges and rights, accidents, injuries, disability, death) |