



uBEATS Teacher's Guide:

A High School Guide to Choices: Alcohol and Other Drug Prevention Skills

This teacher guide is a supplementary text to support the use of the uBEATS “A High Schooler’s Guide to Choices: Alcohol and Other Drug Prevention Skills” module for grades 9-12.

To help students develop the knowledge necessary for an incredible future in health care, we created UNMC Building Excellence in Academics Through STEM (uBEATS), an online health science resource for Nebraska students.

UNMC uBEATS modules are short (15 minutes or less), interactive online health science modules to supplement curriculum taught in grades 6 – 12. These do not replace curriculum, but they are a supplement for teachers and students incorporating evidence-based information and UNMC expert guided material. Each module is chunked into sections with formative and summative assessments with immediate feedback provided.

Tips on how to utilize uBEATS modules:

- Internet access is required to view uBEATS modules.
 - For those who have access to one-to-one technology, modules can be used in or outside of the classroom as a topic introduction, extension, or review. For classrooms without individual student devices, modules can be used in whole group instruction. Formative assessment questions can use the teacher’s preferred call-and-response method and summative assessment questions can be displayed on the board and answered individually by students or printed and distributed to students after viewing the module.

Objectives

- Recognize the negative effects of alcohol and other drug use.
- Determine strategies for making safe choices surrounding the use of alcohol and other drugs.
- Utilize communication skills to build healthy relationships.

Introduction

Movies, TV, advertising, and social media make it look like most teens use alcohol, marijuana, vapes, and other substances. That is not true. And to make it worse, those misleading media sources fail to show the negative side effects of using alcohol and other drugs.

It is important to learn the facts about substance use and abuse. It is also important to develop strategies for making safe decisions when confronted with choices about alcohol and drugs.

Prior Knowledge

Before beginning this module, the teacher should understand the Next Generation Science Standards (NGSS) featuring [Three-Dimensional Learning](#).

Dimension 3: Disciplinary Core Ideas—Life Sciences. [A Framework for K-12 Science Education](#)

An organism's ability to sense and respond to its environment enhances its chance of surviving and reproducing. Animals have external and internal sensory receptors that detect different kinds of information, and they use internal mechanisms for processing and storing it. Each receptor can respond to different inputs (electromagnetic, mechanical, chemical), some receptors respond by transmitting impulses that travel along nerve cells. In complex organisms, most such inputs travel to the brain, which is divided into several distinct regions and circuits that serve primary roles, in particular functions such as visual perception, auditory perception, interpretation of perceptual information, guidance of motor movement, and decision making. In addition, some of the brain's circuits give rise to emotions and store memories. Brain function also involves multiple interactions between the various regions to form an integrated sense of self and the surrounding world.

National Academies of Sciences, Engineering, and Medicine. 2012. A Framework for K-12 Science Education: Practices, Crosscutting Concepts, and Core Ideas. Washington, DC: The National Academies Press. <https://doi.org/10.17226/13165>.

Science and Engineering Practices [NGSS](#)

8. Obtaining, evaluating, and communicating information

Crosscutting Concepts [NGSS](#)

2. Cause and effect
6. Structure and function
7. Stability and change

Key Terms/Vocabulary

Vapes, e-cigarettes, aerosol, nicotine, formaldehyde, acrolein, volatile organic compounds, carcinogens, addiction, impulse-control, ethanol, yeast, alcohol use disorder (AUD), binge drinking, depressant, prescription opioids, overdose, risks, side effects, marijuana, cannabis, tetrahydrocannabinol (THC), tolerance, dependence, withdrawal symptoms, avoidance, assertiveness, positive friendship.

Science Standards

2024 Nebraska College and Career Ready Science Standards [Nebraska Science Standards](#)

- SC.HSP.6.5 Gather, analyze, and communicate evidence of the relationship between the structures and physiological processes of the nervous system.

National Consortium for Health Science Education [NCHSE](#)

- Foundation Standard 9: Health Maintenance Practices
 - 9.1.1. Promote self-care behaviors of health and wellness: relationships; stress management.
 - 9.1.2. Examine various aspects of mental health: anxiety; depression; substance abuse.

Extensions of the lesson

To help students become more familiar with the Key Terms of this module, the teacher can use the vocabulary list for a classroom Word Wall or integrate the vocabulary into review sessions.

Encourage students to check current events for the latest news involving vaping and nicotine.

As student misconceptions become apparent, the teacher may need to reinforce these concepts:

- Movies, TV, advertising, and social media often present a false suggestion that most teens use alcohol and other drugs.
- E-cigarettes (vapes) deliver harmful substances that can lead to cancer, addiction, etc.

- Alcohol affects how you think, feel, and behave. Alcohol use can result in bad decisions, heart disease, liver disease, accidents, or violence.
- Prescription opioids are designed to give pain relief, but they can also bring extremely serious negative side effects.
- Because the human brain is not fully developed until a person reaches their mid-twenties, marijuana can interfere with brain development and decision-making. Harmful negative effects can persist for years.
- These are helpful strategies for making safe choices:
 - Avoid situations where you might have a difficult time saying “no.”
 - Make an excuse to sidestep a conflict situation.
 - Walk away from uncomfortable pressure.
 - Be assertive by clearly stating your needs and feelings while respecting others.
 - The “broken record” strategy involves respectfully saying “no” without changing your answer.
- A sign of a negative relationship is pressure to do things that make you uncomfortable or put you in an unhealthy situation.
- Positive relationships are supportive, promote healthy choices, and encourage you to be your best self.

Enrichment

- Search for information about the negative effects of alcohol and drugs on teens. For example, see [How do alcohol and drugs affect teenagers?](#)
- Explore the **SAFEProject** for information about making safe choices. For example, read about [Brain Development in Youth](#).
- Search online for videos promoting healthy relationships. For example, the **U.S. Department of Health and Human Services** has a series [Teens Talk Relationships](#).
- Visit the website of the **Centers for Disease Control (CDC)** to learn about [Cannabis Health Effects](#).
- Study the information from the **Centers for Disease Control (CDC)** to learn about [Opioid Use Disorder](#).

- See a teen's message to peers and parents: **TED Talk** [The Domino Effect: Youth and Substance Abuse](#).