

# Health Rocks! Scope and Sequence

<b>Focus Area: Tobacco and Alcohol</b>			
Lesson/Activity	Time	Objective(s)	Life skill(s)
1. Beginner 1 C – Take a Deep Breath	30 Minutes	<ul style="list-style-type: none"> <li>Learn about the health and cosmetic effects of using drugs.</li> <li>Experience how smoking affects lung capacity.</li> </ul>	Healthy Life Choices Concern for others Using Scientific method
2. Beginner 2A – Should I or Shouldn't I?	45 Minutes	<ul style="list-style-type: none"> <li>Learn decision making steps.</li> <li>Identify options when a decision needs to be made.</li> </ul>	Decision making Problem solving
3. Beginner 2B – Don't Get Dragged Down	60 minutes	<ul style="list-style-type: none"> <li>Predict consequences of each option</li> <li>Choose healthy options when making a decision.</li> </ul>	Problem solving Decision making
4. Beginner 3B – The Chains That Bind	60 minutes	<ul style="list-style-type: none"> <li>Identify sources of stress in their lives.</li> <li>Learn ways to manage stress positively.</li> <li>Implement options for relieving stress.</li> <li>Help others overcome stress in healthy ways.</li> </ul>	Stress management Concern for others
5. Beginner 4A – Circle of Friends	45 minutes	<ul style="list-style-type: none"> <li>Increase their awareness of why people use tobacco, alcohol, and drugs.</li> </ul>	Social skills Healthy life choices
6. Beginner 4D – The Choices That Matter	45 minutes	<ul style="list-style-type: none"> <li>Identify and describe how family, peers, and others influence choices.</li> <li>Identify good and bad choices and the consequences associated with those choices.</li> </ul>	Consequences of actions Healthy life choices
7. Beginner 4C – How to Say No/ Intermediate 5B - Learning to Say "No"	45 minutes	<ul style="list-style-type: none"> <li>Demonstrate verbal and non-verbal refusal skills to avoid tobacco, alcohol, and drugs.</li> </ul>	Communication Social skills
8. Beginner 5 C – Lights! Camera! Action!	60 minutes	<ul style="list-style-type: none"> <li>Demonstrate and express opposing or anti-messages about tobacco, alcohol and drugs.</li> </ul>	Planning/Organizing Teamwork
9. Beginner 6A – Sharing It with The Community	60 minutes or more	<ul style="list-style-type: none"> <li>Promote healthy choices related to tobacco, alcohol, and drugs.</li> <li>Encourage others to adopt healthy behaviors related to tobacco, alcohol, and drugs.</li> </ul>	Responsible Citizenship Social responsibility Teamwork Concern for others

10. Beginner 6B – The Best I can Be	45 minutes	<ul style="list-style-type: none"> <li>• Pledge to adopt a personal drug-free life.</li> </ul>	Self-responsibility Goal Setting Planning/Organizing
<b>Optional Lessons</b>	Intermediate 7B – What do I do? Beginner 6C – Health Rocks! Celebration Health Rocks! Toolkit <ul style="list-style-type: none"> <li>• E Cigs and Vaping</li> <li>• E Cigs vs. Traditional Lesson</li> <li>• Don't Crack from Smoke! (pg 40 – Health Rocks Guidebook)</li> </ul> Health Rocks Poster Contest (2 hours)		
K-12 Standard(s)	<p style="text-align: center;"><b>North Carolina Essential Standards Grades 3 – 5</b></p> <ul style="list-style-type: none"> <li>• 3.MEH.1 Understand positive stress management strategies.</li> <li>• 3.MEH.2 Understand the relationship between healthy expression of emotions, mental health, and healthy behavior.</li> <li>• 3.PCH.1 Understand wellness, disease prevention, and recognition of symptoms.</li> <li>• 3.ICR.1 Understand healthy and effective interpersonal communication and relationships.</li> <li>• 3.ATOD.2 Apply strategies involving risk reduction behaviors to protect self and others from the negative effects of alcohol, tobacco, and other drugs.</li> <li>• 4.MEH.1 Apply positive stress management strategies.</li> <li>• 4.ATOD.1 Understand health risks associated with the use of tobacco products.</li> <li>• 4.ATOD.2 Understand why people use tobacco products.</li> <li>• 4.ATOD.3 Apply risk reduction behaviors to protect self and others from alcohol, tobacco, and other drug use.</li> <li>• 5.MEH.1 Apply positive stress management strategies.</li> <li>• 5.ATOD.1 Understand health risks associated with use of alcohol.</li> <li>• 5.ATOD.2 Understand why people use alcohol.</li> <li>• 5.ATOD.3 Apply risk reduction behaviors to protect self and others from alcohol use.</li> </ul> <p style="text-align: center;"><b>North Carolina Essential Standards Health Education- Grades 6 – 8</b></p>		

- 6.MEH.1 Apply structured thinking (decision making and goal setting) to benefit emotional well-being.
- 6.MEH.2 Analyze the potential outcome of positive stress management techniques.
- 6.ATOD.1 Analyze influences that the use alcohol, tobacco, and other drugs.
- 6.ATOD.2 Understand the health risks associated with alcohol, tobacco, and other drug use.
- 6.ATOD.3 Apply risk reduction behaviors to protect self and others from alcohol, tobacco, and other drug use.
- 7.MEH.2 Evaluate positive stress management strategies.
- 7.ATOD.1 Understand the health risks associated with alcohol, tobacco, and other drug use.
- 7.ATOD.2 Apply risk reduction behaviors to protect self and others from alcohol, tobacco, and other drug use.
- 8.ATOD.3 Apply risk reduction behaviors to protect self and others from alcohol, tobacco, and other drug use.
- 8.ATOD.3.3 Use advocacy skills to promote the avoidance of alcohol, tobacco, and drugs by others.
- 8.ATOD.3 Apply risk reduction behaviors to protect self and others from alcohol, tobacco, and other drug use.
- 8.MEH.1 Create positive stress management strategies.
- 8.MEH.2 Evaluate how structured thinking (decision making, problem solving, goal setting) benefits emotional well-being.
- 8.ATOD.1 Analyze influences related to alcohol, tobacco, and other drug use and avoidance.
- 8.ATOD.2 Understand the health risks associated with alcohol, tobacco, and other drug use.
- 8.ATOD.3 Apply risk reduction behaviors to protect self and others from alcohol, tobacco, and other drug use.
- 8.ATOD.3.3 Use advocacy skills to promote the avoidance of alcohol, tobacco, and drugs by others.

**National Health Standards**

**Standard 1** - Students will comprehend concepts related to health promotion and disease prevention to enhance health.

	<p><b>Standard 2</b> - Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</p> <p><b>Standard 4</b> - Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p><b>Standard 5</b> – Students will demonstrate ability to use decision making skills to enhance health.</p> <p><b>Standard 7</b> – Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p> <p><b>Standard 8</b> - Students will demonstrate the ability to advocate for personal, family, and community health.</p>
<p><b>Materials</b></p>	<p>Extra wide straws  Regular size straws  Coffee stirrer type straw  Stop watch  Poster Board  Paper  Pencils  Tape/Glue  Flip Chart  Markers/Crayons  Wire clothes hanger  Yarn/string  Balloons  Scissors</p>

**Focus Area: Drugs and the Human Brain**

Lesson/Activity	Time	Objective(s)	Life skill(s)
1. Messing with the Messenger (PDF)	120 Minutes	<ul style="list-style-type: none"> <li>• Understand the effects of drugs on the brain.</li> <li>• Experience how drugs can alter the messages sent within the brain.</li> <li>• Identify potential consequences of drug use.</li> <li>• Engage in discussion and planning to teach others the effect of drug use.</li> </ul>	Healthy life choices Decision making
2. Intermediate 1A – Did You Know	45 Minutes	<ul style="list-style-type: none"> <li>• Learn actual numbers of peers who are using any drug illegally.</li> <li>• Learn the health and cosmetic effect of using drugs.</li> <li>• Describe specific health risks associated with using.</li> </ul>	Healthy life choices Analyzing information Self-responsibility
3. Beginner 1E – Running Free Intermediate 1B – The cycle of addiction	30 minutes	<ul style="list-style-type: none"> <li>• Understand about addictions.</li> <li>• Experience how addictions feel.</li> </ul>	Healthy life choices Analyzing information
4. Beginner 2A – Should I or Shouldn't I	45 Minutes	<ul style="list-style-type: none"> <li>• Learn decision making steps.</li> <li>• Identify options when a decision needs to be made.</li> </ul>	Decision making Problem Solving
5. Intermediate 1C – Is It Worth the Risk	45 minutes	<ul style="list-style-type: none"> <li>• Learn about the health and cosmetic effects of using drugs.</li> <li>• Describe specific health risk associated with using tobacco, alcohol or other drugs.</li> <li>• Experience how smoking affects lung capacity.</li> </ul>	Healthy life choices Consequences of actions Using scientific method
6. Beginner 2C – Let Your Head Rule	45 minutes	<ul style="list-style-type: none"> <li>• Use decisions making skills and identify how emotions affect decision making.</li> </ul>	Critical thinking Decision making Manage feelings
7. Beginner 2D – Putting It All Together	45 minutes	<ul style="list-style-type: none"> <li>• Use decision making skills.</li> </ul>	Decision making Critical thinking Problem solving
8. Beginner 6B – The Best I Can Be	45 minutes	<ul style="list-style-type: none"> <li>• Pledge to adopt a personal drug-free life.</li> </ul>	Self-responsibility Goal Setting Planning/Organizing

9. Intermediate 6C – It's More Than Just Advertising	60 minutes	<ul style="list-style-type: none"> <li>• Identify and share ways that media influences healthy behaviors.</li> <li>• Identify how media and technology influence thoughts, feelings, and healthy choices.</li> </ul>	Critical thinking Managing feelings
<b>Optional Lessons</b>	<p>Health Rocks! Toolkit</p> <ul style="list-style-type: none"> <li>• Drug Trends and Facts</li> <li>• Heroin and Opioid Drug Facts</li> <li>• Your Brain and Addiction Lesson</li> </ul> <p>Health Rocks Poster Contest (2 hours)</p>		
K-12 Standard(s)	<p style="text-align: center;"><b>North Carolina Essential Standards Grades 3 – 5</b></p> <ul style="list-style-type: none"> <li>• 3.MEH.1 Understand positive stress management strategies.</li> <li>• 3.MEH.2 Understand the relationship between healthy expression of emotions, mental health, and healthy behavior.</li> <li>• 3.ICR.1 Understand healthy and effective interpersonal communication and relationships.</li> <li>• 3.ATOD.2 Apply strategies involving risk reduction behaviors to protect self and others from the negative effects of alcohol, tobacco, and other drugs.</li> <li>• 4.MEH.1 Apply positive stress management strategies.</li> <li>• 4.MEH.2 Understand the relationship between healthy expression of emotions, mental health, and healthy behavior.</li> <li>• 4.ICR.1 Understand healthy and effective interpersonal communication and relationships.</li> <li>• 4.ATOD.3 Apply risk reduction behaviors to protect self and others from alcohol, tobacco, and other drug use.</li> <li>• 5.MEH.1 Apply positive stress management strategies.</li> <li>• 5.ATOD.1 Understand health risks associated with use of alcohol.</li> <li>• 5.ATOD.2 Understand why people use alcohol.</li> <li>• 5.ATOD.3 Apply risk reduction behaviors to protect self and others from alcohol use.</li> </ul> <p style="text-align: center;"><b>North Carolina Essential Standards Health Education- Grades 6 – 8</b></p> <ul style="list-style-type: none"> <li>• 6.MEH.1 Apply structured thinking (decision making and goal setting) to benefit emotional well-being.</li> </ul>		

- 6.MEH.2 Analyze the potential outcome of positive stress management techniques.
- 6.ATOD.1 Analyze influences that the use alcohol, tobacco, and other drugs.
- 6.ATOD.2 Understand the health risks associated with alcohol, tobacco, and other drug use.
- 6.ATOD.3 Apply risk reduction behaviors to protect self and others from alcohol, tobacco, and other drug use.
- 7.MEH.2 Evaluate positive stress management strategies.
- 7.ATOD.1 Understand the health risks associated with alcohol, tobacco, and other drug use.
- 7.ATOD.2 Apply risk reduction behaviors to protect self and others from alcohol, tobacco, and other drug use.
- 8.ATOD.3 Apply risk reduction behaviors to protect self and others from alcohol, tobacco, and other drug use.
- 8.ATOD.3.3 Use advocacy skills to promote the avoidance of alcohol, tobacco, and drugs by others.
- 8.ATOD.3 Apply risk reduction behaviors to protect self and others from alcohol, tobacco, and other drug use.
- 8.MEH.1 Create positive stress management strategies.
- 8.MEH.2 Evaluate how structured thinking (decision making, problem solving, goal setting) benefits emotional well-being.
- 8.ATOD.1 Analyze influences related to alcohol, tobacco, and other drug use and avoidance.
- 8.ATOD.2 Understand the health risks associated with alcohol, tobacco, and other drug use.
- 8.ATOD.3 Apply risk reduction behaviors to protect self and others from alcohol, tobacco, and other drug use.
- 8.ATOD.3.3 Use advocacy skills to promote the avoidance of alcohol, tobacco, and drugs by others.

**National Health Standards**

**Standard 1** - Students will comprehend concepts related to health promotion and disease prevention to enhance health.

	<p><b>Standard 2</b> - Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</p> <p><b>Standard 4</b> - Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p><b>Standard 5</b> – Students will demonstrate ability to use decision making skills to enhance health.</p> <p><b>Standard 7</b> – Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p> <p><b>Standard 8</b> - Students will demonstrate the ability to advocate for personal, family, and community health.</p>
<p><b>Materials</b></p>	<p>Poster Board  Paper  Pencils  Tape/Glue  Flip Chart  Markers/Crayons  Yarn/string  Balloons  Scissors  Bandana/Rope  Colored dots</p>



**“A Stronger Me”**  
**Focus Area: Self Esteem and Self Efficacy**

Lesson/Activity	Time	Objective(s)	Life skill(s)
1. Healthy Friendships (HR Toolkit)	45 Minutes	<ul style="list-style-type: none"> <li>Define a healthy friendship</li> <li>Discover proactive choices in conflict resolution with friends.</li> <li>Identify ways to handle situations where peers are making unhealthy choices.</li> <li>Share with others how to have healthy friendships.</li> </ul>	Nurturing relationships Healthy life choices Critical thinking
2. Intermediate 2B – Be My Hero	45 Minutes	<ul style="list-style-type: none"> <li>Understand self-efficacy and how it affects choices regarding healthy behaviors.</li> <li>Gain and use skills that build and maintain self-efficacy.</li> </ul>	Healthy life choices Self-esteem Self-efficacy
3. Beginner 2B – Don’t Be Dragged Down	60 minutes	<ul style="list-style-type: none"> <li>Predict consequences of each action.</li> <li>Choose healthy options when making a decision.</li> </ul>	Problem solving Decision making
4. Intermediate 4A – Which Way Do I Go	30 minutes	<ul style="list-style-type: none"> <li>Understand the way family, peers, and cultural influence their decisions.</li> </ul>	Self-responsibility Healthy life choices
5. Intermediate 4C – What Do I Believe	30 minutes	<ul style="list-style-type: none"> <li>Understand the way family, peers, and cultural influence their decisions.</li> </ul>	Self-responsibility Healthy life choices
6. Intermediate 5B – Learning to Say “No”	45 minutes	<ul style="list-style-type: none"> <li>Demonstrate verbal and non-verbal refusal skills to avoid tobacco, alcohol, and drugs.</li> </ul>	Communication Social skills
7. Intermediate 8A – Sharing What I Know	60 minutes	<ul style="list-style-type: none"> <li>Promote healthy choices; encourage others to adopt healthy behaviors</li> </ul>	Sharing Healthy life choices
8. Beginner 5A – Messages in Our Community	45 minutes	<ul style="list-style-type: none"> <li>Identify and share ways that media influences healthy behaviors.</li> </ul>	Responsible Citizenship Social responsibility Information gathering
9. Intermediate 2C – All Stressed Out	45 minutes	<ul style="list-style-type: none"> <li>Identify sources of stress.</li> <li>Learn ways to manage stress positively.</li> </ul>	Healthy life choices Self-responsibility Stress management
10. Beginner 6B – The Best I can Be	45 minutes	<ul style="list-style-type: none"> <li>Pledge to adopt a personal drug-free life.</li> </ul>	Self-responsibility Goal Setting Planning/Organizing
<b>Optional Lessons</b>	<ul style="list-style-type: none"> <li>Health Rocks Poster Contest (2 hours)</li> </ul>		
K-12 Standard(s)	<b>North Carolina Essential Standards Grades 3 – 5</b>		

- 3.MEH.1 Understand positive stress management strategies.
- 3.MEH.2 Understand the relationship between healthy expression of emotions, mental health, and healthy behavior.
- 3.PCH.1 Understand wellness, disease prevention, and recognition of symptoms.
- 3.ICR.1 Understand healthy and effective interpersonal communication and relationships.
- 4.MEH.1 Apply positive stress management strategies.
- 4.MEH.2 Understand the relationship between healthy expression of emotions, mental health, and healthy behavior.
- 4.ICR.1 Understand healthy and effective interpersonal communication and relationships.
- 5.MEH.1 Apply positive stress management strategies.

**North Carolina Essential Standards Health Education- Grades 6 – 8**

- 6.MEH.1 Apply structured thinking (decision making and goal setting) to benefit emotional well-being.
- 6.MEH.2 Analyze the potential outcome of positive stress management techniques.
- 7.MEH.2 Evaluate positive stress management strategies.
- 8.MEH.1 Create positive stress management strategies.
- 8.MEH.2 Evaluate how structured thinking (decision making, problem solving, goal setting) benefits emotional well-being.

**National Health Standards**

- Standard 1** - Students will comprehend concepts related to health promotion and disease prevention to enhance health.
- Standard 2** - Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
- Standard 4** - Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
- Standard 5** – Students will demonstrate ability to use decision making skills to enhance health.
- Standard 7** – Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

	<b>Standard 8</b> - Students will demonstrate the ability to advocate for personal, family, and community health.
<b>Materials</b>	Poster Board Paper Pencils Tape/Glue Flip Chart Markers/Crayons Yarn/string Balloons Scissors Sticky notes

**“I Chose My Future”  
Focus Area: Goal Setting “**

Lesson/Activity	Time	Objective(s)	Life skill(s)
1. Goal Lessons – Investigate Health a. Keeping Up b. Plan to Learn c. Let’s Get SMART	120 minutes (3 lessons)	<ul style="list-style-type: none"> <li>• Identify and rank important activities in life.</li> <li>• Prioritize life activities.</li> <li>• Identify sources of educational stress.</li> <li>• Create a plan to reduce stress through managing academic pressures.</li> <li>• Create SMART short, medium, and long-term goals.</li> <li>• Write at least one goal using the SMART acronym.</li> </ul>	Goal Setting Time management
2. Health Rocks! Guidebook - Chapter 4- Bonus Activity (pg 54)	45 Minutes	<ul style="list-style-type: none"> <li>• Understand self-efficacy and how it affects choices regarding healthy behaviors.</li> <li>• Gain and use skills that build and maintain self-efficacy.</li> </ul>	Healthy life choices Self-esteem Self-efficacy
3. Intermediate 3D – Will It Make A Difference	45 minutes	<ul style="list-style-type: none"> <li>• Choose the healthy option when making a decision.</li> <li>• Use decision making skills.</li> </ul>	Decision making Problem solving Goal setting
4. Beginner 4D – The Choice That Matters	45 minutes	<ul style="list-style-type: none"> <li>• Identify and describe how family, peers, media and technology influence choices.</li> <li>• Identify good and bad choices and the consequences associated with those choices.</li> </ul>	Consequences of actions Healthy life choices
5. Intermediate 2C – All Stressed Out!	45 minutes	<ul style="list-style-type: none"> <li>• Identify sources of stress</li> <li>• Learn ways to manage stress positively.</li> </ul>	Healthy life choices Self-responsibility Stress management
6. Beginner 2A – Should I or Shouldn’t I	45 Minutes	<ul style="list-style-type: none"> <li>• Learn decision making steps.</li> <li>• Identify options when a decision needs to be made.</li> </ul>	Decision making Problem Solving
7. Intermediate 2A – I Can Do It	45 minutes	<ul style="list-style-type: none"> <li>• Better understand self-efficacy and how it affects choices regarding healthy behaviors.</li> <li>• Understand the effect that self-efficacy has on attitudes and motivation.</li> </ul>	Healthy life choices Self-responsibility Self-motivation

		<ul style="list-style-type: none"> <li>Gain and use skills that build and maintain self-efficacy.</li> </ul>	
8. Intermediate 4A – Which Way Do I Go	45 minutes	<ul style="list-style-type: none"> <li>Understand the way family, peers, and culture influence their decisions.</li> </ul>	Self-responsibility Healthy life choices
9. Beginner 6B – The Best I can Be	45 minutes	<ul style="list-style-type: none"> <li>Pledge to adopt a personal drug-free life.</li> </ul>	Self-responsibility Goal Setting Planning/Organizing
<b>Optional Lessons</b>	<ul style="list-style-type: none"> <li>Health Rocks Poster Contest (2 hours)</li> </ul>		
K-12 Standard(s)	<p style="text-align: center;"><b>North Carolina Essential Standards Grades 3 – 5</b></p> <ul style="list-style-type: none"> <li>3.MEH.1 Understand positive stress management strategies.</li> <li>3.MEH.2 Understand the relationship between healthy expression of emotions, mental health, and healthy behavior.</li> <li>3.PCH.1 Understand wellness, disease prevention, and recognition of symptoms.</li> <li>3.ICR.1 Understand healthy and effective interpersonal communication and relationships.</li> <li>4.MEH.1 Apply positive stress management strategies.</li> <li>4.ATOD.3 Apply risk reduction behaviors to protect self and others from alcohol, tobacco, and other drug use.</li> <li>5.MEH.1 Apply positive stress management strategies.</li> <li>5.ATOD.3 Apply risk reduction behaviors to protect self and others from alcohol use.</li> </ul> <p style="text-align: center;"><b>North Carolina Essential Standards Health Education- Grades 6 – 8</b></p> <ul style="list-style-type: none"> <li>6.MEH.1 Apply structured thinking (decision making and goal setting) to benefit emotional well-being.</li> <li>6.MEH.2 Analyze the potential outcome of positive stress management techniques.</li> <li>7.MEH.2 Evaluate positive stress management strategies.</li> <li>7.ATOD.1 Understand the health risks associated with alcohol, tobacco, and other drug use.</li> <li>7.ATOD.2 Apply risk reduction behaviors to protect self and others from alcohol, tobacco, and other drug use.</li> <li>8.MEH.1 Create positive stress management strategies.</li> </ul>		

	<ul style="list-style-type: none"> <li>• 8.MEH.2 Evaluate how structured thinking (decision making, problem solving, goal setting) benefits emotional well-being.</li> </ul>
<p><b>National Health Standards</b></p>	<p><b>Standard 1</b> - Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p> <p><b>Standard 2</b> - Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</p> <p><b>Standard 4</b> - Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p><b>Standard 5</b> – Students will demonstrate ability to use decision making skills to enhance health.</p> <p><b>Standard 7</b> – Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p> <p><b>Standard 8</b> - Students will demonstrate the ability to advocate for personal, family, and community health.</p>
<p><b>Materials</b></p>	<p>Poster Board  Paper  Pencils  Tape/Glue  Flip Chart  Markers/Crayons  Yarn/string  Balloons  Scissors  Index cards</p>