

GROW YOUR PALS PROGRAM GUIDE



THE NATIONAL FFA MENTORING PROGRAM

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LESSON 3.24

Don't Let Drugs Be Your Habits!

Unit:
MAKING GOOD CHOICES

PRECEPTS

- A. Action
- A2. Focus on results



Lesson Type:
One-on-One

NATIONAL STANDARDS

- CS.01.04.02.b. Demonstrate the benefits of living by positive values.
- CS.01.04.03.a. Identify the consequences of personal actions.
- CS.01.04.05.b. Differentiate between habits, practices and behaviors consistent with principles of self-discipline.

STUDENT LEARNING OBJECTIVES

As a result of this lesson, the student will ...

- Be able to identify positive activities to engage in versus spending time using drugs.
- Describe how animal behavior can represent good and bad *habits* of people.





TIME

Instruction time for this lesson: **15 minutes.**



RESOURCES

Education, 2.-2. P. (2009-2010). Say NO To Drugs. Retrieved March 1, 2010, from Teacher Vision: <http://www.teachervision.fen.com/drugs-and-alcohol/printable/29405.html>

Habits. (n.d.). Retrieved March 1, 2010, from Dictionary.com: www.dictionary.com

National FFA Organization. (2003). LifeKnowledge Precepts and Signs of Success.



TOOLS, EQUIPMENT AND SUPPLIES

- ✓ Pen
- ✓ Pencil
- ✓ Bouncing Ball
- ✓ Markers
- ✓ PALS3.24.ONE.ASSESS.A - one per student

KEY TERMS



The following term is presented in this lesson and appears in ***bold italics***:

Habits



CONTENT OUTLINE

- I. Identify positive activities to engage in versus doing drugs
 - A. Select student's favorite activities as anti-drugs
- II. Compare animal behavior with good and bad ***habits*** of humans
 - A. Engage in the game "Four-square"
 1. Demonstrate the benefits of positive ***habits***
 2. Think about the positive patterns of farm animals

INTEREST APPROACH



When you're having fun, what are you doing? I like to do my favorite things such as hanging out with friends, riding horses and listening to music. Let's make a list of our favorite things.

On a writing surface, have your PAL write down at least five of his/her favorite things to do.



Those are great. Why do you like to do those things? *Student response may include because they are active, you get to play with others, etc.*

We spend most of our time doing things we enjoy, but sometimes people choose to spend their time doing things that don't make them happy. Let's brainstorm about what those kinds of things might be.

Brainstorm with your mentee about what kinds of things a person could spend doing that wouldn't be healthy or fun. After a minute, bring up the subject of drugs if the student hasn't brought it up yet.

SUMMARY OF CONTENT AND TEACHING STRATEGIES

OBJECTIVE 1. | Be able to identify positive activities to engage in versus spending time using drugs.



People may choose to spend their time doing artificial things like drugs. They think it makes them happy or feel better for a short period of time, but ends up being a poor choice and making them feel even worse than before doing the drugs. Drugs have side effects that can cause health problems or even death. Instead of making good choices and enjoying fun activities, they end up with bad **habits**.

Review the list your mentee made of favorite things and ask him to circle his favorites. Explain that these things are your PALS' anti-drugs.



Let's take a look at your list of favorite things. Take a marker and circle your two favorite things. *Students should circle their two favorite choices.*



Your favorite things are anti-drugs. When you spend your time doing these things you end up with positive results in your life. Focusing on positive results stops us from using our time to make poor choices like using drugs. Whether it's spending time with your family or playing soccer or spending time on your school work, it keeps us away from drugs.

OBJECTIVE 2. | Describe how animal behavior can represent good and bad *habits* of people.



Have you ever seen a farm animal? They exhibit many behaviors that they consistently do every single day. Examples include dairy cows walking to the milking barn when they hear people at the barn or sheep running to the fence when they hear a vehicle knowing they will be fed hay. These are learned *habits*.

A. **Habits:** *An acquired behavior pattern regularly followed until it has become involuntary.*

*Engage mentee in a game of four-square to represent how a **habit** is learned. Begin by bouncing the four square ball to your mentee in a specific pattern and continue until you both know the pattern without having to think about it. Without warning, change the direction or pattern of the ball. This will require your mentee to have to adjust rapidly. Relate this startle reflex to the routine of a farm animal.*



Let's play a game called four square. To play we just bounce the ball back and forth without stopping the motion of the ball. Let's try.

Bounce the ball back and forth for 30 seconds in a consistent pattern, then change the pattern.



Bouncing the ball back and forth is a *habit*; it's how we play the game. But what happened when I threw the ball off course?

Student response may include that the game didn't work, the game was over, the game changed, etc.



Just like in the game of four square, good *habits* such as bouncing the ball in the right pattern allow the game to work. When an animal learns a *habit*, they follow it unless something causes them to change their path. A loud noise or a quick movement could startle a farm animal causing a negative response. Although unintentional, a farm animal could cause harm because their *habits* were altered. The same thing happens with people. We all know good *habits*, but if we are affected by the bad *habits* of drugs, our lives may turn out for the worst.





REVIEW / SUMMARY



Today we learned that good *habits* can keep us off drugs and allow us to enjoy our favorite things.

Let's draw a picture of one of our favorite things to remind ourselves about why we should always stay safe and away from drugs.

Great job.



APPLICATION

Large Group Suggestion

Take a class outside and play a bouncing ball game outside. Have the student's pair up, each pair receiving a bouncy ball. Take one person from each pair and pull them aside explaining their role to quickly change the pattern off the ball bouncing a minute or two into the game. After the opposing pairs react, bring the group together and explain how getting off course can make an undesirable change, such as drugs negatively impacting one person's life.

Continued Discussion

Explore a free Say NO to drugs activity from teachervision.com that encourages kids to refuse drugs.



EVALUATION

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ANSWERS TO EVALUATION:

1. True
2. True
3. False
4. True

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Name _____

Mark either T for true or F for false next to each statement.

- _____ 1. Drugs can cause health problems or death.
- _____ 2. Drugs are bad habits.
- _____ 3. Animals can't learn habits; they must be guided all the time.
- _____ 4. An acquired behavior pattern regularly followed until it has become involuntary is a habit.